



CLIENT 1b Module:

Customer Experience Feature Set

Exploration Sessions

Final Report

Executive Summary Only

Date

Version 1.1

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Executive Summary and Action Plan

Comparative Summary

Of the two “What You Need to Know About E-mail” presentation styles tested, the existing 1a format and the prototype 1b format, most participants had a preference for the newer, 1b module.

As in one manager group, everyone preferred Module 1a, further testing would be needed to ascertain if the manager group finding was an anomaly or if, in fact, managers genuinely prefer the current 1a approach better. It should be noted that the 1b lesson this group saw had a greater number of content errors which may have contributed to Group 3’s preference for 1a.

When Module 1b was preferred, it was because it was viewed as more fun, interactive, and an attention-getter. When Module 1a was preferred, it was because of its better lesson organized and continuity; additionally, because it was the “expected” or “norm” (which some people are more comfortable with). Those who did *not* select Module 1a felt it was too streamlined and not interactive enough.

The lesson length for both modules was considered to be “just right.”

Having the objectives stated at the beginning and recapped at the end of a lesson were considered to be important aspects of any tutorial – deserving of prominent placement. Module 1a does a better job at introducing the objectives than does Module 1b; 1a is more clearly labeled, the first page of the lesson, and on its own page.

If the results of the intra-lesson questions (or the Tests of Knowledge) are going to be reported to employee supervisors, employees need to be told this at the outset. The perception doesn’t exist that wrong answers could have negative consequences for themselves or for their company.

Participants did not have a strong preference for the use of photography over illustrations.

Module 1b Specific Element Recommendations

Element	What You Will Learn (Lesson Objectives)
Comments	Action Priority High 
Important element, yet buried after the flash scenario. (Much easier to see in 1a.)	Recommended Action “What You Will Learn” should be on its own page, placed in the center or on the left side. Title should be made larger. Page could be the first in the lesson or have it follow the flash scenario. We recommend the latter as the video goes a long way in getting people involved with the lesson.

Element	Recap/Bottom Line
Comments	Action Priority
Important element.	High 
Recommended Action	This type of important content should be on the center/left of page, not on the right (less important) side.

Element	Lesson Opening: Flash Scenario
Comments <p>Length is good. Audio/visual stimuli communicate better than words alone. Thought it was a good way to start each lesson. Drew viewers into the lesson.</p> <p>Video/text display is too disjointed. Opening doors generally not noticed; indifferent reaction, although a few felt they needed to fit better with lesson style. Scrolling arrows are confusing and work counter-intuitively. Bios weren't noticed and its link button was confusing.</p>	Action Priority High 
Recommended Action <p>Present flash scenario as a close-captioned/subtitled movie (text needed for those who don't have headphones and don't want to make noise in their work-area); make the video screen larger and on the center of the page; show the movie in its entirety on one page. Consider "RealPlayer" type controls to allow viewers to replay or pause video as needed rather than arrows (which could be eliminated, even if new controls aren't added). Opening doors may be kept, but <i>consider</i> making them fit better with look, feel, and sound of lesson.</p> <p>Bios may not be needed. If they are included, button needs to be more prominent and the entire button, no matter where clicked, should take viewer to bio page. Make sure that the bio drop-down closes in the same manner that all the other drop-downs in the lesson close.</p>	

Element	Continuity	
Comments	<p>Objectives, recap and page titles aren't in sync as much as they should be.</p> <p>Some material seems out of place.</p>	Action Priority High 
Recommended Action	<p>To minimize confusion and negative comments about a lack of integration, page titles should flow from the objectives page; the recap should restate the objectives in a more impactful way. QA the lessons for sequential continuity, using Module 1a as the standard.</p>	

Element	Intra-Lesson Questions/Other Interactions	
Comments	<p>Liked Drag and Drop most; Fill in the Blank and Select a Sentence least. The latter were considered more work.</p> <p>Didn't like that viewer could skip questions or get questions wrong and still be able to move on without extra, detailed instruction.</p>	Action Priority High 
Recommended Action	<p>Rework instructional aspect of the lesson related to these questions, including providing direction on required action for each question (e.g., "select one response" or "type in your answer in the box below"). Re-programming should be done to disallow people to move on without answering a question. Incorrect responses should provide more detailed or visually impactful instruction; consider including another question to test their knowledge on the missed point after additional reinforcement.</p>	

Element	Interactivity and Right Side Displays
<p>Comments</p> <p>Saw content on right side of page as less important; it could be skipped without detracting from learning – and this is fine.</p> <p>Drop downs preferred vs. pop up windows (in 1a), but scroll feature within longer drop-downs strongly disliked.</p> <p>Right side displays added positively to experience, but there may have been too many forms.</p>	<p>Action Priority</p> <p>High </p>
<p>Recommended Action</p> <p>If content is important enough, put it on its own page. Edit content to fit into available drop down space; in rare instances, when this isn't possible, use pop-up windows which don't kick viewer out of lesson.</p> <p>Achieving balance between attracting interest and overwhelming people with too many different types of right side displays is the challenge.</p>	

Element	Audio
<p>Comments</p> <p>People liked the sound aspect and wanted more throughout the lesson.</p>	<p>Action Priority</p> <p>Moderate </p>
<p>Recommended Action</p> <p>Incorporate sound throughout. Could be included with intra-lesson question answers, for example.</p>	

Element	Navigation
<p>Comments</p> <p>At end of flash piece, because sound stopped, viewers did not immediately know to move to the next page. Plus, somewhat difficult to find Next button.</p> <p>Clicking on other navigational links often kicked viewer out of lesson.</p> <p>Didn't know the Table of Contents for the lesson could be used to jump back to an earlier section ; thought had to click "previous" over and over.</p>	<p>Action Priority</p> <p>Moderate ➔</p>
<p>Recommended Action</p> <p>Make the Next button more prominent; after the flash presentation, consider animating this button the first time to let people know when – and how – to move on.</p> <p>Allow people to easily navigate back to where they were in the lesson should they go to the Table of Contents or Tell Me More. (This also applies to pop-up windows in the 1a format where if the window is closed, they were also kicked out.)</p> <p>Provide better directions at the beginning on site features and how to navigate using Table of Contents.</p>	

Element	New & Existing Displays
<p>Comments</p> <p>Most were noticed and read. Knew they contained interesting, but less important, content (because of their placement on right of screen).</p> <p>Felt that some content could have been placed under more than one heading (lack of distinction between some display types).</p> <p>Expert Tips needed to contain real, meaningful tips.</p> <p>Top 10s were not intuitively understood, likely due to limited exposure.</p>	<p>Action Priority</p> <p>Moderate ➔</p>
<p>Recommended Action</p> <p>Possibly streamline the number of types of displays; again, achieving balance between attracting interest and overwhelming people with too many different types of right side displays is the challenge.</p> <p>Rework Expert Tips to include tips which will make people work/think smarter.</p> <p>In new directions developed for the modules, Top 10s should be referenced and explained.</p>	

Element	Tests of Knowledge (Games)
<p>Comments</p> <p>Like having a fun game at the end. Inferentially, would like to see a variety (not just one format).</p> <p>Game Show, followed by Tic-Tac-Toe, liked the most; Breaking News liked least.</p> <p>Those who evaluated Crossword individually were more likely to give Crossword #4 (least favored) ranking.</p>	<p>Action Priority</p> <p>Moderate ➔</p>
<p>Recommended Action</p> <p>In its current configuration, Breaking News does not appear to be a viable approach for a quiz at the end of the lesson.</p> <p>Additional directions (and directions on each page) are needed for the Crossword game as those who experienced it on their own found it hard. This format might also have limitations internationally which should be considered.</p>	

Element	Layout
<p>Comments</p> <p>Well-liked overall, especially the bold words.</p> <p>Decorative circles at top of page were noticed – neutral response; felt redundant with “Page X of Y” reference on bottom.</p>	<p>Action Priority</p> <p>Low ➔</p>
<p>Recommended Action</p> <p>Could eliminate progress circles in a future redesign with no risk, assuming page reference at bottom is still included.</p>	