

APPENDIX

Improving the training experience for facilitators at Reach.

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REACH

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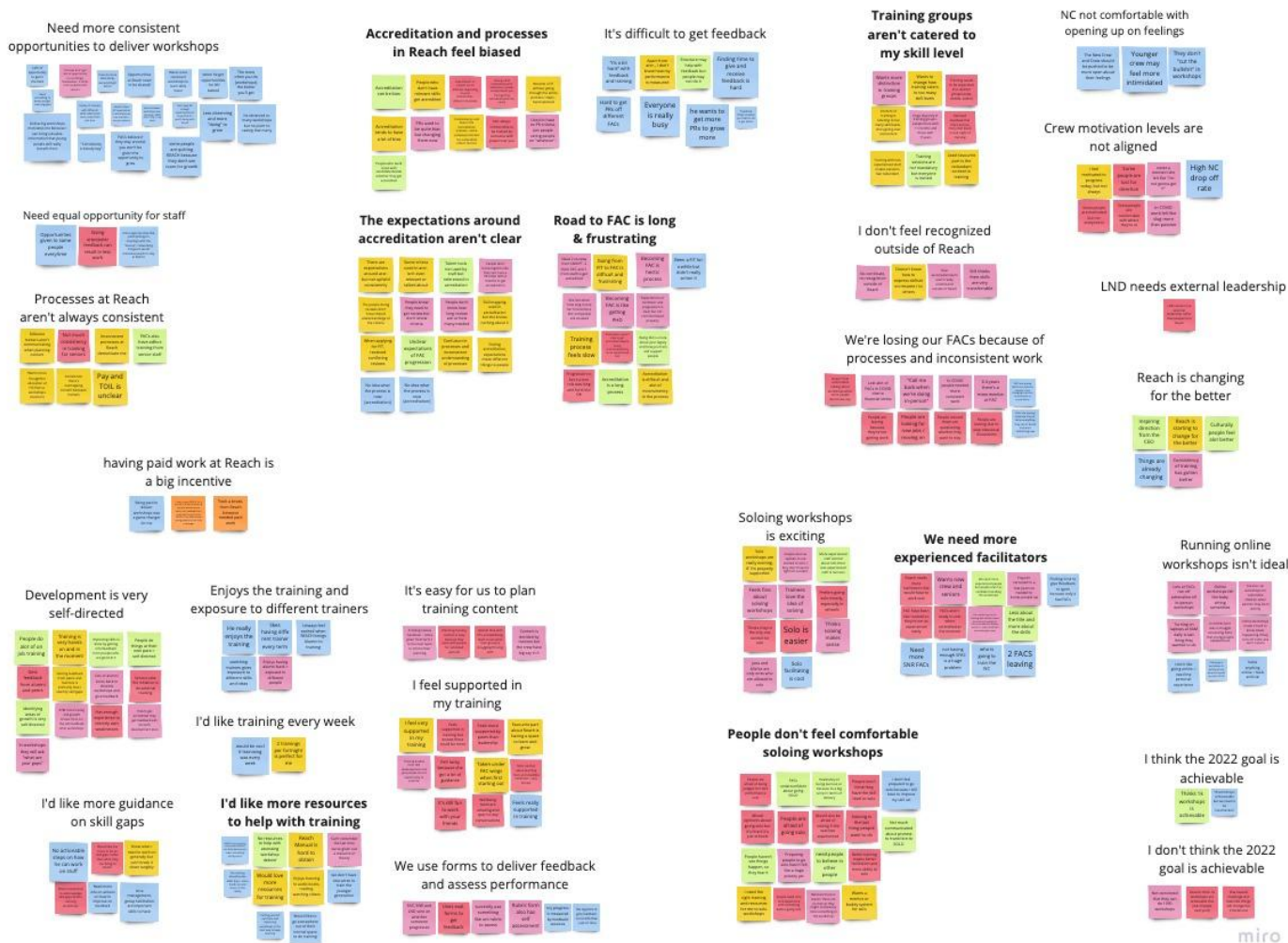
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1.1 Affinity Map (User Interviews)

Objectives

From 6 interviews we collated all the individual data points from the interviews and categorised them according to trends and patterns to identify common themes and pain points that facilitators are experiencing.

Figure 1. Affinity Map from User Interviews [\[Full access to the map\]](#)



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Key Insights

The key insights gleaned from the affinity map:

- Accreditation and processes in Reach feel biased
- The expectations around accreditation aren't clear
- I'd like more resources to help with training
- Training groups aren't catered to my skill level
- People don't feel comfortable soloing workshops
- We need more experienced facilitators

These insights help to create a service blueprint of the current training process at a high level.

2.1 Current Facilitator Service Blueprint

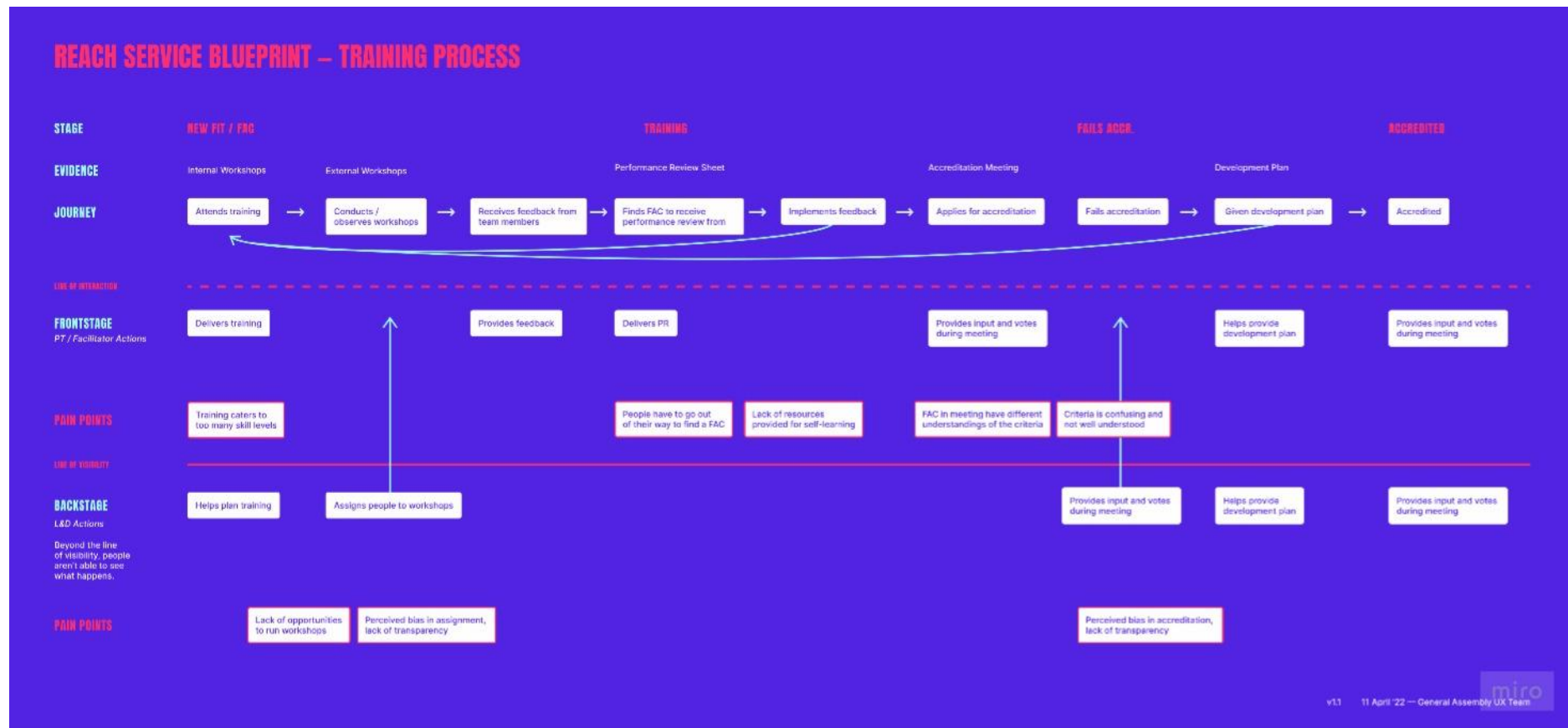
Objectives

A service blueprint of the current experience maps out the training and accreditation process of facilitators which includes:

- Steps of the journey
- Front-stage interactions (facilitators, trainers)
- Back-stage interactions (L&D)
- Pain points associated with different stages

This aims to view the process at a high level and understand how the key stakeholders interact which places the identified issues into context.

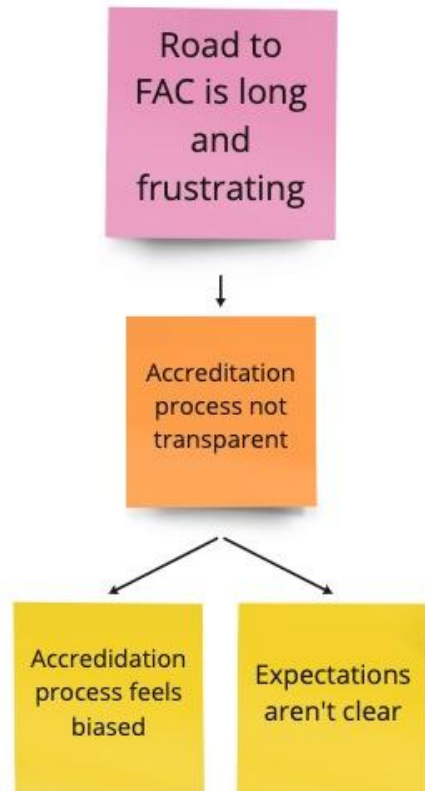
Figure 2. Current Facilitator Service Blueprint [\[Full access to Current Service Blueprint\]](#)



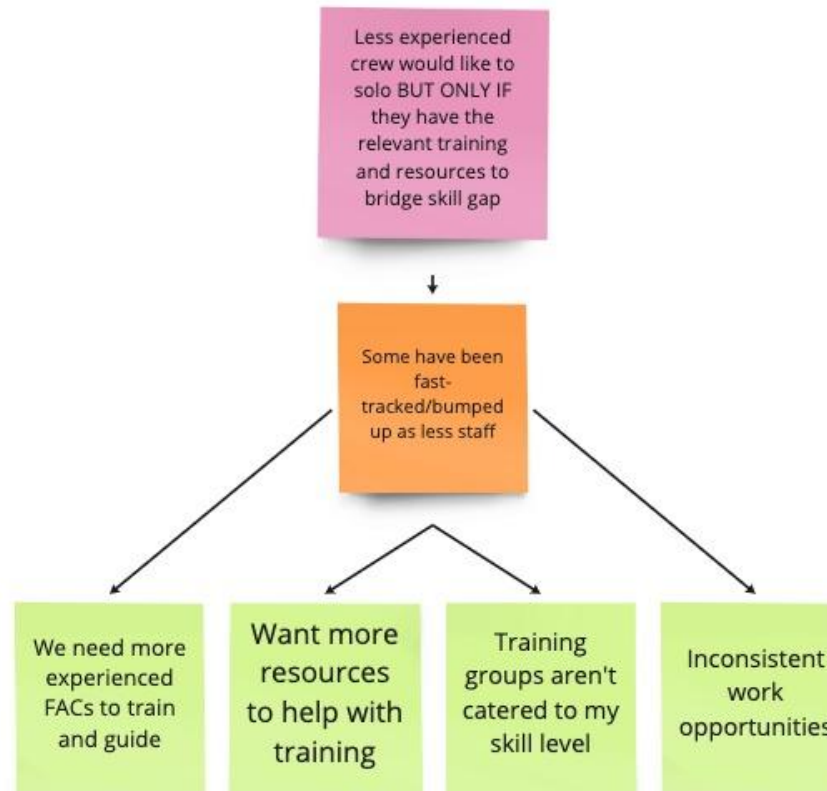
Key Insights

The service blueprint showed 2 key problem areas — accreditation and the training process:

#1 Accreditation is a long and frustrating process



#2 People need more resources and training to feel comfortable soloing workshops



These two issues demonstrated represented problems that we needed to address. But to do this we needed to start thinking about **who** we are designing for to narrow down on how we can help them.

2.2 Archetypes and Scenarios

Objectives

Two archetypes (Skill Seeker and Positive Professor) were created according to the themes derived from the affinity map and service blueprint. This aimed to help us understand who we are designing for, their goals, pain points and challenges to better cater to needs. This is especially necessary to narrow down the scope of the project in order to provide a more tailored solution and effective solution — designing for everyone is designing for no one.

Figure 3. Primary Archetype - The Skill Seeker [[Full access to Skill Seeker archetype](#)]

FACILITATOR ARCHETYPE:

THE SKILL SEEKER

“I’VE BEEN PROGRESSING QUICKLY, BUT I NEED MORE TARGETED TRAINING AND HANDS-ON EXPERIENCE.”

SCENARIO

The Skill Seeker wants to develop more skills to reach more youths in the community.

But when there’s a lack of work opportunity and specifically targeted training sessions, they find it hard to develop their skill gaps adequately.

As a result, the Skill Seeker feels nervous, under-confident and uninspired, causing them to consider leaving Reach.

BEHAVIOURS & ATTITUDES

- Highly motivated by the opportunity to reach and help youth
- Aren’t as confident when handling workshops and don’t feel ready to start soloing
- Enjoys training and being exposed to different trainers
- Prefers face to face workshops and training as they can build a connection

NEEDS & GOALS

- To reach more people and make positive impact to communities
- More opportunities to run workshops - hands on experience
- More training and experience to confidently go solo
- More resources to help with training and development in their own time

FRUSTRATIONS

DEMOTIVATED BY THE ACCREDITATION PROCESS:

- Training groups aren’t catered to their skill level
- Not enough senior staff to help with training
- Not much communicated on process to transition to solo
- Lack of resources and difficulty in obtaining them
- Uneven distribution of opportunities between people

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Figure 4. Secondary Archetype - The Positive Progressor [\[Full access to Positive Progressor archetype\]](#)

FACILITATOR ARCHETYPE:

THE POSITIVE PROGRESSOR

“I’M READY TO PROGRESS TO THE NEXT STAGE OF MY PERSONAL GROWTH AND DEVELOPMENT.”

SCENARIO

The positive progressor wants to progress from FIT to FAC to continue self growth and development.

However, the accreditation process lacks transparency and clarity of expectations, which makes progression slow and difficult.

As a result, the Positive Progressor remains stagnant as a FIT and is left feeling demotivated and frustrated.

BEHAVIOURS & ATTITUDES

- Motivated to get accredited from FIT to FAC for personal growth and development
- Busy with workshop prep but enjoys more work for learning/growth
- Likes to get feedback from peers and alumni regarding training to improve

NEEDS & GOALS

- Obtain skill sets to become a FAC as quickly as possible
- Progress to FAC at a faster timeline
- Would like to be acknowledged for achievements
- Wants more actionable steps on skill gaps to become FAC

FRUSTRATIONS

DEMOTIVATED BY THE ACCREDITATION PROCESS:

- Expectations on progression and steps aren't clear
- Process lacks transparency
- Understandings of criteria vary from person to person
- Have to go out of their way to collect performance reviews
- Entire process is extremely long and slow

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Key Insights

- We discussed with Emeli and determined primary and secondary archetypes to focus on for the project
 - Primary: The Skill Seeker → this is more actionable and has a higher impact Reach’s goal
 - Secondary: The Positive Progressor
- Used this information with the user scenario to create a journey map of their experience.

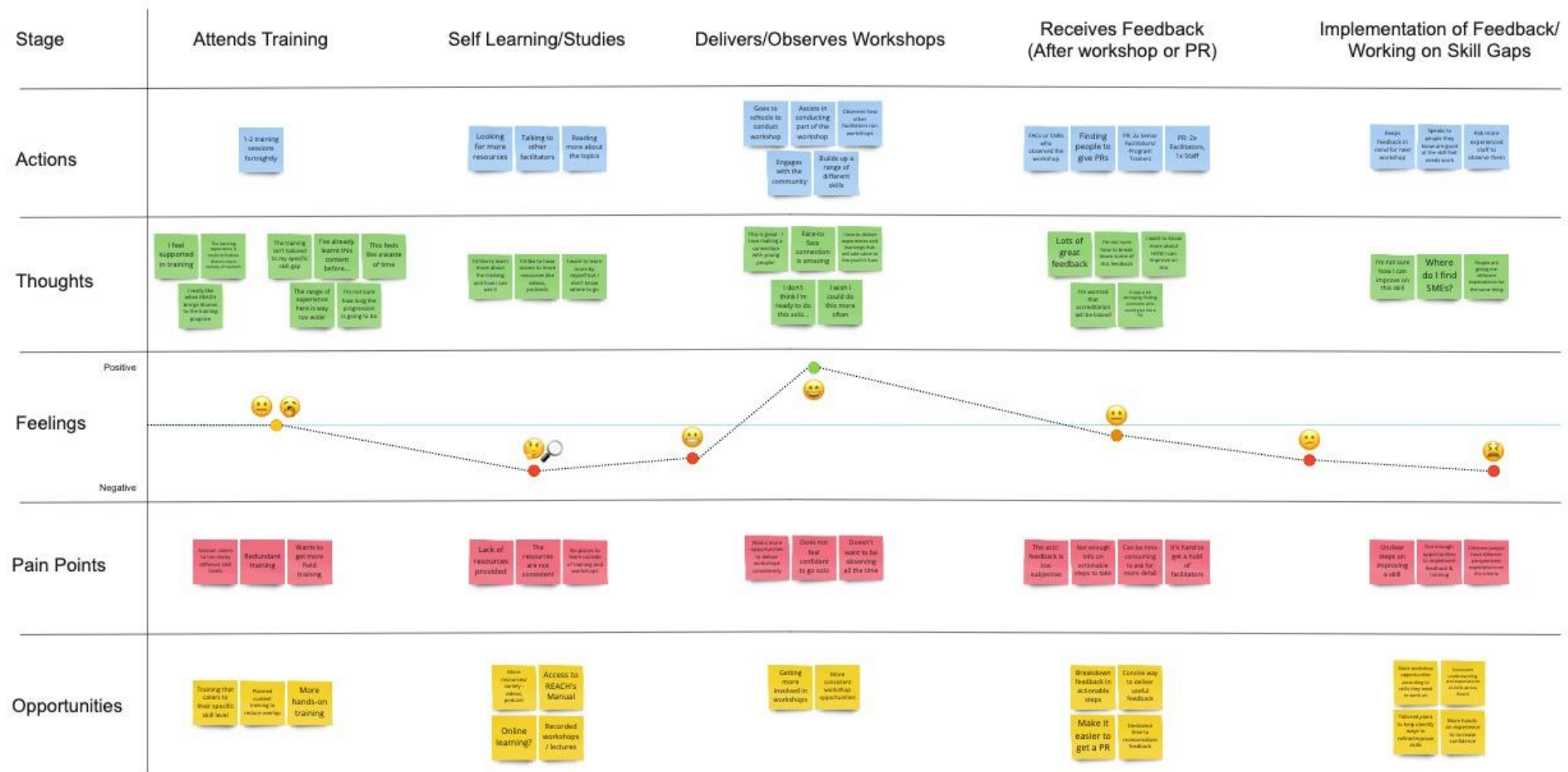
2.3 Journey Map

Objectives

We created a journey map of the Skill Seeker experience to understand their training experience with more empathy by:

- Understanding how their thoughts and feelings are changing as they move through the training process
- Understanding what their specific pain points are for each stage / action
- Identifying opportunities for a better training experience

Figure 5. The Skill Seeker Journey Map [\[Full access to the map\]](#)



Key Insights

The journey map revealed the main opportunities for improvement is surrounding:

- Lack of resources and resources aren't consistent
- No places to learn outside of training and workshops
- Feedback is not actionable and too subjective
- Unclear steps for improving skills
- Not enough opportunities to implement feedback/training

We took the pain points from the journey map but found that they were more granular and overlapped, so we needed a way to be able to address those with similar themes.

2.4 Affinity Map (Pain Points)

Objectives

Grouping the pain points identified from the journey map into larger themes is used in order to understand the big-picture issues and better understand the root of the overlapping problems.

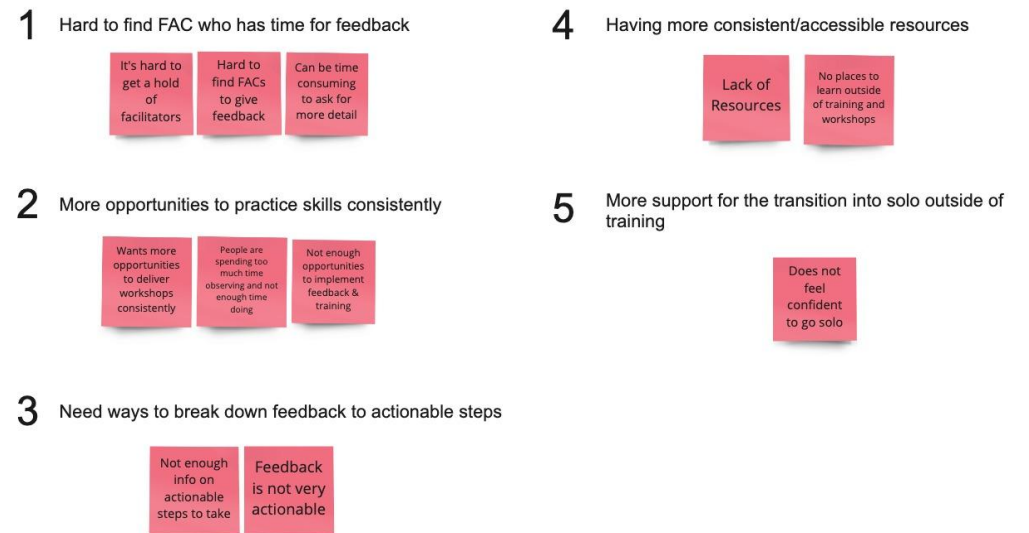
Key Insights

Mapping showed the main root issues experienced by the skill seeker are:

- Hard to find FAC who has time for feedback
- More opportunities to practice skills consistently
- Inconsistency in the interpretation of skills
- Need ways to break down feedback into actionable steps
- Having more consistent/accessible resources
- More support for the transition into solo outside of training

With the issues clarified we started ideating on what the ideal experience would be and what the user needs.

Figure 6. Painpoint Affinity Map



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3.1 Because X, they need Y

Objectives

This technique helps us start ideating on what our Skill Seeker needs from the issues that we have identified to determine how we can best help them achieve their goals and what their ideal experience would look like for each area of concern.

Because they...	They need..
Find it hard to find FAC with time for feedback	Quick and easy access to FACs to receive performance reviews
Need consistent practice to bridge skill gaps	More consistent opportunities to practice skills
Find there aren't enough accessible resources	Accessible, engaging content and resources
Find it hard to act on feedback	Feedback that can be quickly translated into actionable steps
Want support for transition into solo workshops	Support to build confidence and skills that help them feel comfortable

Key Insights

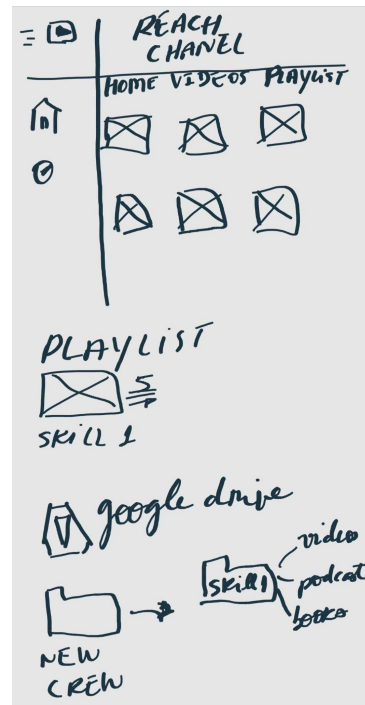
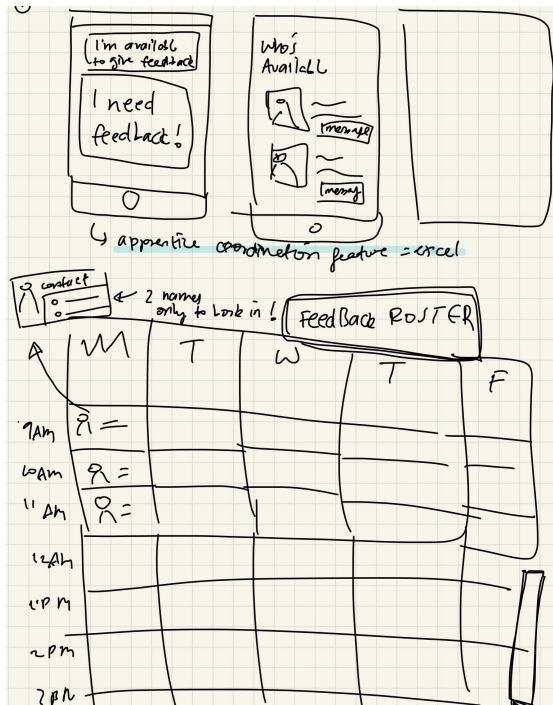
The needs of the Skill Seeker identified from the table allows the team to start ideating on potential solutions and systems that can help them achieve this experience and needs.

3.2 Design Studio

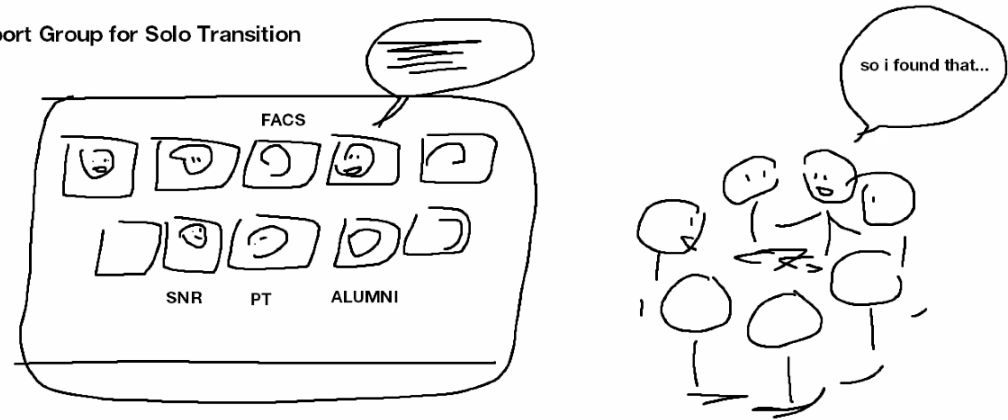
Objectives

The team conducted 5-minute sketching sessions to ideate potential solutions that would meet the Skill Seeker needs we identified. This helped us quickly and efficiently draw out potential directions that we discussed and refined to create our concept solutions.

Figure 7. Snippets of sketches from Design Studio



Support Group for Solo Transition



Key Insights

Used these ideas to discuss and determine the best recommendations/concept solution to address the user needs and improve the user's experience.

3.3 Recommendations and Concept Solutions

The main concept solutions to address the 5 main areas of improvement are presented below:

[Please refer [here](#) for a more visual representation of concepts]

Being able to easily access FACs for feedback or PRs

Concept Solution	How it works
Online Calendar	<ul style="list-style-type: none">- FACs can show their availabilities in a calendar format and other FITs or FACs are able to book in time slots with them easily.- Ensure a set amount of time for feedback session (eg. 30mins) so expectations are clear from both parties.
Performance Review (PR) Waiting List	<ul style="list-style-type: none">- Crew/FIT/FAC who need a PR can enter their name into a list and whoever can make time for one can sign up to assess them.- FACs are given some sort of incentive to sign up to help do PRs.- This solution is to address the fact that PR's take much longer than normal feedback and is an area that crew struggle to complete as it's so hard to grab anyone who has time for one.- This aims to hold the FAC who is assessing PRs more accountable and encourages them to stay involved/available for their peers.

More consistent opportunities to practice their skills

Concept Solution	How it works
Regular Skill Development Plan	<ul style="list-style-type: none"> - Monthly check-in with facilitators to see what skills they want to work on, and discover what workshops they're interested in running. - Chance to provide any relevant resources or SME's that they could get in touch with. - Provide clarity on their direction, help them feel supported, and provide a comfortable space for them to express what opportunities they'd like to take on.
Workshop Roster that allows crew to signup	<ul style="list-style-type: none"> - Monthly workshop roster that shows the available workshops, camps, and also the key skills relevant to each opportunity. - FITs/FACs can sign up to those that are of interest to them. - See what opportunities are currently available, and also understand which options would best suit their personal development. - Chance to have input in what workshops they want to be a part of.

Ways to easily access more content and resources

Concept Solution	How it works
Reach Internal Video Channel	<ul style="list-style-type: none"> - Private video channel with various talks and workshops from senior facilitators, alumnus, SMEs, etc. - Engaging content for crew to refer to. - Great for visual learners
Google drive of resources	<ul style="list-style-type: none"> - Content available in a centralised, accessible hub.

	<ul style="list-style-type: none"> - Google Drive folder with resources categorised by skill or topic - this could include videos, links to other online resources, reading lists, or contact info for SMEs... - Wide variety of options for self-directed learning and keep facilitators engaged
Resource guide to support training	<ul style="list-style-type: none"> - Regularly creating resource guides that would accompany their training programs. - This would change depending on what skills and topics are being addressed during a time period. - Provide facilitators with another avenue to access targeted resources, actionable steps, and events. - Hands-on suggestions on how to consolidate training

More actionable, concrete feedback

Concept Solution	How it works
Skill Cards	<ul style="list-style-type: none"> - Creating cards for various skills that provide a list of actionable steps as well as resources and events. - Providing more actionable steps rather than just general feedback like “do more workshops” - it talks more about how and what they can focus on in workshops to bridge the skill gap or what activities they can participate in to challenge them to grow in this space. - It also has a section on what work types would be best to develop this skill for example school camps, community workshops and remote sessions.

FACs want more support for the solo transition

Concept Solution	How it works
Solo orientation	<ul style="list-style-type: none"> - Set clear expectations for how you will be helping them transition and what is expected of them over this period of time - Communicating that it's a continued learning process that aims to challenge them to grow but within an environment where Reach will support them every step of the way
Scheduled support group	<ul style="list-style-type: none"> - Organise a regular scheduled support group for solo transition FACs/FITs to help them support and learn from each other. - Led by SNR/experienced FAC and wellbeing team may be involved - Help the less confident or even confident FIT/FACs in their journey by providing an opportunity to speak and share their experiences and learnings to each other - Provide encouragement and support to really boost confidence levels!
Silent observer in workshops	<ul style="list-style-type: none"> - Have a more experienced FAC as silent observer in workshops for crew who are ready skill-wise to go solo but aren't confident. - Provides a safety measure and builds confidence that they can handle it alone - as well as receive feedback on areas of improvement.

3.4 Prioritisation Matrix

Objectives

We needed to determine which concept solutions Reach should focus on first depending on how much effort would be required and how impactful it would be. This is done using a prioritisation matrix which is a technique that helps us to decide what solutions we should focus on based on their impact, effort and budget. This easily shows us that we should start with the solutions in the FIRST quadrant which looks at those that can potentially generate a high impact but requires a low effort level and low monetary investment.

Key Insights

From figure 8 below, the first quadrant solutions that would reap the highest impact with the lowest effort/expense include:

- Holding orientation for solo workshops and setting the context for a supportive environment and space to grow
- Creating a board/waitlist where people can put their names down for performance reviews
- Providing more actionable feedback that facilitators can take during their next workshop
- Creating an online calendar system for scheduling performance reviews from people - e.g. Calendly, Google
- Creating an online hub for resources categorised by specific skills or topics - e.g. Google Drive
- Organising a silent observer provided during solo workshops to ease people into soloing — provides a safety measure and builds confidence

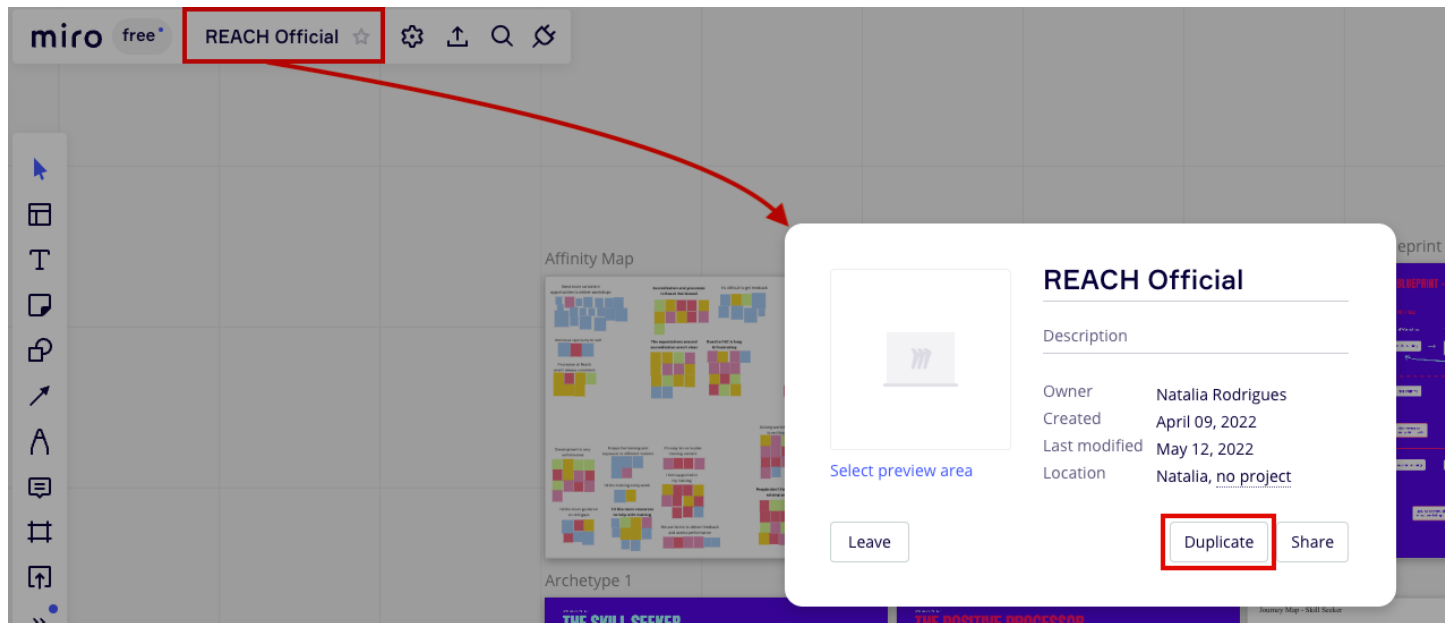
Figure 8. Prioritisation Matrix [\[Full access to the matrix\]](#)



4.1 Miro Board Link

The link to the Miro board which contains all the deliverables in this appendix can be accessed from [Reach Official](#).

For your own future use and to ensure there are no problems accessing the file moving forward, it would be best for you to duplicate the board to your own account by selecting the Miro board name and selecting “**Duplicate**”.



We hope that this will allow you to continue building on the items/deliverables and make relevant changes as you continue discovering more information in the next steps of the project!

4.2 Google Drive link

To access all the documentation such as the documentation associated with the project, the presentation slide deck and the appendix from a centralised location, please refer to the [Reach Google Drive Folder](#).

4.3 Trello Board link

Similarly, you will be able to continue to access our Trello board for this project moving forward by clicking on this [Reach Board](#).