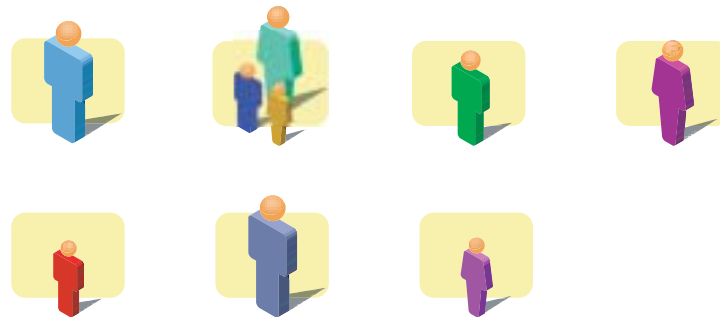# academy

User profiles, scenarios and flows

Creating user profiles

To come up with effective user profiles for the Academy, we plot how much sport a user plays (**sports active**) against how familiar they are with the web (**web savvy**). The nearer the top of the graph the more active they are, and the further right the more web savvy.

C

G

D

A

Sports active

E

B

F

Web savvy

A Steve

E Rose

B Brian

F Sarah

C Dan

G Mr Baxter

D Sana
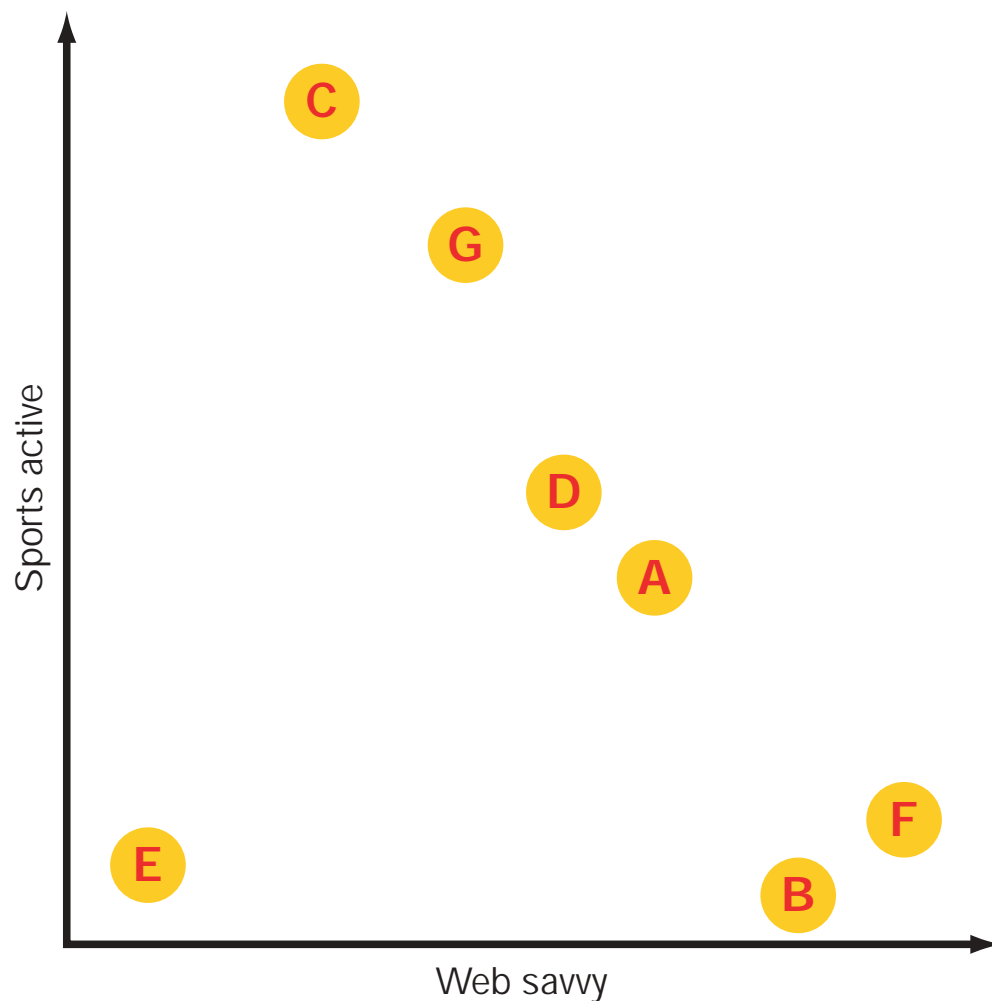
User profiles

To help us understand our audience needs, and to maintain the perspective of the site's actual users whilst designing, we create personalities around these profiles.

A
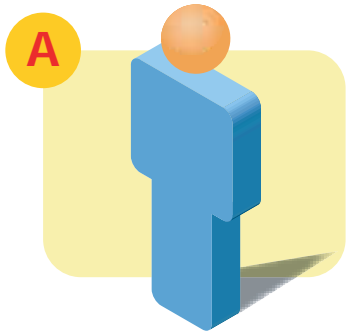
Steve

- 25 years old, investment banker
- time conscious – not interested in general info, wants specifics
- plays golf and squash
- very proud, doesn't like to look stupid in front of friends

B
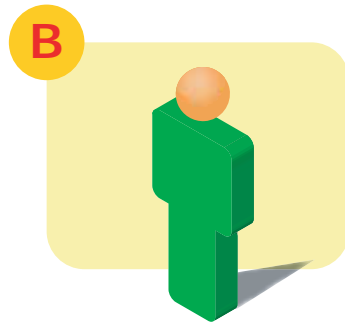
Brian

- 15 years old
- too much time on his hands – a 'lazy' web browser
- few friends, just moved to London with parents
- isn't very sporty, but wants to be more so to get more street cred
- not in any school sport teams
- loves computer games

C
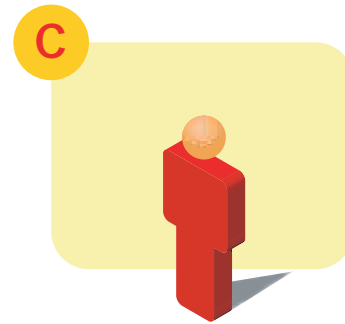
Dan

- 11 years old
- Mr Sport - kicks ball in his back garden after school, on the golf course with his Dad, goes to tennis coaching school in the summer
- not web savvy - spends too much time out doors enjoying sports
- has to use limited internet time at school
- parents wary of internet – not much usage at home
- very competitive
- inquisitive and persistent, but only if stimulated

D
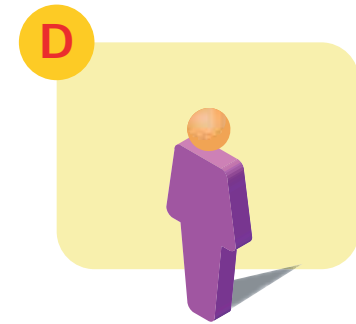
Sana

- 12 years old, just starting puberty
- only does sport at school because she is forced
- hates team sports - chasing after ball, getting muddy
- likes swimming and dancing
- Sana's mother is quite active, goes to aerobics
- very social, but very self conscious
- goal driven in her web usage - might go to 'Steps' website, but not into browsing

User profiles - continued

The team thinks in the mindset of these users (rather than as themselves) and possible site interactions are created. The users and scenarios are kept in mind when making design and site structure decisions.

Rose

E

- 35 year old mother of two
- 10 year old son, Dave
- 8 year old daughter, Jane
- both children interested in sport
- Rose is concerned about child protection issues on the internet
- was once sporty (played netball at school), but now due to work/motherhood doesn't have time
- uses email, but not really web savvy

Sarah

F
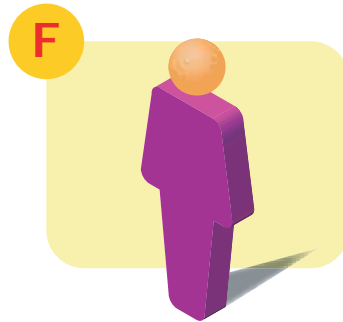
- 22 years old, administrative assistant
- recently moved to London after completing degree course
- uses web all the time at work, arranges social outings via emails
- used to play hockey to a high standard at university
- no longer has the time or want to play team sports
- wants non-competitive sport or exercise that's interesting

Mr Baxter

G
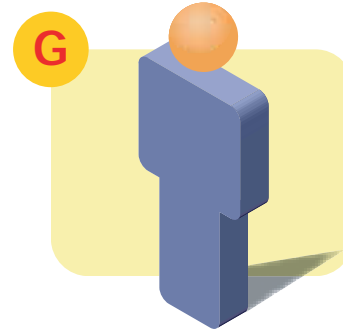
- 40 year old, P.E. teacher
- teaches at Dan and Sana's comprehensive school
- takes rugby and football teams
- married with two kids, trying for a third
- committed to sports – believes its a good motivational tool
- competitive and want his teams to win
- not very politically correct
- very busy during the day, often busy in early evening with school teams – encroaches on his family time

User scenarios – **Steve**

Steve first hears of the site from a trail on TV/radio or possibly from a puffbox on bbc.co.uk/sport. He likes the idea of the site – a way of getting one up on his mates – and decides to take a look during his lunch break, before he goes to meet the lads in the pub.

C
G
D
A
Sports active
E
B
F
Web savvy

A
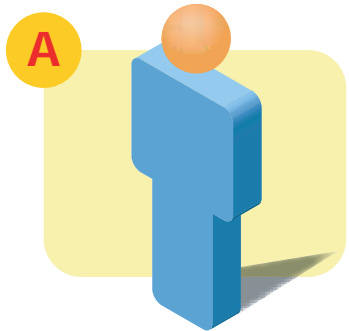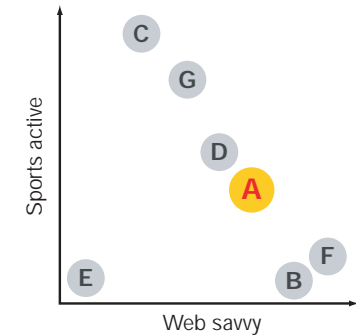
1 Instantly scans the home page for anything to do with improving his golf skills.

2 Clicks through to a skill, watches animation, doesn't read the text.

3 Steve clicks quickly through two more skills. He also notices teasers for rules, masterclass and equipment sections.

4 Steve leaves the site.

I want to improve my swing - where are the skills how-to's?

This could come in handy on Saturday – too much text though.

I wouldn't mind looking at those masterclasses...
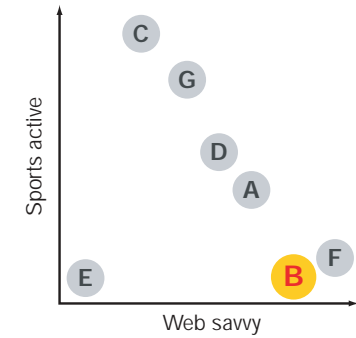
... but I haven't got time now – I'll have a proper look at home.

1 Steve needs to see instant evidence that he can get advice on improving his golfing skills. The teasers may not contain a golf skill, which may put him off. This is our one and only chance to interest him, given his time constraints. Navigation by section (i.e. skills, equipment etc) rather than sport would suit him.

2 The skill animation shouldn't look 'dumbed down' for kids. It should also be advanced, and the text should be short and snappy. Other skills and sections should be teased.

3 Masterclasses should be clearly flagged up as being tips from golfing stars.

4 For Steve to return he has to realise that the content will benefit him and that the content changes fairly regularly. Steve would also like links to relevant topical sport stories.

User scenarios – **Brian**

Brian first hears about the site through a chat room. As he is bored he decides to have a look, whilst continuing to chat.

Sports active

C
G
D
A
E
B
F

Web savvy

B

1 Looks over the home page for any sign of games. In the back of his mind he scans for local info on football.

2 Clicks on game teaser. Disappointed at quality of graphics. Scans for anything matching his secondary goal

3 Tries the 'SportSearch' facility. Gets a decent result, writes down some contact details

4 Brian exits ambivalent to our site.

Does this site carry games? Can I get info on local football?

This is rubbish – I want game reviews as well. I'll see if there is local info.

There's a link to a 'Sport Search' - that might be it... I'll try it and see.

I'll ask Dad if I can phone that number. Now back to chatting...

1 Brian wants to be entertained – and he wants to play a game. The next click incentive has to be high - his boredom will see him disappear quickly otherwise. He is more likely to click on a teaser graphic that is colourful and possibly animated.

2 His high expectations (and low web savvy rating) see Brian wanting console style graphics – he is disappointed. Because the link he followed was to games he also expected PC and console game reviews.

3 There needs to be teasers to other site content on this page to keep Brian interested.

4 The SportSearch information would need to be good, but also yield a positive result (i.e. one that sees Brian become part of a local youth team) for Brian to have a positive opinion of their service and, by extension, our site. If this is the case, he may return once school starts again.

User scenarios – **Dan**

Having seen football skills trailed on 'Alive and Kicking' in a Michael Owen feature, Dan decides that he must see it. He has a look in the last ten minutes of his computer lesson, with a friend (Andy) helping him type in the URL.

Sports active / Web savvy — C, G, D, A, E, B, F
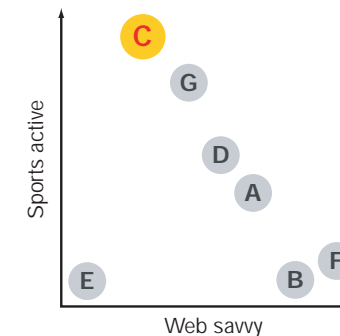
C
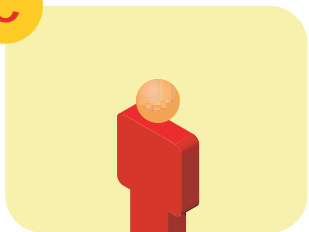
1 Arrives on the skills page and looks for the Michael Owen feature. Manages to read the first part, but his time is now up.

Wow, I need to persuade Mum and Dad to let me look at this tonight.

2 Comes back in at skills page. Instantly clicks through to Owen featured masterclass as he did earlier.

How did Andy tell me to type this address in? Oh that's it. There's Owen...

3 Reads all this skill - explores other teased skills. Ends with a click through to a Henman masterclass on serves.

There's lots of skills from my heroes. I think I'll try the Henman one.

4 Upon finishing the Henman skill, Dan's Dad comes in and tells him his time is up. Dan rushes out to practice some moves.

I'm going to go practice that move. Must tell Andy how good the site is.

1 A novice to the web, Dan is visually led and needs guiding through the site. He is hungry for advice from his sporting heroes and he expects to see the trailed piece straight away.

2 For Dan to be able to navigate to other content it would need to be teased in these skills articles. Too few and he will be disappointed, too many and he will get lost. The teasers need to have big names – people he looks up to.

3 It is unlikely that Dan will click on the left hand navigation – he is more likely to get to a

Henman masterclass by clicking a teaser on a football masterclass than he is to find it by clicking on the left hand side. This means that sport skills don't only promote same sport content.

4 Dan's only entry point to the site is through his one URL. To get him to access content other than skills he would need a large sign post to the homepage. If this is not evident he may tire of navigating through the skills page.

User scenarios – **Sana**

Through her circle of friends, Sana is told about the Academy and in particular the fitness section. She sees it as a good way of learning about fitness, as in her pubescent state she is beginning to be concerned about how she looks.
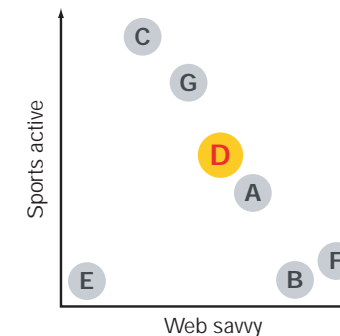
D
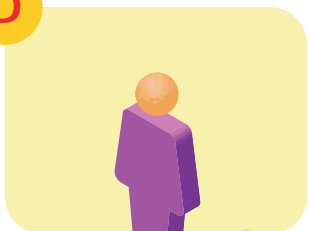
1 Instantly sees the 'Body mass calculator' teaser – scans the rest of the content, then clicks.

Where do I start? Body mass calculator? I wonder if I am normal?

2 Plays with the 'Body mass calculator'. Notices teasers for items to wear whilst exercising.

I wonder if they have that Reebok top that Michelle has in there?

3 Also notices teaser for a feature on a dance routine to try with a member of 'Steps'. Clicks.

*Wow, 'Steps' – this site must be okay. I think I want to look at that.*

4 Prints page out and goes to practice in her room.

Can I just print this? I want to show my Mum this article.

1 The page Sana starts on needs big signposts to interesting content – she is relying on us to instantly impress her and back up her friends recommendation.

2 The 'Body mass indicator' also needs to give her some idea of the other content, through teasers – possibly even contextual to her results.

3 Articles such as 'Denise Lewis' favourite recipes and 'What's yoga?' would appeal to her. This may not encourage her to deviate from her goal, but would encourage her to come back.

4 Sana wants to print the page, for reference, and also to show her Mother/friends. For her to be a repeat user we need to make her aware that we have lots of star names doing pieces for us.

User scenarios – **Rose**

At Parent - Teacher evening, Rose is informed of the site by Dave's P.E. teacher. With the school holidays coming up, Rose is keen for her kids to be active, and also wants to get Dave on a summer course if possible. Her husband, Jack, helps her get started on their home computer.
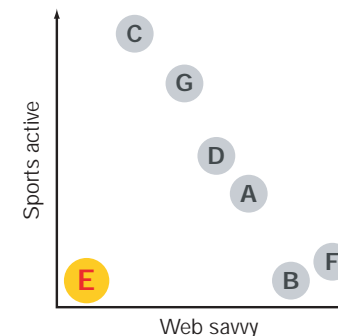
1 Has considered look at the home page – reads what the site offers. Clicks the nearest match to her course finding need.

2 Quickly scans the page for local tennis courses. Finds something after a few minutes. Jots down contact details.

3 Returns to home page. Scans options again. Clicks on 'Tennis'. Has a good look.

4 Exits the site and gets Jack to disconnect for her.

Where do I start? Is this site reputable? Where can I find courses?

This looks like it's quite comprehensive. I like the look of that tennis one.

Jane's too young for courses – I'll look for other tennis articles.

I'll phone that number and show Dave the tennis page tomorrow.

1 As Rose is using her home computer her download speed is slow (Jacks computer has an old 33.6k modem). Rose, as a novice, needs a helping hand, and the link she will be looking for will be something like 'click here for your nearest summer sports activity'. This page will also have to put her mind at ease regarding site content and its suitability for her children, whilst also showing that it contains trustworthy information.

2 Rose is will not necessarily use the teasers to navigate. Her methodical nature means that she would just as likely click on a text link as a colourful graphic. The information contained in all areas would need to be comprehensively explained though. Rose would expect to be able to get at all sports information on this page.

3 The home page is Rose's navigational rock. She will return her to find new material rather than clicking through teasers. A clear way back there is essential for her. She needs clarity on all pages, and possibly would expect a 'Tennis' link off the home page.

4 Clear signposts to the tennis content are needed for her to guide Dave there the next day. Affiliates and governing bodies' logos would reassure Rose that the content was trustworthy and suitable for Dave.

User scenarios – **Sarah**

One of Sarah's work colleagues emails her the 'Calories counter' link. Sarah is skeptical of its authenticity, but thinks she'll try it as she has a spare moment.

F
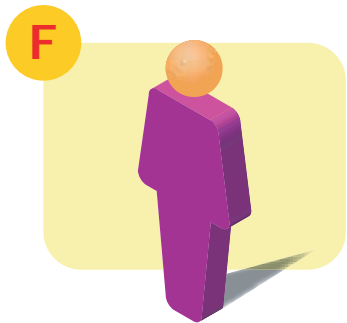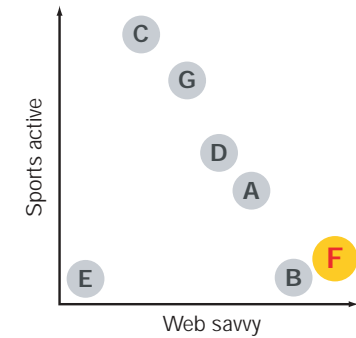
1 Plays with 'Calorie counter'. She is told that she is roughly in the right range.

Well its BBC so... I am in the right range? Well maybe...

2 Sarah browses contextual teasers that have appeared. She clicks on nutritional information teaser.

I wonder if I can find out how to change my diet to help lower calories?

3 Scans article, looks at other teased content. Clicks on 'Boxercise' teaser. Scans article.

Is there a sample manoeuvre? Where can I do this?

4 Sarah bookmarks the site, intending to return.

I'll look at this later. I better get on as the boss is coming over.

1 The BBC sport branding needs to be visible to reassure Sarah, along with any related affiliate logos. This will authenticate the content in her mind.

2 We have gained her trust, but we still need to give her a next click incentive. Teasers contextual to her 'Calories counter' result will encourage her. Because she has come into the site deep in the hierarchy, she will also need to instantly get a sense of what the Acadamy does and covers.

3 The content of the 'Boxercise' article must not appear to be aimed at kids. It should

still be concise, and would also need to contain some contact information to enable Sarah to get started.

4 Although Sarah intends to return, it maybe some time before she does if at all. To make the return visit a better time investment for her, the articles she looks at need to contain information she can take away and use – she wants things to do rather than just descriptions.

User scenarios – **Mr Baxter**

Having received a promotional leaflet from the Department of Education, Mr Baxter decides to use some spare moments of his lunch break to see what he can get out of the site.
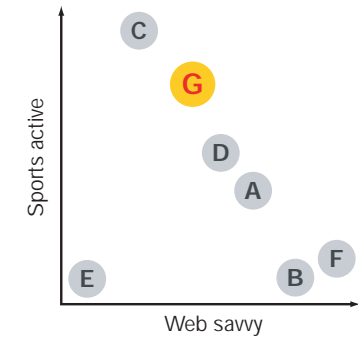
1 Scans the home page for any evidence of skills and coaching routines. Clicks on the nearest match to his requirements

Where are the rugby training drills?

2 Skims the skill page. Notices other skills and masterclass teasers. Decides to see if there are any new courses.

I know all this already. Hang on – could be a good resource though.

3 Has a cursory glance at rugby courses, scans page for affiliates and governing body logos. Sees other teasers.

I better check the rest of the content is suitable, before I tell the kids.

4 Briefly explores the teasers by clicking into a few articles. Exits the site

I might print these out as hand-outs. I should tell Mr Roberts too.

1 As with Steve, Mr Baxter has very limited time – he needs to see a clear path to Rugby skills and any training drills we carry.

2 At this point Mr Baxter is about to leave. We must aim to temper his disappointment by showing him that he could use this as a supplement to his teaching.

3 Mr Baxter, like Rose, needs to have assurances about how trustworthy the Academy is. Affiliates and Governing body's logos need to be on display, if not prominently. Also the content should reflect parts of the National Curriculum.

4 If Mr Baxter is to use us as a resource he needs to be able to print articles out. If our content appears strong enough to him he may recommend us to the other teachers.

Usage patterns and user needs

From our user scenarios, we can see clear patterns of usage, and from these we can see our user needs. These are expanded upon below, and will be used to ensure the Academy is structured to these needs and goals, not our own preconceptions and assumptions.

- The majority of our users will be navigating through content and not the actual left hand navigation.

- This makes teasers to other articles (both related and non related) the most important navigational tool – these must be both attractive and effective.

- Teasers should not necessarily be same sport; i.e. on a football article/skill, there should be teasers to say a tennis skill, as well as some related content.

- The above may work better structurally if we developed a system that navigated by category (skills, equipment etc.) then sport (football, rugby, tennis). This should be fully explored as well as the current model (by sport first).

- Clarity of navigation is also important – this means clear labeling and an efficient structure that sees all extraneous material stripped out.

- As our users are content and teaser led, the search box is less of a priority.

- All our users need not only a clear sign post back to the home page, but also an incentive to go there.

- Our users are all time conscious (some more so than others). We need to make sure that the articles are summarised effectively in the opening paragraph – possibly even having a summary box out.

- Trust an authenticity is important to the older side of our audience (parents, teachers). Affiliate logos and governing bodies need to be displayed, but not prominently. The BBC Sport logo will also need to be clearly visible to those scanning the page.

- Contact information must be clear, concise and above all useful. A user experience with a third party that doesn't meet requirements reflects badly on us.

- We must ensure that people realise that our content changes regularly. There is a clear need to promote 'next week's' feature, to entice one time visitors into being repeat users.

- Star names are imperative to holding the younger audiences interest, but also necessary for our older audience.

- A 'find your nearest...' style link needs to be a prominent part of the home page.

- Printable versions of all content need to exist. This will mean article pages with a width of no more than 595 pixels, and skills/masterclass content.
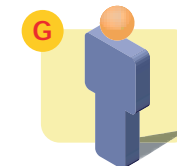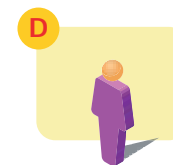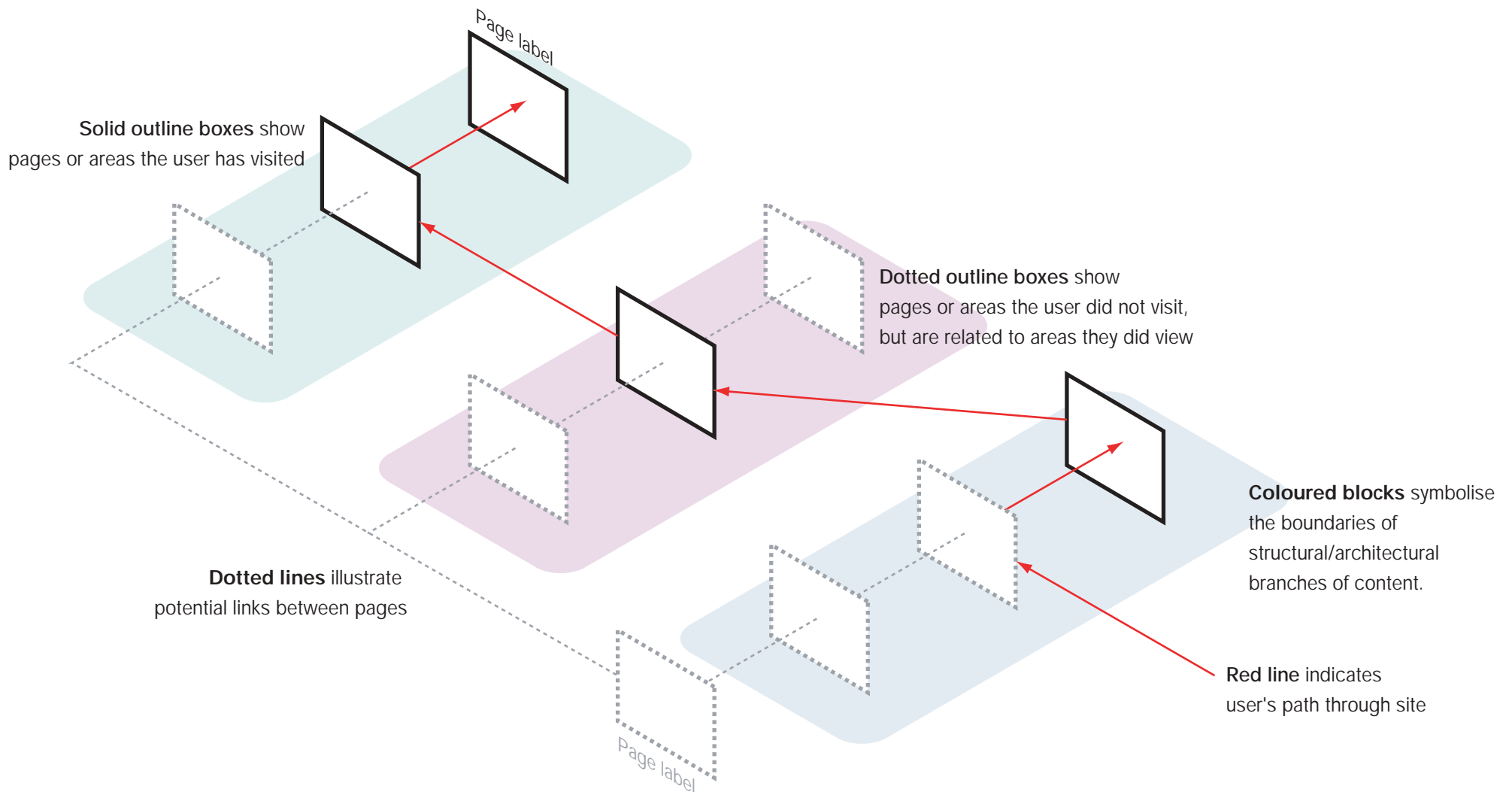
A Steve

B Brian

C Dan

D Sana
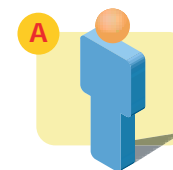
E Rose
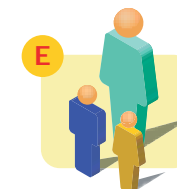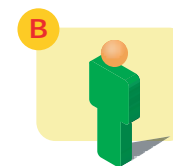
F Sarah

G Mr Baxter

Why user flows?

If we convert the user scenarios into 3D flow diagrams we can see a user's path through our site and its structure clearly. Below is a key for elements used on the following pages.

Page label

Solid outline boxes show pages or areas the user has visited

Dotted outline boxes show pages or areas the user did not visit, but are related to areas they did view

Coloured blocks symbolise the boundaries of structural/architectural branches of content.

Dotted lines illustrate potential links between pages

Red line indicates user's path through site

Page label

User flows - **Steve**

This is the first way of visualising Steve's movements through the site. In the diagram we assume Steve will look for his sport (golf) first, when/if his homepage teaser scan draws a blank.
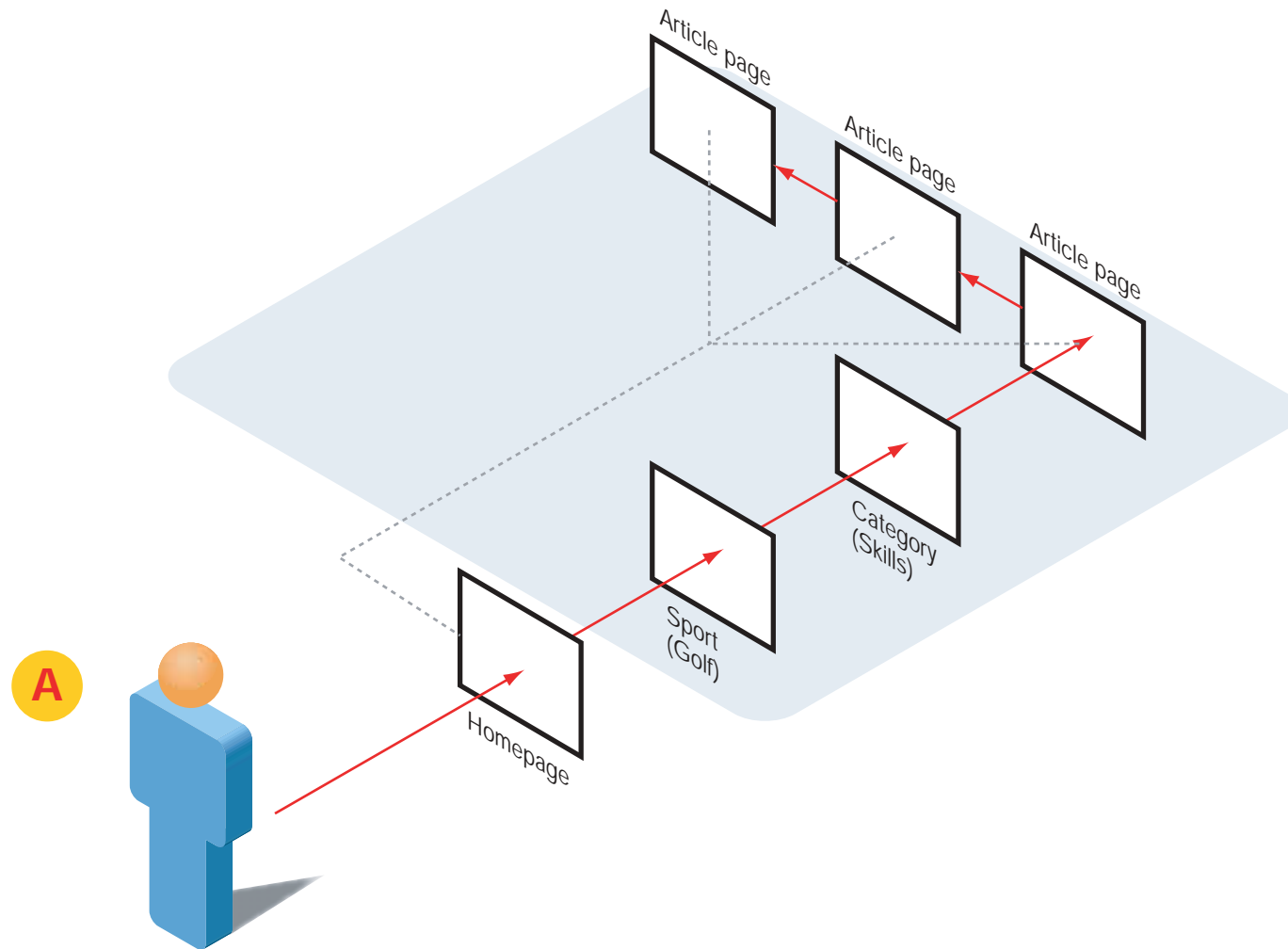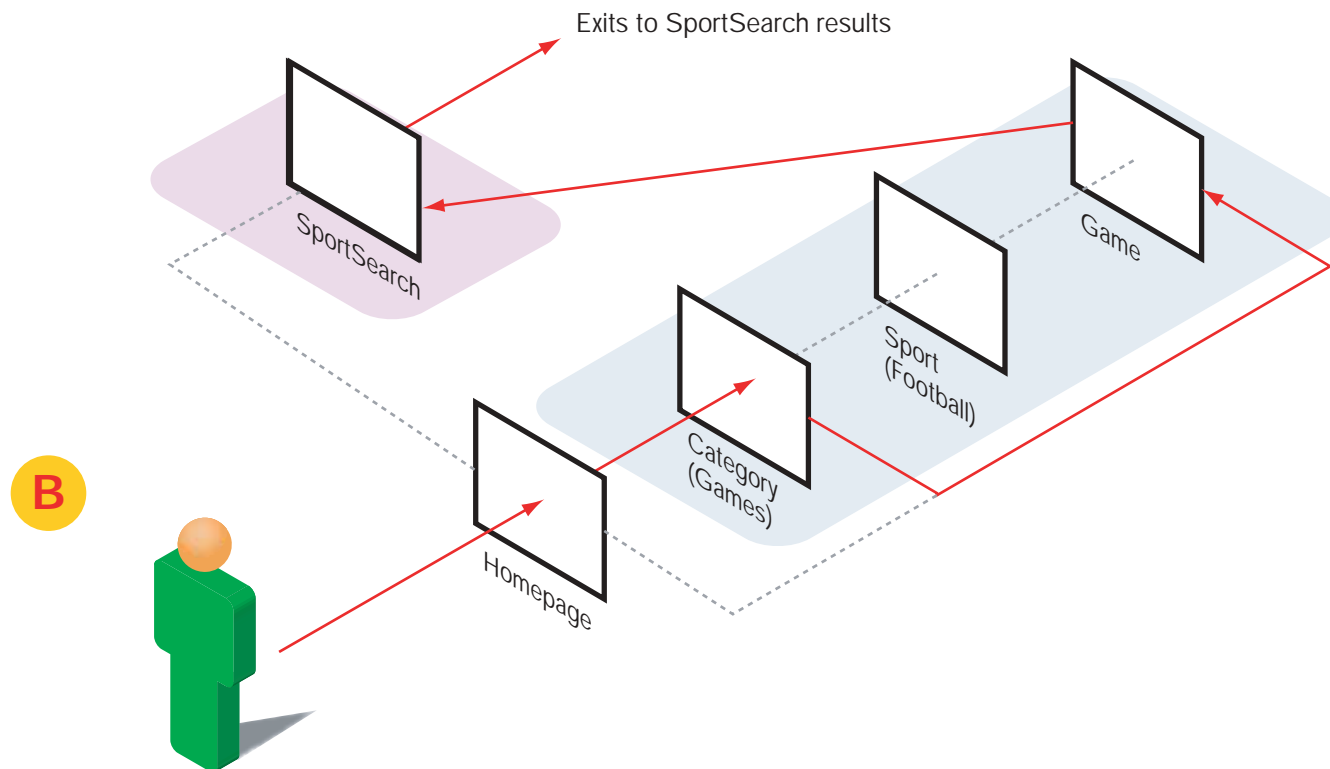
User flows – **Steve**

The second method for Steve, whilst visually similar, has a key structure change – we assume
Steve is more concerned with finding a category (skills) within which to look.
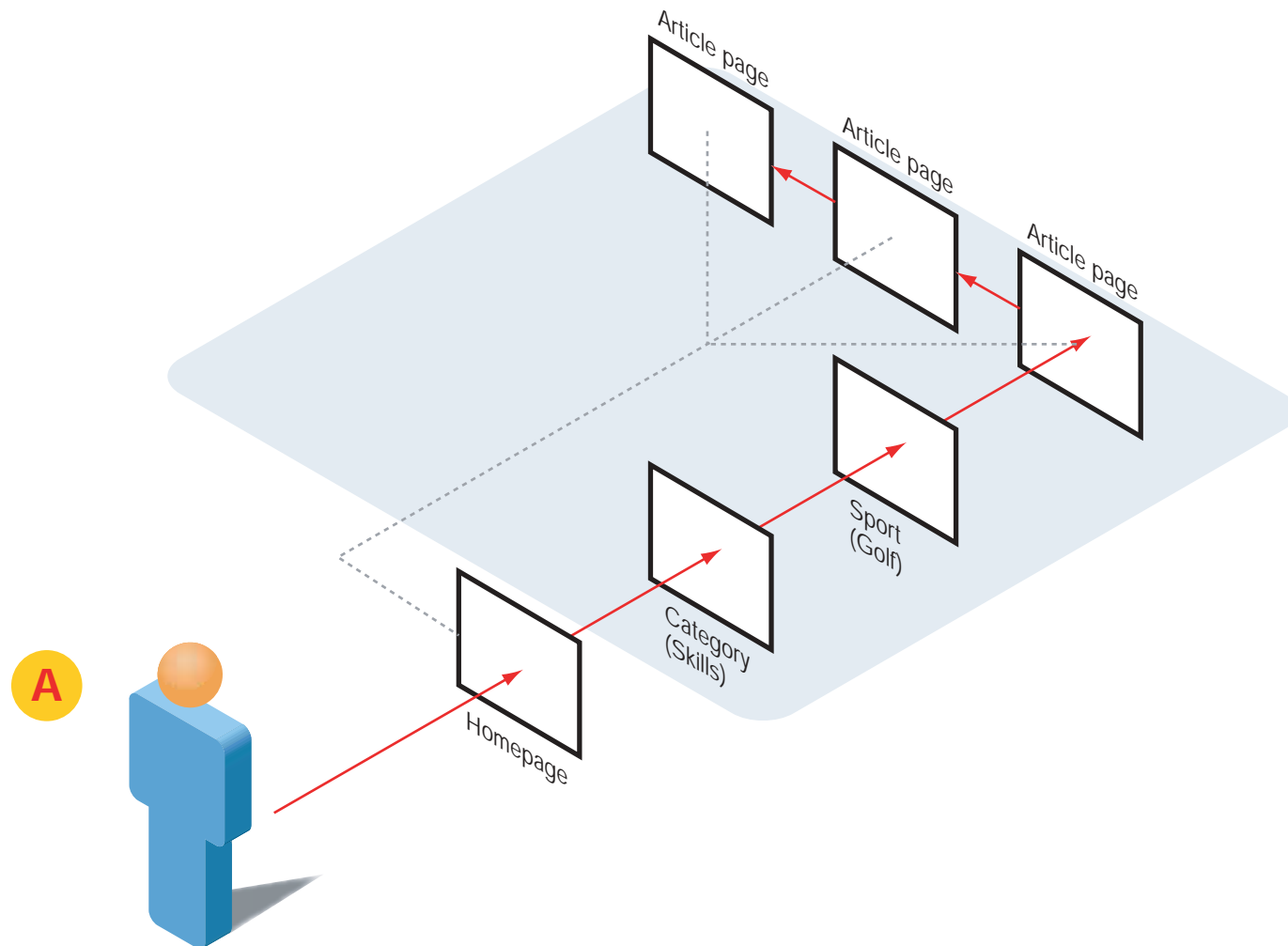
User flows – **Brian**

The best path for Brian is through a category (games), if his initial scan of the homepage teasers leave him without a definite option.

Exits to SportSearch results

SportSearch

Game

Sport
(Football)
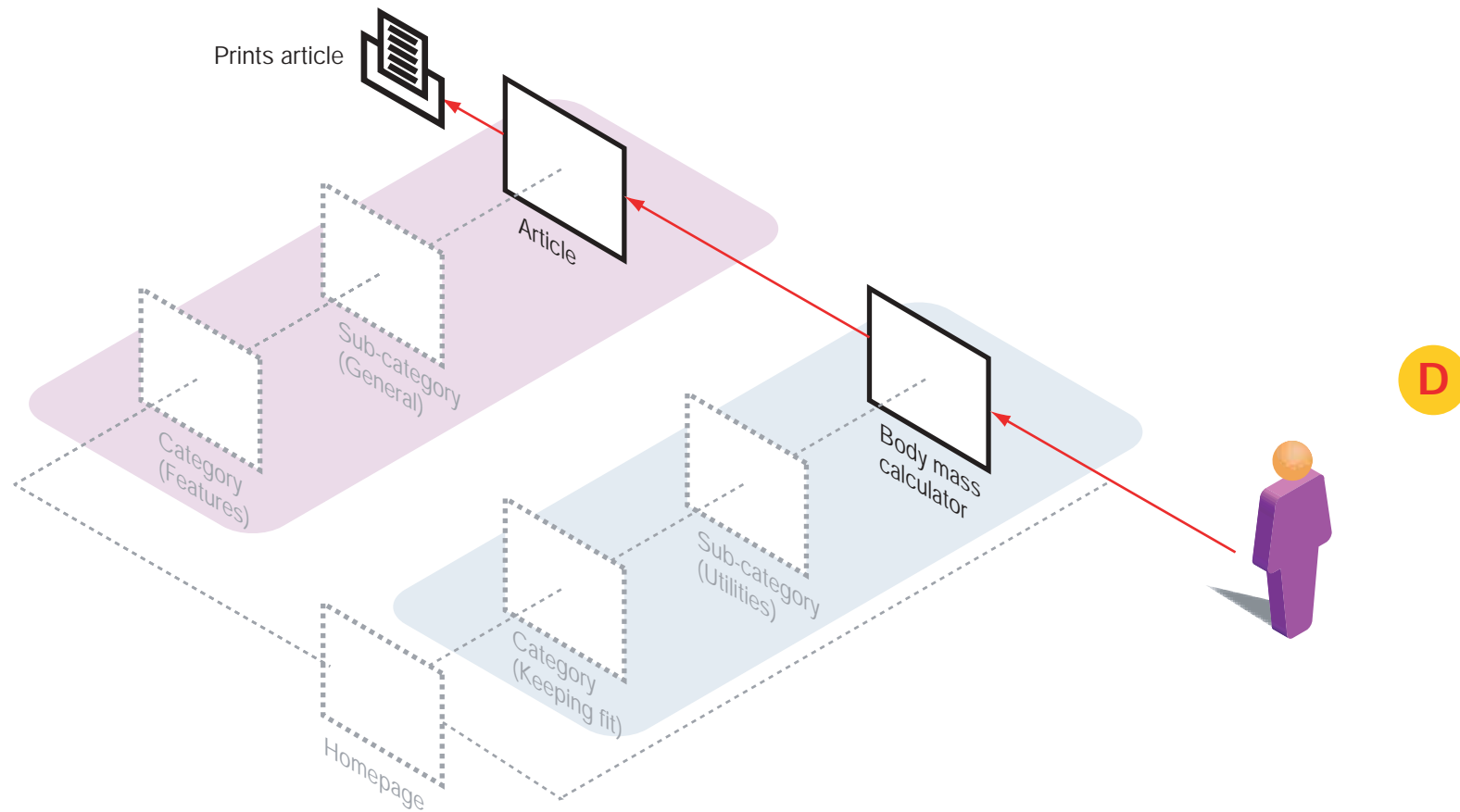
Category
(Games)

B

Homepage

User flows – **Dan**

Dan is browsing within a category (skills). A web novice, Dan could become confused if the sites structure were by sport first, as he has come in at a deep level in the hierarchy.
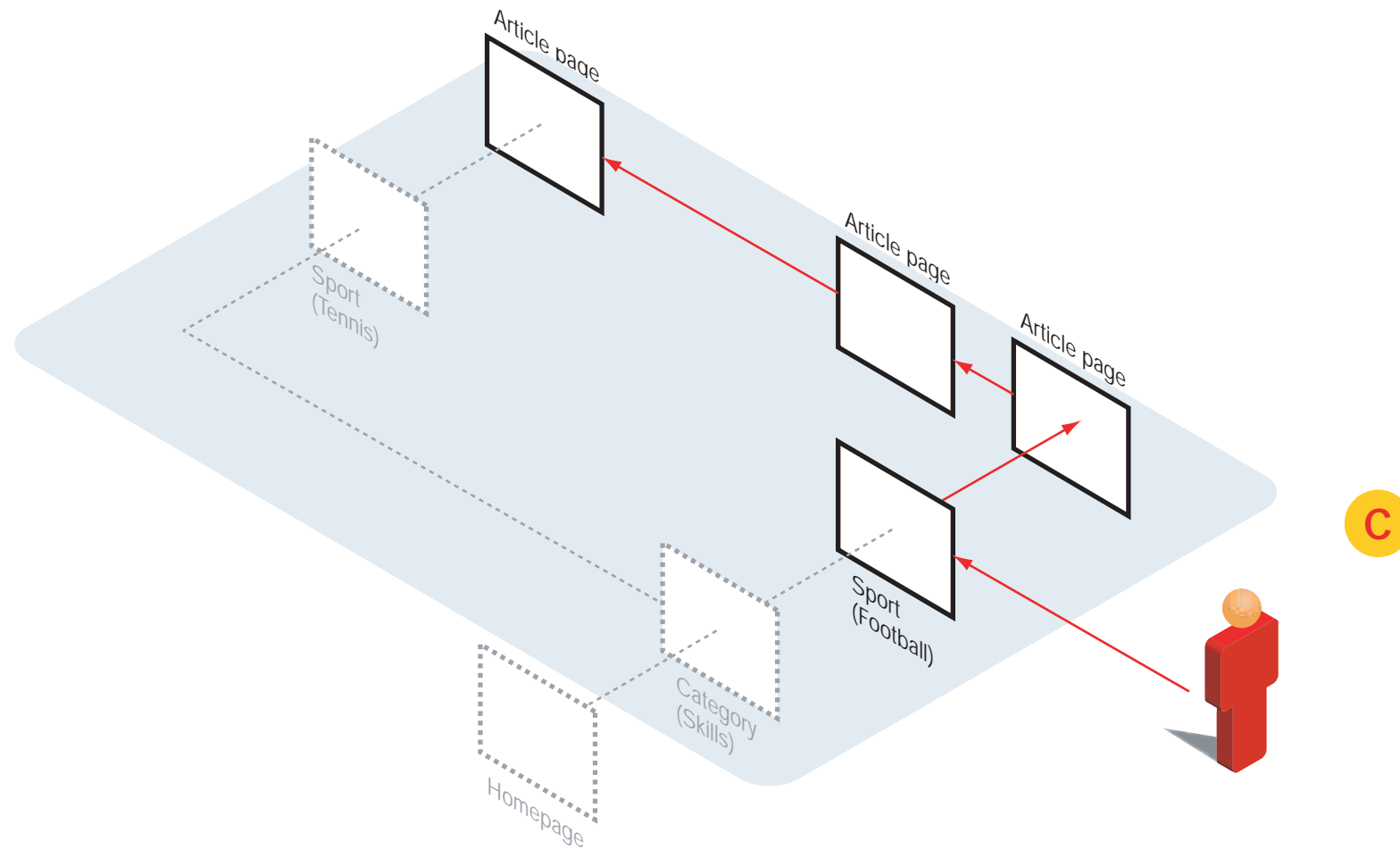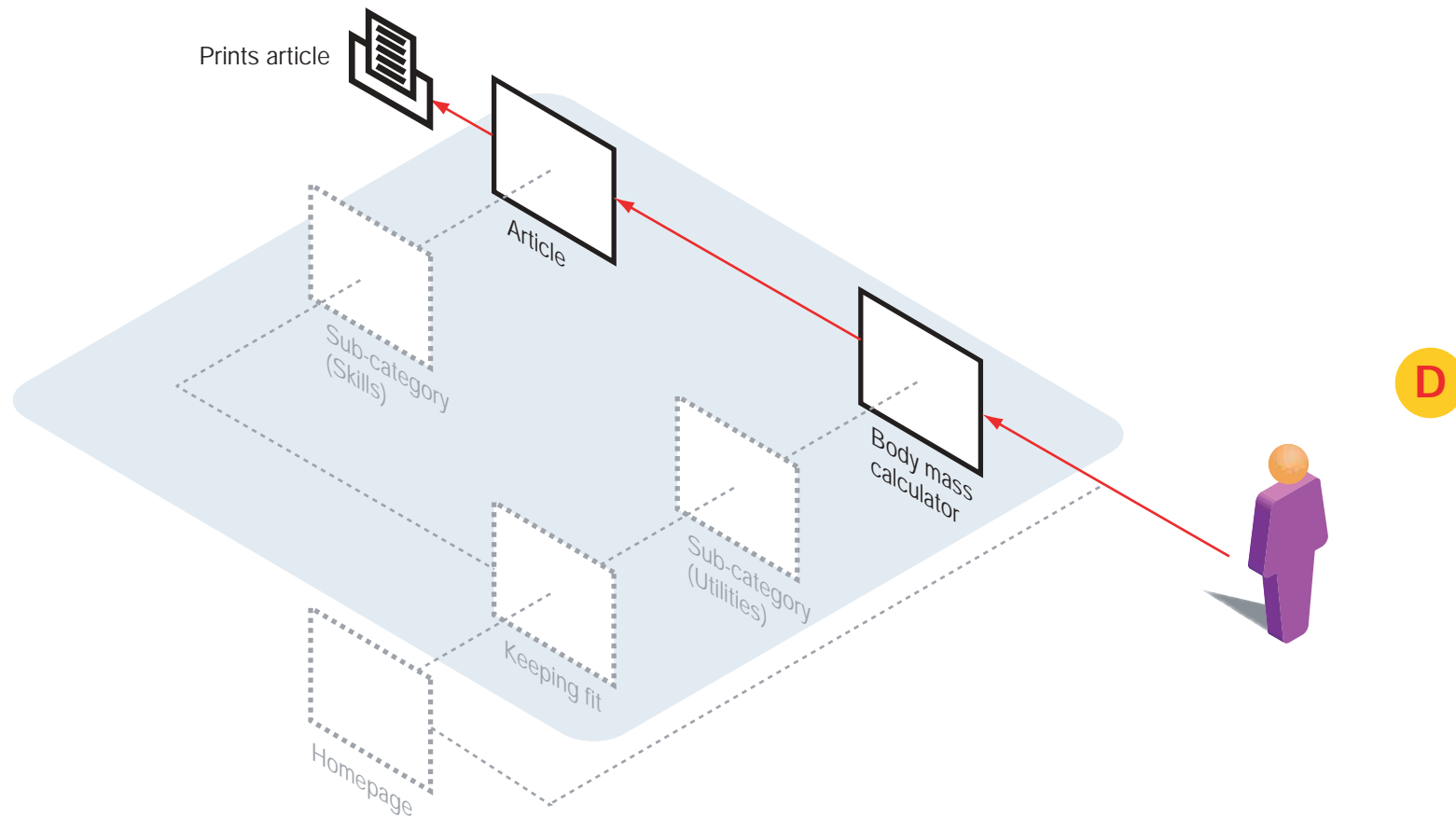
User flows – **Sana**

Sana, like Steve has two possible structural interactions. The first one below, shows how Sana would jump across structural branches if the model applied to Dan were in use.


Prints article

Article

Sub-category (General)

Category (Features)

Body mass calculator

Sub-category (Utilities)

Category (Keeping fit)

Homepage

D

User flows – **Sana**

The diagram below shows a structural variant that would see Sana remain on the same branch of the site (keeping fit).

Prints article

Article

Body mass calculator

Sub-category (Skills)

Sub-category (Utilities)
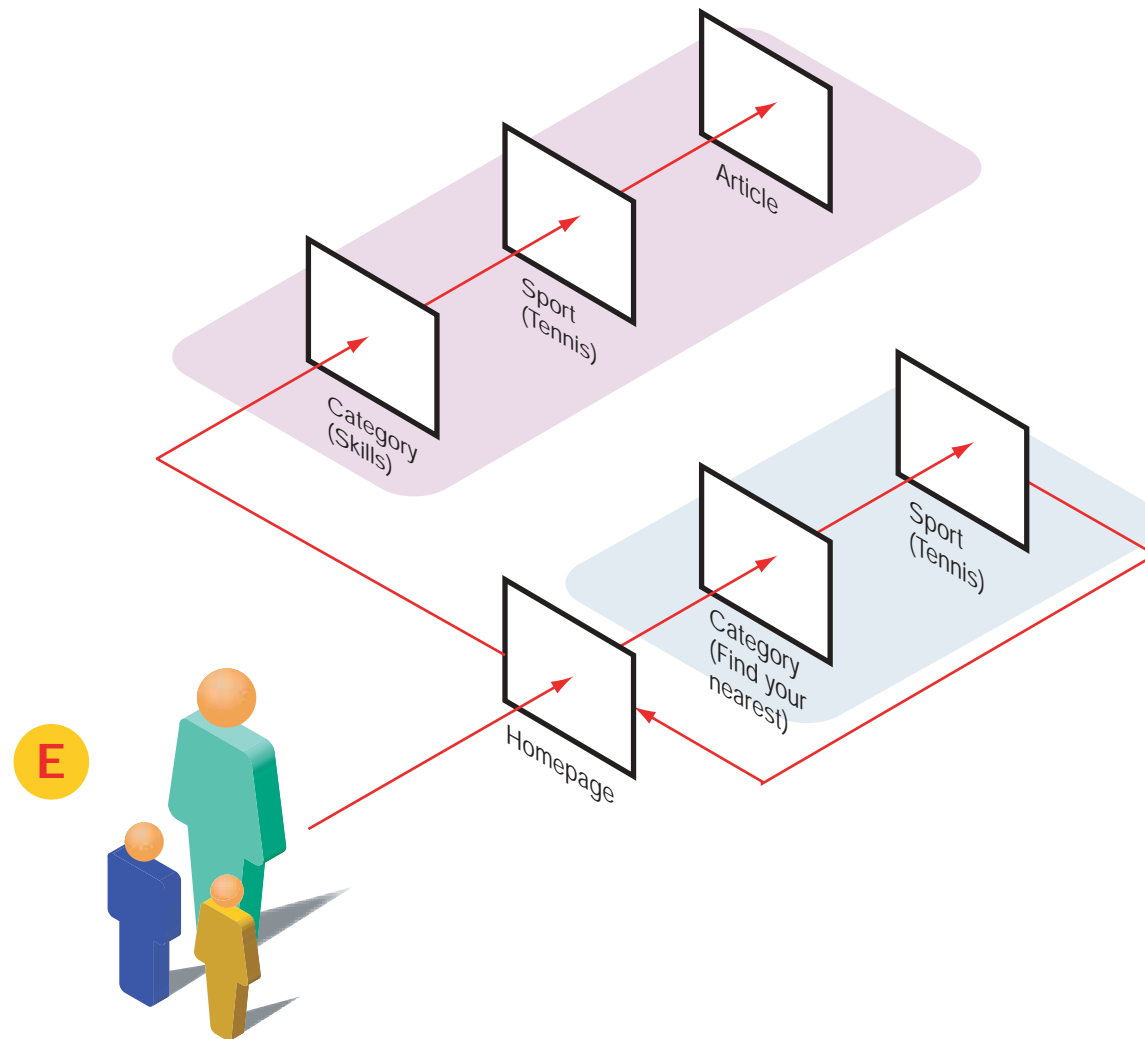
Keeping fit

Homepage

D

User flows – **Rose**

The first method for Rose is an amalgamation of two previously structures. Sports exist on an equal plane with categories (such as in this example 'find your nearest...').
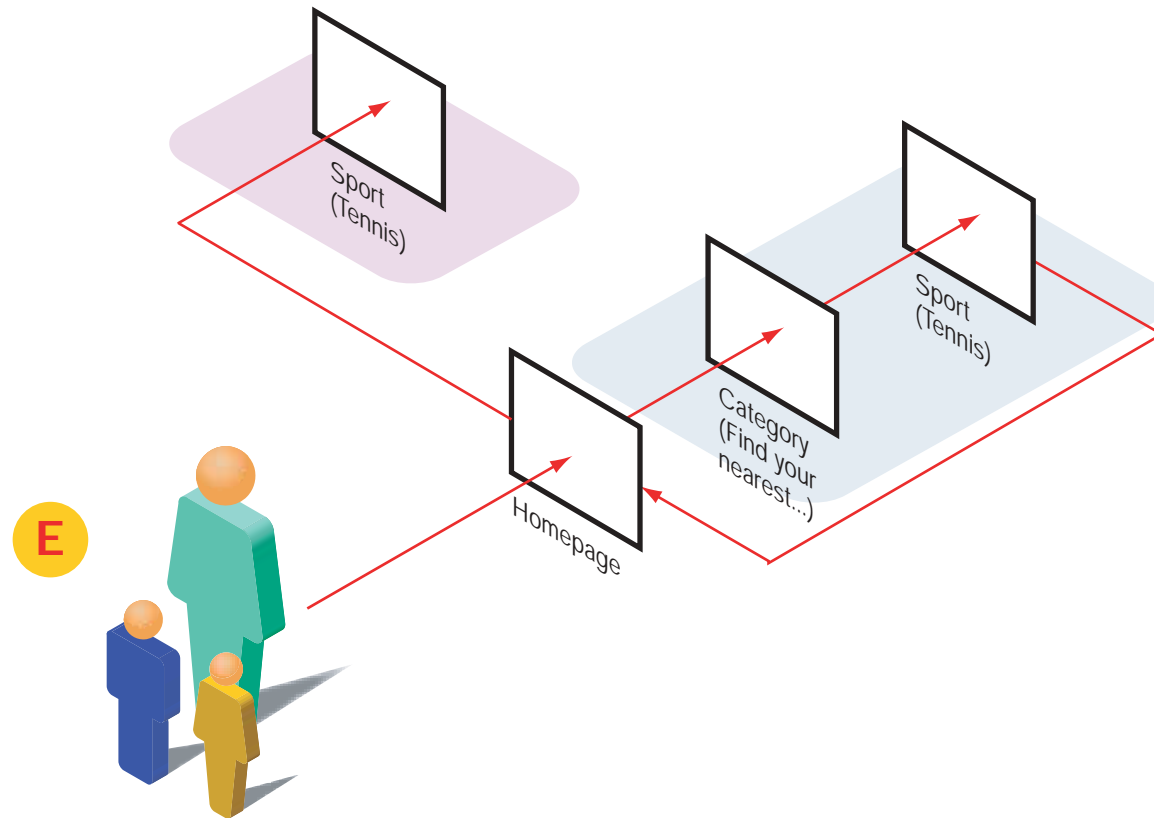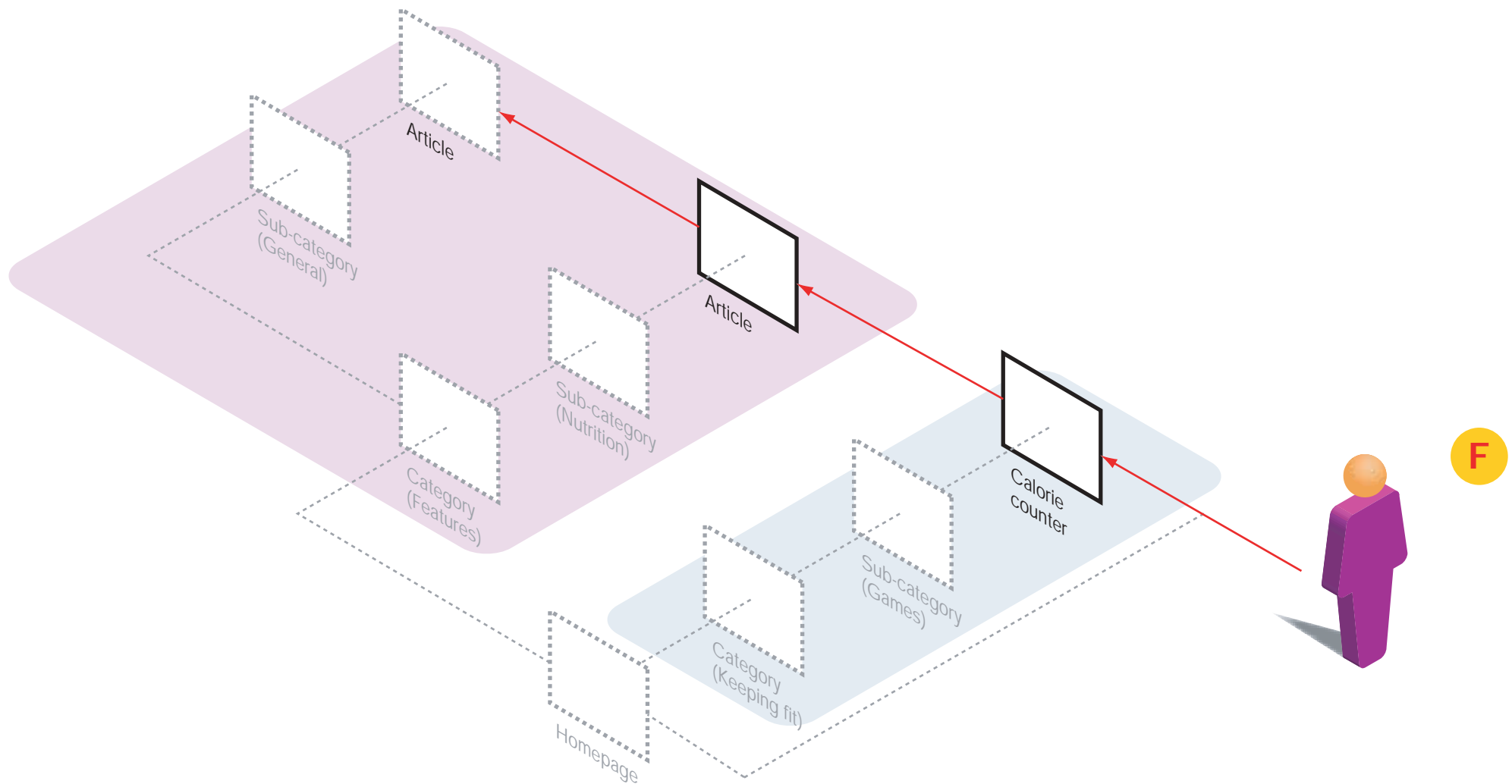
User flows – **Rose**

Here we see Rose's path, if we apply a structure that sees categories (in this case skills and 'find your nearest...') come before sports (in this case tennis).

Article

Sport
(Tennis)

Category
(Skills)

Sport
(Tennis)

Category
(Find your
nearest)

Homepage

E

User flows – **Sarah**

Categories ('keeping fit' and 'features') rather than sports from the basis for Sarah's flow through the site. This makes sense to her, as there are no actual sports involved in her site goals.

User flows – **Mr Baxter**

Browsing by category is the best way for Mr Baxter to get an overview of the sports we carry.

Also it allows 'find your nearest...' to live on the homepage.