London Business School personas and scenarios

The following indicative personas are included to facilitate understanding of the impact of each investment Phase:

Persona 1 – An EMBA Student

Persona 2 – An Elective Course Lecturer

Persona 3 – An Executive Education Programme Manager

Persona 4 – An Executive Education Programme Director

Persona 1 – An EMBA Student

An EMBA Persona demonstrating how a student might experience their learning journey at London Business School. These stories are made up for the purpose of demonstration, but are based upon statements by real students, stating their pains (current state) and their desires (future state).

Current State Example of User Experiences	The Persona	Future State of User Experiences
Person – James Wilson EMBA student 2012, living and working for a bank in Edinburgh. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.		Person - Sarah Thompson, EMBA student 2014, working for an insurance company in Paris. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.
I joined London Business School in the intake at the start of 2012. I was emailed a user name a password to Portal a few weeks before I joined so that I could start learning about the School and my course. I was able to read about my course using Portal. I was able to download and print out some literature from Portal but it was hard to find a lot of information about my future courses and I was not able to link up with any students before I joined.	Pre-reading	I joined London Business School in the intake at the start of 2014. I was sent an automatic email by the learning management system. I was able to set up my own password and access it within a few hours of my acceptance on the MBA programme. It showed my timetable, the core courses, and the pre-reading that I've got. It was all easy to find. I didn't need to print anything off because I can access it easily from my work pc, my MacBook, tablet or smartphone.

Current State Example of User Experiences	The Persona	Future State of User Experiences
I read some material on learning styles, but didn't have time to read it properly. My home printer was out of paper from all the other material that I had to print out, so I made a note to come back to it. Later that week I printed it out and filled in some of the blanks, but I can't tell whether I'm answering the questions correctly. I'll try to phone the Programme Office to ask them a few questions about it when they're free.	Personal learning style	I was able to sit an on-line test to help me identify my learning. There were hints and tips and it gave me a score and feedback straight away. It then gave me some customised information for my learning style, which was quick and easy to read as it was only material relevant to me. I was able to connect with some of my future cohort on-line as they're contact details were available to me through the Learning Management System. Two of them are in Paris, so we were able to get together. I was able to chat to a few more on-line as I saw that they were logged in at the same time as me, so we used the chat function. I asked them about their aims, and we talked about places to meet up in London.
At Orientation I received lots of information, most of it printed out or in PDF format. I have to carry it around with me all the time. I've been given binders for my course. These are very bulky to carry and I have nowhere to store them. We all decided to meet up at a nearby restaurant that evening. I tried to print off a map, but I only had my smartphone and tablet with me at the time, but I can't connect to a School printer with them. I couldn't find a free pc to use, so I had to draw the map by hand. I ended up getting lost and had to call one of my cohort to get directions. I was given lots of timetables in pdf format. Some I was able to download to my outlook calendar, but in the second week I missed one lecture and had the wrong binder for a second lecture because the timetable had changed and I didn't see the email about it in time.	Orientation	At orientation the class had a chance to meet each other and some of our faculty. Many of us had already connected on-line and met up in person before the course. There was surprisingly little information to take away, because our timetables and reading materials are all in the LMS and I can synch my calendar on my phone and tablet. We all arranged to go for a meal at a nearby restaurant. I found a map on the internet and printed it to a School printer from my tablet pc. All very easy.

Current State Example of User Experiences	The Persona	Future State of User Experiences
I'll have to reload the timetable every few days to make sure that I don't miss any changes in future, which is a pain. The thought of missing lectures and workshops is a constant stress, as I am responsible for managing all my own information and it comes in so many different formats such as spoken announcements in lectures, emails from Programme Managers, print outs, word and pdf documents, spread-sheets and PowerPoint, and even some text messages. The formats aren't consistent. I have to enter everything into my Outlook calendar, and I've also started using a googledocs calendar so that other people can see my diary. It is quite onerous to keep both updated.		
During the first few weeks I end up having to go to Barcelona with work. Every time I go I have to take an extra suitcase to hold my paper binders as I have to come to lecture straight from the airport. Ideally I would work on the plane, but the binders are too awkward	Binders	During the first few weeks I find myself flying in from Paris regularly and going straight to lectures as I don't have a base in London. I'm able to pack a small bag, and read my lecture notes, and the course material on the plane as it is all saved to my MacBook and to my tablet. I don't need to carry any paper with me at all if I choose.
I'm struggling with some of the financial analysis topics. I sit through the lectures, but sometimes I'm a little jet lagged and can't keep up with the lectures. I try to read up in the library to make up ground. I would speak to the lecturer, but he is never around when I am. I've sent emails which he has responded to with guidance, but it's not an ideal way to converse. I could use the discussion groups, but they often don't get answered properly because you don't know the best group to post the questions to.	Lectures	I've struggled with some of the financial analysis topics. I sit through the lectures, but sometimes I've been working late on office work and I'm not fresh enough to keep up with the lecture. I manage to make the ground up by watching the lecture recordings a second time on-line. I can also raise questions at the virtual sessions that the lecturer hosts once a week. Most of us aren't in London, and the lecturer is often in the US, but we can all log in and ask questions. Questions that are asked a lot of times are marked up as FAQs for students to browse, thereby saving everyone's time. There are discussion groups set up for all the topics of my course. I can access these easily through the LMS. Sometimes a tutor response, sometimes it's a knowledgably student. If I find a particularly good answer I tag it so that other students can see that I've found it useful.

Current State Example of User Experiences	The Persona	Future State of User Experiences
In the second half of the term I missed a vital lecture because I had to go to York on a business trip. One of my fellow students gave me her notes, but they're not easy to decipher and ideally I'd liked to have asked questions in class.	(remote log on when at a work event)	In the second term I had to go to Frankfurt for two weeks with my company. I was able to log in on-line and participate in my lectures. Not as good as actually being there, but I could see and hear what was going on, I could ask questions or type questions in the virtual classroom in the LMS. I was even able to join my break out group half way through and conference call facility, with screen share and document sharing. We use it when we are face to face too, as it allows us to edit our shared documents during our breakout groups.
Over the summer holidays I'm collaborating remotely with my work group on a business case for a pharmaceutical company. We're all doing different parts of the analysis. I'm doing the financial analysis. In the second week we've all written completely different documents and can't seem to tie it together. We start trying to use the same document, each person emailing it to the others when their part is complete. This adds to the delay. Eventually half the team end up working on a version in SharePoint and half the team are working from a version in googledocs. We have a great deal of miscommunication around scope, and format. The whole process is slow and painful.	Group Working	Over the summer holidays I'm collaborating remotely with my work group on a business case for a bank. I'm working on the strategic analysis. I log in to the LMS group space for my team and work on my section of the document. Everyone can see each other's changes, so we can all see how the document is progressing. Formatting remains consistent and we are all able to dip in and out of the document fairly freely.
When reviewing my material I go back through my written notes on my lectures. I had to spend several hours scanning these so that I could carry them around on my laptop, but I only had time to do it for a quarter of my notes. Most of the time I'm unable to look over what I want because I can't physically carry everything with me, particularly on flights. I've made some notes on my iPad, but I stopped doing this as I have to print them out to put them with the relevant printed course hand-outs. There is useful material on portal and the newsgroups, but when I read it I have to make my notes elsewhere. I can't read these however except when I'm connected to portal.	Reviewing material again – including on-line and offline reading material.	I have most of my notes and hand-outs in electronic form on the learning management system. I like the fact that I can use my own tablet computer and not the one that most of the other students are using. I can use my personal Samsung tablet or my work issued iPad. Either is compatible. I have an offline facility that stores documents on my tablet, laptop and phone so that I can read and make notes when I'm not connected to the internet. This is essential for making use of time when I'm travelling. It also allows me to work in zones without a good Wi-Fi or 3g connection, such as my holiday home in France.

Current State Example of User Experiences	The Persona	Future State of User Experiences
I have four assignments to complete by the end of March. They were all emailed to me, but unfortunately I'm going to have to fly to London just to drop them off. I used a courier last semester, but they proved unreliable, losing one of the packages. This course is too much of a personal investment to take that risk. Once I submit my assignment it will be weeks before I know how I've done and whether I need to prepare more for my next elective in the series.	Downloading and uploading assignments	I'm able to log in form Barcelona at a conference to upload my assignment. As I don't need to stop over in London I have an extra day to add finishing touches. I used to be quite stressed about getting things stamped as having been received on time, but now I'm quite relaxed because I can see the submission date and time stamp on the LMS submission system. Last term I submitted a paper two days early, but was able to add to it and resubmit it at the last minute. I can go straight to the submission system to see the assignment details, the due date, the penalties and the time extensions that have been approved by the tutor. More importantly with this system the tutor can be marking it within a few minutes of my submission, for the shorter papers. Sometimes I can get feedback and marks within two or three days, which is essential for my learning process as that is when everything is still fresh, before I move on to a new topic.
At the end of each course I have a binder of notes. I tend to keep them at home because of their size. I do keep a few notes for regular reference, but most of the material goes untouched again from one month to the next, despite the fact that I do highly value it and make great use of the material that I do keep with me.	Leaving the School and taking content	At the end of my course I get a zip file extract from the learning management system. This has all my notes and the lecture material. I can extract this at any point up to a year after I've completed the course. I can still access the newsgroups for this period too, which is good because I can continue to ask questions and see my peers' responses. As I'm coming up to the end of this time I get a few automated reminders so that I remember to get everything that I need.

Persona 2 – An Elective Course Lecturer

An Elective Course Lecturer Persona demonstrating how a member of faculty experience of teaching their course would change. These stories are made up for the purpose of demonstration, but are based upon statements by real faculty, stating their pains (current state) and their desires (future state).

Current State Example of User Experiences		Future State of User Experiences
Person – Peter Walker An Organisational Behaviour lecturer at London Business School. I teach in the topics of Leadership and Change. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.	**The Persona**	Person - Mary Simpson An Economics lecturer at London Business School, teaching in the topics of Statistics and Decision Making. Uses a pc and blackberry phone in the office, has a smartphone and a pc at home. Also uses a tablet.
In 2012 I'm teaching MBA, MiF and MiM students. I have 5 Elective courses on Leadership and three on Organisational Change. One of the administrators in the programme team has taken the PowerPoint slides and case studies that I've prepared at the start of the year and is ready to load them on to portal when the courses start. Part way through the year I decide to change some of the material following some discussions that I've been having with a few blue chip COOs and CEOs in the US. I update my slides and introduce a new case study. I have problems emailing the new slides whilst in New York because they're too large for my School email account to handle. I load them into drop box and then have to email my drop box password to the Degree programmes team so that they can retrieve the files. I end up making a few changes following another CEO interview. When I come to present the slides a week later I find that they are not my latest version because the administrator is on holiday and their replacement can't access their emails and so was unaware of the alterations.	Updating slides, case studies, videos.	In 2012 I'm teaching MBA, MiF and MiM students. One of the administrators in the programme team has taken the PowerPoint slides and case studies that I've prepared at the start of the year and is ready to load them on to our new Learning Management System when the courses start. Part way through the year I decide to change some of the course material following some newly released research on game theory. I update my slides and add a new questionnaire. I'm able to do this by logging in to the system myself, where I can access my material. Whilst I'm teaching the one of the courses a financial crisis erupts in the Middle East. I'm able to follow it on-line and can add material about the crisis to my slides, and can even include some video links from Bloomberg to play in the lecture. I can add all this material myself as I'm following the crisis in the evenings after lectures, preparing fresh material for presentation to the class next morning. This is because of the easy access I have to the Learning Management System even when in my hotel room.

Current State Example of User Experiences		Future State of User Experiences
I pre-arranged a survey for the start of my Autumn Leadership course asking the students who they thought was the greatest leader from a list produced by Forbes. I needed IT to assist with setting up the slides a few weeks before hand, and I needed them on hand to set the in-class voting system. It took a little while to arrange but was very useful in class and fairly easy to operate. As the survey had generated so much useful discussion I decided to repeat it the end of the course. Again it took a little time to arrange and I struggled to get the use of the equipment again as it was in use for a conference. To remind the students of their original votes I had to make up a fresh slide and add it to my presentation. This wasn't a great difficulty, but it was awkward not being able to reuse the original survey.	In class surveys	In the first week of my course I was able to hold an impromptu survey of the class opinions on China's growth prospects. The survey was carried out on-line, with students logging in with their phones and tablets. It was a little more awkward to do that the in-class voting pads, but some students were already logged in to the LMS so they just selected the in class voting option. I was able to include some students from the Dubai campus who were listening in on-line, which introduced some interesting perspectives. As it stimulated some interesting discussion I decided to create another quick survey in-class there and then, to gauge the students' thoughts on Ukraine, Brazil and Kazakhstan. The instantaneous and adaptive nature of the lecture increased everyone's engagement. I was able to create more surveys on the fly during the course, tailoring them to relevant daily articles in Bloomberg and the FT. At the end of the course I called up the original China survey, and ran it again. With virtually no effort I was able to show the students their original responses and the changes in their new responses, all there and then. There was no need to produce a hand-out for this as I was able to publish all the statistics on the responses immediately on-line so that the students could revisit them whilst revising.

Current State Example of User Experiences		Future State of User Experiences
When preparing the course materials for this year I double check the material for spelling checks and submit it. My word processor keeps trying to correct some quotes that use American English. I have back to back courses and course work to mark in time for an end of year deadline. My course material is for a new course that I've taken over responsibility for, but there is little time to prepare all the material and sense check it if it is to get to the printing company before their deadline. When double checking the material a few days later I see that a spelling mistake slipped through. It's not obvious, but it has to be rectified. This results in a large charge because the alteration must be made after many of the materials have been printed. If the error had been spotted two weeks later there would have been no option to reprint.	Corrections to Binders/E-Binders	When preparing the course materials for this year I double check the material for spelling checks and submit it. My material includes an Arabic phrase. I learn a few days later that the phrase I was given was wrongly quoted. It is important that I correct this as it affects my credibility with the students. Even though the course starts in two days' time I'm easily able to log in and make the change, or ask my administrative assistant to do so. The course material is entirely electronic and so the change is easy and cost free.
To cover one of my colleagues who has had skiing accident I'm taking over some teaching responsibilities. I need to build up teaching materials to cover a three week gap in the course. The programme manager sends me their PowerPoint files and case studies. Unfortunately they are a very large volume of files. It takes several hours to read through all the material and to identify what it relevant to this phase of the course. I spend several hours reconfiguring the work into my own style and preparing content to cover any small gaps. The end result is almost seamless delivery but has taken twenty hours of my time.	Finding and Using Content	When I need to take on a new course to cover a colleague I'm able to get the course material from the learning content management system. It is all electronically tagged up with the course topics and delivery times. I'm able to do a search by date to see what needed to be delivered next. I import the material into my own templates using the system, and the slides are ready. The whole process takes about three hours to complete, and then the material is ready.

Current State Example of User Experiences		Future State of User Experiences
Following one of my first lectures on using communication to drive behaviour change there is a great deal of questions raised by the students. Some I deal with in the class, but as it is slowing down the lecture I ask to take further questions offline. The students ask me questions in the break, and then at the end of the lecture. Over the next few days I get questions direct to by School email, to my external website and on the portal newsgroups. Many of the students have been asking the same questions, but all need to be responded to. The portal newsgroups are the most appropriate to use as I can respond to common questions and students can look at the responses instead of asking me the same question. It also allows for them to respond. Unfortunately many students don't like using the newsgroups as they find lots of irrelevant material on there to wade through, and they complain of having to log in to it all the time, rather than always being logged in.	Responding to Questions and producing FAQ sheets and exploiting social media	When my course moves into macroeconomic topics for the first time many students struggle with the conceptual nature of the material. As a result I'd used to have to spend a lot of one to one time with them either at the end of lectures or answering questions via email. With the new LMS I'm able to post extra material to the macroeconomics FAQs groups. They are accessible on-line by pc, mobile device or laptop, and students don't need to keep logging in, so it is easier for them to access than writing emails to me. This means that they tend to find the answers from the FAQs group. I've also identified a few PhD students and some industry friends to answer questions on one or their specialist topics. I can easily set them up with access to the groups and they get an alert when a student posts a question on one of their topics. I even have some students on my course with specialist experience that I can co-opt into answering some of the questions themselves.

I spend an hour each day responding to new questions myself. When I go to the FAQs group I'm presented with a dashboard showing where new questions have been added, where others have been responded to, and the number of times students have read, commented on, rated, 'retweeted' or referred to fellow students. At the end of the course I review the contributions from my students and give out extra credits to the best contributors. |
| As usual throughout the term, and particularly as it comes to a close student assessment and feedback becomes a real administrative headache. | On-line submission and marking | Once again with the ending of another term there are a large number of assignments to be marked.

As with most years there are a few late submissions, but less than normal. Every submission is submitted on-line by the student. If they are late then marks are automatically deducted. The evidence of late submission is there on the date stamp so there are no disagreements by the students. |

Current State Example of User Experiences		Future State of User Experiences
Typically a number of assignments are submitted late. Where a justification has been supplied it needs to be evaluated before any marking penalties are applied. One of the biggest difficulties are the number of students who have to post assignments from abroad as they cannot be sure how much time to allow. Others claim to have handed their assignments in in good time, but according to the programme office they have been received late. Many students also blame the email system for rejecting the large files that they are submitting in support of their work. My biggest challenge last term was in getting all the assignments in at the end of term before I headed off to an entrepreneurship course that I'm teaching Brasilia over the summer. I was able to complete most of the marking and feedback prior to leaving for Brazil, but I had to take five late assignments in my luggage at the last minute, to be completed in Brazil and posted back before the end of the week. There was the added complexity that one of the assignments had no appendix and we cannot be sure whether it was submitted and lost, or never submitted. The whole process is made easier by the programme managers collating all the assignments for me, identifying which assignments appear to be late and supplying the feedback back to my students. My big concerns are that some students dispute that their assignments are late, I have to carry the assignments around physically when I am marking them, and that there is a risk that we will one day lose an assignment in the post. As for the question of plagiarism, I'm convinced that three of the assignments are carbon copies of a paper produced at Oxford last year, but I don't have enough time to locate the paper.		We did have an issue mid-term when I agreed to extend the time limit for a few of our students who were hoping to volunteer at the Global Leadership Summit. The system did automatically deduct points from their assignments as I'd forgotten to change their submission date on-line. However I spotted the error in the Late Submissions report, and was able to go in and change the mark easily. With the on-line submission I'm able to mark the assignments as soon as they are submitted. My colleagues can then log in to validate the marks, even if they are not in the country. That way the students get their marks and feedback much sooner. The work is still fresh in the student's mind and so the feedback is more effective than their receiving it at the end of the summer. One thing that has been identified in using this on-line system is the amount of plagiarism and near plagiarism we have to deal with. As we use an on-line tool to spot plagiarism from a large database of research we can say with much greater certainty whether students are being honest in their citations. More importantly however we've seen a dramatic drop in wrongly or poorly cited submissions thanks to the tool, as students are working harder to properly reference their work.

Current State Example of User Experiences		Future State of User Experiences
This year has been particularly exhausting for me because I'm lecturing at Columbia, London and Dubai. At the end on one semester I'm either lecturing or traveling for 22 days in a row. If there are issues with flight delays I'll lose lecture time and one of my colleagues may have to step in at the last moment. This is not good for them or for the student experience.	Remote Lecturing	This year we're extending our Executive Education courses to support statistical analysis specific to global food production industries. The demand for the course in Asia is incredibly high. Previously we would have had to fly our students here or to Hong Kong. I find the travel quite tiring as do the students, and time and effectiveness are lost as a result. Now I lecture remotely. There are locations in Hong Kong, New York, Moscow, Guangzhou and Kyoto that are fully set up for remote lecturing all the time. We can also use sites in 5 other locations. Depending upon the level of the students I do a number of things. For junior executives I've made up fifteen lectures, one hour long each that they can watch on their pc. We are getting some of these translated into Chinese. I log on to answer questions on these lectures once every two days. They can see all the other questions that other students have raised. For many of our mid-level executives we arrange live lectures remotely broadcast to their location. I can deliver more of these now that I can broadcast from New York and Hong Kong as it means I don't have to fly back to London to do it. Sometimes they watch the recorded lectures and we just use the live session as a Q&A session. Finally, those who can afford it, we continue to hold face to face lectures and Q&A sessions, but my time restrictions mean that we cannot do this for too many clients. However we achieve more in less time as they can also access the recorded and broadcast sessions.

Current State Example of User Experiences		Future State of User Experiences
In the lecture theatre I present my slides. Occasionally I insert a video into one of my slides, but they often don't work, which is a little embarrassing. If a student has material to show then I have to set it up on the pc and the front from their USB key. Emailing content to me doesn't tend to work due to file size limits. Often we just end up using the document camera to show the class something on a tablet or phone, which works well, but looks and feels like an archaic process to the students.	In Class Tablets	In class I'm able to send slides and video directly to the students' tablets. They log in to a screen sharing system that all the class uses, irrespective of the type of tablet they have.

I still use the lecture screens at the front of the lecture theatre, but this allows me to show material that the students might otherwise struggle to read at that distance. Also I can annotate their screens as I go.

If a student has a really good demonstration, or found a great link that I want to show to the rest of the class I can screencast their screen to everyone for a while.

When I wish to get everyone to focus on me again at the front of the class I tend to switch all the tablets off for a while. This means that we can use tablets in class, but don't have the resulting distraction interfering with my course delivery. |
| When students are considering taking my electives they want to know what their learning experience will be like. I've written some course descriptions. I prepared a short video describing two of the courses, but most students don't realise it is there on portal and so don't look at it. I used to arrange a time for them to come and talk to me but that takes up too much of my time and I was having to cancel meetings with them. As such the on-line notes that I made are all that they really have. | Showcasing course material | When students want to assess whether they want to take my elective courses I give them access to the FAQ groups for a few days as 'view only' so that they can see what students on the course are interested in.' I've also provided a short video presentation by myself, and recordings from two of the initial lectures.

We are able to use the same arrangement when Executive Education want to showcase some of our statistical analysis material to clients. It was particularly useful in a recent bid for a contract with IBM, where another supplier was under cutting us on cost and where IBM needed to see the quality of our learning experience. |

Persona 3 – An Executive Education Programme Manager

Current State Example of User Experiences	The Persona	Future State of User Experiences
Person – Kerry Smith, a Programme Manager on custom course for GSK. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses an iPad tablet.		Person - David Willis a Programme Manager on custom course for Goldman Sachs. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses an iPad tablet.
Currently I spend a large amount of my time preparing for new programmes. I request that the programme space be set up on VLE and start copying learning materials into it. I get all the materials from the tutors, but usually they ask me to get together lots of materials from pervious courses. A substantial part of my time is spent searching on old VLE course folders and in the shared drive or through old emails to find course materials that they wish to reuse. This can take many hours. If other Programme Managers haven't version controlled and described their material in the same way as I have this can become a fruitless task. There is a lot of 'to and fro' between myself and the Programme Director to include last minute changes before the course starts. Not all of these are picked up in time as the exchanges are through email and versions of documents get confused. This is very stressful for all concerned.	Programme Set Up – Course materials	When a new programme is being designed I help the tutors or Programme Director to go through similarly tagged material in the Learning Management System. We then add to it and drop it into the standard templates that we've set up. The system takes care of most of the formatting itself through the templates. I can then easily make changes that will be tracked, as can the Programme Director if they wish. With the LMS every set of learning materials is tagged with a publishing date at which point they automatically become available to the participants.
When I'm preparing for my programme I get the final list of participants from the GSK. This list has changes substantially, so I have to go and change all the accounts set up for them in VLE. This is a slow process. For two spaces GSK have not provided contact details.	Programme Set Up – Participant communications	I get the list of participants form GS directly. There are plenty of last minute changes but it is easy to go in and change the account details. The system does not have any performance or up time issues as it is a fully backed up cloud service. The system auto-emails the invitations to the participants. It includes a calendar of events download for them to add to their personal devices if they choose.

Current State Example of User Experiences	The Persona	Future State of User Experiences
I send out the starting instructions to the participants ahead of the course. Initially we have problems with VLE being inaccessible for some of the participants. There is an introductory video that they need to watch. I try to send this by email, but it keeps getting bounced back by GSK due to the size. Ultimately I end up putting it on drop box, but here there are also security issues that GSK can't resolve as dropbox can't be installed on their desktop machines. Most of my communication is with the participants by email. In the process I send 114 individual emails over 2 days just getting these participants ready to start.		When one of the initial sessions is moved to a new room I am able to amend just the calendar in the LMS and it automatically updates all the participants by email, and in their LMS home pages. Either the tutor or I can change these release times if needed.
Whenever it is time to change venue, go out for lunch, meet up in a new location, or for participants to sit a test I have to be present to round them all up. When I cannot find them I message them by email and text and phone them if necessary. This means that I'm running around finding people when I should be looking after the participants who haven't gone missing, or I need to set up for the next learning session.	In course messaging	Whenever I need to change a time or a location, or send a reminder about a course I just log in to one panel on the LMS and send a message to the group. It's quite handy for them because whichever way they've elected to be contacted it will use. Phone, text, home email, work email, Facebook, or any combination. This stops me spamming all their accounts with messages.
After each lecture the tutor gives me a run-down of what materials to make available to the participants. I then log on to VLE and put the materials on there at the earliest opportunity. It can take a few minutes to do this. I then send emails out to all the participants so that they are aware of the material.	Delivery of materials in course	After each lecture the material for the lecture is automatically provide to the students. They receive notifications

Persona 4 – An Executive Education Programme Director

Current State Example of User Experiences	The Persona	Future State of User Experiences
Person – William Ellis, a Programme Director for a Custom course for HSBC. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses an iPad tablet.		Person - Jane McClough, a Programme Director for a custom course for BNP Paribas. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.
When designing a new course we tend to generate a lot of new material. This is because we have little visibility of the material generated by others around the School, or if we do have that material it is often too difficult to reformat in the time we have.	Preparing Course Material	When designing a new course I have easy access to all the material from our previous courses and those of other courses in an easy to reuse manner. The LMS manages the formatting of this material ad everything is kept in standard templates, for easy reuse. All the material is tagged with standard terms and by version and date so that it is easy to find. Material is also given scorings by the system or users for how many times it has been reused, or for how valuable people have found it. These bring material to the top of the list.
We measure effectiveness by listening to our participants on the courses, and reviewing their feedback sheets. It is hard to tie this feedback directly to the learning activities we have taken them through to get a measure of efficacy.	Monitoring Impact	We use impact dashboards in the LMS. These capture participant feedback against their learning objectives and their goals. It is a mix of qualitative and quantitative data, all consistent across courses, so that courses can be compared at an instant. Where possible it is broken down and attributed to specific learning material, but that is hard to do for everything. The greatest value is that we can get this information instantly and in a collated form. Participants are contacted for feedback by the system at several points during and after their course so that we can understand how they have improved. This information can be converted to reports for the customer and the client manager.

Persona 5 – An Executive Education Programme Coach

Current State Example of User Experiences	The Persona	Future State of User Experiences
Person – Christopher Mathers Executive Education Coach for Leadership Skills. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.		Person - Andrew Donaldson, Executive Education Coach for Communication Skills. Uses a pc and blackberry phone in the office, has a smartphone and a MacBook at home. Also uses a tablet.
On my current programme I'm delivering two hours of one to one coaching in course and after the course for my group of 6 participants. Unfortunately the process is limited by my availability and theirs, hence I keep rescheduling. Also as it is over the phone and by email there is more of a barrier between the participant and I, making the coaching less effective. Once the coaching is delivered, one month after the course that is it for the participant. I have little sense of how effective we are being for 90% of our participants, which makes it difficult to introduce improvements or to better tailor this 'one size fits all approach'.	Tailoring Coaching	Using the new coaching tool the participant is able to log in a keep a weekly record of their challenges. I can spend a few minutes every fortnight reading each one and adding a few supporting statements or recommendations. The face to face time is limited as before, but now that we have a video chat system and the ability to slice the session into 6 brief chats over 6 months the participant gets much more value out of the experience. We are also better able to collect metrics as we now have this on-line record of progress that they maintain.