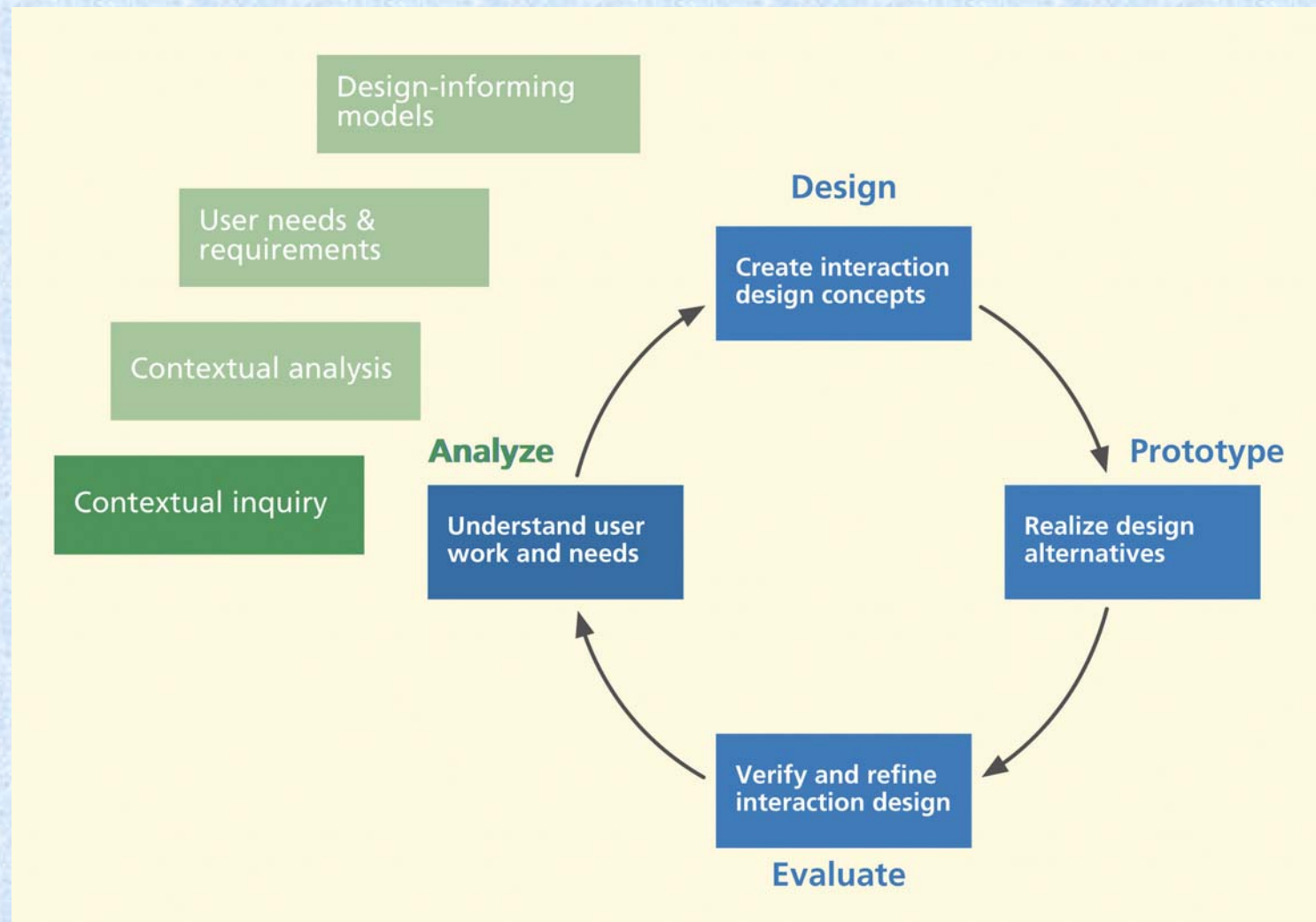


CS/ISE 5714 Spring 2012

Dr. Rex Hartson

Chapter 3. Contextual Inquiry: Eliciting Work Activity Data

Introduction



Introduction

- **Goal: To understand customer's work practice**
- **Getting your nose in customer's tent**
- **Roots in ethnography**
 - **Branch of anthropology focusing on study and systematic description of human cultures**

Introduction, definitions

- **Work**
 - **Set of activities people undertake to accomplish goals in work domain**
 - **Some activities entail system or product usage**
 - **Includes play, if play rather than work is goal of user**
 - **Example, using a CAD/CAM application to design an automobile**

Introduction, definitions

- **Work domain**
 - **Entire context of work and work practice in target enterprise or other target usage environment**
 - **Context essential to understand the work**

Introduction, definitions

- **Work practice is pattern of**
 - **Procedures**
 - **Established actions**
 - **Approaches**
 - **Routines**
 - **Conventions**
 - **Customs**
 - **Protocols**
 - **Physical actions**
 - **Manual activities**

Work practice

- **Followed and observed in customary performance of a particular job to carry out operations of enterprise**
- **Involves learned skills, decision making, physical actions, and social interaction**
- **Can be based on tradition, ritualized, and habituated**

Work practice

- **Work activity composed of sensory, cognitive, and physical actions made by users in course of carrying out work practice**

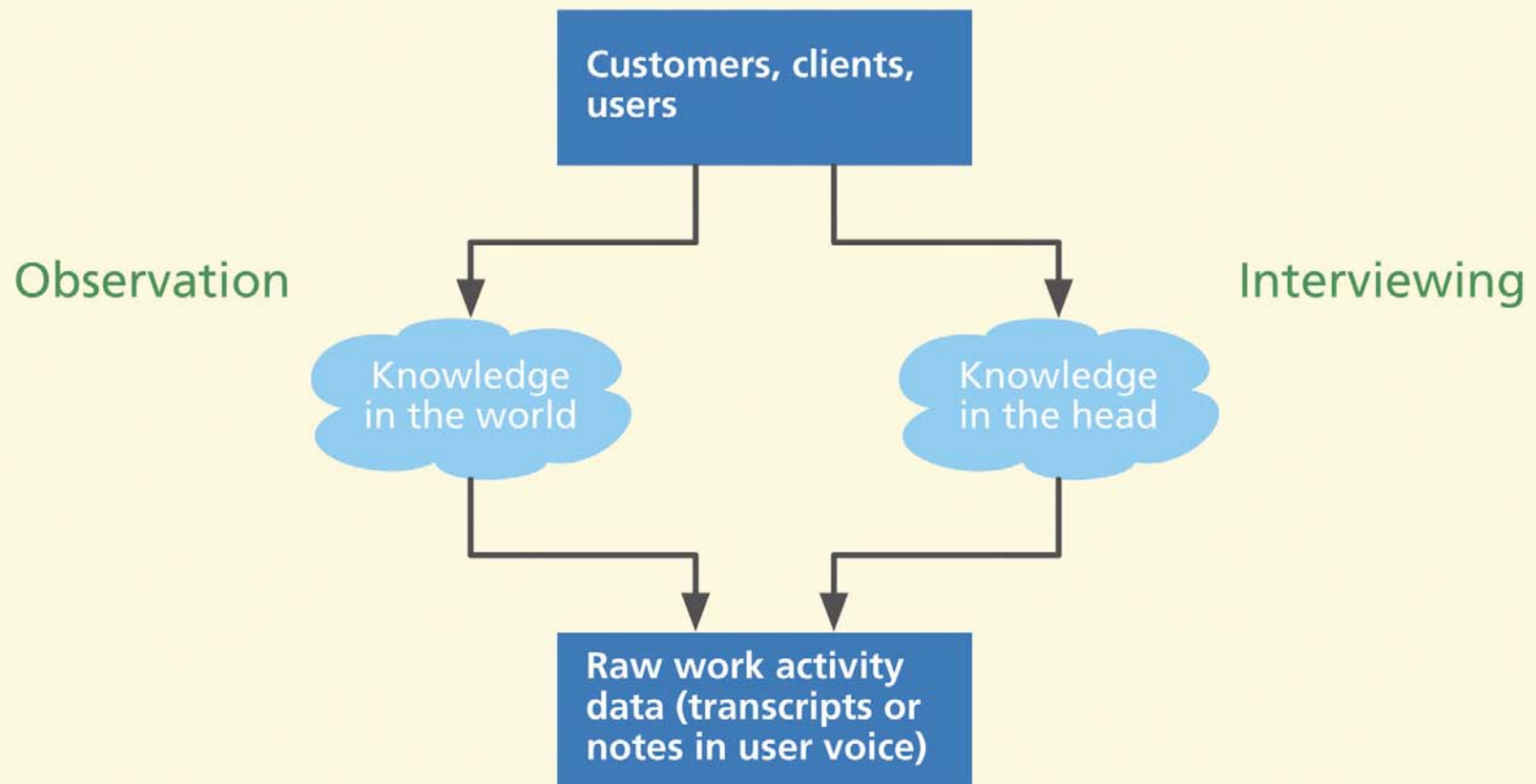
What is contextual inquiry?

- **Contextual inquiry**
 - **UX lifecycle activity to gather detailed descriptions of customer or user work practice**
 - **For purpose of understanding work activities and underlying rationale**
 - **Goal: To improve work practice and construct and/or improve system designs to support it**

What is contextual inquiry?

- **Includes**
 - Interviews of customers and users (what they say)
 - Observations of work practice in real-world context (what they do)
- **Not “requirements gathering” in traditional sense**

What is contextual inquiry?



Focus of contextual inquiry

- **Are we gathering data on an existing system or a new system?**
 - **Yes, you are thinking ahead about your new system**
 - **But contextual inquiry is about the way things are done now**

Introducing a running example

- **Existing: The Middleburg University Ticket Transaction Service (MUTTS)**
 - Central event ticket office, like the one on campus
- **Target: The Ticket Kiosk System**
 - Distributed self-serve kiosk system
 - Especially want kiosks at bus stops around town

System concept statement

- **System (or product) concept statement**
 - Typically 100 to 150 words in length
 - Mission statement for new system to be developed
 - Explains system to outsiders
 - Helps set focus and scope for system development internally

System concept statement

- **Writing a good system concept statement is not easy**
- **Amount of attention given per word is high**
- **A system concept statement is not just written**
 - **It is iterated and refined to make as clear and specific as possible**

System concept statement

- **An effective system concept statement answers at least the following questions:**
 - **What is the system name?**
 - **Who are the system users?**
 - **What will the system do?**
 - **What problem(s) will the system solve?
(Be broad to include business objectives)**

System concept statement

- **Answers these questions:**
 - **What is design vision and what are the emotional impact goals?**
 - **In other words, what experience will system provide to user?**
 - **Especially important if target is commercial product**

System concept statement

- **Audience broader than that of most other deliverables, including**
 - **High-level management**
 - **Marketing**
 - **Board of directors**
 - **Stockholders**
 - **Even general public**

Example: For Ticket Kiosk System

The Ticket Kiosk System will replace the old ticket retail system, the Middleburg University Ticket Transaction Service, by providing 24-hour-a-day distributed kiosk service to the general public. This service includes access to comprehensive event information and the capability to purchase tickets rapidly for local events such as concerts, movies, and the performing arts. The new system includes a significant expansion of scope to include ticket distribution for the entire MU athletic program.

Transportation tickets will also be available, along with directions and parking information for specific venues. Compared to conventional ticket outlets, the Ticket Kiosk System will reduce waiting time and offer far more extensive information about events. A focus on innovative design will enhance the MU public profile while “Fostering” the spirit of being part of the MU community and offering the customer a “Beaming” interaction experience. (139 words)

In-class exercise: Topic and system concept statement

- **Topic for all the in-class exercises**
 - This semester the running topic of the in-class activities is a smart fridge. To get in the spirit, perhaps your team can make its own logo, such as an icon of a fridge wearing a graduation cap. You can probably be more creative than that.
 - This is the kind of assignment that should not be highly specified in advance. The idea is intuitive and part of your job is to envision and define the scope of this system. Think broadly and think within these design perspectives: ecological, interaction, and emotional.
 - In the ecological perspective, the SmartFridge is intended to fit within the ecology of a smart house and it is up to you to define what that is, too. So the SmartFridge operates within the ecology of your life, inside of and outside of your smart house.

In-class exercise

- **System concept statement**
- **Write and refine a system concept statement for your target system, a 100-to-150-word summary of your project, per the description of this in the book and in our lectures. This is a high-level mission statement of your project—a synopsis or "boilerplate" description. Include the name of the system, a description of the kinds of users expected, a brief statement of what users can do with it, and why it's useful (what problems it solves). This is shorter, broader, and less technical than other project deliverables.**

Contextual inquiry – How to do it

- **User work activity data gathering**
 - **Core of Chapter 3**
- **Essence**
 - **Prepare and conduct field visits to customer/user work environment**
 - **Where system being designed will be used**
 - **Observe and interview users while they work**

Essence of contextual inquiry

- **Inquire into structure of users' own work practice**
- **Learn about how people do work your system is to be designed to support**
- **Take copious, detailed notes**
 - **Raw user work activity data**

Essence of contextual inquiry

- **Most general case, domain-complex systems**
 - **High technical content**
 - **Elaborate work flow and inter-role communication**
 - **Need to avoid risk**
- **Other kinds of projects might require less formal approach**

Before visit: Preparation

- **For system with complex work domain**
 - **Get feel for customer's organizational policies and ethos**
 - **Look at their online presence**
 - **Website**
 - **Participation in social networks**
 - **Understand vocabulary and technical terms of work domain**

Before visit: Preparation

- **Learn about competition**
- **Learn about culture of work domain in general**
 - **Example, conservative financial domain vs. laid-back art domain**
- **Recognize differences in perspectives between managers and users**

Before visit: Preparation

- **Investigate current system, practices, and history**
 - **Look at company's existing and previous products**
 - **If software, download trial versions to get familiar with design history and themes**

Issues about your team

- **Decide how many people to send on visits**
- **User experience people and other team members**
- **Set own limits on number of visits and number of team members**
 - **Depending on your budget and schedule**
- **Plan interview and observation strategy (who in team does what)**

Contact management people

- **Explain purpose of visit**
 - **To learn about their work activities**
- **Explain approach: for them actually to do the work while you are there to observe**
 - **Get permission to do these observations of real work activities**

Contact management people

- **Build rapport and trust**
 - **Promise personal and corporate confidentiality**
- **Identify areas of activity and users for observation and interviews**

Contact management people

- **Ask about which kinds of users are doing what and when**
 - **Set scope**
 - **Explain that you want to see broadest representation of users and work**
- **Identify work activities**
 - **Focus on most important and most representative tasks**

Contact management people

- **Establish or negotiate various parameters, such as how long you will/can be there**
 - It can be up to several intense weeks for data gathering
- **How often to visit**
 - It can be up to every other day

Contact management people

- **How long for average interview**
 - A couple of hours maximum
- **Maximum number of interviews per visit**
 - Example, four to six

Contact management people

- **Identify appropriate support people**
 - **Determined by management people**
 - **Arrange logistics for visits**

Contact management people

- **Select appropriate users and others to meet, observe, and interview**
 - **Especially frequent users, managers, customer representatives**
 - **Cover as many usage roles as possible**
 - **What if you cannot find real users?**
 - **Plan visits to multiple sites if they exist**
 - **Set up right conditions (real work context)**

During visit: Collecting user work activity data

- Remember goal
 - Do not ask users what they want or need

If I had asked people what they wanted, they would have said, faster horses” — Henry Ford

— Observe and interview users

- In own work context
- About how they do their work

During visit: Collecting user work activity data

- **Form partnerships with users**
- **User is “expert”, not you, the person from outside**

During visit: Collecting user work activity data

- **Get task data**
 - **One of most important kinds of contextual data**
 - **Notice triggers for tasks and steps**
 - **What happens to cause them to initiate each task or step?**
 - **Example, incoming phone call leads to filling out order form**
 - **Learn about your users' task barriers**
 - **Notice hesitations, problems, errors**

During visit: Collecting user work activity data

- **Recording video**
 - **Effective way to capture comprehensive data**
 - **Use only where conditions and resources permit**
 - **Can help you capture nonverbal communication cues**

During visit: Collecting user work activity data

- **Note taking**
 - **Pen and paper**
 - **Laptop**
 - **Small digital recorder**
 - **For notes, not for recording interview**

During visit: Collecting user work activity data

- **Use numbering system to identify source of each data point**
 - **To document data for validity**
 - **So can go back to answer questions**

During visit: Collecting user work activity data

- **Be a listener**
 - **Usually do not offer your opinions about what users might need**
 - **Do not lead user or introduce your own perspectives**

During visit: Collecting user work activity data

- **Do not expect every user to have same view of work domain and work**
 - **Ask questions about differences and find ways to combine to get “truth”**

During visit: Collecting user work activity data

- **Capture details as they occur**
 - **Do not wait and try to remember it later**
 - **Follow leads, collect “clues”**
 - **Be ready to adapt, modify, explore, branch out**

During visit: Collecting user work activity data

- **Be an effective data ferret or detective**
 - **Discover, extract, “tease out”**
- **Pay attention to information needs of users**

During visit: Collecting user work activity data

- **What about design ideas that crop up with users?**
- **What about analyst and designer ideas that crop up?**

During visit: Collecting user work activity data

- **Questions not to ask**
 - **Do not ask about the future; do not ask users what they would do in a given circumstance.**
 - **Do not ask for design advice**
 - **Do not ask leading questions that just put ideas into their heads**

During visit: Collecting user work activity data

- Collect work artifacts

- Tangible talking points for analysis and design
- Example: Work artifacts from local restaurant

The image shows two handwritten restaurant checks and receipts. The left document is a 'Guest Check' with handwritten entries for items like BAC 20m, APP, Cham, and Grits. The right document is a 'check' with handwritten entries for items like 1/2 GRAVY, FULL GRAVY, and LARGE JUICE. Both documents include a 'GUEST RECEIPT' section at the bottom.

Guest Check

TABLE NO.	NO. PERSONS	CHECK NO.	SERVER NO.
B11	2	732289	Cindy
BAC 20m			369
APP			
WWD (dry)			
Cham			379
25.00 (Soft)			
Grits			
BIS			
TAX			2XCOF NE
Thank You - Call Again			

check

CHECK NO.	SERVER NO.
2293	Cindy
DATE	02/06/1999 SAT
1/2 GRAVY	\$1.19
FULL GRAVY	\$2.09
LARGE JUICE	\$1.29
SOFT DRINK	\$1.05
TAX TOTAL	\$0.47
TOTAL	\$6.09
CASH	\$20.00
CHANGE	\$13.91
ROANOKE'S AWARD WINNING NEIGHBORHOOD RESTAURANT	
CLERK	#01
TIME	10:40
NO.	144552

GUEST RECEIPT

NO. PERSONS	DATE	CHECK NO.	AMOUNT
		732289	

GUEST RECEIPT

NO. PERSONS	DATE	CHECK NO.	AMOUNT
		732293	48

During visit: Collecting user work activity data

- **Other forms of data collection**
 - **Digital photos**
 - **On-the-fly diagrams of workflow, roles, and relationships**
 - **On-the-fly sketches of physical layout, floor plans**
 - **Quantitative data**
 - **Example, how many people do this job?**

Between visits anticipate modeling needs

- **Create contextual data “bins”**
- **Temporary repositories to hold categories of raw contextual data**
- **Example, labeled piles of notes on table**
- **To start organizing data right from start**

Wrap it up

- **Do not overstay your welcome**
- **Be efficient, get what you need, and get out of their way**
- **Limit interviews to no more than two hours**

In-class exercise: Contextual inquiry

- **Assume a team of 5 or 6. Break into two sub-teams: the interviewers (3 people) and the representative users (2 or 3 people).**
- **The interviewers should ask the interviewees to recollect their usage of a refrigerator, focus on context, breakdowns, key tasks, ecology, and so on.**

In-class exercise

- **Ask them to think about how that usage fits into the context of the rest of their lives, at home and outside the home.**
- **Look especially for any emotional impact data and look at long-term usage, not just short snapshots of usage.**

In-class exercise

- **During the interviews, take raw data notes on paper or a laptop. In anticipation of the later conversion of your raw contextual data into separate work activity notes, keep your raw data notes modular. Use short sentences, each with a single thought or fact or point.**
- **After class continue to interview more people outside your team and outside the class, to get more data points. Your team will need 150-200 different raw data points.**