# UNSW

## BRAND PURPOSE + WEBSITE CASE STUDY

UNSW
SYDNEY

# No one likes us and we do care

UNSW provide all their students with a service known as Career Accelerator that aims to help students with starting their career. It's available to them from the first day of their degree. However many students had reported the website is confusing hard to use experience.
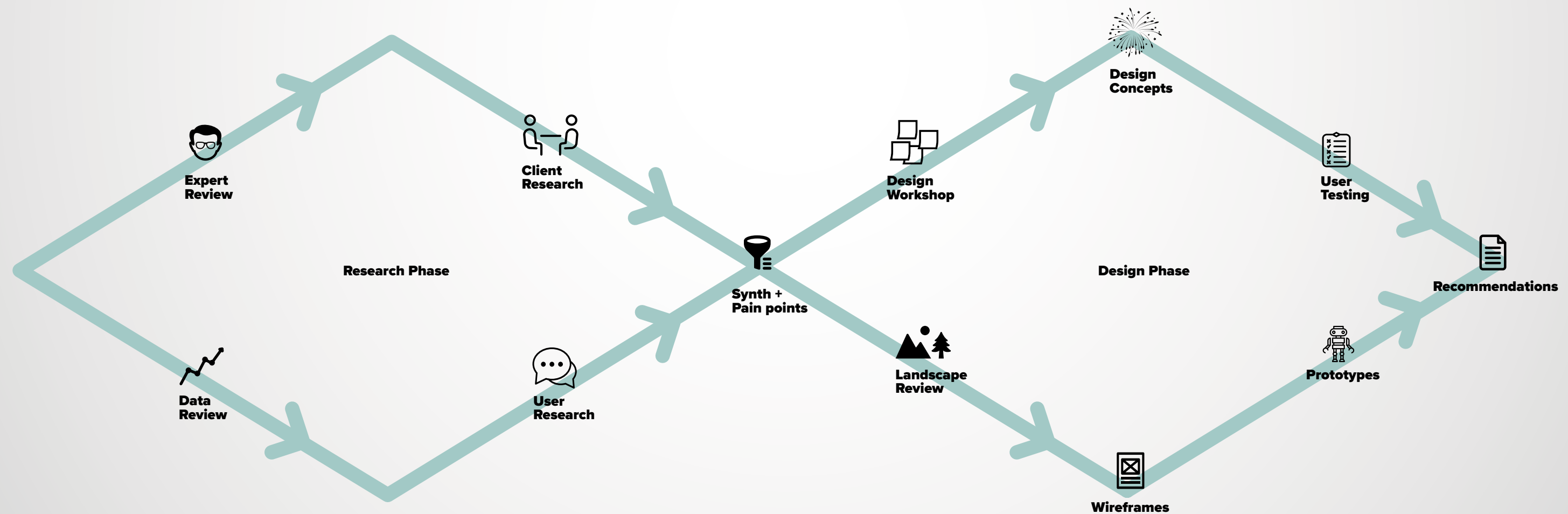
This project was to research what to do to turn that around.

# We needed to pull everything apart.

I use a Design Thinking approach on my projects. Research helps understand the process and identify the key pain points. This allows the team to zero in on the deeper issues causing the problems. Similarly for solutions, it's important to come up with many ideas, before narrowing down to those having the biggest impact.

To understand the process of completing an insurance quote we reviewed the form and data, spoke to customers, shadowed staff, and looked at what others are doing. All with the aim to uncover the customer problem behind their business problem.

**Expert Review**

**Client Research**

**Research Phase**

**Synth + Pain points**

**Design Workshop**

**Design Concepts**

**User Testing**

**Design Phase**

**Recommendations**

**Data Review**

**User Research**

**Landscape Review**

**Wireframes**

**Prototypes**

# What curious things did we learn?

# Problem's built on problems

As with any structure, it's the foundations that matter. What we uncovered was that the poor website experience is purely a symptom.

It's the result of a service that can't clearly explain what it does.

This was essentially the core insight we learned from conducting research interviews with staff and students.

Therefore if we can clearly define what value the service offers it will make the design of the site far easier.

## UNCLEAR DESIGN

## UNCLEAR PRESENCE

## UNCLEAR BRAND
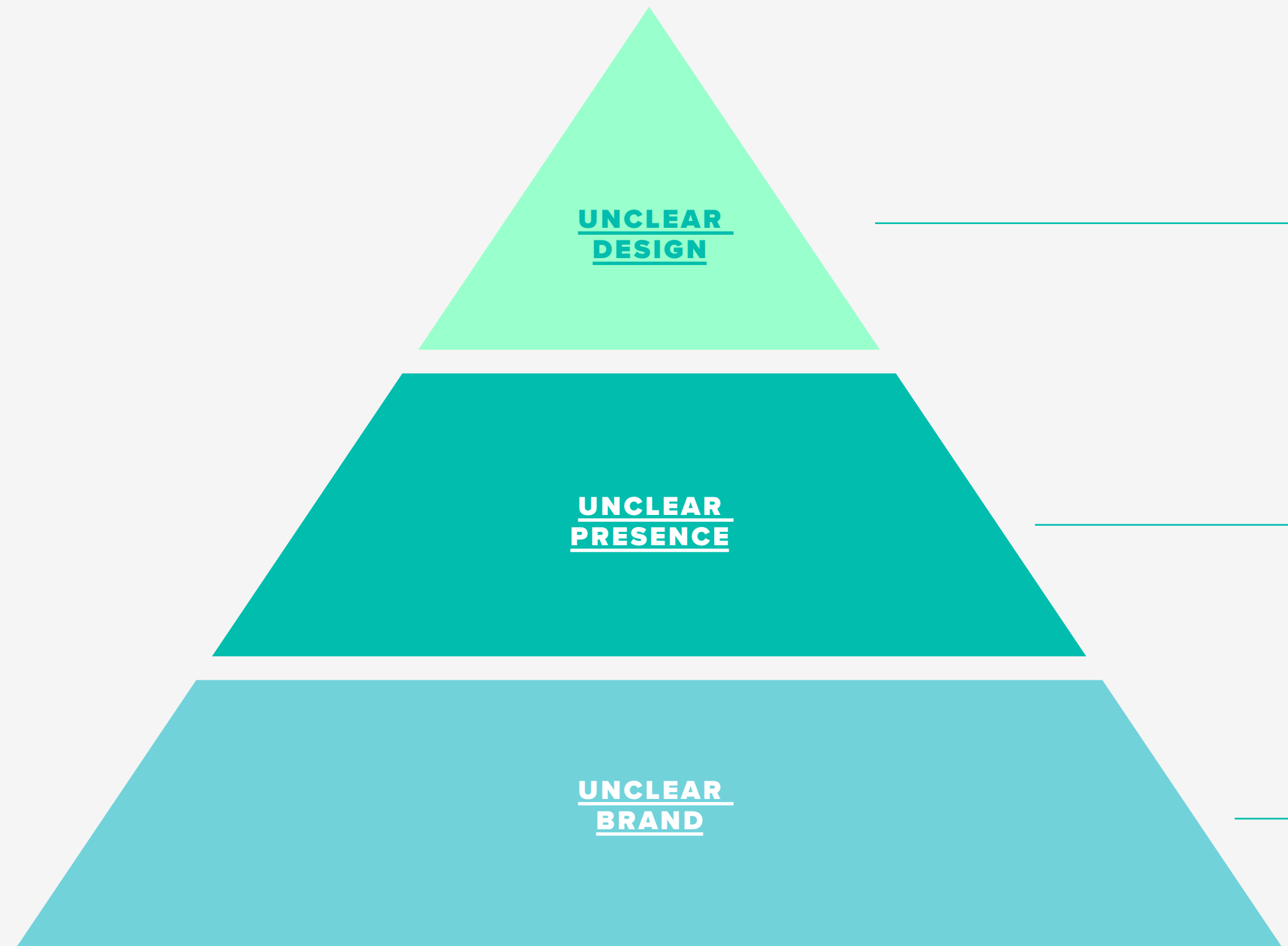
### UNCLEAR DESIGN

The design doesn't focus around an end destination. All the information is there somewhere but it's poorly structured and hard to find.

### UNCLEAR PRESENCE

Because CA are not sure what their core value is, the site feels hidden away as it doesn't know where to live. This impacts navigation to and on the site.

### UNCLEAR BRAND

Career Accelerator isn't sure what their core offering is. This is clear from interviews. And this  issue is the source of their bigger issues..
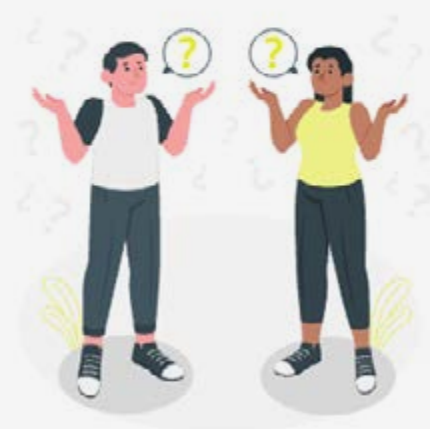
PROBLEM ONE

# No one knows what we do

The core learning was that staff and students couldn't succinctly describe what value career accelerator offers. Which was understood and even repeated by the client.

# Unclear brand



**LEARNING 1**

## Unsure what CA is for

Many students had differing thoughts on the purpose of CA. One participant would reference one service and another person would reference another. Rarely did all of the services get mentioned by one person.



**LEARNING 2**

## Wrong understanding of what CA main offering

CA offers many things but no one could pinpoint it's core service. Which suggests either they don't promote it well or they don't know.



**LEARNING 3**

## Little knowledge about mandatory subjects

For Business Studies students it was mandatory for them to take undertake some form of industry learning, which would nearly always require one CA course to be taken. However not everyone knew this.



**LEARNING 4**

## Wrong understanding about Global Internships

As Global Internships were called Global Experience, many thought this was a student exchange program, rather than a work abroad opportunity.

# Unclear brand summary

## OVERARCHING INSIGHT

### Externally the brand is unclear because internally the brand is unclear

Having an unclear internal brand means how the brand is positioned is vague and unclear. All the outward facing comms lack clarity and specificity.

## ACTIONS

### Define a clear brand

Pick the core features or service and make this the value proposition of the brand

### Define a tagline

Summarise this core offering in a tagline. If not for external use at least it reminds staff what they are there to focus on

### Define a brand look

The UNSW site has no distinction between departments. It's impossible to stand out. What flexibility is there in the brand style?

### Integrate with current comms

Using the new line, names and look in future comms means the brand is understood before people search it out. It aides understand the offering and self explains.

# Define the brand 1

To help identify the core value proposition we took the client through an exercise to identify the core customer, and points of difference.

Through this we honed in on three core customer types and that helped define the strategy

## COMPANY

### The benefits of Career Accelerator

- Get work experience
- Get career advice
- Get life experience
- Get connections
- Get a mentor
- Get more employable

## CUSTOMER

### Who do we serve and what they want?

We identified three types of student

- Sure about their future career direction - have a plan
- Unsure about their future career direction - have no plan
- Somewhat sure about their future career direction - vague idea

## COMPETITOR + CULTURE GAP

### What's the business opportunity?

- The right experience is needed to get even a graduate job
- Networking online makes it harder to stand out
- Many students take a three year degree to delay making a career decision

## BRAND OPPORTUNITY + STRATEGY

# Define the brand 2

**BRAND OPPORTUNITY + STRATEGY**

OPPORTUNITY

**Students are unsure about their future, but know they need experience and a network to get a job.**

BRAND STRATEGY

**To help students figure out where they want to go and how to get there.**

Defining the brand strategy gives the rest of the project a strong foundation, and makes the next solutions easier.

# No one knows if they're at the right place

# Unclear web presence

### LEARNING 1

## All students find site via Google

All students we interviewed used Google to find the site. This could be due to the sites lack of prominence. The lack of a strong brand identity may mean people don't know where to start looking. The brand isn't strongly associated with one thing or another people so don't have a path on the website to follow.

### LEARNING 2

## Site is hard to find via menu navigation

Positioning is key, by hiding CA in the student life section it is positioned as an aspect of students non-uni life, which implies relaxation, fun or at least non work activities. Therefore the importance of this service is downplayed by it's location,

### LEARNING 3

## Unclear you're on the CA site

The site uses the same theme used throughout the UNSW site, so it's hard to tell you're in a special area. There are few visual cues. The cognitive load is high meaning people have less inclination to hang around if they feel this is the wrong place and therefore not worth their attention.

# Unclear web presence summary

## OVERARCHING INSIGHT

### CA doesn't know it's reason for being, therefore it doesn't know where to be

If a high end jewelry store is located in the fish market section of town, do you trust it? Context tells a lot of the story and currently CA is placed several layers down in a part of the website known as student life. This does little to promote or encourage users to investigate. It's location also helps to signal what the service offers. Currently that;s not clear.

## ACTIONS

### Decide where on the site it belongs

CA needs prominence but it's one of many things the business school does. So can we put it somewhere more suitable? Can it be an item on the main menu? Can it have a home on the UNSW home page? These are questions that need to be asked.

### Redesign homepage

You need to know you are at the CA site immediately. We do this by using distinctive brand assets, memorable language and by talking about the offering using plain speaking descriptions.

### Clear direction of what to do

The CA sites has all the information, but you need, to hunt for it. Sites with good UX structure content to makes it easy to find. Either by having a predictable menu structure or having prompts that guide you down a path.
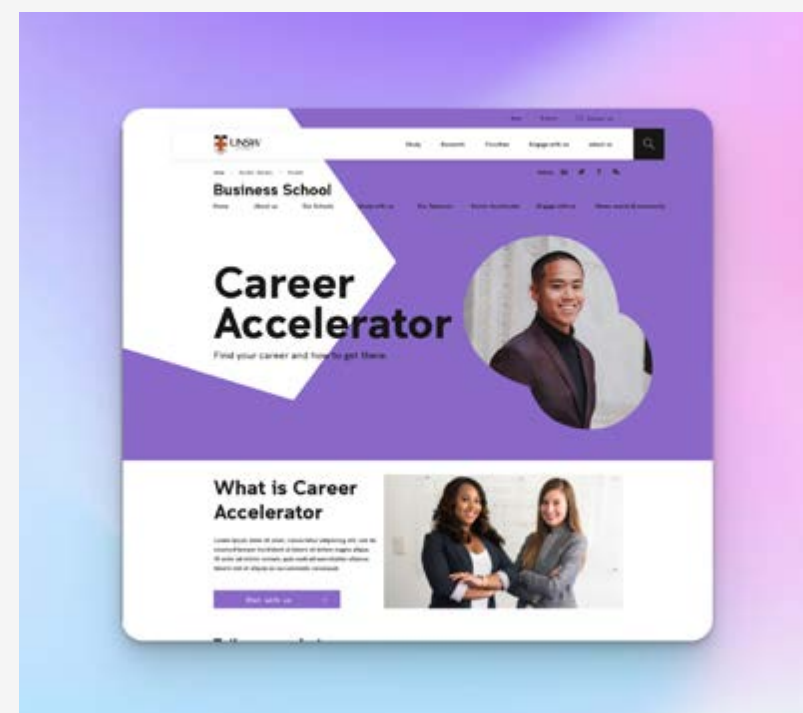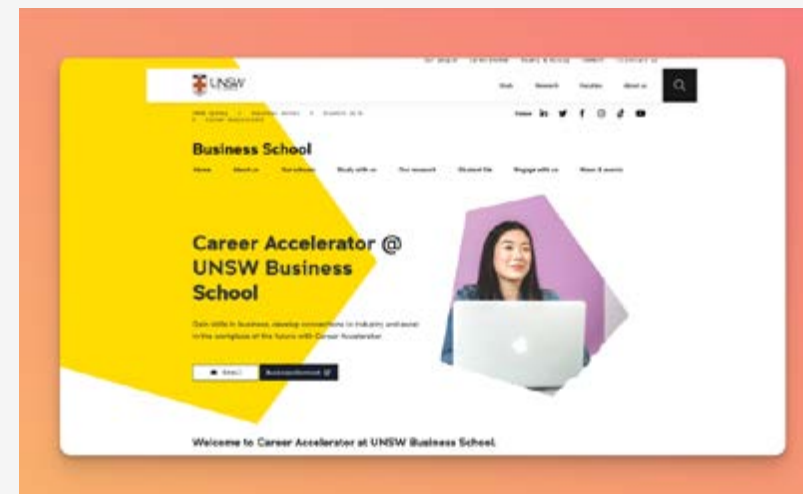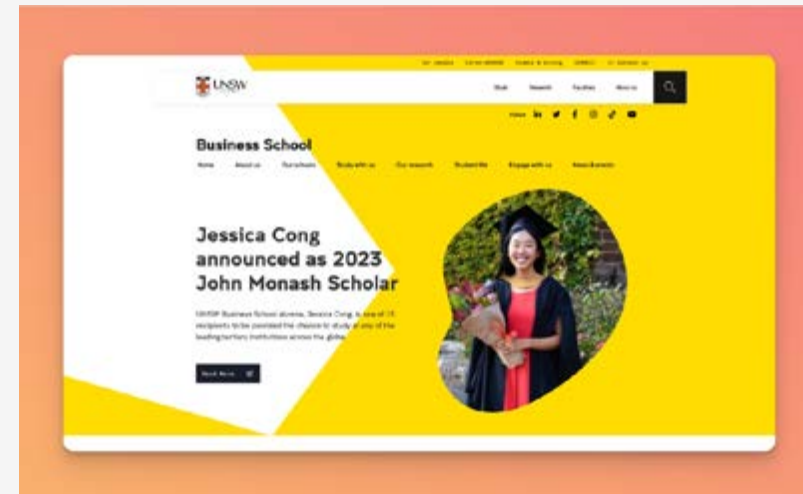
# Clear web presence 1

IDEA 1

## Design the site to make it clear you're on Career Accelerator

One solution to this problem is obviously colour.

We use the UNSW purple available in the brand guidelines to ensure that visitors immediately realise that although still within the UNSW style, they are in a special zone.
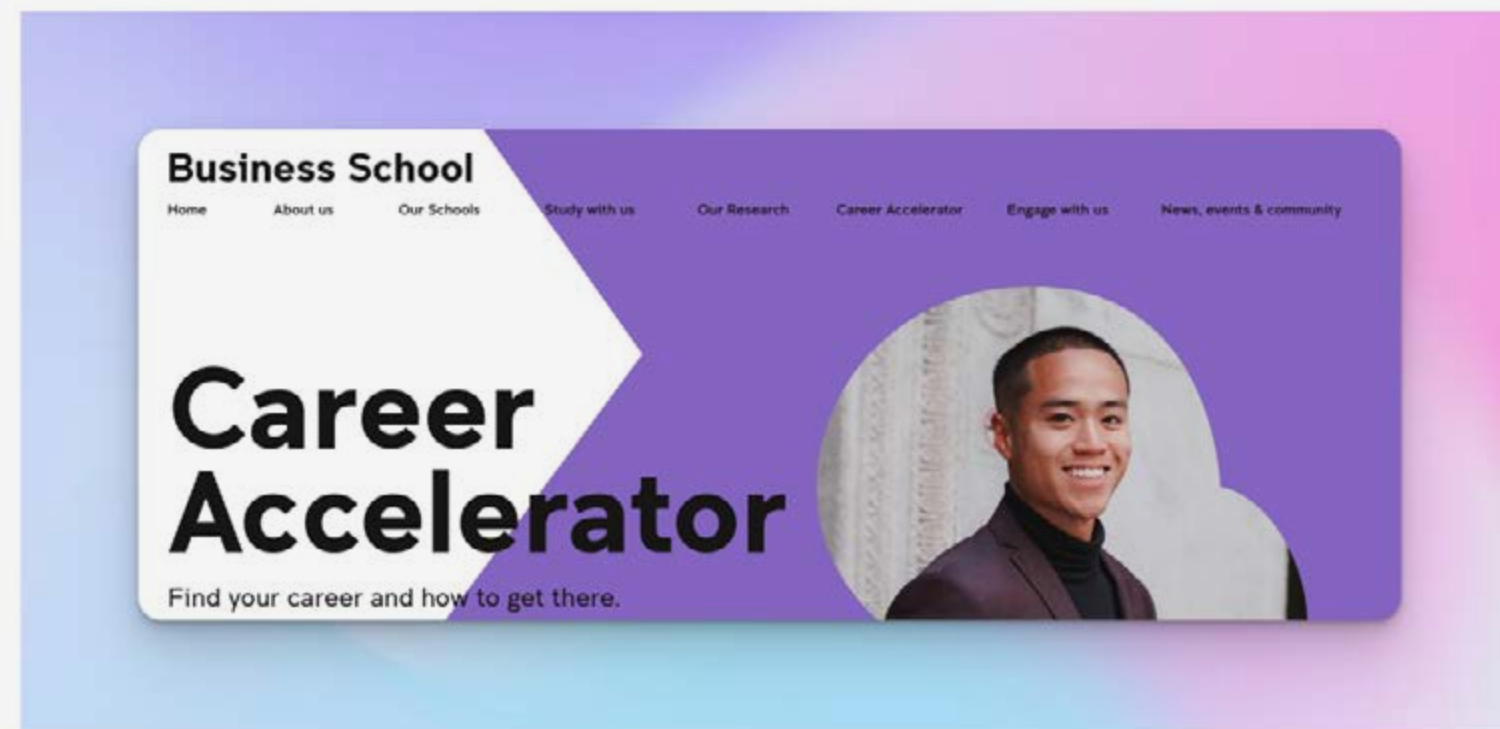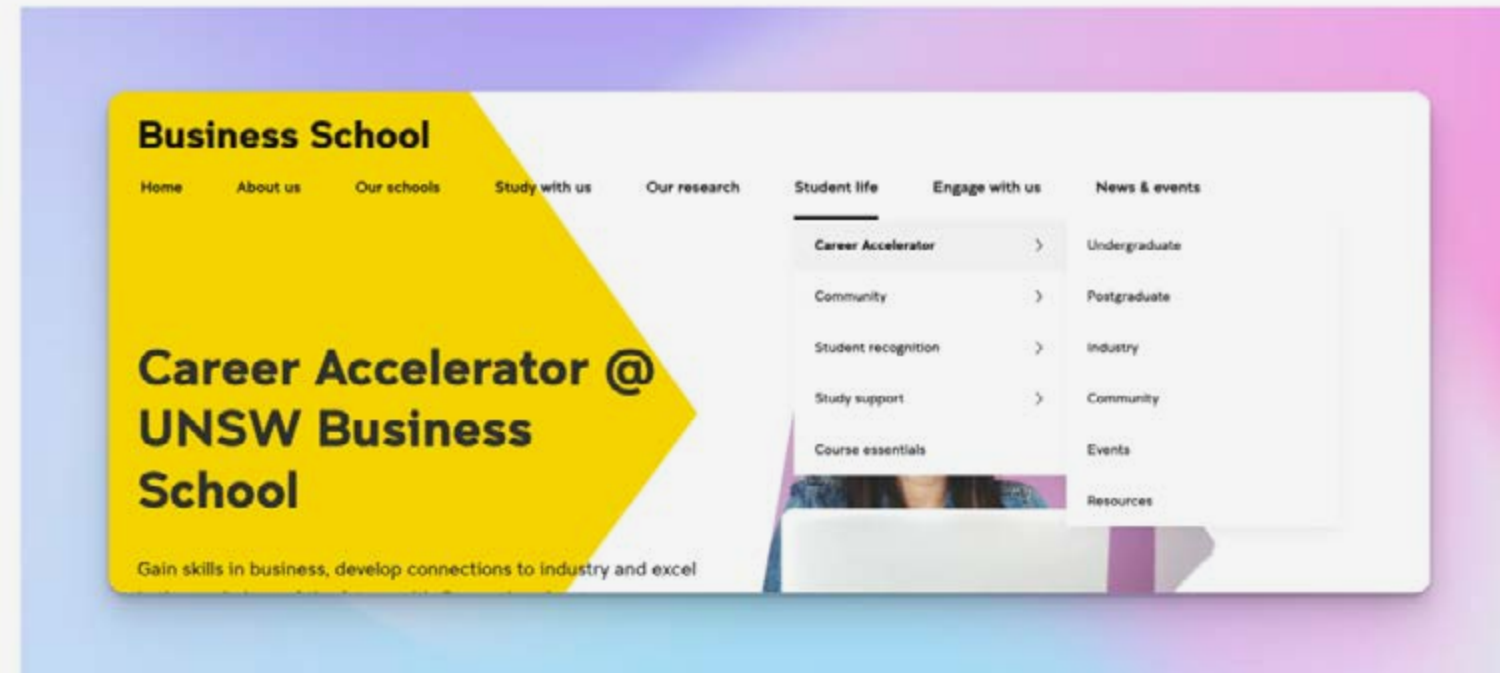
# Clear web presence 2

IDEA 2

## Give CA a clear menu structure and location

We change the menu structure it makes discovering CA more likely and gives it a home.

This also adds credibility to the service as it isn't hidden away.

The detail of the structure will be discussed later in the section that details finding content.

# It's really hard to find useful content

# Unclear UX 1

### LEARNING 1

## Navigation is confusing

The biggest stumbling block is man students arrive at CA via google.

Therefore they have no idea where the menu lives on the home page as the CA link live in a menu sub item.

Without knowing this starting point it's impossible for them to use the menu to see what else is on offer.

### LEARNING 2

## Language is vague

The headers and body copy are often vague. Most students find it impossible to understand the descriptions. The language used is extremely corporate and lacks clarity or meaning. Therefore the students have to keep delving deeper into each subject to gain understanding. Whereas better subject titles and brief, to-the-point body copy would achieve this straight away.

### LEARNING 3

## CTA's unclear

Many CTAs exist on the site that lack context and take students to external sites. They arrive at a home page for other services without any explanation, or they may have expected to see a list of courses or details of a program. Therefore they are confused when they get there. Obviously CA can't be responsible for other sites' design, but they can choose how they hand over.

### LEARNING 4

## Impossible to skim

Many students just skim the pages get a gist of what the pages are about. Headlines, buttons and images can quickly convey the key messages on a page. However many students found this wasn't possible with CA. For example no one knew what the course "Business Experience" was about. The copy needs to work harder to convey meaning with fewer words.

# Unclear UX 2

## LEARNING 5

### Info hidden layers down

Students struggle to access useful information on the site as it is buried deep within multiple layers. The courses have names that make them hard to evaluate, so students need to look into each course, just to understand what it is. The process demands significant effort and adds to their confusion about the correct path to follow.

## LEARNING 6

### Options badly presented

Students struggle to navigate the menu due to its confusing location and layout so they end up using grid of images with subject titles as a makeshift navigation. However, without a clear menu, students find it difficult to track their location and access all available resources. In some sections, like Career Resources, important links are hidden within long blocks of text, making them hard to find.

## LEARNING 7

### Hard to compare

Each course presents information differently, making it hard to see the similarities and differences. The design lacks hierarchy, causing important details to get lost in a sea of information.

There's no easy way to view all the offerings or compare them. Making it hard to capture a feel for what is on offer and what is the value and effort required for the various courses.

## LEARNING 8

### No guidance

The user is left to find their own way. Information is presented and students have to figure out what they need.

There's an overwhelming amount of info to shift through to find anything valuable. Some students may recognise the site's worth after thorough exploration, but many give up. Nothing is pointing anyone in the right direction.

# Unclear UX summary

## The site lacks guidance or structure and leaves the user to fend for themselves.

In short the layout of the site is poor. Information hasn't been thought about how someone new to the site would look at it, and this is indicative that the site owners don't know what the key selling point is.

### Rethink menu structure

The information architecture, the grouping and categorisation of content needs to be rethought and made more intuitive for unprompted exploration.

### Simpler copy writing

The language on the site needs to remove all the business jargon. Whats on offer needs to be said in the plainest speak possible so that it's crystal clear what a course means for the new student.

### Redesign landing and content pages

The content pages need to be structured so that the content is more bite sized, where possible the content is broken up or icons or images help explain the information.

### Design a way to guide to content

Given the volume of content we need to find a way to help narrow down the options for students and show them the content that's most useful for their situation.

# Make it easier to find relevant info 1

IDEA 1

## Change recommended courses based on student's confidence about career direction

Based on the workshop we help it was clear there are three types of students who need help.

Those who know what career they want to do, so they mostly need help nailing interviews.

Those who have no ideas what career they want to do, so they need career guidance.

And those who have a vague idea of industry, they need work experience to see what options there are.
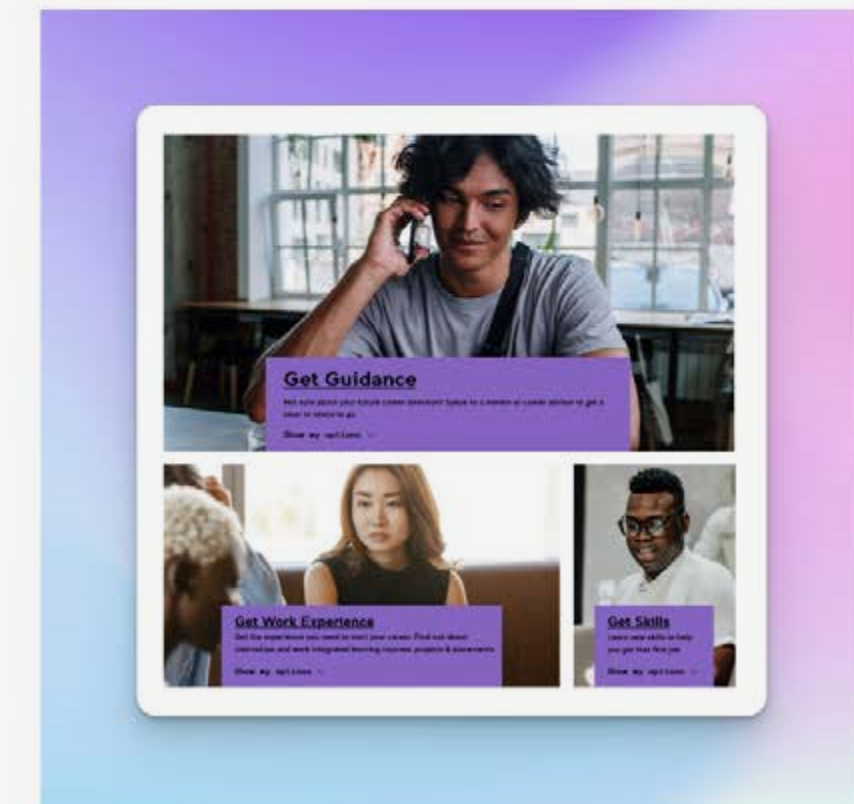
Therefore we structure the content into these groups, and change what is recommended based on this question.
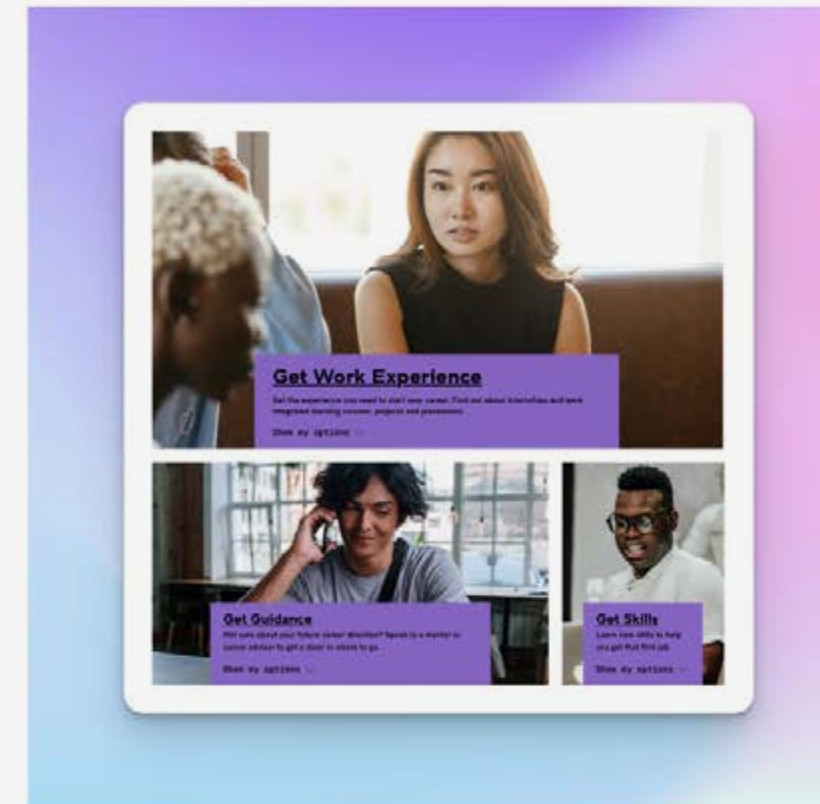


Students who have a vague idea where they want to go, find work experience helps gives them a taster
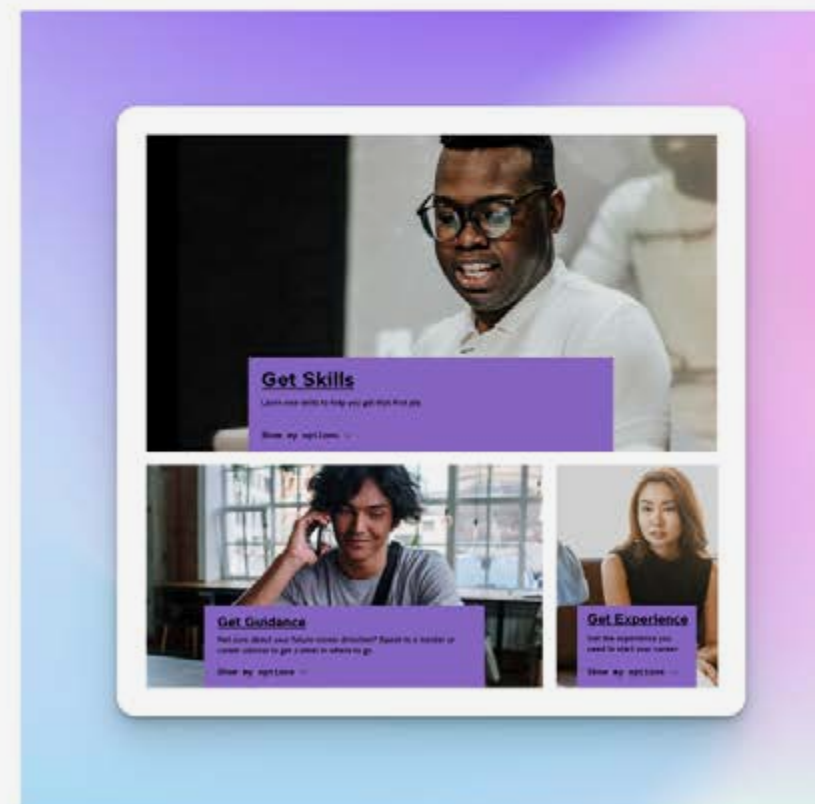


Students who know where they want to go just need to gain new skills such as interview experience.



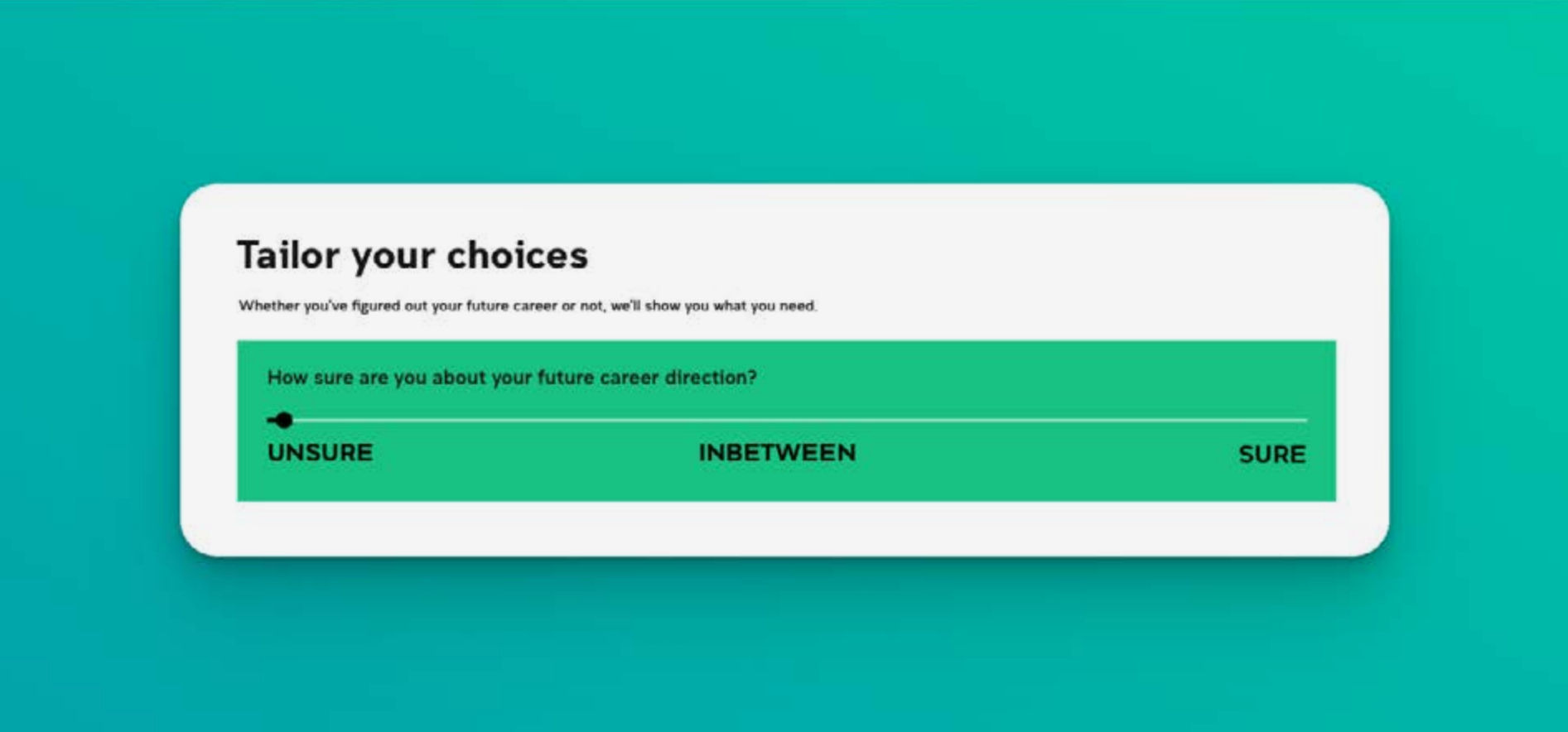Students who have no idea where they want to go find mentoring useful.

# Make it easier to find relevant info 2

IDEA 2

## Use a sliding scale of confidence in career direction to show it's a journey, not binary

We ask students about how sure they are about their future career as this varies the content recommended to them, see the previous idea. However as we ask this as a scale as this allows us to dynamically alter the courses on offer.

It should be noted that all course are on offer but the priority differs, therefore giving students a nudge towards one category over another.



Tailor your choices

Whether you've figured out your future career or not, we'll show you what you need.

How sure are you about your future career direction?

UNSURE       INBETWEEN       SURE

# Make it easier to find relevant info 3

### IDEA 3

## Group courses better to make discovery easier

We used the groupings we identified in the workshop to group the courses but we also used a card sorting exercise to find the best grouping of all the courses.

The card sorting exercise also helped highlight what variables for segmentation were more important than others.

| Career Confidence | Course Path | Credit | Location | In Person Location | Result |
|---|---|---|---|---|---|
| In between | Get Experience | For Credit | In person | International | Applicable Courses |
| | | | | Sydney | |
| | | | Online | | |
| | | Not for Credit | Online | | |
| Unsure | Get Guidance | Not for Credit | Choice of In Person or Online | | |
| Very sure | Get Skills | Get Industry Skills | Choice of In Person or Online | | |
| | | Get Job Ready | Choice of In Person or Online | | |

# Make it easier to find relevant info 4

## IDEA 4

## Redesign the content layout to be clearer and easier to absorb

The redesigned content pages take a large block of text and chunk it up into more bite sized chunks. With a cleaner layout and the use of relevant, graphic elements the information should be easier to take in.
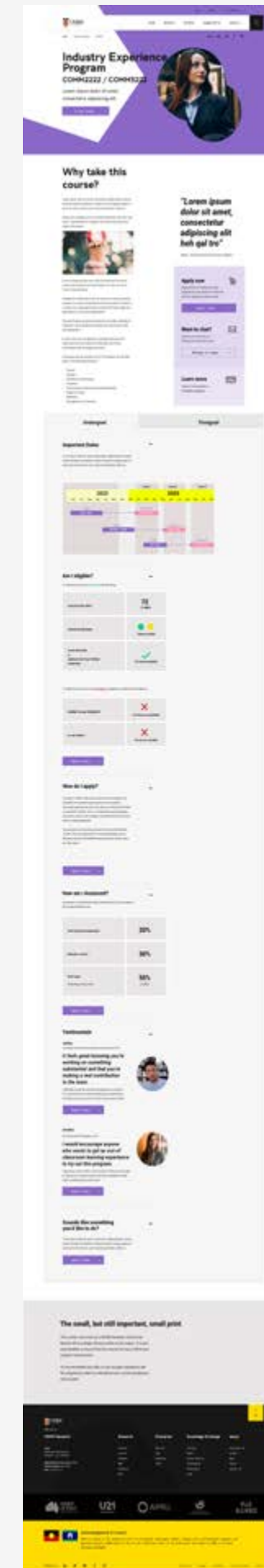
# Content page design detail 1

## COMBINED UNDER AND POST GRAD CONTENT
The new information architecture doesn't segment on under/post grad as the course is inherently the same

## HYPE HEADLINES AND QUOTES TO ENGAGE
Headlines and quotes used to hint why a reader should read further.

## FLOATING ACTION BOX
Allows users to click CTA's regardless of scroll position

## EASIER TO READ COLUMN WIDTH
Narrower column allows for faster reading

# Content page design detail 2

## COMBINED UNDER AND POST GRAD CONTENT
The new information architecture doesn't segment on under/post grad as the course is inherently the same
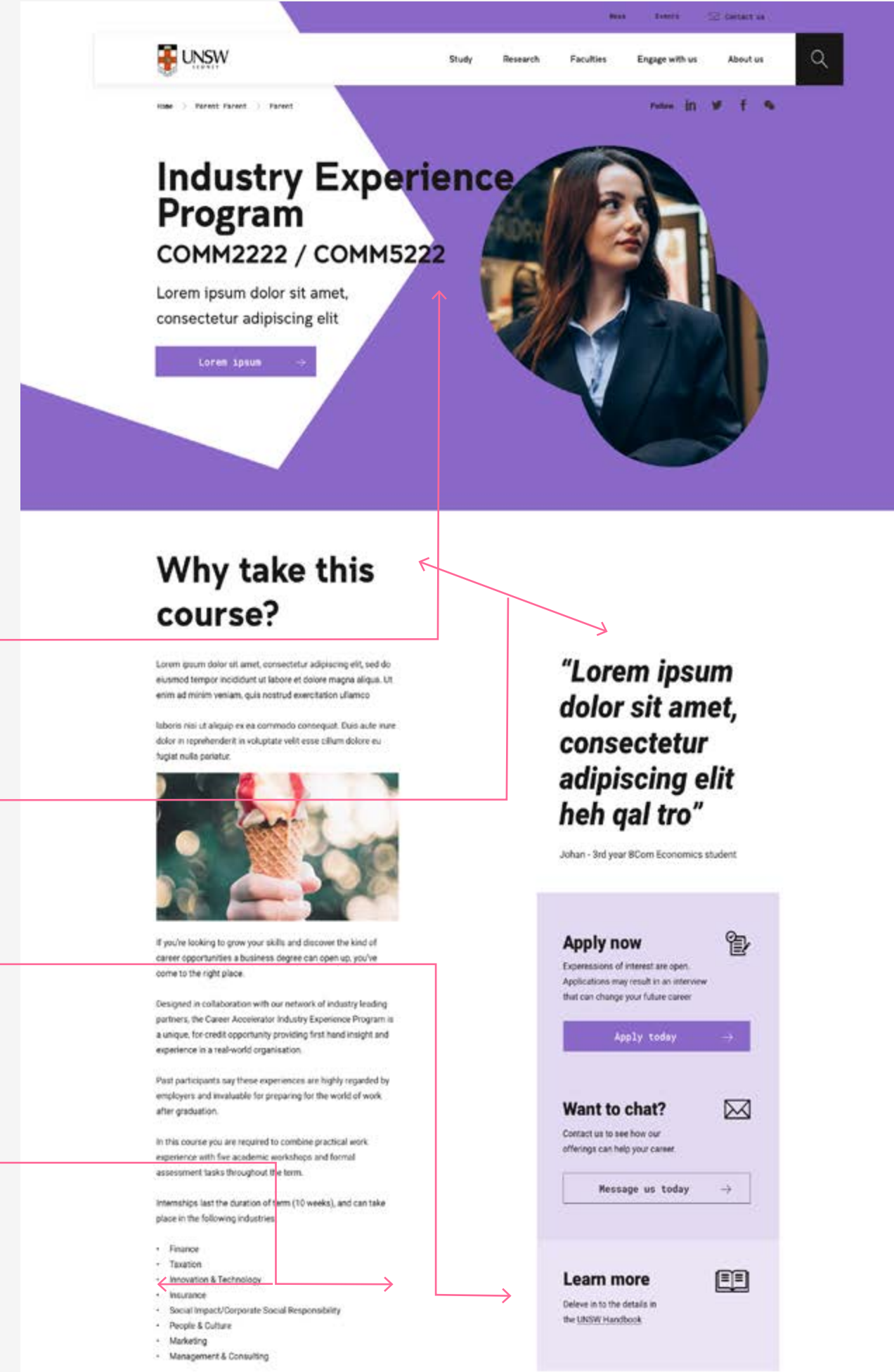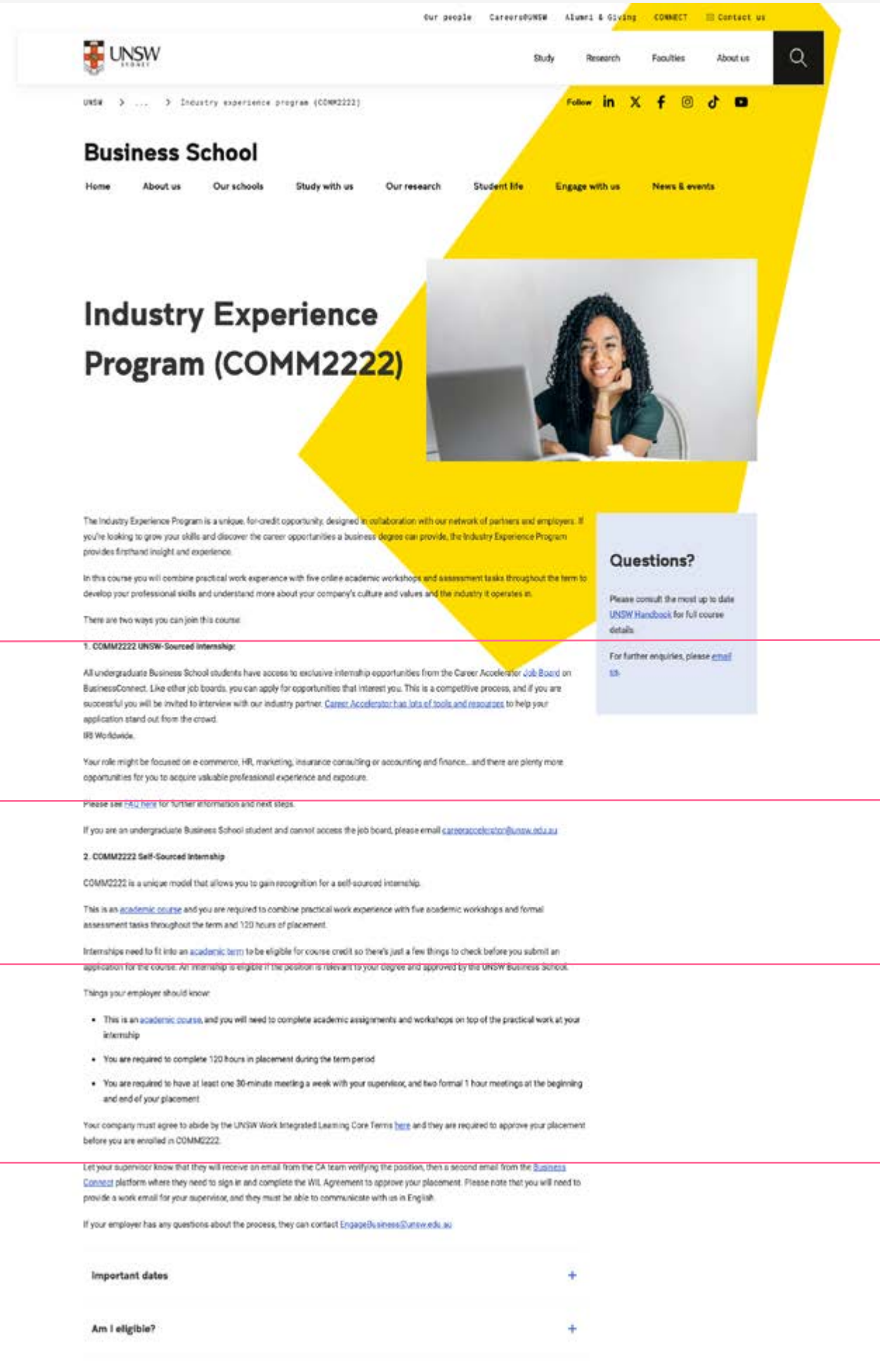
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Headlines and quotes used to hint why a reader should read further.

## FLOATING ACTION BOX
Allows users to click CTA's regardless of scroll position

## EASIER TO READ COLUMN WIDTH
Narrower column allows for faster reading



**Important dates**

Internship Placement and Application closing dates:

| | Internship Commencement | Internship Completion | Applications are due by: |
|---|---|---|---|
| Summer Term 2024 | 2nd January | 2nd February | 4th December 2023 |
| Term 1 2024 | 12th February | 19th April | 29th January |
| Term 2 2024 | 27th May | 2nd August | 13th May |
| Term 3 2024 | 9th September | 15th November | 26th August |

**Am I eligible?**

You're eligible for this program if you:

- Have completed a minimum of 48 Business UOC by the commencement of this course.
- Have room in your degree for this course
- Are in good academic standing
- Have achieved a score in yellow or green zone for your 'LinkedIn profile' on the Career AI platform (Aspire module).
- Have completed Career Accelerator: Essentials (Login using student enrolment key: Career_Accelerator) OR you have completed COMM1999 myBCom First Year Portfolio
- Have not completed COMM3101 and COMM3203
- Are not enrolled in the Co-op Program

This course may count as a UNSW Business School Free Elective OR as a Major Elective within some majors. It is your responsibility to ensure that this course will count within your program requirements. It's recommended you refer to your program handbook and the progression plans to understand your current progression and program.

**How to apply?**

To enrol in this course, you must secure an internship first and make your application on BusinessConnect. Once your application is approved, the UNSW Business School will enrol you into the course. This is not a self-enrol course.

There are two ways to make your application depending on how you have sourced your internship:

1. UNSW-Sourced Internship:

All undergraduate Business School students have access to exclusive internship opportunities from the Career Accelerator Job Board on BusinessConnect. Once you have successfully secured an internship, click here for instructions on how to apply.

2. Self-Sourced Internship:

If you have secured a Self-Sourced Internship, then make an application on BusinessConnect and once approved, the UNSW Business School will enrol you into the course. This is not a self-enrol course.

Applications must be submitted by the required deadlines – please check the 'Important dates' section above to find out when your application is due.

Making an application is easy, to have your internship considered login to BusinessConnect with your UNSW zID and follow the instructions on the user guide: Self-Sourced Internship user guide

Your application must include:

- A position description document

**How am I assessed?**

## Student testimonials

After participating in the Career Mentorship Program, I was very keen to undertake some internships in order to further my practical education. COMM2222 presented the perfect opportunity.

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| Undergrad | Postgrad |

**Important Dates**

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**Am I eligible?**

To take this course, you must have the following

| Units Of Credit (UOC) | 72 or higher |
|---|---|
| LinkedIn Profile Score | Green or Yellow |
| Career Essentials or myBCom First Year Portfolio (COM1999) | You have completed |

To take this course, you must not have completed or enrolled in the following

| COMM3101 and COMM3202 | You have not completed |
|---|---|
| Co-op Program | You are not enrolled |

Apply today

**How do I apply?**

It's easy! To enrol in this course, you'll need to register your

# Content page design detail 3

## MUCH MORE SUCCINCT TESTIMONIALS

The best parts of the testimonials are used rather than printing every word, and a pull quote is used to grab interest.

## ASSESSMENT IS BROKEN DOWN INTO SIMPLE BLOCKS

Previously the assessment criteria was a block of text. This table makes the criteria easier to understand at a glance.



### 2. Self-Sourced Internship

If you have secured a Self-Sourced Internship, then make an application on BusinessConnect and once approved, the UNSW Business School will enrol you into the course. This is not a self-enrol course.

Applications must be submitted by the required deadlines – please check the 'Important dates' section above to find out when your application is due.

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- A position description document

**How am I assessed?** +

## Student testimonials

After participating in the Career Mentorship Program, I was very keen to undertake some internships in order to further my practical education. COMM2222 presented the perfect opportunity.

I secured my placement at the ASIC with the Market Supervision team where I gained broad exposure to regulatory actions within Australian financial markets. The best part of the placement is the great amount of responsibility I have was given. It feels really great knowing what you're working on is something substantial and that you're making a real contribution to the team.

I definitely would recommend the program to everyone! It's a great chance to start developing your professional network and your resume for future career opportunities!

Arthur- Australian Securities Investments Commission

I first heard about Industry Experience Program from a friend. Through COMM2222, I was able to land an internship at AFS Intercultural Programs Australia as its Accounting/Finance Intern.

I learned so much within a short amount of time and was able to improve my communication and time management skills within a professional environment. This program gave me the opportunity to learn how to use Accounting software in a practical setting and to actually put all the studies I learned in university, into practice.

I would encourage anyone who wants to get an out-of-classroom learning experience to try out this program.

Jessica – AFS Intercultural Programs

UNSW
UNSW.edu.au

### How do I apply?

It's easy! To enrol in this course, you'll need to register your expression of interest to gain access to our exclusive internship opportunities from the Career Accelerator job board on Business Connect. This is a competitive process against your peers, and you will undergo a standard interview process with our industry partners.

As enrolment is restricted, you can't enrol yourself into this course. Once your placement is secured and approved on Business Connect, the UNSW Business School will enrol you into the course.

Apply today →

### How am i Assessed?

Assessment is satisfactory (SY)/unsatisfactory (FL) according to the standard UNSW scale.

| | |
|---|---|
| Goal setting and preparation | 20% |
| Reflective Journal | 30% |
| Final report (including initial scope) | 50% (10%) |

Apply today →

### Testimonials

**Arthur**
*Australian Securities Investments Commission, 2019*

*It feels great knowing you're working on something substantial and that you're making a real contribution to the team.*

I definitely would recommend the program to everyone! It's a great chance to start developing your professional network and your resume for future career opportunities!

Apply today →

**Jessica**
*AFS Intercultural Programs, 2019*

*I would encourage anyone who wants to get an out-of classroom learning experience to try out this program.*

I learned so much within a short amount of time and was able to improve my communication and time management skills within a professional environment.

Apply today →

SUMMARY

# Rebuild the foundations

The value and purpose exercise we conducted really helped high light not only to the project but the client, where their strengths are.

It helped key team members think about which of the many services they offer are most important to students.

This meant the site design coalesced around these services and was much easier. The question asked when thinking about the design was, does this help with the core offering?

## UNCLEAR DESIGN

## UNCLEAR PRESENCE

## UNCLEAR BRAND
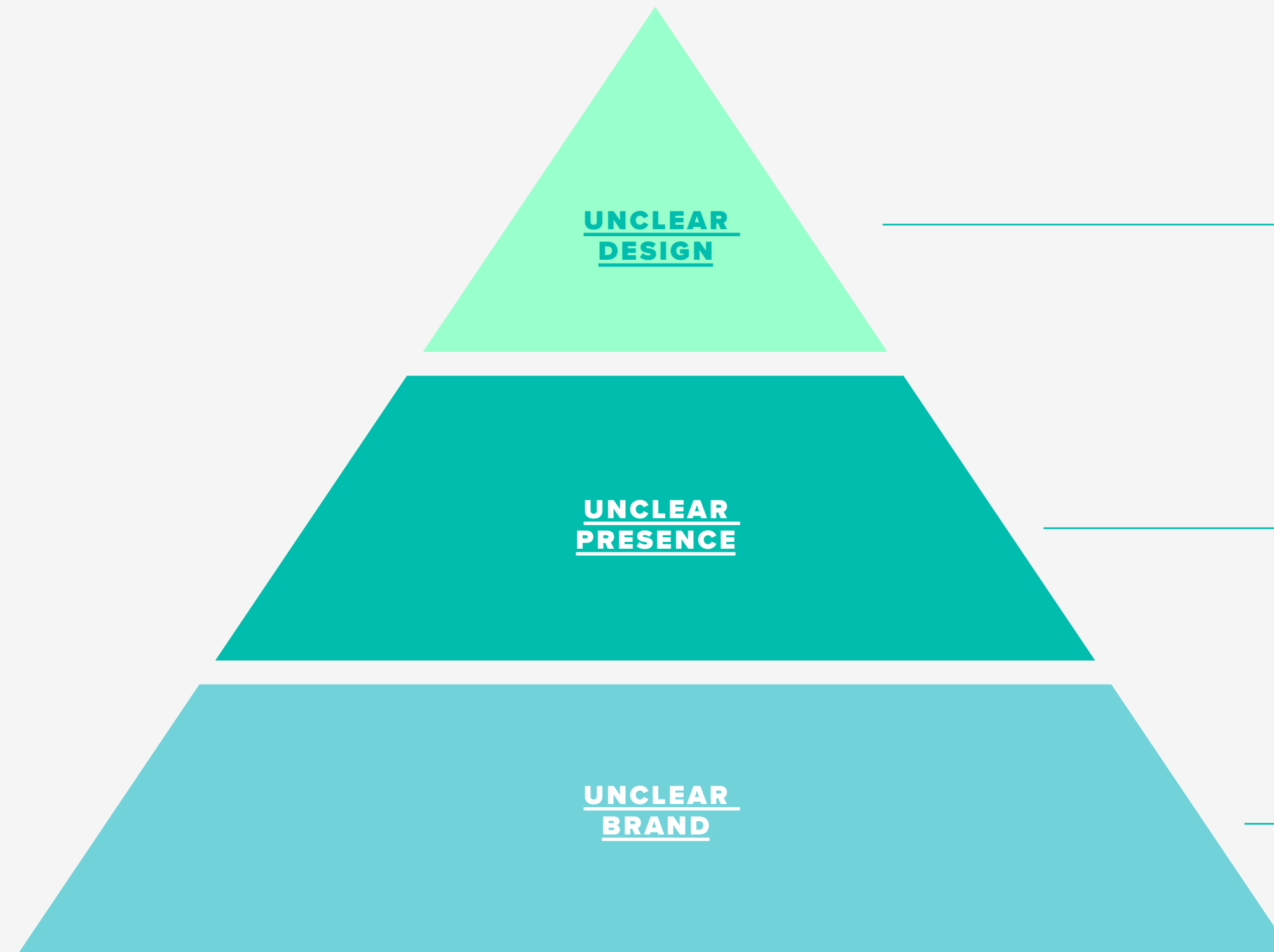
### DEFINED UX/UI DESIGN

Knowing the core aims of the site means we funnel visitors to identify where they are on their career journey. From this we customise the content on show to them. We also make the site more navigable in line with this new grouping of content.

### DEFINED PRESENCE

The site has a unique look and menu location that classifies it as a core service in the business school

### DEFINED BRAND

To help students figure out where they want to go and how to get there.

Which determines the sites core purpose

# Change takes time, but it happens

At time of going to press this project was still in the develoipement phase.

Many of the outputs and isnights gained caused the Career Accelerator team to have a think about how these core services could be better promoted.

The framing of services for one of three purposes has been adopted for internal students comms and will align with the new  website once delivered.
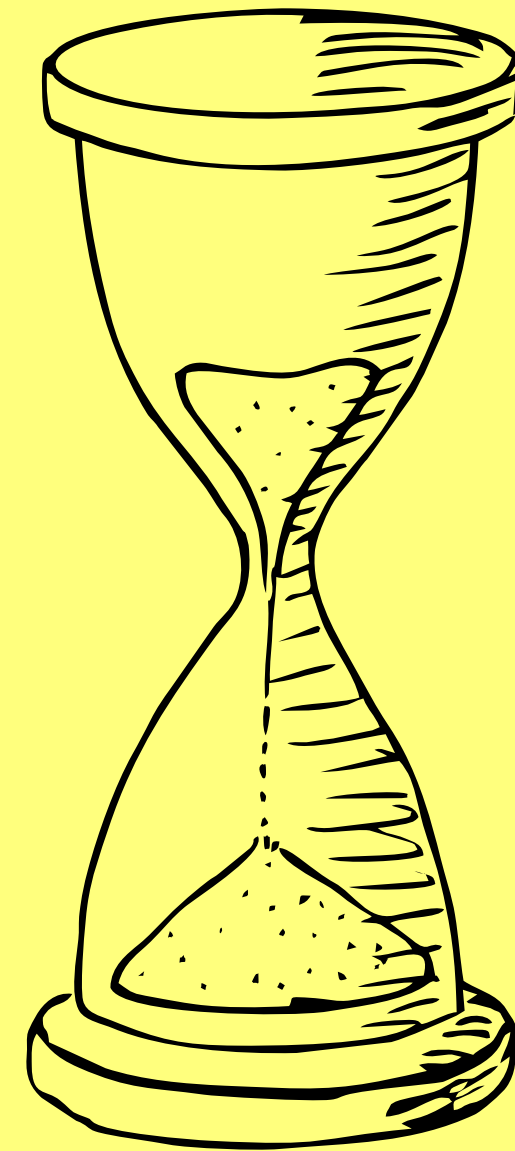
# Three brains in one

This case study was written by me, Damien Hashemi. I'm a CX consultant specialising in Strategic Behaviour Change. Prior to the world of experience design I was an advertising creative, and before that, I was a statistician.

My three careers have taught me a few things; don't be afraid of data but don't trust it, ask dumb questions (everyone is thinking it), talk to customers but be wary of the reasons they give for their behaviour.

However the most important thing I've learnt in advertising and CX is that both of them are trying to get people to change their behaviour. Advertising does this by creating desire. Design does this by making things easier.

I approach client problems with an agnostic attitude. The research i do highlights where the focus should be. Sometimes clients have an excellent product but no one knows about it. Sometimes it's the other way around, the product is great, but the wrong people are being targeted.

My skill is figuring out where to focus and what actions we need to take.

Wanna chat?
**Google Damien Hashemi**
there's only one of me.