

MOBILE APP DEVELOPMENT
FOR ENTREPRENEURS
eecs 441

Lecture 6: Questionnaire Review

Questionnaire Review

Stay low tech: meet in person or by phone, especially for business contacts

Interview for User Requirements also, not just the VPC: it's ok to refine questionnaire for a further round(s) of interviews as you learn more

Questionnaire Review

By and large, GOOD JOB!

Reminders:

Don't ask about intention ("Would you . . . ?"), get to the facts instead

Your questionnaire should not be so broad that it doesn't address your value proposition (what makes your offerings unique)

Contextual inquiry: interview subjects in their natural habitat

Third Assignment DUE Tue, 1/23, 2 pm

Turn in one presentation pack **per team** consisting of:

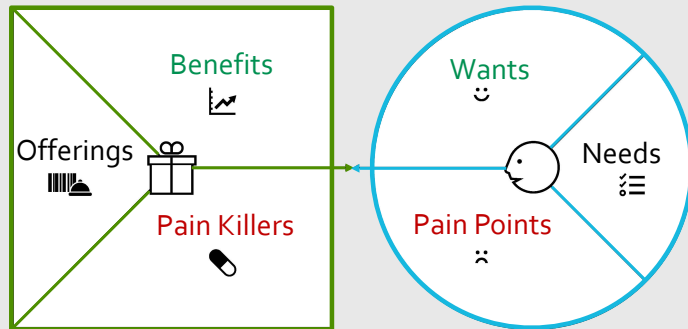
- Project **name** and **elevator pitch** - from last assignment (or refined)
List presenters (≥ 3), 25-min max
- **Team name and members** – same as last assignment
- Summary of **customer interview results** – interview (4xteam size)
number of people (non-team members)
Round off statistics
- **Competitor analysis**: strengths and weaknesses table
Include BOTH direct and indirect competitors
Describe the technical barrier(s) to entry your app has
- First iteration of your **Value Proposition Canvas**
- **Gantt chart** for the term – with sub-team break down and individual task assignments

How Do You Present a VPC?

Based on Osterwalder's
Value Proposition Canvas

Value Proposition: Design

Customer Segment(s): Observe



Preparing presentations

Tiberiu Vilcu

Prepared for EECS 411

Sugih Jamin

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6

Text and bullets

Don't abuse bullet points! They're not always appropriate.

Alternatives to list bullet points:

- Plain "paragraph" text
- Ordered lists (when natural order present)
- Graphics

7

Slide congestion

We don't want to read a wall of text on a single slide.

Keep sentences/bullets short.

If data/calculations take up space, highlight the results.

Paragraphs shouldn't overflow on next slides; separate the content.

8

Numbers and data

Numbers should not have too many significant figures. Don't use decimals for this class.

When presenting data:

- Use tables where useful (not everything needs a graph)
- Be careful with probabilities (A and B is not equal to A given B)
- Don't give both a percentage and its complement

9

Graphs and charts

Graphs need a purpose. Don't just have it for the sake of having it.

When using graphs:

- Explain a key takeaway from the graph
- Abide by the numbers and data rules
- Avoid 3D and overly complex charts
- Keep fonts and colors consistent

10

Presentation styling

Fonts:

- One or two font faces (at least one sans-serif)
- A large, consistent font size (28+ pt suggested) for body text

Colors:

- One primary color used for titles or highlighting
- At most one or two secondary colors
- Plain, easy to read background

11

Things you must do

- Re-read the assignment specs to cover everything
- Proofread!

12

Things you should avoid

- Separate “Questions?” slide at the end
- Appendices/outside data in the middle of the slides
- Clip-art and cheesy jokes

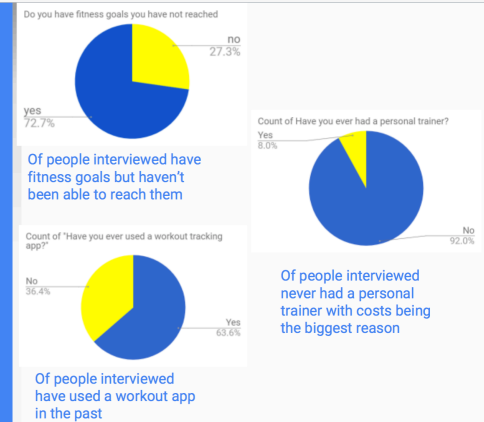
13

Example of what not to do

Customer Interview Results (Mentee)

Reasons for not getting involved with a personal trainer:

1. Money
2. Lack of Motivation
3. Don't know what to do
4. Feel inadequate



14

Example of what not to do

Quantitative Summary

Of 10 participants:

- 100% had no problem viewing generated collages and albums after initial app startup
 - 100% were confused and struggled with finding content on initial startup because of time needed for processing
- 60% had no problem navigating to the collage creation view (40% did)
- 100% had no problem creating and editing new collages once they had successfully navigated to the correct view
- 100% had no problem sharing a collage to outside networks
- 90% had no problem saving a collage to the local device (10% did)
- 70% had no problem sharing a collage to the in-app feed (30% did)
- 10% had no problem finding a collage they shared in-app (90% did)

15

Example of what not to do

Usability Test Summary

9. Are users able to select local stored midi files?

- Qualitative Results:
 - Most of the test participants provide feedback that they are able to open the file selection page and choose appropriate .mid audio files. Some of the participants report that they do not know where to import the audio file at the beginning.
 - Some of the participants report that they would like the file selection page to filter out non audio files. Thus it is easier for user to select input files.
- Quantitative Results:
 - 100% of the participants report that they are able to upload the local audio files. 7% of them report that finding the uploading button takes longer time than expected.

10. How easy it is for users to interpret the audio file conversion result and start improving sight-reading?

- Qualitative Results:
 - All of the participants report that they are able to see the audio file being translated into music sheet. Some of the participants provide feedback that Musica starts converting audio file automatically is annoying. They would like to start conversion as the users are ready.
 - Some of the participants report that being able to stop the conversion in the middle of the process is one additionally feature could be added into the sight-reading section, as users may have unforeseen issues and would like to stop.
 - Most of the participants report that they would like to music notes to be printed on the screen sequentially rather than be printed on the screen one over the previous one, because then they are able to refer back to the entire music sheet.
 - Most of the participants report that they would like to see the eighth note and quarter note to be distinguished when converting. Thus they are able to sight read the song more accurately.
- Quantitative Results: (continue on next page...)

16

Before your team presents

- Separate who covers which slides (don't switch too often)
- Keep everyone's speaking time uniform
- Have a back-up plan if someone is missing
- Practice!

17

When your team presents

- Stand evenly around the screen
- Decide if you're using a dedicated person to click slides
- You can but don't have to segue

18

For a good appearance

- Don't keep your hands in your pockets or crossed
- Don't wear headphones or a cap/hat
- Step up to speak, step back to yield to the floor
- Be professional



19

Before you speak

- Remember the key points you want to talk about
- Make sure you know to read numbers
- Double-check the slides so you're not surprised
- Take a deep breath

20

While you speak

- Don't gloss over details; put them in the appendix if the spec asks for them
- Don't say "I", you're speaking on behalf of your team
- Be self-aware of rambling
- Keep track of time and change approach if you're taking too long
- Don't face away from the class or stare at the screen
- Don't switch slides until you're entirely finished
- Speak slowly, clearly, and loudly

21

While teammates speak

- Stand in line with a good posture still
- Don't talk/chat with others
- Don't zone out entirely

22

When answering questions

- Allow time for all team members to think and respond
- Have a "go-to" speaker if no one else wants to respond
- Have one team member take notes to write down any good feedback or suggestions
- Be careful saying you'll "look into it" (it's dismissive)

23

For this class

- Be prepared to present the slides in a different order than prepared (time limits may force us to ask you to skip ahead)
- Each person has to present at least 3 times per semester
- Each presentation must be done by at least 3 members, with each member presenting a substantial portion (not just 1 or 2 slides)

24

For this class

- There is a hard time limit of 25 minutes per presentation
- Your submitted slides MUST list the names of those who will present it
- The portion of the team that is presenting stand up front while the rest can stay seated

25

Being a good team member

If you will miss a presentation, let your team know ahead of time.

There is a 5% penalty assessed individually if you're a listed presenter but are absent.

Arrive on time to class. Keep them updated if you're running late.

26

While in the audience

Fill out the feedback form (counts towards class participation).

But be aware of:

27