

Gender Equality (selected SDG)



Goal: Achieve gender equality and empower all women and girls.

Target 5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

The Challenge

When it comes to participation in negotiating events, women are more risk adverse than males, according to study. Women also negotiate less frequently than men in a range of settings. This propensity promotes inequalities such as leadership gaps and wage disparities between men and women. We did qualitative research on women's negotiating experiences, feelings, and knowledge, and discovered that women value negotiation abilities and find them useful in a range of situations, but they don't know how to utilize them. Something isn't quite right. What HCI solutions can we employ to bridge the knowledge and confidence gap that women face when negotiating?

Executive Summary

Goal: Improving society by girl/woman empowerment through the art of negotiation helping them get better opportunities.


Solution: Negotiate X, a digital negotiation toolkit that provides women with an interactive learning experience, equipping them with the skills and knowledge necessary for engaging in negotiations with confidence.

The Users

Target Users: Female students ages 18 and older.

I did four out of fifteen interviews with female students in the initial round of interviews to better understand their feelings towards and experiences with negotiating. The interview script, which I wrote, fostered storytelling and steered participant conversation. Then, come up with 3 personas representing my user segment.

Margaret P.



AGE 26
COLLEGE NC State
FAMILY INCOME ~\$100,000 per year
OCCUPATION Student
LOCATION Raleigh, NC

Bio
Margaret is a master's student at NC State University studying cognitive science. She received a graduate student fellowship and initially had to negotiate several details regarding her award.
After negotiating, Margaret learned that some of her male counterparts received higher compensation and better deals.

Core Needs & Goals

- To receive the same compensation as her male counterparts
- To teach aspiring female graduate students how to advocate for themselves
- To graduate from her program with little to no financial debt

Resources
Margaret typically goes to her department head when she seeks negotiation advice. She also speaks with her male friends to learn ways they might approach negotiation situations differently than she would.

Pain Points


- Margaret is unsure if she needs to change her negotiate approach to receive the funding she needs.
- Margaret feels defeated after observing that differences in compensation are somewhat gender-based.
- Margaret feels overwhelmed by the stress of graduate school.

Feeling...

Frustrated Drained
Confused Distrustful

Quote: "I think that women do negotiate, but still do not receive the same as their male counterparts."

Tiffany H.



AGE 20
COLLEGE Carnegie Mellon
FAMILY INCOME ~\$40,000 per year
OCCUPATION Research Assistant
LOCATION Pittsburgh, PA

Bio
Tiffany is a sophomore at Carnegie Mellon University studying computer science. She works part-time as a research assistant to help pay for school.
Tiffany has also had two summer internships since starting college. Both times she attempted to negotiate her salary, but was unsuccessful.

Core Needs & Goals

- To successfully negotiate a higher internship salary
- To advocate for herself without feeling nervous or guilty
- To find a balance between her schoolwork and part-time job

Resources
Tiffany often consults her mother and father for advice on how to negotiate. She has also spoken with her academic advisor, but felt that these sessions were not personal enough.

Pain Points


- Tiffany feels she does not know to advocate for herself without sounding nervous or timid.
- Tiffany is Mexican-American and sometimes fears that cultural barriers may prevent her from successfully negotiating.
- After two unsuccessful attempts, Tiffany feels more hesitant to negotiate in the future.

Feeling...

Fearful Apprehensive
Timid Shy Inadequate

Quote: "I get very nervous before I have to negotiate. I feel like I'm not worth whatever I plan to negotiate for."

Lisa Z.



AGE 23
COLLEGE UCLA
FAMILY INCOME \$150,000+ per year
OCCUPATION Student
LOCATION Los Angeles, CA

Bio
Lisa is a senior at UCLA studying industrial engineering. She hopes to work in the manufacturing industry and is in the process of applying to full-time jobs.
Lisa has been encouraged by friends and family to negotiate her salary offers. However, she feels unprepared and believes she is not knowledgeable enough to negotiate successfully.

Core Needs & Goals

- To enter a negotiation feeling prepared and knowledgeable
- To receive a full-time job offer with her dream salary
- To encourage young girls to pursue jobs in supply chain

Resources
Lisa reads self-help and leadership books to help her prepare for potential salary negotiations. Additionally, she uses Google to compare her award amounts to those of existing fellowships.

Pain Points

- Despite educating herself, Lisa feels she does not know enough about negotiation.
- Lisa struggles to find a female mentor in her industry who can seek advice from.
- Lisa feels more uncomfortable attempting to negotiate with white middle-aged males.

Feeling...

Uninformed Lost
Unprepared Discouraged

Quote: "I wish I knew more about how to negotiate, prior to doing so. I feel like I don't know enough to be successful."

UX Research

Identifying the problem

Background research was done by reading academic articles, compared different digital negotiating tools, and completed a heuristic review of the CoEx lab's current negotiation learning platform, the PROGRESS webpage. Dr. Linda C. Babcock founded PROGRESS (Program for Research and Outreach on Gender Equity in Society) in 2006 to empower women and girls via negotiation. Women and girls can learn about negotiating and apply their abilities on the website's educational modules.

Competitive Analysis

Although there are several negotiation learning tools available today, finding one that maximizes chances for learning and practical application might be difficult, as there are few tools dedicated to training women with negotiating skills.

According to a competitive analysis of negotiation learning tools, there is a lot of possibility for innovation in developing a dynamic tool that effectively teaches women how to negotiate.

The majority of today's learning tools need paid subscriptions to access key content, use out-of-date and unrealistic scenarios that are difficult for users to relate to or apply, or are designed for private usage by enterprises and academic organizations. Such restrictions and constraints lead to the persistence of gender discrepancies in negotiation success. Understanding the problem alone is not enough to change societal habits.



Negotiation Master



Negotiation 360



Merchants

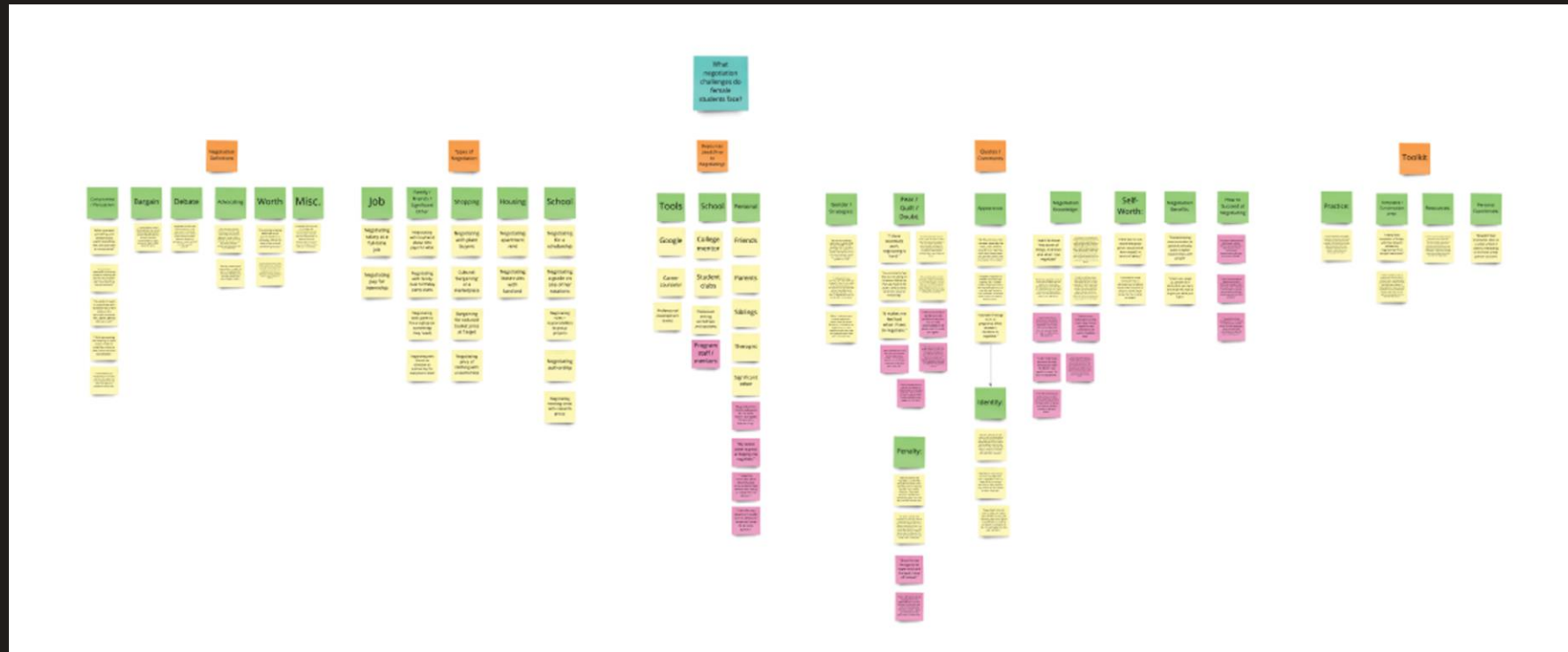
Target Group	9+ years old; all sexes	4+ years old; all sexes	Professionals; all sexes
Format	iOS Application	iOS Application	Online Game
Description	Negotiation Master is a challenging, brain teaser and relaxing strategy game. Players must use their IQ to choose the best choice in this negotiation simulator game.	Negotiation 360 enhances one's ability to reach agreement and resolve disputes. The site allows for personalization as learners can progress at their own pace.	Merchants is a unique and dynamic learning experience. It recreates 6 real cases of negotiations in which participants apply their skills to negotiate.
Strengths	Negotiation Master exposes users to unique negotiation scenarios that are not related to finances (eg: how to recruit a player to your sports team).	Negotiation 360 has stations to help improve negotiation success, including podcasts that cover a wide range of problem-solving and interpersonal techniques.	Merchants' gamification techniques (eg: storytelling, levels, and badges) create a fun learning experience and generate student engagement.
Weaknesses	<ul style="list-style-type: none"> • Repetitive questions and scenarios • Some negotiation scenarios may be viewed as inappropriate (eg: preventing a suicide) 	<ul style="list-style-type: none"> • Users must pay to access certain features on the app 	<ul style="list-style-type: none"> • Characters and storyline lack diversity • Animations may distract from the app's main goal

Insights from User Research

1. Women do not feel confident or well-equipped as negotiators.
2. Women feel hesitant and unprepared entering negotiation situations.
3. Women understand it takes confidence, determination, and compromise in order to have a successful negotiation.

Define

Combined all of my research and observed where our target users' problems existed. Then, analyzed the insights by way of affinity diagramming — which is a method to help gather large amounts of data and organize them into groups or themes based on their relationships.



Key Takeaways

1. Women have had to negotiate for a variety of matters (relating to school, housing, shopping, etc.)
2. Women tend to experience negative emotions before negotiating (i.e. nervousness, fear, and self-doubt)

Design

Ideation

I started with Crazy 8s rapid sketching activity to kick off the design stage and generate solution ideas. The idea is to stretch one's creativity and come up with a variety of unique answers. In eight minutes, I sketched eight different ideas, eight times having breaks in between. Live negotiation competitions and interactive negotiation games were among the ideas. These solutions were subsequently turned into storyboards. These storyboards depicted various scenarios in which women may improve their negotiating abilities.

How Might We...

Formulated HMW statements from my Crazy 8s concepts in order to narrow down the design scope:

- How Might We...** Use games / automated software to help women become better negotiators?
- How Might We...** Expose women to helpful online resources and negotiation practices?
- How Might We...** Use pre-written assessments and templates to help women become better negotiators?

Speed Dating

Using the Speed Dating method, I gathered participants' reactions to each storyboard scenario.

Discovered which speed dating concepts were universally accepted and which ones were not so popular.

Concept Selection

Modules

Detailed lessons that provide learning material in a sequential order, guiding users through the content and assessments.

Audio Lessons

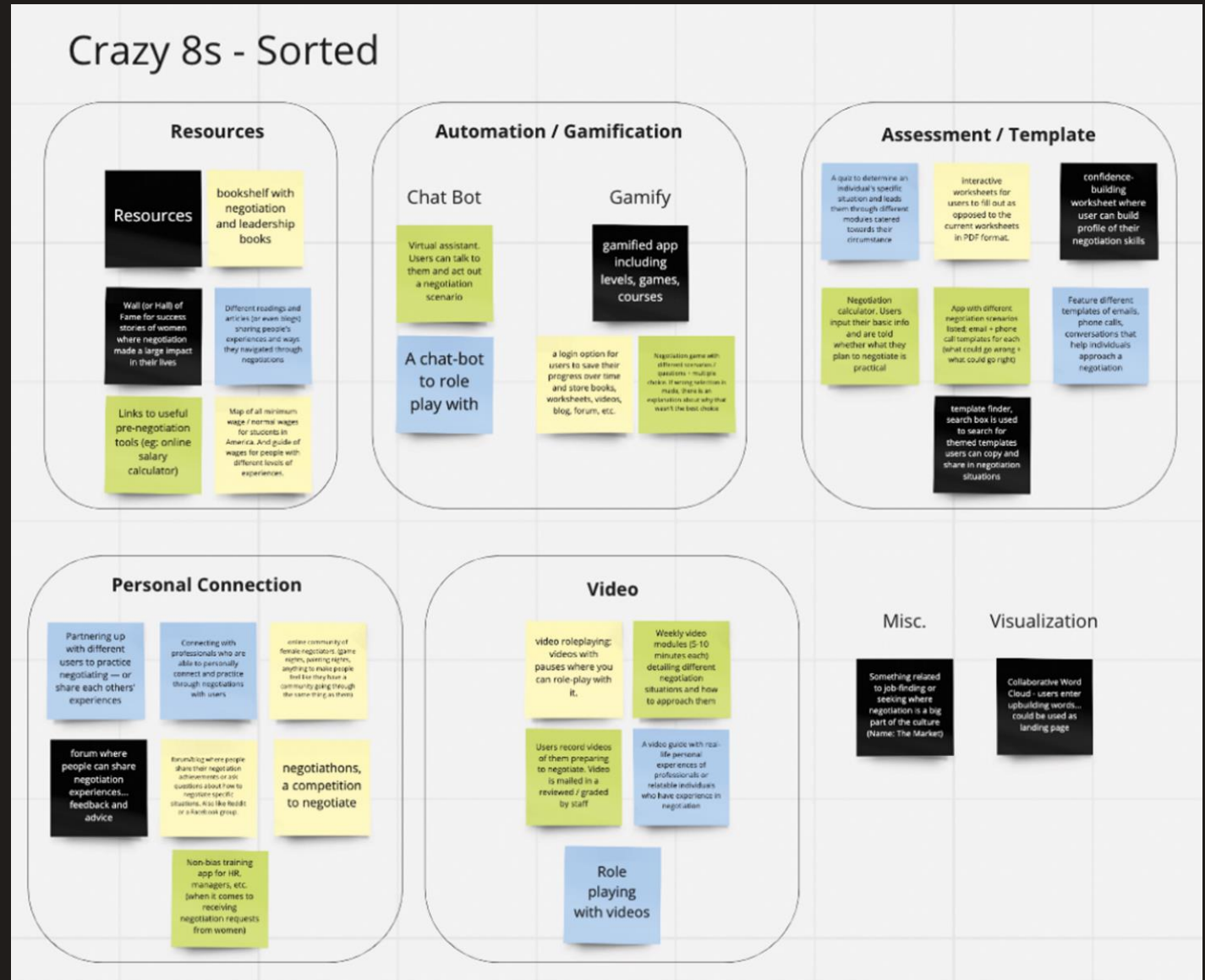
Audio recordings that provide detailed tips and tricks about how to negotiate.

Quizzes

A brief test of the information that was provided to the user in the modules.

Explore Page

A database showcasing external resources about negotiation, such as articles and podcasts.



Why a native mobile application?

I believed that these 4 features could best be implemented by way of a mobile application, as people are constantly on the move and need resources that are fast and portable. Additionally, I believe that a mobile app will have a larger reach than a web-based solution.

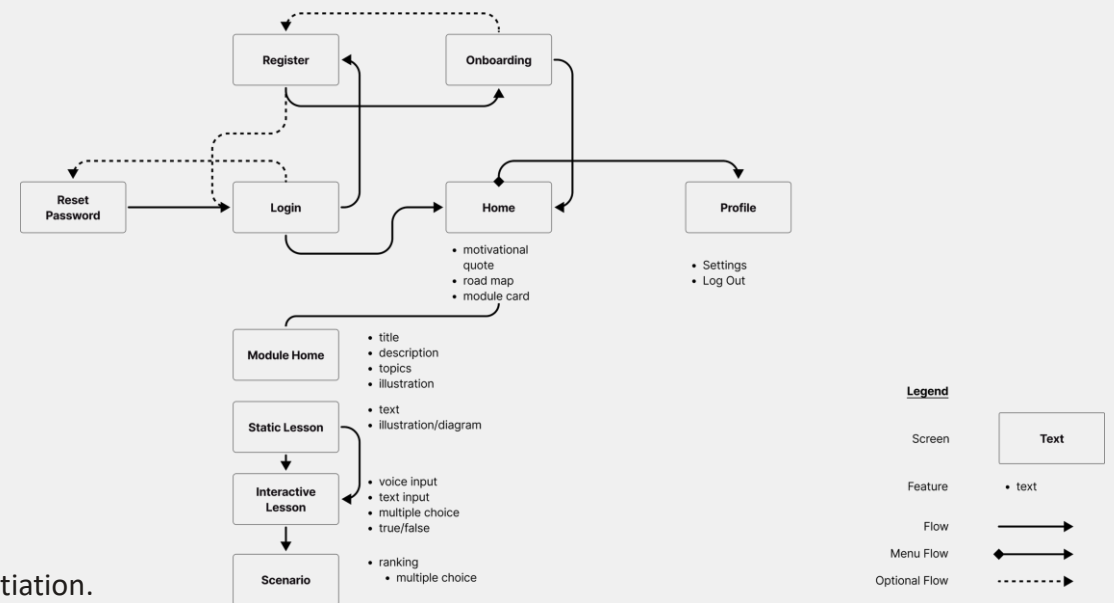
Solution

I believed that these 4 features could best be implemented by way of a mobile application, as people are constantly on the move and need resources that are fast and portable. Additionally, I believe that a mobile app will have a larger reach than a web-based solution.



negotiate X

A mobile learning tool that empowers young women by teaching them the art of negotiation.



Prototyping

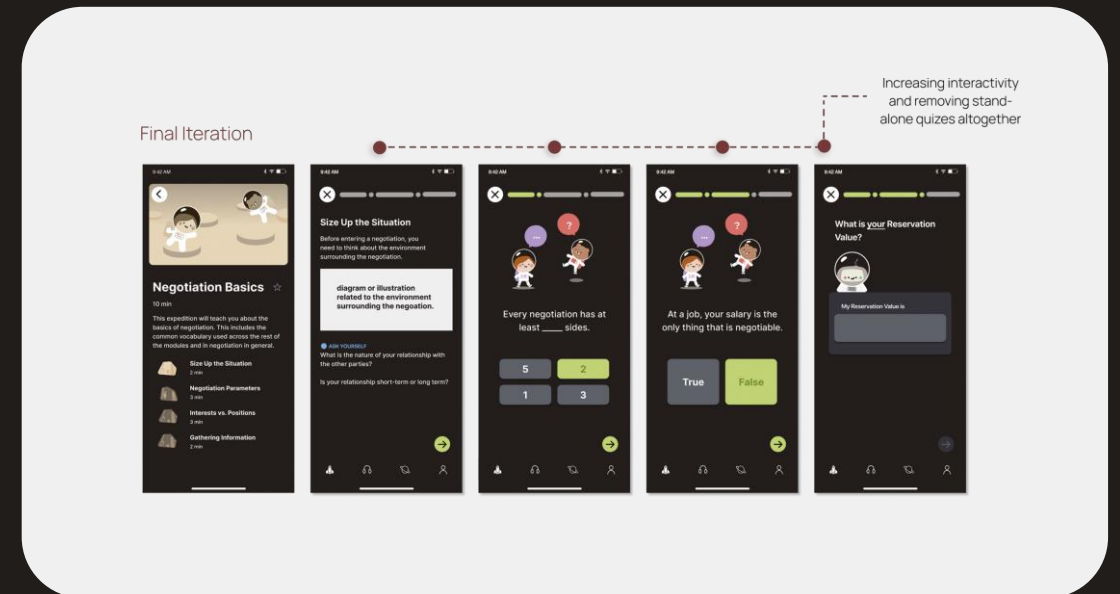
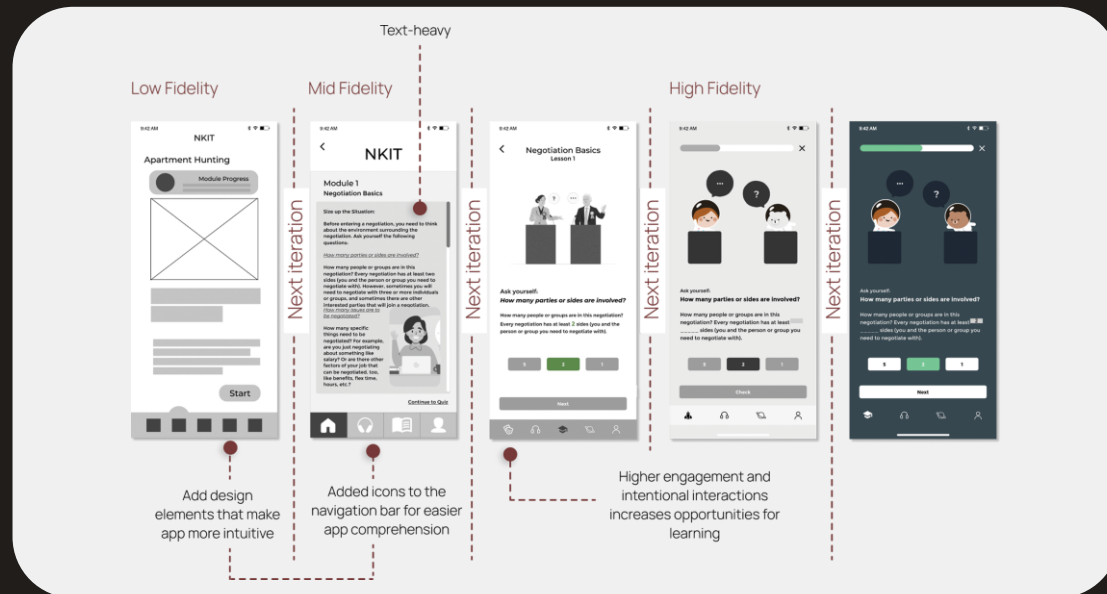
I used Figma to design various screens and key features of our prototype mostly being the Learning Modules and Quiz screens.

Usability Testing

Returned back to users for feedback. Used users' Think-Alouds to understand how the design thoughts were received in order to test the efficacy and intuitiveness of the mobile toolkit. Think-Aloud sessions are usability sessions in which users are given a few tasks to accomplish and asked to think aloud while navigating an interactive prototype. Was able to gain insight on the negotiation toolkit's usefulness as a result of this.

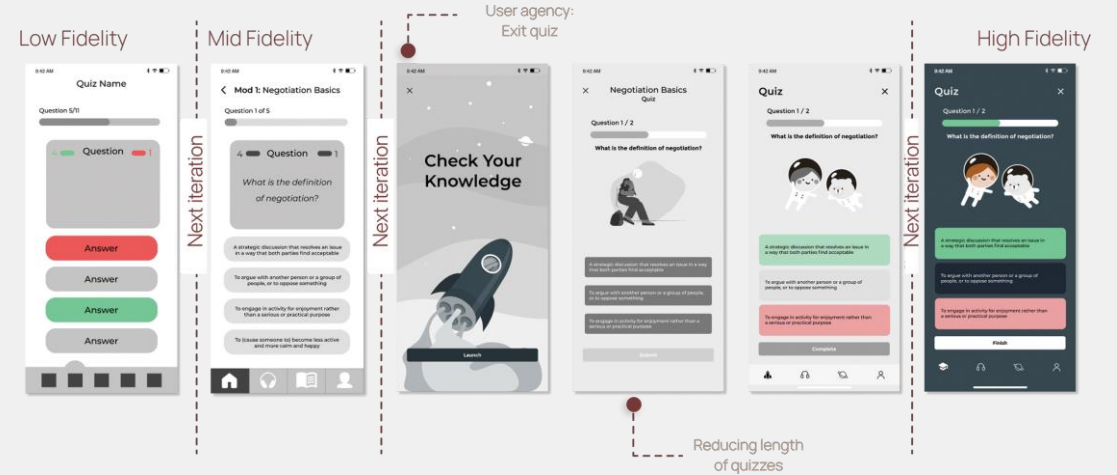
Lesson Modules

The initial few prototypes incorporated reading-based learning modules. Users were required to read the course material and complete a brief quiz at the end of each module. Reading-based sessions were made more interactive and engaging. After receiving criticism that the classes were too long and difficult to learn on the move, I began to include questions and other interactive learning exercises.



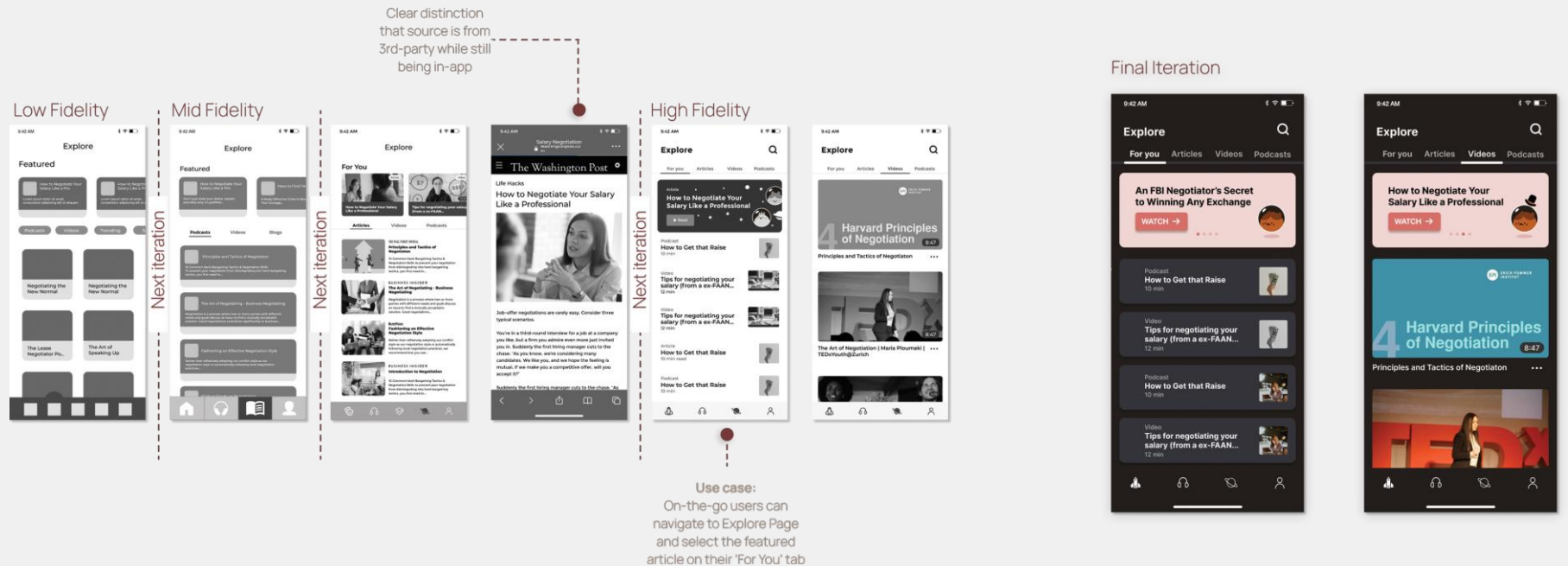
Quizzes

Initially, I believed that a knowledge test at the end of each learning module was standard. I made the quizzes as brief as possible, with no more than 5 questions. To keep the answer input interactions easy and clear, I implemented user feedback: a user would tap their desired answer and confirm it before submitting it for review. Their wrong answer would be displayed in red, while the correct answer would be highlighted in green. After deciding to include quiz-like questions and interactions within the learning modules, the quiz design revisions came to a halt.



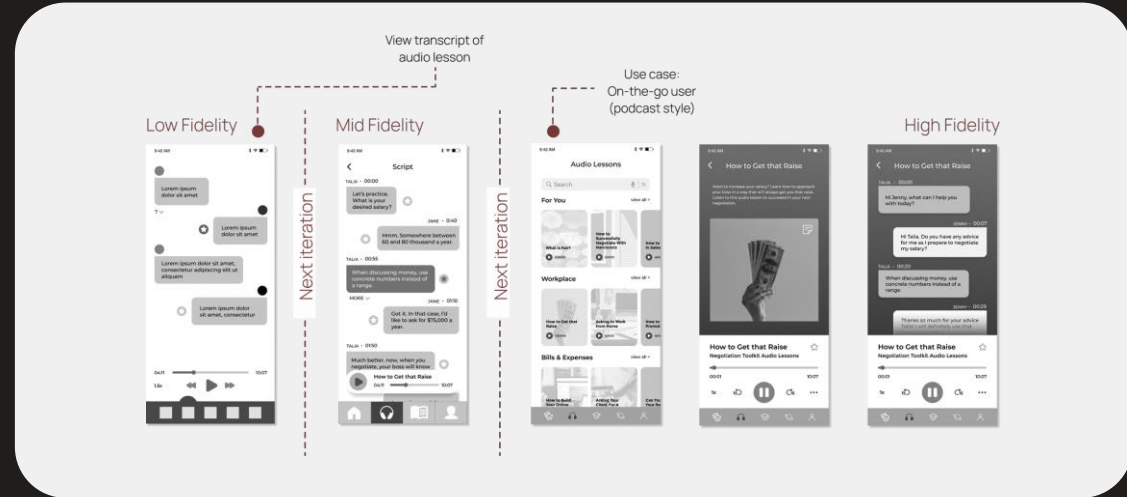
Explore Page

The Explore Page provides users with reliable, external resources in article, video, and podcast format.

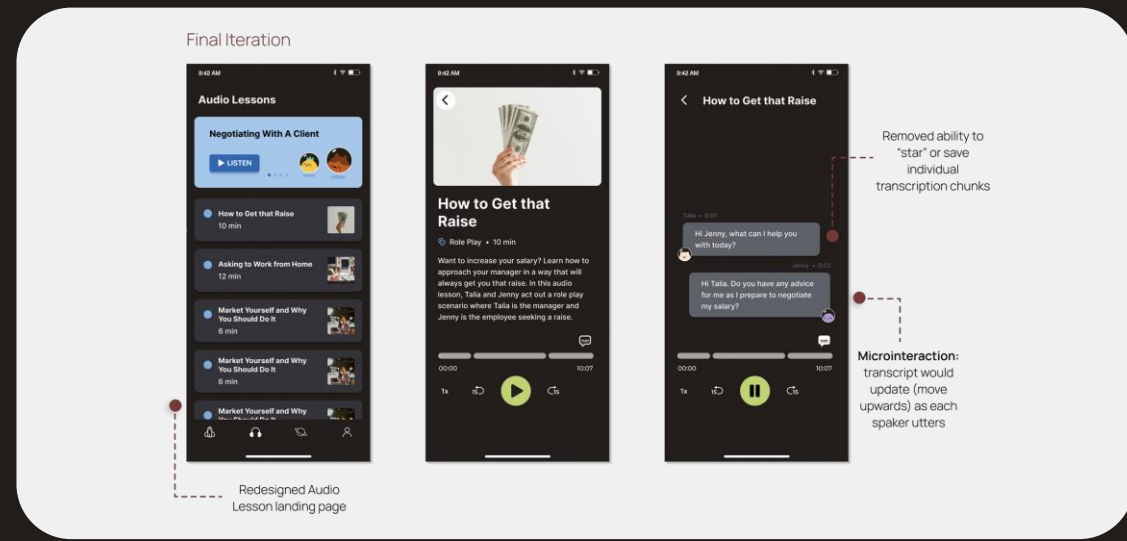


Audio Lessons

The audio lessons provided a multimodal way for users to learn negotiation subject and practice discussion skills. Audio lessons were designed to mimic negotiation exchanges between two people, while users act as flies on the wall and learn from generated first-hand experiences..



Usability testing revealed that while users thought the audio lessons platform was unique and interesting, they preferred that more typical design patterns be utilised to create this functionality. I wanted users to grasp how audio lessons worked right away, so we included features like a transcript symbol near the play-time bar, a 15-second rewind and fast-forward tool, and a speed adjustment.



Link to Final Prototype-

<https://www.figma.com/proto/y1YXQY76HHZr1M8fw0nDjg/negotiate-X?node-id=1%3A3233&scaling=min-zoom&page-id=0%3A1&starting-point-node-id=1%3A2778&show-proto-sidebar=1>

-Samraj Chaudary
Symbiosis Institute of Design, Pune

