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Helping Vital Voices Impact More Women: Developing an Online Mentoring Platform

Amanda Marie Alves
Worcester Polytechnic Institute

Hannah Lee Modelski
Worcester Polytechnic Institute

Megan Ruth Hendrie
Worcester Polytechnic Institute

Zoe Schwartz
Worcester Polytechnic Institute

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HELPING VITAL VOICES COSTA RICA IMPACT MORE WOMEN: DESIGNING AN ONLINE MENTORING PLATFORM

WRITTEN BY:

AMANDA ALVES
MEGAN HENDRIE
HANNAH MODELSKI
ZOE SCHWARTZ

Advised by: James Chiarelli
& Stephen McCauley

Submitted on March 3, 2018





Helping Vital Voices Costa Rica Impact More Women: Designing an Online Mentoring Platform

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**In Partial Fulfillment of the Requirement for the
Degree of Bachelor of Science**

Submitted by:

Amanda Alves
Megan Hendrie
Hannah Modelski
Zoe Schwartz

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Submitted to:

Project Advisors:

James Chiarelli and Stephen McCauley

Sponsor:

Eugenia Gamboa, Project Coordinator
Gloriana Matamoros, Executive Director



Abstract

The goal of this project was to help Vital Voices Costa Rica impact more women. Using a human-centered design process, our project team designed client-centered web platforms that optimized the organization's mentoring process to increase efficiency, communication, and organization. Based in-depth conversations with stakeholders, a participant observation study, a survey, and focus groups, our team designed an integrated web platform that included design definitions and detailed instructions for coding the site.

Executive Summary

Helping Vital Voices Impact More Women: Developing an Online Mentoring Platform

Amanda Alves amalves@wpi.edu; Megan Hendrie mrhendrie@wpi.edu;
Hannah Modelski hmodelski@wpi.edu; Zoe Schwartz zschwartz@wpi.edu

Introduction

Historically, women in Costa Rica were considered inferior to men in economics, the labor force, politics, and domestic relationships. Even in 2016, only 45% of women, ages fifteen and older, participated in the workforce compared to 74% of men in the same age bracket ("Gender Data Portal," 2016). For every \$100 a man earns, a woman earns \$91, only about a third of women hold political positions, and nearly 41% of homicides in 2016 were classified as "femicides," where death occurred at the hands of a male romantic partner or by a man for gender-based motives (Gamboa & Matamoros, 2017). Vital Voices Costa Rica (VVCR), a chapter of the Vital Voices Global Partnership, formed with the goal of promoting women's leadership in Costa Rica. VVCR's mission is to "identify, invest in, and bring visibility to extraordinary women around the world by unleashing their leadership potential to transform lives and accelerate peace and prosperity in their communities" ("About Us: Mission," 2018). VVCR achieves its mission through training, mentoring and networking.

Project Overview

VVCR has trained more than 450 mentor volunteers who have helped over 500 mentees from various backgrounds. By June of 2020, VVCR aimed to impact 50,000 people comprised of mentors, mentees, affected family members, and community members. After evaluating VVCR's existing technology, we recognized that a centralized web-based platform would be an essential resource to expand VVCR's influence.

VVCR used a multitude of different technology platforms to execute functions: a public website, a general Facebook page, a mentor Facebook page, and a CRM (customer relationship management). A CRM is a backend database that holds information and allows the staff to edit and control content. Furthermore, the VVCR mentoring process encompassed additional technology platforms. A mentor and mentee completed eight, one-hour mentoring sessions wherein a mentee set a goal she would like to achieve. At the end of the session, the mentor filled out documentation. Throughout the documentation process, mentors and staff used a combination of email, Dropbox, Google Forms, Excel, and the CRM. This process is illustrated in Figure 1 below:

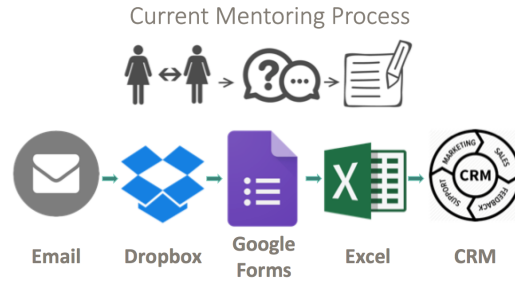


Figure 1. Breakdown of Vital Voices current mentoring process

We determined that VVCR’s documentation process was neither efficient nor organized. Our project aimed to help VVCR expand its mentor network and ultimately impact more women by designing a comprehensive, integrated platform that allowed both mentor and administrative access. To carry out our project goal, we formulated the following framework to guide our progress:

- 1.) Understand VVCR staff and mentor perspectives on communication and coordination needs.
- 2.) Design a public-facing website to update the existing VVCR website.
- 3.) Design a customer relationship management system serving both administrators and mentors.
- 4.) Create an Implementation Guide that includes functional mock-ups of the website and CRM along with a workflow diagram to guide coding of the web platforms.

We updated the existing VVCR website with a mentor portal as a short term solution to bridge the technology gap to the CRM. Later implemented, the CRM design served to improve the organization's efficiency communication, and organization to promote its expansion. We additionally wrote an implementation guide which described our functional mockups and explained user navigation, provided swimlane diagrams for De La Guayaba, and recommendations to VVCR for instatement of the new systems

Methodology

As we worked through our project objectives, we adapted IDEO’s human-centered design method (“About IDEO,” 2018). IDEO is an international global design and innovation firm. Human-centered design is a creative problem solving approach that employs deep-empathy to uncover a “deep understanding of the problems and realities of the people you are designing for”(Dam & Siang, 2018). IDEO’s human-centered design process consists of three phases: inspiration, ideation, and implementation (IDEO, 2018). We adapted this process for our methodology to encompass the following phases: observing and understanding, defining and ideating, prototyping, testing, and iterating and scaling illustrated in Figure 2 below.

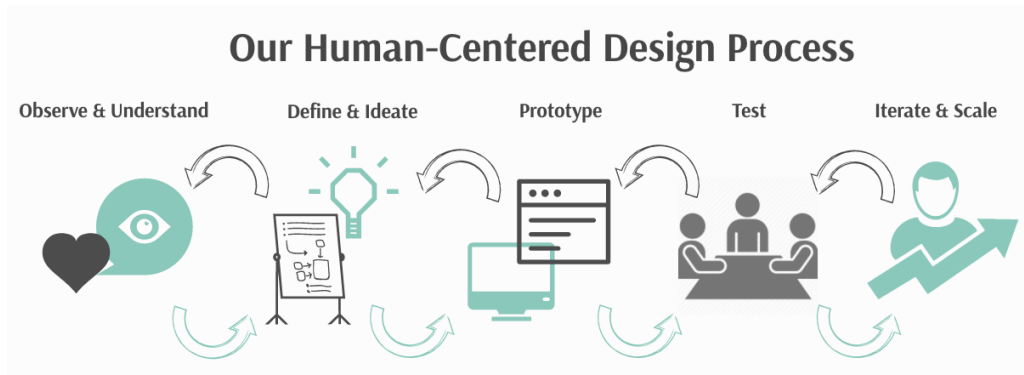


Figure 2. Our adapted human-centered design process

To understand the needs of VVCR staff and mentors regarding their web communication systems, we executed several in-depth meetings and brainstorming sessions, a unique participant observation study, a survey, and two focus groups. In our participant observation study, we completed the mentoring process with English-speaking mentors, who VVCR staff assigned to us, and worked toward a personal goal. Concurrently, we evaluated the existing VVCR technology platforms by inquiring with our mentors about VVCR’s use of technology in the mentoring process, and by seeking our mentor’s desires regarding features for a future virtual platform. Furthermore, we administered a survey to mentors using google forms and received 28 responses. The responses gave us additional insight about technology usage by mentors and possible features for a future web-based platform. Moreover, we conducted two focus groups - the first held in San Pedro and the second held in Escazú - to further query mentors about technology usage and their desired features for a web platform, as well as to assess the first iterations of our web system designs.

In conjunction with our observations of VVCR’s existing technology, and our inquiries of mentor and staff desires regarding a web-based platform, we met with VVCR’s design team, De La Guayaba, to gain a technical understanding of VVCR’s existing web platforms. Our detailed discussions with De La Guayaba caused us to narrow our project scope to the creation of functional mockups as “design definitions,” or blueprints, to highlight the most important features of our models.

After learning about the technical details of VVCR’s existing technology, we designed new web platforms using the software Balsamiq. Balsamiq is a functionality design software used to create rapid fire mockups of websites without building the actual site. Users can click through the mockups to partake in the user interface.

Findings

Our participant observation study, focus groups, survey, and in-depth communication with VVCR staff yielded the following key findings about VVCR’s needs:

- I. The organization’s documentation process was cumbersome and lacked a centralized location for access, upload, and download.
- II. VVCR communication occurred over several separate, existing applications such as Facebook, WhatsApp, email, Dropbox, and Google Forms.
- III. Mentors sought a collaborative networking space to share ideas and support each other in their individual businesses.
- IV. Administrative indicators to track VVCR’s growth were outdated.

We categorized our findings into the usage of technology within VVCR, desired features, and prioritization of features. We prioritized features based on how each enhanced VVCR’s communication, efficiency, and organization. Later, we ordered the features according to importance and ease of implementation into the platforms. Figure 3 displays the results.

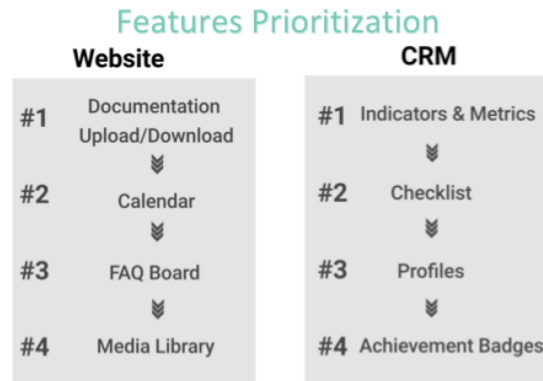


Figure 3. A breakdown of the prioritization of features for the website and CRM

Design Process

To create a mentor portal for the updated website and the five different aspects of the CRM, we followed our adapted human-centered design process. We brainstormed basic design ideas along with our sponsor. Then, we followed a process of prototype and test, where we ideated several versions of website pages, presented versions of our mockups to staff, redesigned the mockups according to feedback from staff, digitized the mockups in Balsamiq, then presented the revised mockup iterations to the Escazú focus group mentors for additional feedback. We showed later iterations to De La Guayaba for technical feedback, then we produced final prototypes.

Deliverables

Using Balsamiq, we created functional mockups for five aspects of the web platforms and an implementation guide. Our designs centralized VVCR’s mentoring process and increased its efficiency, organization, and communication. These Balsamiq mockups consisted of an updated version of the website, a CRM mentor view and administrative view, as well as mobile views for the updated website and mentor view of the CRM all shown below in Figure 4. It is important to note that Balsamiq is used for modeling functionality rather than aesthetic appeal, so our designs solely represent user interface blueprints.

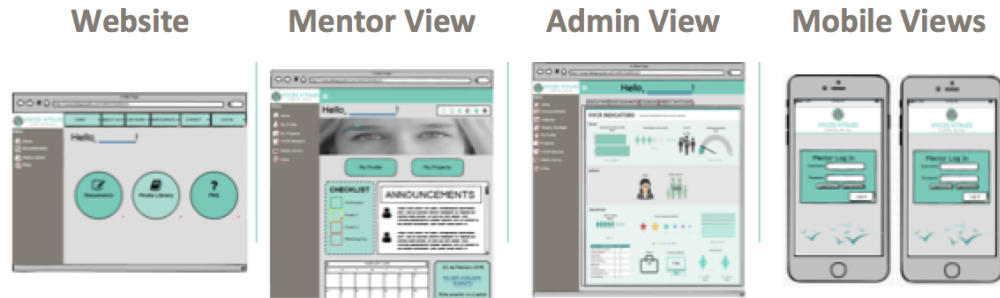


Figure 4. Five deliverables: website, CRM mentor view, CRM admin view, website and CRM mentor mobile views

The website desktop and mobile views were temporary models containing only essential features of the CRM. The design included a central location for form access, a media library with educational resources, and a frequently asked questions page (FAQ).

The CRM mentor desktop and mobile view were designed with a personal mentor login. The home page included a place for announcements, a calendar, a mentor checklist, buttons to access mentor profiles, and a ‘My Projects’ page, as well as a ‘VVCR Network’ page containing a business directory, a media library, and an FAQ page similar to the website. The profile page displayed the motivational badges and affinity groups, which allowed mentors to connect with each other. The projects page showed mentor-specific projects and allowed for easy access to each form. Finally, the network page contained a directory for VVCR mentors, staff, and businesses.

The CRM administrative view was organized similarly to the mentor view, but included additional staff-only features. The home page displayed the redesigned indicators as well as tabs at the top of the page to access pages which require frequent updating, include the calendar, announcements, and spotlight pages.

We divided the implementation guide into three sections. The first section explained how to navigate the platform, the second section provided sitemaps for De La Guayaba, and the third contained next steps for VVCR, including how to incorporate the portal and CRM into mentor training.

Recommendations

Our team devised recommendations for VVCR, which are summarized below:

- VVCR should raise awareness and build excitement for the new CRM platform through a launch campaign.
- Mentors should be taught how to use the CRM system during mentor trainings.
- During trainings, every mentor should create a CRM login and mentor profile.
- Mentors should be required to like the mentor Facebook page to promote VVCR’s social media.
- If funds are available, VVCR should hire De La Guayaba for more hours per week until the CRM is finished.

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Authorship

Amanda Alves is a Mechanical Engineering major and Spanish minor interested in 3D design and printing; she is a movie buff and is a member of the marching band and pep band at WPI.

Megan Hendrie is a Biomedical Engineering major, specializing in biomaterials, and minoring in materials science. She is a personal trainer and aspires to become a doctor of dental medicine. She is involved with the varsity women's soccer team and leads the Love Your Melon volunteer organization on campus.

Hannah Modelski is a Mechanical Engineering major with a concentration in Biomechanics and an interest in prosthetics and materials science. She plays on the varsity women's soccer team at WPI, and is involved in ACCESS and Phi Sigma Sigma.

Zoe Schwartz is a Mechanical Engineering major, interested in Mechanical Design. On campus, she is a member of the WPI field hockey team, ACCESS, Phi Sigma Sigma, and a Tech Girls Coordinator. She is passionate about STEM outreach.

Our team has chosen not to designate authorship as the entirety of our project was a group effort. Each member of our team left a unique and advantageous footprint on our work.

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Chapter 1: Introduction

Historically, women in Costa Rica were considered inferior to men in economics, the labor force, politics, and domestic relationships. Even in 2016, only 45% of women, ages fifteen and older, participated in the workforce compared to 74% of men in the same age bracket ("Gender Data Portal," 2016). Despite women entering the Costa Rican workforce at the start of the 19th century, the issue of gender inequality persisted (Quesada, 1997). For every \$100 a man earns, a woman earns \$91, only about 1/3 of women hold political positions, and nearly 41% of homicides in 2016 were classified as "femicides," where death occurred at the hands of a male romantic partner or by a man for gender-based motives (Anders, 2017; Gamboa & Matamoros, 2017). In an effort to close the gender inequality gap, several organizations arose to improve the social and economic well-being of female Costa Ricans (Quesada, 1997). Vital Voices Costa Rica (VVCR), a partner among the Vital Voices Global Partnership, formed with the goal of promoting women's leadership. VVCR staff and mentors work to improve women's lives by "identify[ing], invest[ing] in, and bring[ing] visibility to extraordinary women around the world by unleashing their leadership potential to transform lives and accelerate peace and prosperity in their communities" ("About Us: Mission," 2018). VVCR achieves its mission through training women in leadership practices, mentoring other women to achieve personal objectives, and networking between mentors to provide interpersonal and business support.

In January of 2018, VVCR had trained more than 476 mentor volunteers who had helped 547 mentees from various backgrounds. To complete its mission of investing in future female leaders, VVCR relied on in-person mentoring projects, direct engagement between mentors and mentees, and live events that allowed networking to ally mentors. By June of 2020, VVCR aimed to influence 50,000 people comprised of mentors, mentees, affected family members, and influenced community members. To achieve this goal and facilitate organizational growth, VVCR recognized that web-based communication technologies were essential resources to expand its mentor and mentee network.

VVCR previously developed a public website to broadcast the organization's mission and past projects, marketed the organization through social media pages like Facebook and Instagram, communicated using email and Google Forms, and developed a customer relationship management (CRM) system used by staff to organize mentor and project information. A 2015 WPI project team assessed the VVCR mentoring protocol and determined that VVCR would further benefit from a virtual platform (Atteya, Isaac, Perez & Puishys, 2015). Since then, VVCR rehired the web design team, De La Guayaba, to build a new web platform, that integrated the existing website and CRM into one centralized platform. The web redesign provided an opportunity for VVCR to think more broadly about how to incorporate mentoring practices into an online platform. Utilizing a human-centered design process, our team matched these mentoring practices to web features - which included metrics and indicators, mentor profiles, document uploads, FAQ, a media library - and designed the new CRM. In the process, we constructed schemes for website updates, including the integration of a mentor portal, to enhance VVCR's mentoring process in the interim between the transition to the new, centralized CRM. The design of VVCR's new CRM would strengthen its efficiency, communication, and organization, and enable its long term growth goal.

Chapter 2: Background

Mentoring is a professional relationship wherein a more-experienced counterpart guides skill and knowledge development or aims to increase a desirable behavior of a protégé (Eby et al., 2008). Closely linked to mentoring, the exchange of information or services between people or groups with a common interest illustrates networking (“Understand the Role of Networking in Organizations,” 2014). Mentoring “often focuses on the mentor or the relationship between the mentor and protégé;” conversely, networking is typically more focused on the protégé creating and cultivating interpersonal relationships (Gibson et al., 2014). Mentoring creates a support structure for individuals to achieve their goals, while establishing connections. For women especially, the backing of professional support can increase their perception of worth within their organization and gain confidence toward their goals (Atteya et al., 2015).

In the context of Vital Voices Costa Rica (VVCR), our project team designed a web-based platform to combine mentoring practices in the online environment with digital features. The desire for company expansion drove the need to explore technology to make VVCR’s existing system more efficient. In the following sections, we discuss the cultural need for VVCR mentoring trainings in 21st century Costa Rica, mentoring best practices, web features to support these mentoring practices, how other organizations typically use technology, and VVCR’s use of technology.

2.1 Twenty-First Century Women in Costa Rica

Twenty-first century Costa Rican women, locally referred to as Ticas, were at a crossroad between balancing traditional women’s roles and modern ones. Historically, Ticas were treated as the weaker gender and were expected to solely perform domestic roles within the household, while men were expected to provide financially for the family. The addition of Costa Rican women into the workforce helped the country’s social modernization. Women in 2018 were now tasked with balancing traditional domestic responsibilities with those carried from their careers.

Economic independence for women in Costa Rica began in the late 21st century with the promotion of women's education through policies which implemented free and obligatory education and the expansion of the tourism sector of the Costa Rican economy. Afterwards, women were expected to pursue fields in education, nursing, tourism, and secretarial roles rather than past roles in harvesting coffee, cotton, and vegetables (Quesada, 1997). Nonetheless, women remained less represented in typically male dominated fields such as science and engineering. Meanwhile, a gender wage gap still existed (Gamboa & Matamoros, 2017).

In addition to working to support their families, women remained routinely responsible for food preparation, cleaning, and childcare. These women typically did not have access to extra help in the household or to money which could mitigate the transition to their own careers outside the home. Meanwhile, men remained dominant over women in the workforce which contributed to an imposed social dominance (Durrett, 2013). Having to balance these multifaceted duties, women needed more support to find their niche in their professional and personal lives.

A culture of "machismo" persisted where women were objectified through flirtatious remarks on the street, derogatory musical lyrics, and physical violence at home ("Assistance to Victims of Domestic Violence and Sexual Assault," 2012). Vital Voices Costa Rica worked largely with women in entrepreneurial jobs and with women trying to break out of high risk backgrounds by providing leadership guidance. Vital Voices' work aimed to resolve the lack of mentors and to extend networking in Costa Rica, to help business women grow their companies. Additionally, VVCR worked to support women, through mentoring in their transition to more peaceful and stable circumstances.

2.2 Principles of Mentoring and Networking

Networking is commonly referred to as the transfer of services or information amongst people who share a common interest. More specifically, social networking is the creation of vast networks of interconnected social relationships that surround an individual (Glanz, Rimer & Viswanath, 2008). The implementation of a social network allows for a person to enhance problem solving skills and in turn aid in the advancement of their community ("Networking,"

2018). The use of such a network allows individuals to connect with people of varying ages, backgrounds, and professions, garnering guidance for both professional and personal situations alike.

Similarly, mentoring facilitates the development of the apprentice's growth both personally and professionally. Certain factors, including the degree of involvement and the varying natures with which people interact, are important in determining both career outcomes and framing the characteristics of an individual's social and professional network ("Networking," 2018). By expanding the number of mentors within any given system of interaction, many more opportunities for varying amounts and types of support arise and provide a person with a greater support structure. Mentoring and networking are closely linked in the potential for success of an apprentice.

2.2.1 Methods of Mentoring and Networking: Behavior Modification

Behavior modification refers to the practice of shaping behavior by reinforcement of desirable actions (Mather & Goldstein, 2018). Theories and models explain behavior and suggest methods to enact behavior change (Glanz et al., 2008). An understanding of behavioral theory supports the understanding of optimal mentoring practices. Hence, the mentor who understands her protégé can more successfully identify why a problem exists to give insight into strategies for connecting people and organizations and for identifying what should be measured, monitored, and evaluated to realize the intended change (Glanz et al., 2008). In VVCR, mentoring training emphasized the evaluation of apprentice feelings related to basic human needs. By determining deficiencies in the mentees current behavioral state, the mentor could better guide their mentee toward achieving his or her objective.

2.2.2 Methods of Mentoring and Networking: Social Cognitive Theory

Social Cognitive Theory (SCT) evaluates the relationship between individuals and their environments through interactions within a social setting (LaMorte, 2016). The theory encompasses a person's past experiences as potential indicators of future action - acting as influencers of social reinforcements, expectations, and expectancies. These influencers shape a person's behaviors and reasons for those behaviors (Glanz et al., 2008). VVCR mentoring

focused on internal leadership development. A main component of this was teaching women to take control of their circumstances - shifting perspectives from an external locus of control to an internal one in a social context.

The aim of SCT is to explain how “goal-directed behavior” can be maintained over time through regulation and reinforcement of a behavior (Glanz et al., 2008). Alteration of behaviors can be achieved, with support, through guided adjustments of perceptions and new learning experiences (Glanz et al., 2008). Moreover, goal setting builds self-efficacy through gradual steps formulated in short-term and long-term goals (Glanz et al., 2008). Establishment of “specific, measurable, attainable, realistic, and tangible” goals catalyzes the process of eliciting change and founds the principal components incorporated in a plan of action (“IQP Writing Guidelines,” n.d.).

Goal attainment was the focus of VVCR’s mentoring processes. Hence, for VVCR to be successful in mentoring, goal maintenance was an essential component because regression of behavior furthers the mentee from her objective. Specific goal or objective setting was at the foundation of VVCR mentoring. Every mentee formed an objective to achieve over an eight week program. Mentors applied the conceived goal throughout the process by defining strategies and approaches for success; therefore, goal setting was especially important to VVCR mentoring practices as it created mentee self-power to achieve her goal.

2.2.3 Methods of Mentoring and Networking: The Transtheoretical Model

The Transtheoretical Model identifies six stages of change which combine actual behavior and intention: precontemplation, contemplation, preparation, action, maintenance, and termination (Prochaska & Velicer, 1997). The theory describes how moving between these stages of change allows a person to integrate behavior modifications over time (Glanz et al., 2008). In the precontemplation phase, there is no intention to take action in the near future (Glanz et al., 2008). Those in the contemplation stage intend to take action within the next six months. In the preparation stage, action is planned to take place in the next month and steps have already been taken toward a goal. In the action stage, specific and overt modifications have occurred over the past six months. The maintenance stage involves more work to prevent relapse from previous modifications and less performance of actions. This stage typically lasts six

months to five years (U.S. Department of Health and Human Services, 1990). Lastly, in the termination stage behavior change is complete and there is no intention of practicing old behaviors (Glanz et al., 2008).

To progress through the transtheoretical stages, processes of change are necessary activities. In VVCR, a mentor's perception of the mentee's stage of behavior change was vital to the successful progression of actions or steps taken to evolve toward the mentee's goal. As a result, mentoring became tactical by applying the Transtheoretical Model to initiate the proper action or approach to spawn mentee transformation.

2.2.4 Methods of Mentoring and Networking: The Theory of Reasoned Action/Theory of Planned Behavior

The Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB) recognize behavioral intention as the predictor of behavior determined by attitudes toward social normative perceptions (Glanz et al., 2008). Applied to VVCR, by acknowledging a preconception held by the mentee about social norms, a mentor could shift the mentee's perspective, to inspire self-control over actions to help her reach her goal. For instance, if the mentee perceives financial control as her husband's responsibility, a mentor could encourage empowerment by guiding the mentee to realize that she too contributes financially. A mentor's ability to influence her mentee's behavior was constitutional to the mentor's success. Thus, a measure of mentor competency was exhibited in protégé behavior. To elicit change, then, the mentor needed to fully grasp those factors affecting mentee behavior to better empower their apprentice, and drive them toward a goal.

2.2.5 Methods of Mentoring and Networking: Group vs. Individual

Mentoring programs are either employed on a one-on-one or group basis. One-on-one mentoring occurs when each mentee receives guidance from a personal mentor. Within one-on-one mentoring, the mentee is the main priority, functioning in a private relationship and setting. Guidance is based on individual needs and goals without social influence. Individual mentoring allows for a stronger alliance between a mentor and mentee. Building trust can enhance

mentoring interactions, further developing the mentee's goal. Drawbacks include a larger amount of time invested per mentee and guidance is based on the sole mentor's skill, knowledge, and experiences; however, because the process is customized per individual, each session is profoundly detailed eliciting greater personal growth.

For group mentoring programs, multiple mentees interact and form relationships with one or more mentors. Group mentoring leverages a few internal leaders or knowledge experts to expand the learning of an organization or community (Emelo, 2011). In cases where there exists more than one mentor, each individual mentee avoids viewing their respective mentor as an exception to the "rule." Interactions with various mentors representing various fields, for example, provides mentees with a broader overview of different possibilities in general. Group mentoring also strengthens the importance of peer-to-peer communication which establishes richer networks. A study analyzing the differences in individual and group mentoring of women involved in Science, Technology, Engineering, and Math (STEM) found that group mentoring creates greater communication (Stoeger, Hopp, & Ziegler 2017).

2.2.6 Methods of Mentoring and Networking: Motivation and Incentives

Motivation can be categorized by both intrinsic and extrinsic factors, each associated with different benefits and challenges. Intrinsic motivation stems from within an individual, focusing on personal interests and personality traits. For instance, the feeling of acceptance amongst peers, the desire to feel important through social status, curiosity to be in the know, and power to have influence over others all fall into intrinsic motivation ("Types of Motivation - Intrinsic and Extrinsic Motivation," 2010). Nevertheless, intrinsic motivation comes from within an individual, and thus must be a personal call to action. As such, it may be more difficult to use intrinsic motivation as a tool to increase overall motivation in an individual. Whereas extrinsic motivation comes from outside forces that can be more easily controlled ("Intrinsic vs. Extrinsic. The Challenge of Motivation," 2012). A reward system, such as receiving a prize for being the employee of the month, is a way to get workers excited about their jobs and perform better on a daily basis; however, certain rewards may lose value over time or become too expensive.

Motivation within a business of employees and associated personnel, such as the mentor and mentees for VVCR, is important for growth and success of a company. Different techniques

can be used to improve the motivation within an organization. Focusing on online platforms, a program can be tailored to the interests of employees to elicit intrinsic motivation (“Intrinsic vs. Extrinsic. The Challenge of Motivation,” 2012). For example, those who enjoy interactive features may be more inclined to complete a mentor training that involves more clicking and exploring rather than one that is automated or dense with reading. Additionally, encouraging a collaborative culture within which social interaction still occurs, gives a variety of options to appeal to multiple audiences, and sets up a reward system for further incentives. All of which are ways motivation can be increased in an online system (Pappas, 2015). Specifically for VVCR, a program to reward mentors with badges after completing certain projects or tasks could be implemented within an online system as a motivator. Devising techniques to motivate stakeholders is a beneficial step to promoting growth of an organization.

2.2.7 Methods of Mentoring and Networking: Accountability & Social Support in Organizations

Cognitive restructuring is a process of learning to identify negative emotions and thoughts to alter a behavior (Hope, Burns, Hyes, Herbert, & Warner, 2010). Execution of the process is achieved in a series of steps, all of which enforce a form of accountability - either self-accountability or social accountability - to promote a change in behavior. This behavior change is nurtured by social support in the form of a group or an individual (Glanz et al., 2008). Adapted from the Personal Training Academy Global (n.d.) behavioral modification curriculum, Table 1 provides a proposed series of cognitive restructuring steps:

Table 1. Cognitive restructuring steps

Type of Action	Action of Change	Type of Accountability
Become the watcher	Identify negative thinking/mental prisons	Self-Accountability
Accept responsibility	Win back control of your mind	Self- Accountability
Make a public declaration change	Social evidence and imposes fear of loss	Social- Accountability
Intervene	Challenge automatic/negative thoughts with the “stop” mechanism	Self-Accountability
Affirmations	Rehearse the new behavior...and rehearse...and rehearse	Self- Accountability
Rituals	Demonstrate the new behavior	Self- Accountability
Feedback	Document and reward your victories	Self- Accountability Social-Accountability

Self-accountability, therefore, catalyzes the goal setting process, and social-accountability increases goal setting by recruiting a type of social support. Social support is therefore an essential ingredient to the advancement of the goal setter. For VVCR, social support took the form of creating networks. Especially for those women breaking out of sensitive backgrounds, a network nurtured positive change. For those women in entrepreneurial settings, social support could grow businesses and help to advance careers. Combined, self-accountability and social support contribute to cognitive restructuring, eliminating thoughts and actions which hinder personal development.

2.3 The Use of Organized Technology to Achieve Goals

Over the past 25 years, web-based technologies have become increasingly more prevalent in communication, business, education, and personal lives. The adoption of these technologies has allowed individuals to facilitate their personal growth as well as the growth of their businesses and communities. Technology in the 21st century serves as a community organizer, assembling shared beliefs in a neutral virtual space (Glanz et al., 2008). Thus, to assess the needs and strengths of communities, technological tools become effective indicators.

Online systems exist for various needs and are composed of assorted tools and features to augment function. Where women often join networks with the desire to access a plethora of resources, virtual platforms can provide a copious supply of information quickly and readily. An online platform integrates the use of technology to instantly connect parties, such as a mentor with a mentee. Websites help manage tasks, share expertise, and aid in professional and social development.

A common feature found within existing online networking platforms is an algorithm to match mentors with appropriate mentees. Insala, a talent development software and consulting organization, hosts a mentoring platform called MentoringTalent aimed at developing the skills of employees by connecting individuals to more experienced workers. Their model for online mentoring contains user features such as mentor matching, communication alerts, messaging, note tracking, and feedback surveys. Likewise, mentor features include article creation, polls, surveys, events, emails, and reports on mentorship progress. Together, these features create a platform which connects individuals with similar career goals, while increasing accountability to achieve these goals.

Bloomfire, another online platform, uses follow and like buttons, content feeds, badges and points, and personal profiles to capitalize on motivational features and incentives. A wide range of companies employ Bloomfire's multifaceted features. Domino's uses Bloomfire for social learning within its organization; Etsy created an online manual, while Whole Foods developed an educational document library for internal teams ("Bloomfire, Yammer, and SharePoint," 2016).

Companies and organizations who effectively attain established goals typically apply similar features to websites. Most of the top systems available operate with a communication platform for increased interaction between participants and employees. Although the modes of communication vary, emails, notifications, and messaging are commonly used. The top rated online infrastructures tend to incorporate an accountability or feedback system through polls, surveys, and member tracking.

The previous WPI project team analyzed the VVCR organization for supportive practices used to achieve their mission. The team found that VVCR lacked a virtual platform as part of its infrastructure. Wild Apricot was chosen as the suggested platform to fit VVCR's other mentoring practices. The Wild Apricot virtual platform includes a blog, member profiles, an online communication platform, a calendar of events, and a virtual library (Ayetta, Isaac, Perez & Puishys, 2015). Wild Apricot is a cloud based membership management system often used by trade associations, nonprofits, and businesses. Wild Apricot has the ability to create private and public pages giving management the ability to oversee mentor to mentee relationships, as well as mentees and mentors having their own private space.

In our own investigation, we analyzed the platforms Firsthand and Canvas. Firsthand is a mentoring platform developed for universities and alumni. The company is partnered with LinkedIn and primarily serves to connect users. Customized per host organization, the Firsthand platform allows for the offering of services including leadership training while maintaining organization branding. Both mentors and mentees create profiles with relevant information defining experiences, interests, and specialties. Based on this information, categories can be ranked to match mentors with mentees. Furthermore, each profile contains a personal calendar displaying availability for meeting times. Consultations can occur immediately with other mentors online or be scheduled through the calendar. Within a consultation, multiple or single mentors can join, documents can be shared, and an instant chat feature enables concurrent written communication. At the commencement of the meeting, a testimonial rating of the mentor session can be completed. Additionally, a dashboard view exists to manage indicators, profiles, and matching criteria, as well as create groups and monitor individual activity. Group information can be downloaded as a CSV file and then connected to a customer relationship management (CRM). Major drawbacks are that a document library does not exist for distributing

information to all mentors, the system is a paid platform, and it is best structured for an educational background.

The second platform we analyzed, Canvas, is an educational platform built for universities to organize courses and groups. Within the platform, a section for documentation exists wherein files can be downloaded, uploaded, viewed, or completed as a form and submitted directly to the organizer. Submissions are private per user and feedback can be given in the same private manner. Documents or links can be categorized to distribute helpful resources or assignments. Furthermore, there is a messaging feature that connects to pre-linked email accounts. When a message is sent, the recipient can view the email in either Canvas or their email. The host organization controls which documents and forms the user can view without removing these documents from the administrative view. This allows for an adequate record of updated documentation. After submitting a form or uploading a document, the user can view their submission, giving a record to the user as well. Some drawbacks include limited profile information, difficulty navigating sections, and a reliance on the host's organizational skills.

Analyses of these platforms have provided a foundation for possible features that could be incorporated into a successful management platform. With the use of these features in a centralized platform, the efficiency of VVCR could be increased, allowing for expansion of the organization to achieve its mission. Further investigation would help determine which features best fit the VVCR infrastructure.

2.4 Vital Voices use of Technology

In order for VVCR to reach its goal of impacting over 50,000 people by June of 2020, it needed to integrate the use of technology into the organization in a more centralized and efficient way. In 2018, VVCR used various different technology platforms to execute functions. Though each platform worked independently, the diffuse set of platforms often made tasks more tedious than necessary.

Vital Voices had a website for the general public that gave information on the organization, its history, current projects, and how to get involved. Although the website was useful to portray information, it was often out of date. Until January of 2018, a third party

maintained the website; therefore, VVCR lacked the ability to make changes. In addition to its website, VVCR had a Facebook page to spread awareness and publicity. The page was updated frequently with posts about future events and relevant articles. Separate from the public Facebook page, VVCR had a private page just for mentors. Mentors were able to network with each other to share ideas and ask questions, as well as access other information such as upcoming projects, trainings, or events. The VVCR mentor Facebook page was not the only platform where the staff could post mentor specific information; an additional platform was a VVCR WhatsApp chat. Nonetheless, staff members did not post unanimously across all accounts, making information distribution inconsistent. Consequently, mentors missed out on necessary updates.

WhatsApp was a widely used app and communication platform in Costa Rica with nine out of ten people claiming to use the app (Carias, 2017). VVCR staff used WhatsApp as a tool to quickly communicate with all the mentors. Within WhatsApp, the mentors asked questions to other mentors and the staff regarding documentation, upcoming events, and troubleshooting.

From a logistic standpoint, VVCR heavily relied on Google Surveys. After completion of a mentoring session, mentors were required to fill out a form to log the progress. Mentors would input answers to prompts into a Google Survey which VVCR staff then compiled into an excel sheet and then transferred into a customer relationship management (CRM). VVCR's CRM was a database that housed information on each mentor, respective projects, and completed forms from mentoring processes. Mentors often had trouble with the documentation access and completion process, attempting to upload completed forms manually, or even turn in hard copies to VVCR.

Vital Voices also utilized DropBox to house its forms, promotional flyers, and PDFs of waivers. Mentors were given access to this personal cloud storage device through a link in their email. Email and Outlook were often used by the staff to communicate individually with mentors and to mentor groups to inform them of upcoming tasks and incomplete forms. Outlook invites were often sent through email as invites within the organization.

Between executive directors, Vital Voices benefited from video chat platforms such as Zoom and Skype for meetings and communication. Our team experienced this first hand prior to arriving to Costa Rica. When mentors performed virtual sessions, they often chose to interact

using Zoom and Skype, or the video chatting feature on WhatsApp. With a centralized technological system compared to multiple various platforms, VVCR could significantly amplify its impact.

2.5 Best Virtual Features Promoting Organizational Expansion

Virtual features are closely linked to best practices and social theories. VVCR's organizational infrastructure did not reflect a modern online model. Instead, its method to distribute and market information occurred from multiple online applications. This hindered the effectiveness of the organization's communication with mentors. Furthermore, interconnectedness between VVCR staff and mentors was lacking. According to Hareli and Weiner (2002) in their "Study of Achievement Motivation" in a social context, personality inferences elicited from others in an achievement setting impact self-definition and accompanied motivation. They defined modesty as a communication of success that conveys equality in the traits of the involved parties. Hareli and Weiner (2002) argued that there are generally positive social benefits to being perceived as modest by enhancing interpersonal relationships which can increase self-motivation to achieve; therefore, to further promote mentor motivation and improve staff-to-mentor communication, we reorganized VVCR's information and documentation allocation processes. This optimized communication, and reconditioned administrative broadcasting to mentors which increased mentor investment and facilitated growth.

2.5.1 Features and Best Practices: Mentor to Mentee Relationship

Several virtual features on an online platform are linked to best mentoring practices and social theories. To effectively execute mentoring, it is essential that mentors listen actively, avoid interruptions, and allow time to build a relationship. Deepening the connection between mentor and mentee promotes understanding of the mentee's needs so that the mentor can tailor the process to facilitate behavioral changes. Developing a relationship incorporates the Theory of Planned Behavior and Theory of Reasoned Action by forming insights about the mentees personal history. This cognizance can be translated into employment of the Social Cognitive Theory to create feedback for the mentee which will elicit an intended internal response.

Features that strengthen the mentor-mentee relationship include a calendar - to serve as a form of accountability for meeting attendance - a video chat feature - to visualize mentee body language cues and understand emotion - and a media library - to improve mentoring education and skills.

Additional mentoring practices include planning ahead, relying more on written notes, and using technology to expedite communication. Mentors should have an organized record of all interactions with the mentee. More complete records by the mentor increases accountability for both the mentor and the mentee. The mentor can prepare for each session by reviewing past notes and devising a plan for the upcoming session while the mentee can work toward completing assigned homework and tasks. Relying more on writing such as taking physical notes of the mentoring session and assigning written tasks at the end of a session compiles organized records. This allows the mentor to track the mentee's current status relative to the Transtheoretical Model to determine how to coordinate interactions according to the mentor's readiness to take action for change. Applying technology to expedite communication, such as a calendar, video chat or voice feature, as well as communication platforms like WhatsApp, focuses efforts on the content of the mentoring itself as opposed to details of coordination like transportation, location, cost, and time.

A key promoter of behavior change is motivation, both extrinsic and intrinsic. Understanding a mentee's background, environmental conditions, and culture capacitates the mentor to extract personal motivational factors which can expedite mentee action. If the mentee values knowledge, the mentor can harness this standard by encouraging the mentee to increase her knowledge to improve her life. Similar inductive reasoning components such as insight, skill, and distress induction precipitate a "righting reflex" (Taylor, n.d.). A righting reflex is the corrective action that follows a challenge to current behavioral patterns (Taylor, n.d.). Motivation is tied to accountability whereby if there is a concrete indicator present, individuals are more likely to follow through with an action (Glanz et al., 2008). Within an online system, badges and testimonials assigned to mentors after attaining a specific merit give recognition to mentors as an extrinsic motivator. They may also serve as intrinsic motivators by adding an element of personal or social competition to attain a certain public rank.

Theories which support best mentoring practices are associated with technological features of an online system, easing the relationship between the mentor and mentee. Enriching

this relationship governs success rates for mentoring which fosters the value of the organization. Discerning tangible change subsequently self-markets the organization by word-of-mouth triggering organization expansion.

2.5.2 Features and Best Practices: VVCR Staff and Mentor Relationship

While virtual features supported and enhanced the mentoring process itself, these features also contributed to improving the organization's infrastructure. These features would support VVCR's existing operations while saving staff time. Generating a digital record of distributed documents, with control over which versions were currently visible to mentors, would inherently force management. Housing all documentation in one centralized location would ease the access process which would decrease the number of questions from mentors for the staff. Mentors could gain quick access to necessary documents immediately without searching for embedded email links which would promote immediate completion of logs and leadership tests. Uploading or completing forms and submitting them to this centralized system would automatically organize the information for VVCR. Information would be stored in one location coupled with the correct mentor project. Timely feedback from the organization's psychologist, would be enhanced permitting an accelerated comment turnover. All of which would effectuate the mentoring process. Additionally, adding a checklist feature to track progress in projects would increase organization and mentor accountability.

Mentor profiles would enable individuals to provide information regarding mentoring experience, interests, languages, and other categories to create adequate matches between mentors and mentees. For instance, a mentor might include that she or he enjoys working with entrepreneurs. On the administrative end, profiles about VVCR staff would be able to establish information about positions, note who to contact for certain tasks, and provide a more personal exposition of the women themselves. As a result, the organization would be able to create stronger bonds between staff and mentors.

As managers, VVCR staff must maintain updated calendars and equally publicize events as a reliable marketing tool. Planning ahead, by keeping events and documents relevant, would promote attendance at events and mentor trainings. The calendar feature would serve as a timeline for document submission to ensure mentors stay on course. To endure the organization's

mission long term, mentors must remain contemporaneous with mentoring practices and VVCR initiatives. A media library would provide a continuation of VVCR subjected curriculum, as and organized source for links, videos, books, past VVCR presentations, and other resources for mentor edification.

While we analyzed researched features to predict successful organization outcomes for efficiency of an online system, further scrutiny is required to tailor features to the specific needs of VVCR. In the following sections of our paper, we outlined the steps taken to study best features and evaluated organization infrastructure. We later compiled and analyzed this data according to VVCR's prescribed needs. Our examination process guided the determination of deliverables for VVCR to actualize a functional system. Once implemented, this system could benefit the organization's mission to improve the lives of women and their families in Costa Rica, in their communities, and in their country.

Chapter 3: Methodology

This project aimed to help VVCR enhance and expand its current mentor network by designing an integrated web-based platform. We approached the project using a human-centered design process that involved deep engagement with our stakeholders to design a web platform that responded to their needs. The components of this platform included a temporary website that allowed mentors to access documentation, a media library, and a frequently asked questions page; an integrated CRM that served as a central hub for accessing mentor documentation, continued educational resources, and connected mentors and staff; and an implementation guide. To achieve these goals, we completed the following four objectives:

- 1) Understand VVCR staff and mentor perspectives on communication and coordination needs.**
- 2) Design a web platform to update the existing VVCR website.**
- 3) Design a web platform to improve the existing CRM and extend functionality to mentors.**
- 4) Create an Implementation Guide that outlines a user interface and workflow of the CRM for De La Guayaba & VVCR.**

The sections below first introduce the human-centered design process that our team employed throughout our methodology to achieve objectives, then describe in detail how we accomplished each objective and how we implemented our adapted human-centered design approach.

3.3 The Human-Centered Design Process

IDEO, a global design and innovation firm defines human-centered design as a creative problem solving approach that consists of three phases: inspiration, ideation, and implementation (IDEO, 2018). The process is tailored to focus on the design needs of the client and uses deep empathy to generate various ideas, present them, and formulate several prototypes (Dam & Siang, 2018). Deep empathy in human-centered design involves a thoughtful consideration of the

client's environment, interactions with their environment, the client's feelings, desires, and needs to appreciate faced difficulties (Dam & Siang, 2018). This empathy yields an explanation of the client's role in society and its consequent behavior. Attending to the client's wants, needs, and preferences allows for the creation of a desirable design.



Figure 5. Our team's adapted design process

Shown above in Figure 5, we adapted the approach to human-centered design, and identified five phases: observe and understand, define and ideate, prototype, test, iterate and scale. This process was evident in each of our objectives. We accomplished our observing and understanding phase in objective one, including participant observation and many in-depth discussions with our stakeholders. We went through the phases of defining and ideating, prototyping, and testing for objectives two and three. This iterative design process included an interactive and dynamic method of throwaway prototyping. We completed the iterating and scaling phase in objective four with the creation of an implementation guide.

3.1 Objective 1: Understand VVCR Staff and Mentor Perspectives on Communication and Coordination Needs

To develop a web platform that would benefit VVCR staff, mentors, and De La Guayaba, it was pertinent our group evaluated each of these stakeholders' needs and desires. This reflected the observation and understanding phase of our human-centered design process. We did this through several in-depth conversations with VVCR and De La Guayaba, participating in the

Vital Voices mentoring program, surveying mentors, and conducting focus groups. Taking from survey responses and focus groups, we opened up to creative opportunities by listening to the clients' perspectives. Based on these findings, we then defined our project goal by prioritizing systematic and functional web-based features relative to VVCR's goal of expanding to reach more women.

During our in-depth meetings with VVCR staff, we aimed to answer the following key research questions: What are the organization goals? What is the existing state of the online platform? How does the organization design and update its platforms? What are the mentor and mentee needs or perspectives on the current system? With VVCR staff, we discussed the organization's mission, training method, infrastructure, technical ability of stakeholders, and mentoring projects involving other businesses. VVCR then gave us access to the company's Dropbox, which contained presentations for mentor training, leadership tests, and weekly mentor logs. In addition, VVCR sent information on its customer relationship management (CRM), which stored mentor and mentee information.

Collecting data directly from VVCR staff produced one complexity to our research. Some of the documents provided were intended for promotional purposes to bolster a particular perception of Vital Voices to the public eye. Thus, we recognized that promotional documentation introduced a level of bias to our research. To overcome this bias, we confirmed the information provided to us by VVCR by talking to various mentors through participant observation and distribution of surveys to identify any discrepancies.

Our group engaged in a unique participant observation study by each entering the Vital Voices mentoring program ourselves as mentees. Vital Voices matched each team member with an English-speaking mentor to complete the eight-week VVCR mentoring program. During the program, individual team members scheduled a one-hour video or voice call session with respective mentors. In the initial calls, we each identified a personal objective to attain by the end of the eight weeks. In addition to working on our personal growth goals, we observed our mentors' use of technology and later asked informal follow up questions regarding mentor practices and technology usage within the context of VVCR. We recorded our observations and then synthesized our findings in an online document.

The participant observation study was limited as the method relied on personal observation. The technique required extensive note taking including one's own impressions ("Observation: Participant Observation," n.d.). As such, individual viewpoints were submitted as evidence. Furthermore, certain emotions such as sympathy or empathy can destroy participant objectivity. To ensure validity and mitigate any bias arising from this qualitative research approach, we compared each team member's different observations. Furthermore, as a result of our team's similar demographic, we captured a unique perspective of VVCR's goals.

Through the survey of mentors, we obtained insight on their use of technology within their mentoring practices. We asked about mentoring methods, level of technological competency and usage, opinions on the VVCR documentation process, and potential helpful features for an online system. The Executive Director of Vital Voices administered our survey by email and WhatsApp with a link to a google form. Because the survey was administered online, there was a potential bias for respondents. It was possible most respondents had more experience using technology.

To further support our findings from the survey and participant observation, we conducted a focus group in San Pedro, San Jose with two mentors in which we asked similar questions about mentoring and technology. We anticipated a small language barrier which we prepared for by translating focus group material into Spanish. Furthermore, to prevent miscommunication, the Executive Director of Vital Voices led the focus group and, with permission, we made a voice recording of mentor responses to review later. After listening to the recording, we took detailed notes on mentor responses. Later, we met with the Executive Director to compare notes. We discussed topics including general mentoring processes, comfort with technology and social media, as well as desired features for mentoring platforms (Refer to Appendix D for complete list of questions).

Synthesizing our observations, we developed criteria and characteristics of a virtual system to address VVCR's need for a simplified documentation process, connection of mentors with each other and staff, and enhancement of mentoring practices through educational resources. We determined categories that captured the areas of VVCR's infrastructure with the greatest potential for improvement to facilitate growth. Then we created a Venn diagram to sort features according to these improvement areas. We prioritized the features for both the CRM and

the website through brainstorming sessions with VVCR staff. After prioritizing features, we compiled a weight design matrix comparing ease of implementation and impact of features. We used this matrix as the last selection criteria to finalize website and CRM features.

Once we determined the necessary features to include in the web platforms, our team met with VVCR's technical consultant, De La Guayaba, and learned about the technical side of the CRM and the website. By explaining the complexity of the coding language, De La Guayaba helped us determine attainable deliverables - an updated website and designs for a future CRM - narrowing our project scope. This prompted our progression to the next phases of our human-centered design process: defining and ideating, prototyping, and testing designs for both the web platform and CRM.

3.2 Objective 2: Design a Web Platform to Update the Existing VVCR Website

Synthesizing our findings from our comprehensive staff communications, participant observation study, survey, and focus groups, we clearly defined our project deliverables. We first updated the existing VVCR website with a mentor portal as a transitional platform to the future CRM.

Our discussion with De La Guayaba steered us in the decision to make mockups as “design definitions,” or blueprints, which would highlight the most important features to implement into a final website model. Guided by VVCR's expressed needs for the portal features, we then performed the define, ideate, and prototype phases of our human-centered design process. The updated website model is a general mentor portal which provided direct access to mentoring forms, added a media library for mentoring resources, and included a frequently asked questions page. Our website portal design served as a transitional platform to address VVCR's needs in a short-term solution.

To prototype the website design, we began with the define and ideate phase of our human-centered design process by first defining our problem. We decided the possible features to include and page layouts, then we sketched basic design ideas along with VVCR staff. Including our client in this early iteration allowed us to understand which features they most

desired as well as visualize the imagined end product. This early ideation phase helped us refine our design definition to fully address VVCR's needs.

After sketching the design ideas, we digitized our drawings by using the program Balsamiq. Balsamiq is a software that allows users to create rapid-fire mockups of websites in a functional format, without having to build the actual site. Users can click through these mockups to partake in the user interface. We tested client visions by refining prototypes in a trial-and-error manner based on sketched and virtual mockups. Our devised prototype-and-test process entailed one team member designing a section and the rest providing comments. Once our group approved the first iteration design, we presented the mockup to VVCR staff for feedback. We used this iterative feedback process to create alternate versions of the designs. The later prototype iterations resulted in tangible models which we presented for additional guidance to the mentors and VVCR staff in the first focus group held in San Pedro. We tested the robustness of the prototypes asking: Were we on target? How could we evolve our designs? Were there any features missing? Listening to this feedback, we designed a second iteration prototype for the website and then repeated the process again. Several repetitions of these phases led us to a final prototype, which incorporated mentor and staff feedback. We showed the designs to De La Guayaba for further recommendations from a technical perspective. Based on De La Guayaba's recommendations, we created a finalized model for the website as an optimal solution for our design using Balsamiq.

3.3 Objective 3: Design a web platform to improve the existing CRM and extend functionality to mentors

The second project deliverable was to design a new customer relationship management platform as a central database for information collection and management. We created the CRM based on two separate views, the mentor and the administrative view. The mentor view functioned as a mentor portal which stored documentation, educational resources, a VVCR staff, mentor, and business directory, a personal profile, and a FAQ page. The administrative view was similar to the mentor view with additional control features to update and maintain the information displayed to the mentors on the CRM; therefore, we first created the mentor view

and then moved onto the administrative view. In the future, De La Guayaba will directly code the new CRM; therefore, to design the platform in a way that could be easily communicated to De La Guayaba, we used the softwares Balsamiq and Infogram. Infogram is a web-based data visualization platform. We used Infogram to create infographics and charts that were built into the CRM to display important data from the database in the form of real time indicators (“Infogram: Create Infographics, Reports and Maps,” 2018).

To design a centralized CRM for VVCR, our team undertook the same ideate, prototype, and test phases that we used to design the website. We began by designing the mentor view of the CRM. Starting with internal brainstorming, we used the same ‘throwaway prototyping’ method described above to create several iterations quickly. This process slightly differed from the above described process wherein we added one more prototype phase. Each team member sketched ideas on paper for specific CRM pages. With every personal sketch, we presented our ideas to the group and gave constructive feedback. Then, we compiled design ideas into a group design. Upon agreement of a model, we drafted a large-scaled version of the page. We then converted our large-scale sketches to digital versions in Balsamiq, as we did in the website design in objective two. Upon disagreement of a design, we voted. If we reached no consensus, we created multiple digital designs. We then discussed all design blueprints at our second focus group in Escazú and received feedback and suggestions from VVCR staff and mentor participants. The virtual mockup format allowed us to easily revise the design according to stakeholder reviews on navigation and functionality. We refined versions of individual pages and re-presented to VVCR staff for further remarks.

We repeated this design process to adapt the mentor view of the CRM into an administrative view by adding additional features. We then proposed the administrative view prototype to VVCR staff for feedback and made any suggested revisions. An additional deliverable to our project was the redesign of VVCR’s indicators. These indicators were statistical measurements of mentor engagement and demographics, and organizational growth over time. We generated the infographics and charts created for the page of indicators in Infogram. Besides updating metric values, Infogram allowed us to make the indicators more visually appealing with modernized icons and charts.

Finally, we presented De La Guayaba with our latest prototype for technical advice. Afterwards, we finalized our mockup designs and sent them to De La Guayaba. This human-centered design approach enabled us to model a CRM prototype tailored to our clients' desires and requirements.

3.4 Objective 4: Create an Implementation Guide that Outlines a User Interface and Workflow of the CRM for De La Guayaba & VVCR

After we finalized the designs of the mockups for both the website and CRM, we shifted into the final phase of our human-centered design process: iterate and scale. We created an implementation guide for VVCR staff as a compilation of all of our mockups and explanation of how to integrate these designs into the VVCR mentoring process. We guided the user in a walk through of each created view, complete with descriptions and images of the pages. We then provided sitemaps for De La Guayaba and recommendations for VVCR. The sitemaps displayed the back-end of the user interface in a workflow to explain the user experience and show the flow of data. This workflow outlined the coding of the systems in a stepwise manner so that when De La Guayaba coded the portal and CRM, the process was organized.

To organize information presented in the implementation guide, we followed other implementation guide examples for web systems (Cochran, Day, Seely & Carlson, 2017). We verified the visual appeal of the implementation guide by presenting the first version of the guide to VVCR staff and discussing details such as layout, readability, and visual aesthetic. We then collected feedback to generate a final version of the implementation guide.

Chapter Summary Scheme

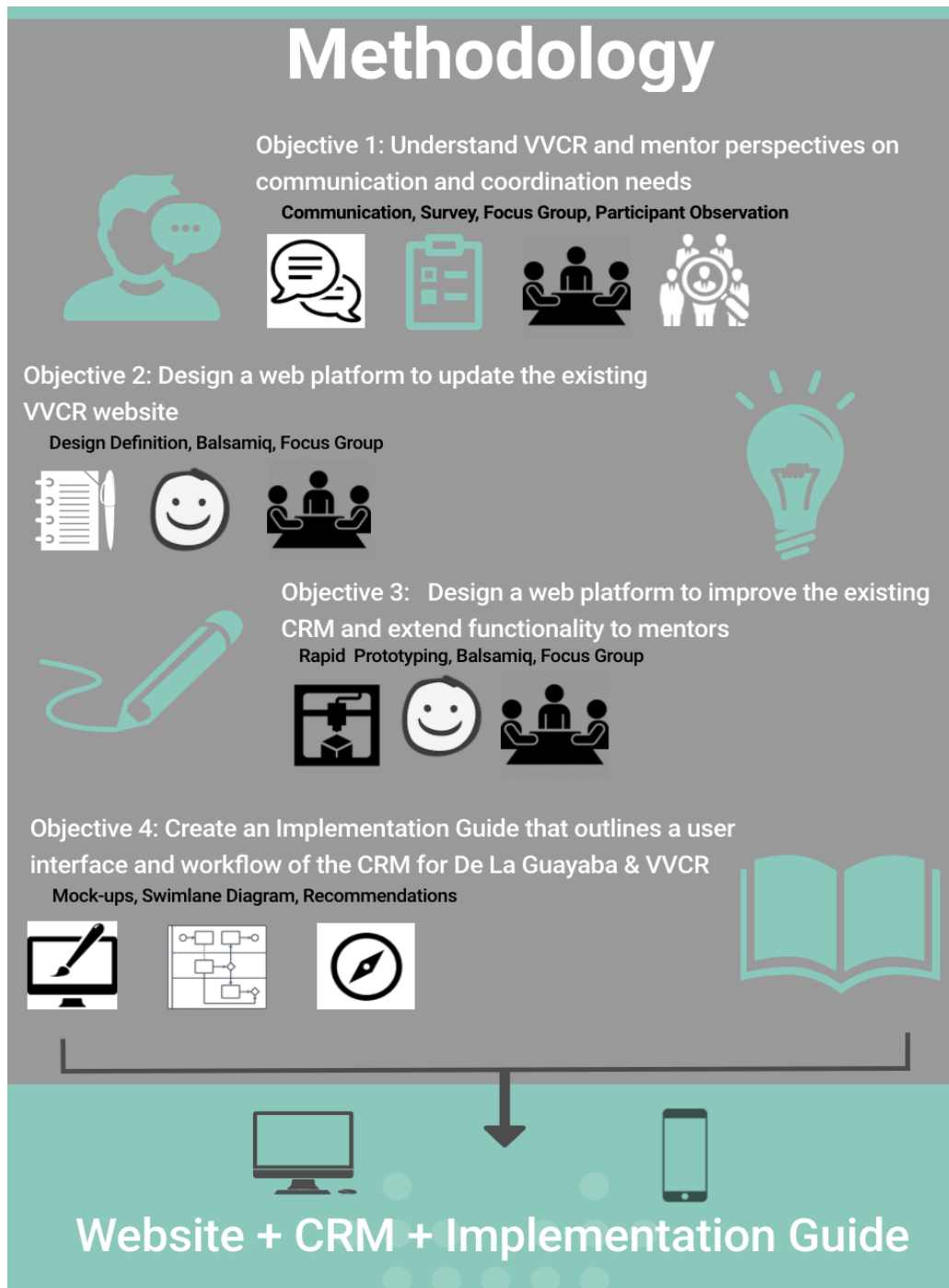


Figure 6. Methodology chapter summary graphic

Chapter 4: Results and Synthesis

Chapter four reports and synthesizes our findings from our participant observation study, our survey, focus groups, and in-depth stakeholder conversations. Each team member completed the mentoring process with an assigned English-speaking VVCR mentor. Additionally, we administered a survey to mentors and received 28 responses. We held our first focus group in San Pedro, San Jose with two mentor participants and our second in Escazú, San Jose with six mentor participants. At each of the two focus groups a VVCR staff member was present to help facilitate communications.

For the below described findings and synthesis, we recognized that our participant observation study was a unique experience in that we, as mentees, asked questions to our mentors regarding the unseen mentoring process. Our ability to inquire about the mentoring process also shifted our mentoring relationship. Conventionally, a mentoring relationship can create a dependency on the mentor for guidance; yet, our team worked with mentors as consultants to receive feedback and ideas. Our relationship, therefore, became mutually beneficial by shifting the conversation to the mentee asking questions. Furthermore, our team came from more stable backgrounds and higher economic standing than those of a typical mentee. Still, our mentors relied on the same VVCR taught mentoring techniques throughout the process.

Moreover, throughout the survey we asked questions about VVCR's existing technology, how mentors used technology personally and for the mentoring process, and about possible platform features to aid in their VVCR experience. In our first survey question, we established our audience of respondents to be composed mainly of those mentors who have completed projects within the last year. Only seven percent of the respondents had never completed a mentoring project. It was possible that our poll of mentors had completed projects in the last year because these mentors regularly checked VVCR notifications. Additionally, our survey posed a potential bias as we administered the survey itself electronically. We mitigated this bias by asking similar, technology-related, questions to focus group participants.

We divided our findings and synthesis into the evaluation of the technical components of existing VVCR technology, mentor use of technology, and desired features and prioritization of features. The following list summarizes our key findings from our methodology used to determine our stakeholders' needs for a web-based platform.

Key findings overview for all objectives: Stakeholder needs for the virtual platform

- I. The organization's documentation process was cumbersome and lacked a centralized location for access, upload, and download.
- II. VVCR communication occurred over several separate applications, such as Facebook, WhatsApp, email, Dropbox, and Google Forms.
- III. Mentors sought a collaborative networking space to share ideas and support each other in their individual businesses.
- IV. Most mentors completed documentation using a mobile phone.

4.1 Evaluating the Technical Components of Existing VVCR

Technology

When we met with De La Guayaba, we discussed the organization of VVCR's website and administrative CRM. We learned that the website was built on a program called Drupal, which is an open source, free platform for web development that takes information and matches it to displays to create webpages. Drupal is a complex language, and as such, we learned that our team could not make changes to the website directly. We also learned that the CRM was not based on an existing coding language. Instead, it was uniquely coded by the De La Guayaba team. While the staff remained the only VVCR members who had access to the CRM database, De La Guayaba was in the process of transforming the database into a centralized location for information allowing for mentor access. Our team was unfamiliar with the code used by De La Guayaba and therefore, could not alter the coded CRM.

After this conversation, we narrowed the scope of our project to the creation of a design definition in the form of functional mockups. Furthermore, this discussion with De La Guayaba prompted us to consult with a professional software developer in the United States to discuss

possible softwares to design system models. From this conversation, we decided to use the program Balsamiq as a functional mockup tool.

After we synthesized a design definition and met with De La Guayaba to learn about the technical aspects of VVCR’s systems, we analyzed the existing CRM. From our analysis we learned that the system stored basic mentor profiles, shown in Figure 7, and project information, shown in Figure 8. This data was stated in a list and could be designed to be more visually appealing.

Foto	Profile	Nombres	Teléfono móvil	Correo electrónico	Activo
1	Contacto	Abarca Mariela	506 71091809	mabarca@forbeslatam.net	✓
2	Mentor	Abarca Fedullo Adriana	871209653	n_anish@live.com	✓
3	Contacto	Abarca Jara Yanning	400102320	clientes@demoscopia.co.cr	✓

Figure 7. List of profiles in the old CRM

Nombre del Proyecto	Cliente	Fecha de inicio	Fecha de finalización	Asistencia	Documentos	Certificación en empresa
1	CARSI	01/jul/2016	30/sep/2016	30		✗
2	Coca Cola	01/may/2013	30/nov/2013	75		✗
3	Día de Mentoría Hogar Siembra	13/may/2017	13/may/2017	26		✗
4	Día de Mentoría Posada de Belén	25/nov/2017	25/nov/2017	18	Dia_de_Mentoria_Posada_de_Belen.pdf	✗

Figure 8. List of projects in the old CRM

It also provided numerical counts for statistics which tracked organizational growth, such as number of mentors trained. Our team recognized an opportunity to reorganize the CRM to include auxiliary features to improve administrative operations by making processes more efficient. To reorganize the CRM, we learned that we needed to divide the CRM into two separate views - a mentor view and an administrative view. We also determined that the mentor view of the CRM should contain a place for form completion or upload and more elaborate

mentor profiles, while the administrative view should contain a page to display indicators. Moreover, in analyzing the existing CRM, we realized that the indicators required numerical updating. Then, when VVCR staff asked us to make new indicators, we reviewed the indicator data displayed, shown in Figure 9. From this, we recognized an opportunity to improve the visual display of the data to reflect the statistics.

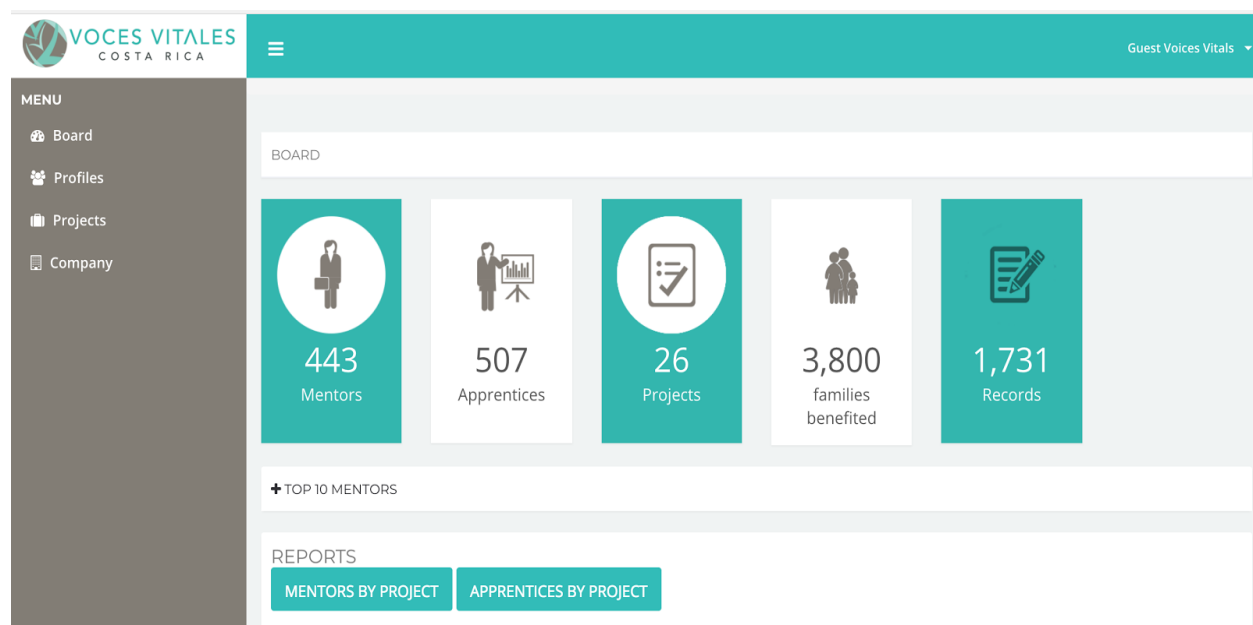


Figure 9. The indicators within the old CRM

4.2 Mentor use of Technology

After evaluating the technical aspects of VVCR's website and existing CRM, we shifted our focus to our clients' understandings and perspectives of the current systems. In our survey, we asked mentors to rate their comfort level with technology according to the following criteria:

Low: I own a device and I can perform simple tasks with email, camera, internet as well as make phone calls and send text messages.

Medium: I am very comfortable with the use of email, camera, internet, phone calls and texting, but I still have a few questions about navigating my device such as using banking and other social media apps, uploading or downloading files or sending and receiving information from other users.

High: I am an expert and could teach others how to use my device. I can do most or all of the following "access and interact in social media, send emails with attached files or links, upload and download files, scan files, use banking, and other virtual platforms."

Below shows the observed results from this survey question:

Rate your comfort level with technology.

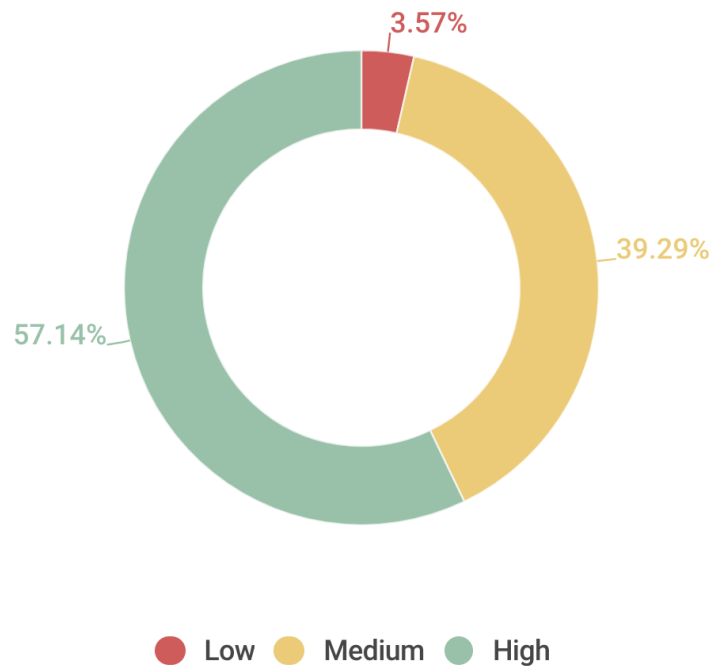


Figure 10. Mentors' level of comfort with technology

As seen in Figure 10 above, the majority of survey respondents were comfortable using technology. We yielded a similar finding in our first focus group in San Pedro. Both of the focus group participants reported that they were "comfortable with using technology" and that "it [technology] was not too difficult to understand." Each mentor also noted that, given the chance, they would like to learn more about technology. Likewise, two of our group member's mentors from our participant observation study exhibited a strong grasp of technology. Megan and Amanda's mentors knew how to use Skype and WhatsApp features, had set up their own organizational systems for accessing and uploading documents, and used various calendar

applications to schedule mentoring meetings and personal appointments. On the contrary, Hannah and Zoe’s mentors showed a lower technological proficiency, struggling to quickly access and upload documents and search for emails. Even though Zoe’s mentor could adequately use Skype and Whatsapp, her mentor had to be guided through more complex actions such as bookmarking the VVCR Dropbox page. Concurrently, Hannah’s mentor needed instruction for how to switch between Skype audio and video. Additionally, it was clear through our observations that none of the mentors organized their emails by folders.

To gain a deeper understanding of how mentors use technology throughout the VVCR mentoring process, we explored modes of communication with mentees and other applications used during the mentoring process. First, in our survey, we asked mentors how they executed their mentoring sessions with mentees, and obtained the following results displayed in Figure 11.

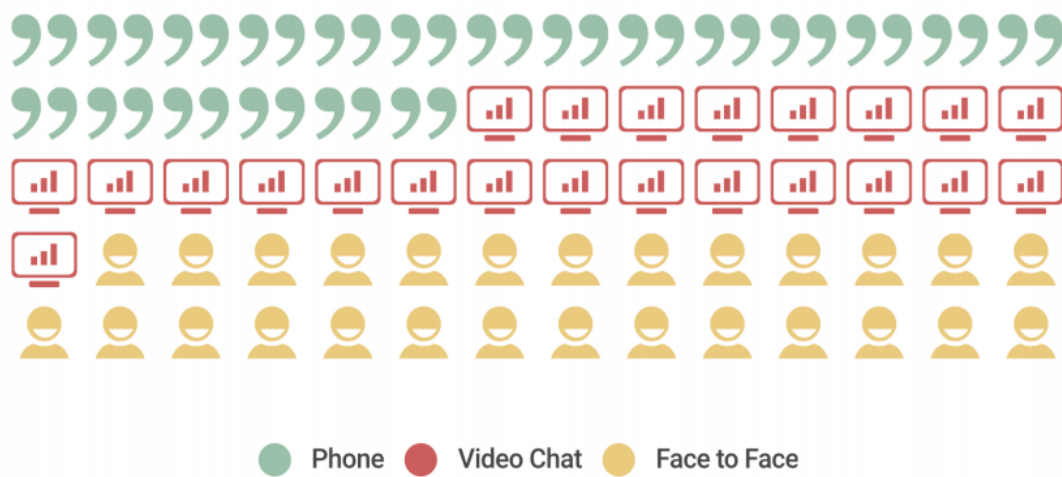


Figure 11. Modes of mentoring communication

In the above figure, 28.3% of mentors preferred using a phone for mentoring sessions, 32.6% used video chat, and 39.1% relied on face-to-face mentoring interactions. Although many mentors continued to complete mentoring sessions in face-to-face environments, a comparable percentage chose to use video chat. This provided us with evidence that there was room for growth within a virtual platform to employ features that could strengthen the mentoring process.

Additionally, during our participant observation study, we inquired about our mentors’ preferences for virtual or face-to-face mentoring. We discovered that Megan’s mentor favored meetings over the phone rather than facetime or in person because she felt it was more time and

cost efficient. She explained that virtual meetings required less traveling time to the mentoring location, and required no money spent on coffee or a meal if the meeting took place at a food establishment. She also felt strongly that no value was lost from the mentoring session when it occurred over the phone, although she acknowledged the value of visually reading body language within a face-to-face interaction. Amanda's mentor also preferred virtual mentoring for similar reasons, and even when in Costa Rica, she still chose to mentor Amanda virtually. Opposed to Megan and Amanda's mentors, Hannah's mentor reported an inclination for face-to-face interactions. She felt that the mentee could build trust more quickly in a face-to-face interaction, which added value to the mentoring process. She found mentoring easier when accompanied by body language and cues from her mentee. The other mentors reported no strong preference for one mode of communication over the other.

Next we inquired with mentors about the technology they used during mentoring. In our survey, we asked mentors to indicate, from a set list, which other platforms they used within the mentoring process. Eighteen of 28 mentors reported using email to help their mentoring sessions, 14 mentors reported using skype, 13 indicated the use of WhatsApp, two checked using Dropbox, two reported using books, pamphlets, and reading material, one indicated using Zoom or another video chatting platform, zero reported using Instagram, Facebook, or Twitter. This question helped us establish which other modes of technology mentors were familiar with and used. Responses indicated which platform features could be imitated by our own platform designs. By centering the design around the mentor's technology background, our web platforms would be more easily implemented and received by the mentors.

We followed up our survey question by asking the mentors in our first focus group which VVCR social media pages and applications they used to communicate. Both of the participants indicated that they regularly used WhatsApp to communicate and Facebook for personal purposes; however, only one of the mentors had joined the VVCR mentor's Facebook page. In fact, when the other mentor in the focus group did not know how to join the page, VVCR's Executive Director showed the mentor how to join the page. Furthermore, one mentor reported using Youtube for mentoring courses on new subjects, although she noted that she did not use the site often. The other mentor indicated that she only used Youtube for personal reasons,

unrelated to VVCR. Both of the women explicated that they appreciated the aspect of communication and collaboration that social media allows.

Similarly, other mentors from our survey poll indicated that they used or joined the following systems and groups for VVCR, personal, or work-related actions: WhatsApp, email, Facebook, online banking, LinkedIn, Zoom, Youtube, and virtual courses. This question established the general use of platforms by participants and allowed us to interpret the capability of the mentors to operate technology and work with our proposed platform. Furthermore, it provided more specific feedback to VVCR for its own interest in analyzing mentor use of Facebook platforms, online banking, and online courses.

Finally, our group focused our questions to mentors on the documentation process to understand how we could efficiently redesign VVCR’s documentation process around the clients’ needs. We first gauged how much time mentors required to complete documentation for each mentoring session. Shown in Figure 12 are the received responses.

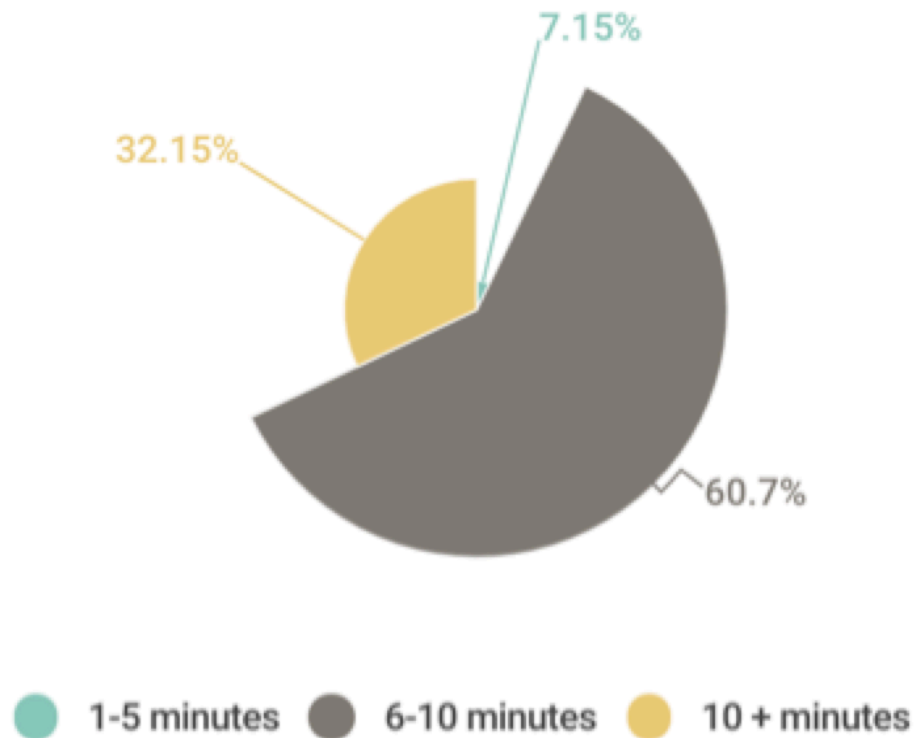


Figure 12. Time taken by mentors to complete documentation

Responses to this question indicated that uploading documents took most responders greater than six minutes; therefore, the process was less efficient than it could be, confirming the need to make this process faster for mentors. Here, we learned that our platform designs should centralize documentation to allow for quicker access.

Similarly, responses from another question confirmed the inefficiency of the documentation process. We asked mentors how they accessed logs and leadership tests and recorded the following responses in Figure 13.

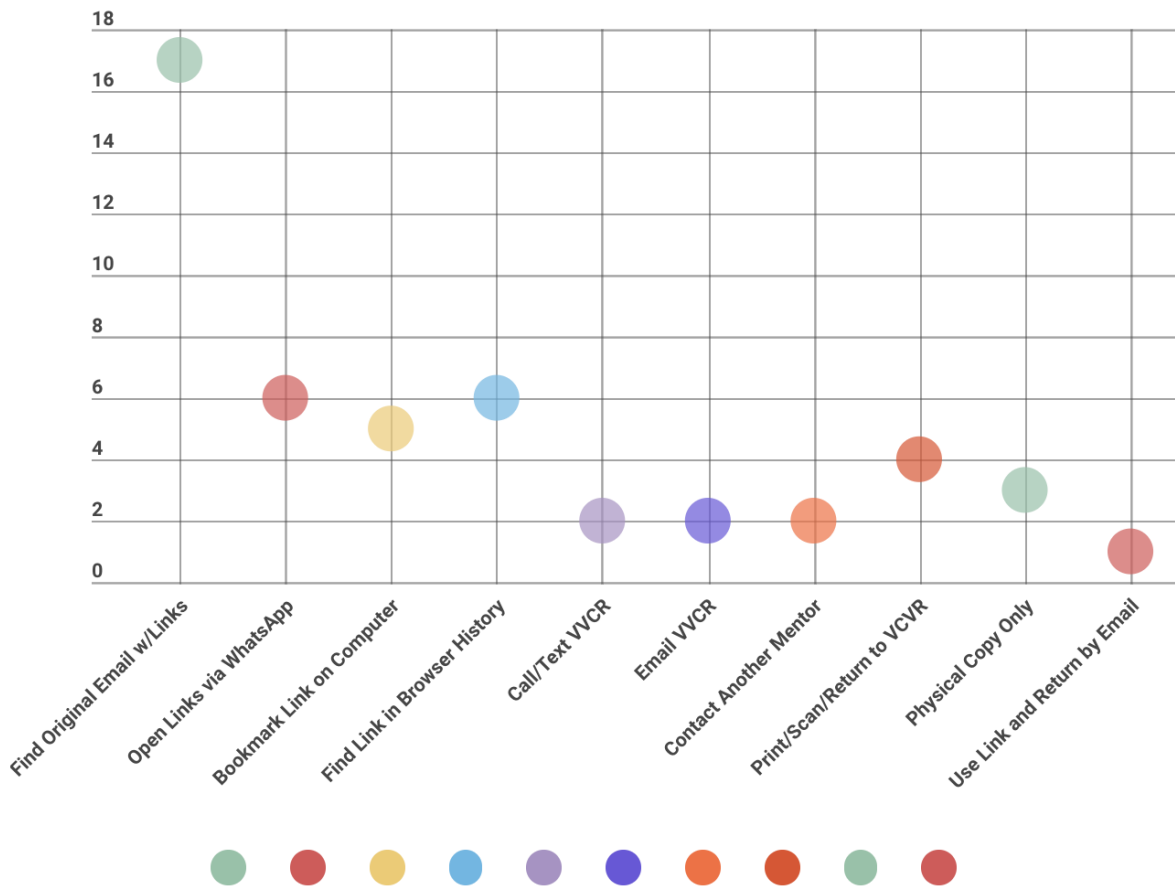


Figure 13. Responses for how mentors access logs and leadership tests

Most mentors specified that they found the original link to the mentoring forms by searching their email. This question both confirmed our understanding of how mentors completed documentation and revealed the cumbersomeness of the documentation process. The process of mentors searching through emails, then getting linked to a Dropbox folder which

contained PDF documents, then, again, getting linked to Google Forms was very tedious and cost inefficient. Comparable to the first focus group question about how the mentors completed the documentation process, participants particularized that accessing documentations was not a difficult one, although they estimated that the process took about ten minutes. Furthermore, they contemplated the time it took them to retrieve forms and recognized that the process could be more efficient. Moreover, in our participant observation study, we observed how our mentors accessed documents by finding the original email containing the Dropbox link from VVCR; therefore, we learned that there was cause for a centralized location for the documents in our platform designs.

After we determined the inconvenience of the documentation process, we asked mentors their opinions on how to make the process more efficient. Figure 14 displays a tally of mentor responses per comment:

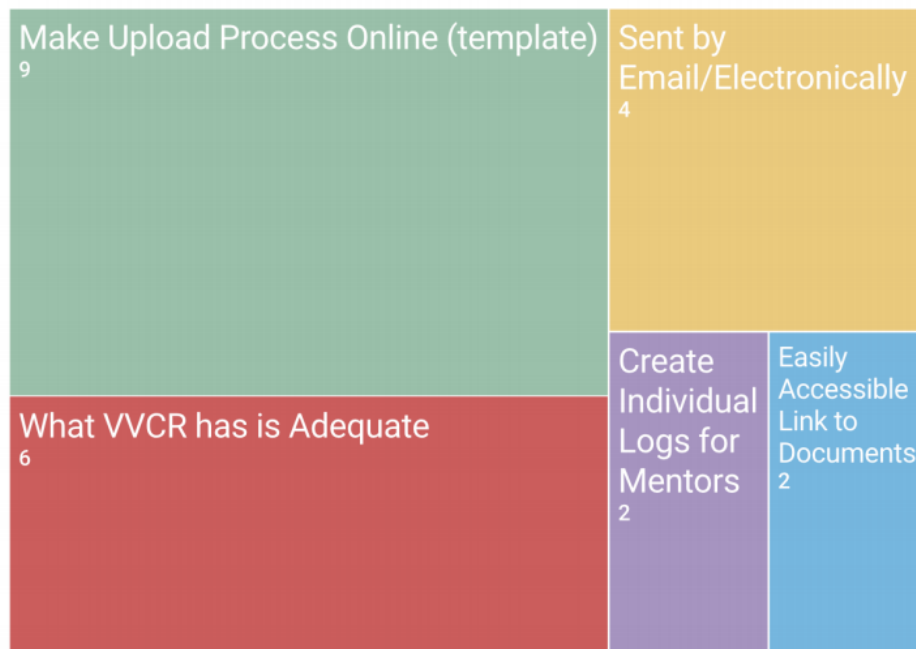


Figure 14. Tree map to display mentor responses for increasing the efficiency of the documentation process

Even though six mentors attested to the current documentation process, the majority revealed a desire for an online location for documentation access. From this question, we

determined that the creation of a virtual platform was a suitable solution to the inefficient documentation process for VVCR.

4.3 Desired Features and Prioritization

Aside from a central document access point in a virtual space, we wanted to determine other desired web platform features. Once we established how mentors used technology both within the VVCR mentoring process and in their personal lives, we asked mentors about desired features for a virtual platform. We then prioritized these features based on our clients' desire for the feature, ease of implementation, and impact of features on platform effectiveness.

4.2.1 Features Desired by Mentors for a Virtual Platform

A unique aspect of our participant observation study was our ability to ask our mentors about their mentoring experience with VVCR. To understand their experiences, we executed informal interviews wherein we proposed an online system for mentors to use during the mentoring process and inquired about which system tools the mentors might find helpful. Our mentors responded by requesting a discussion board where mentors could ask for help, when needed, in the mentoring process such as questions to ask mentees or homework to assign. Our mentors also suggested a media library containing educational resources. Responses to our survey repeated this request. We asked mentors an open-ended question to obtain other suggestions and comments about the implementation of technology into VVCR's mentoring process. Feedback indicated a strong desire for a collaborative space for mentors to interact. Mentors in our first focus group confirmed this desire by suggesting a "more collaborative networking platform" to "keep [themselves] engaged with VVCR ... as well as [create] a support system with other mentors." However, when we presented these findings to VVCR staff, we received resistance. Staff members voiced concerns about regulating content and about disclosing private mentee information. We understood these concerns and designed a direct, collaborative space focused around the media library, where mentors could respond to and comment on specific educational resources posted by VVCR staff. Furthermore, we included content regulation features for the staff by allowing for the deletion of mentor comments.

Besides a collaborative space and a media library, mentors requested a calendar section in our first focus group. While a few responses from our open-ended survey question for suggestions and comments on technology specified a calendar feature to display VVCR events and schedule mentoring sessions, mentors from the San Pedro focus group requested a calendar that solely displayed future VVCR events. They mentioned that combining both VVCR events and personal calendar items could become confusing. Furthermore, mentors gave us visual design feedback for the structure of the calendar. Mentors stated that a combination of the existing website map of events and a standard monthly calendar display would be optimal. As a result, we designed a calendar to display both dates and descriptions of events to the right of the calendar view, while highlighting event days in a monthly view.

Along with the request for a calendar, mentors also sought the inclusion of an announcements section and a frequently asked questions (FAQ) page within the contrived platform. In our informal interviews during our participant observation study, our mentors proposed a FAQ section containing helpful instructions as a reference section for technological uncertainties and other responses to general questions repeatedly submitted in WhatsApp. Furthermore, Hannah's mentor noted that VVCR staff posted project opportunities in multiple different applications including Facebook, email, and WhatsApp. Her mentor sought an announcements page as one central location to promote events and project information.

Finally, in our survey we asked mentors whether or not they took notes during mentoring sessions. The great majority, 89.3% of survey respondents, indicated that they did take notes and that a notes section could be convenient for mentoring productivity.

In addition to the above stated features, our team suggested two other features for the web platform. Based on our in-depth conversations with stakeholders and research on mentoring practices, we determined that the use of a checklist and badge system would promote mentor engagement by eliciting motivation. A checklist feature to list tasks would hold mentors accountable for the completion of forms. Meanwhile, a badge system would reward mentors for their accomplishments with VVCR and recognize their level of participation. Furthermore, these badges could encourage mentor involvement within the platform itself by designating badges for viewing media library content, including continuing education resources, and commenting on

staff provided links and videos. We listened to all of our clients' requests for features of a virtual platform, then we compiled a list of all of the desired features.

4.2.2 Feature Prioritization

Based on our analysis of VVCR's existing technological platforms and our discussions with De La Guayaba explaining the technical aspects of VVCR's website and administrative CRM, we prioritized our compiled list of desired features. We broke the needs of VVCR's platform into three main goals; communication, organization, and efficiency; all of which contributed to the organization's long term growth objective of impacting 50,000 people.

According to these three organization goals, we categorized features based on how each feature fit within each goal. Figure 15 below shows the Venn diagram depicting which goal each feature attained:



Figure 15. Venn diagram for web platform features connected to VVCR's long term goals

We then asked VVCR staff to rank the importance of the features. After which, we used a weight design matrix, shown in Figure 16, to compare ease of implementation of features with impact.

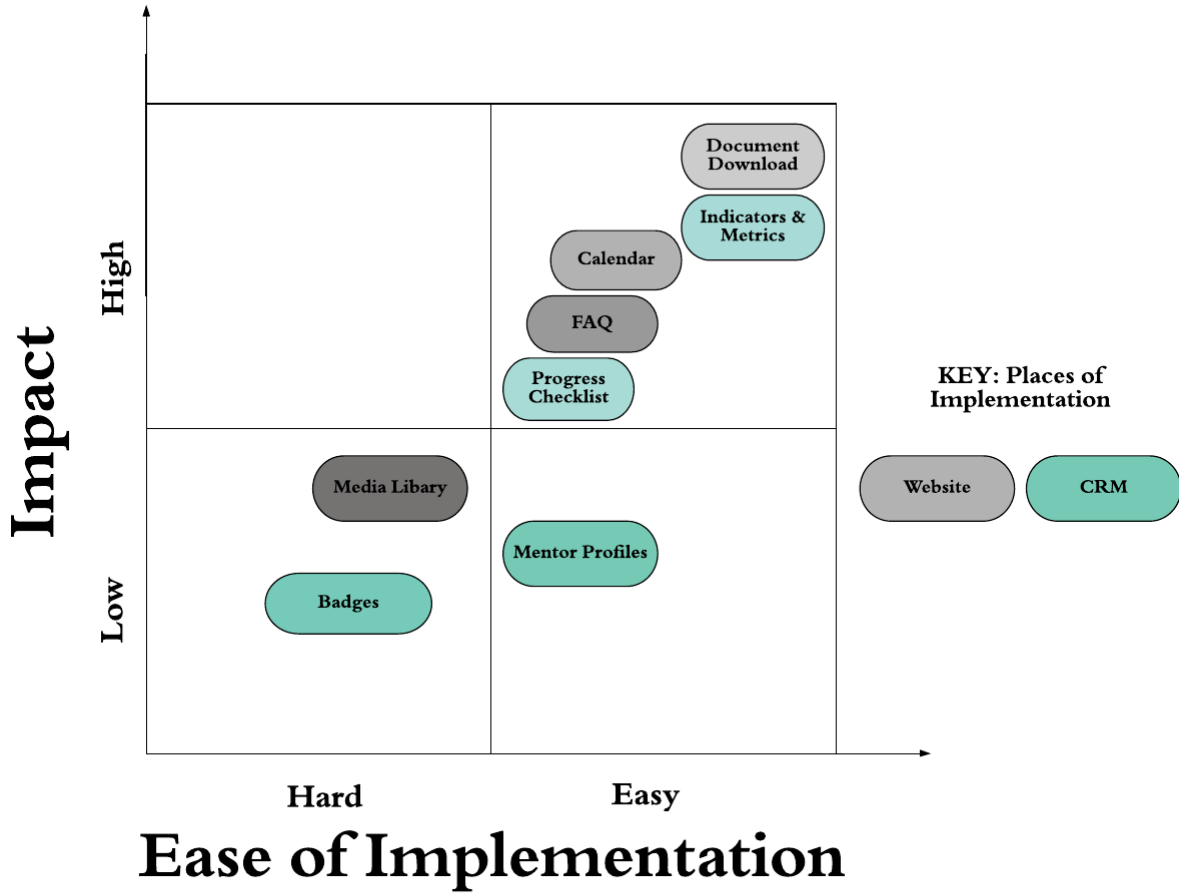


Figure 16. Features organized by ease implementation and impact

Finally, we broke these features down even more by categorizing whether they could be implemented immediately within the updated website or later on the new CRM. Then, we prioritized each feature in order of importance relative to VVCR’s long term goals. Our results are listed in Figure 17.

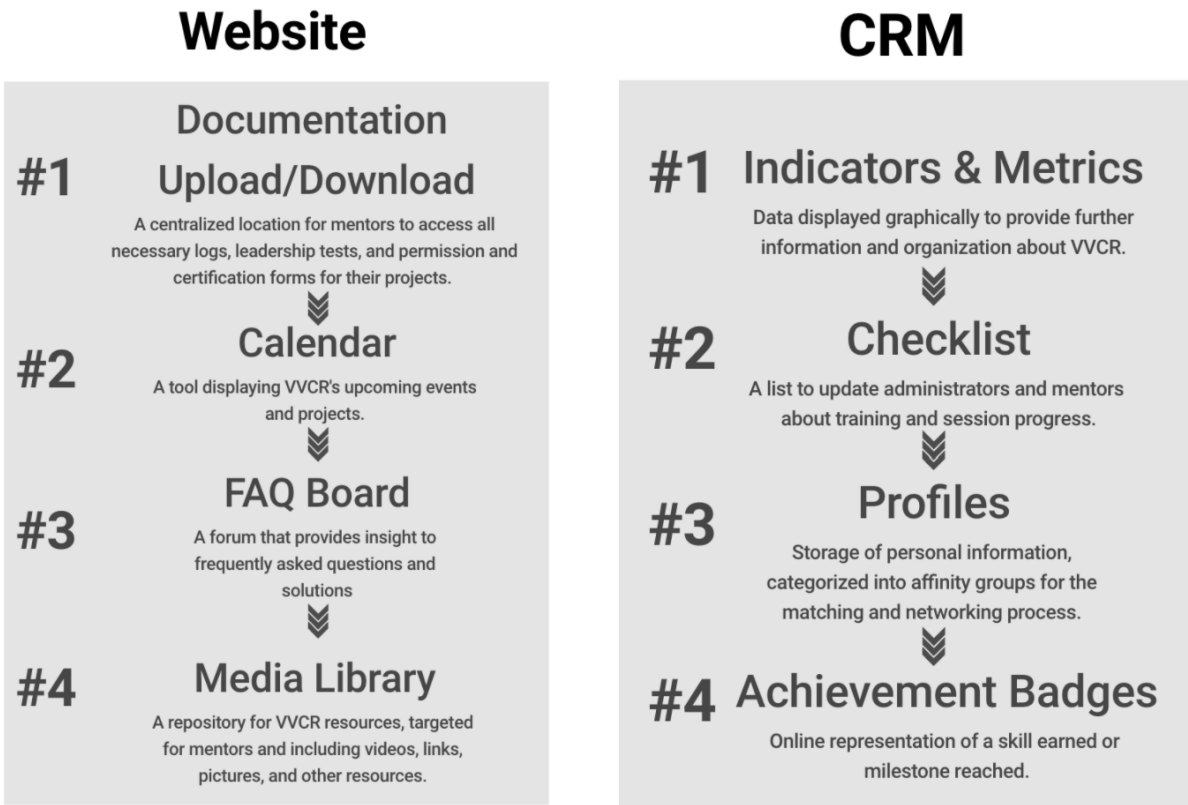


Figure 17. Prioritization of features in the website and CRM

For the website, we determined that documentation upload and download was the most important feature. This feature had a high importance for stakeholders and was relatively easy to implement. Additionally, documentation addressed all three of VVCR's long term growth goal initiatives. Next, based on level of importance and ease of implementation, we ranked an events calendar, FAQ page, and lastly a media library. The events calendar contributed to VVCR's communication and efficiency goals. The FAQ board aided in communication, and the media library supported communication and organization. We also categorized other features from our list of desired features including mentor profiles and badges; however, we did not include these features in the immediate website solution.

The CRM design included all of the features from the improved website with supplemental features. We ranked metrics and indicators as the most pertinent feature to include on the CRM. The indicator feature had a high impact and an easy implementation while contributing to the communication and efficiency goals. The checklist feature had the next

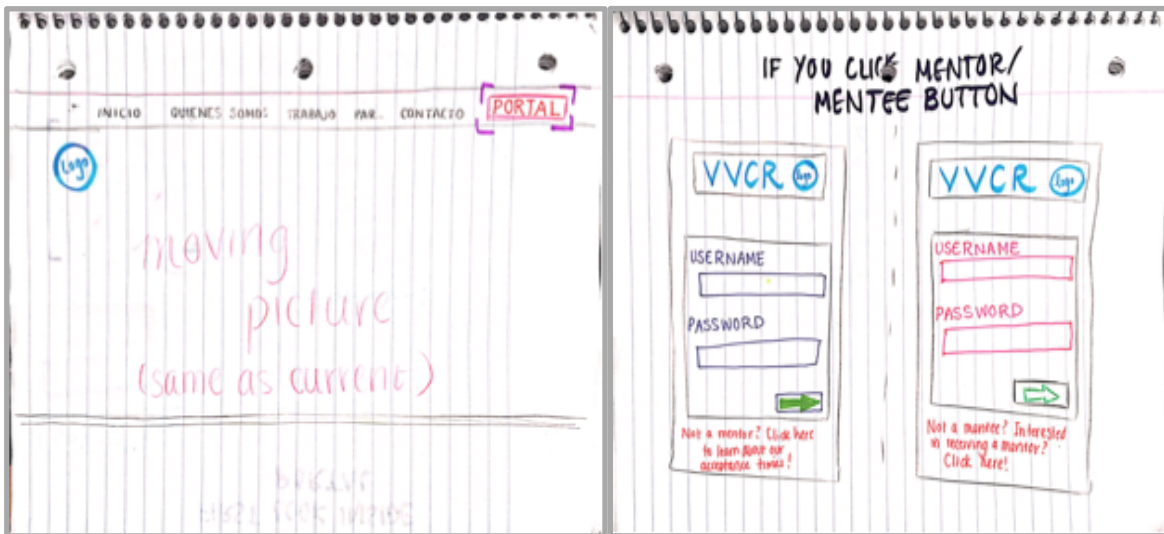
highest impact and was relatively easy to implement. It also addressed VVCR's organization and communication goals. We ranked mentor profiles third due to lower impact and relatively easy implementation while addressing VVCR's organization goal. We ranked badges fourth due to a lower impact and harder system implementation while addressing VVCR's communication goal.

After confirming this ranking order with VVCR staff, we began our design process to create website and CRM mockups. The mockups did not exclusively contain the above ranked features; however, the ranking of features remained important to communicate VVCR's most desired features to De La Guayaba. Nonetheless, these features guided our preliminary prototype designs.

Chapter 5: Design Iterations

The following chapter exhibits our team’s design iterations for both the website portal and the CRM mentor and administrative views. The images displayed below represent different stages of our design method followed by explanations of our decisions to retain or remove features. The changes between iterations occurred as result of feedback from VVCR staff, mentor participants in the second focus group in Escazú and De La Guayaba. Although pages within our designs changed over each iteration, we chose to demonstrate our design process with those pages that were most modified. The progression of images represents the evolution of our platform designs.

Below are sketches we constructed within the first iteration of the website design process to communicate our ideas to VVCR staff. These sketches were non-specific, and served as the foundation of our later design ideas. Our initial designs, shown in Figure 18, included features such as a calendar, a login feature, and personal profiles.



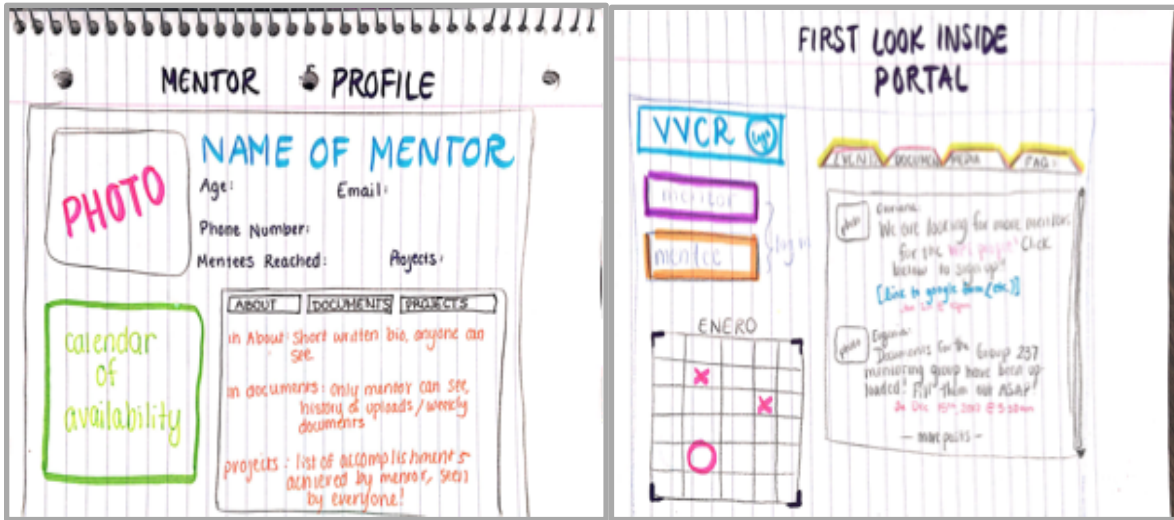
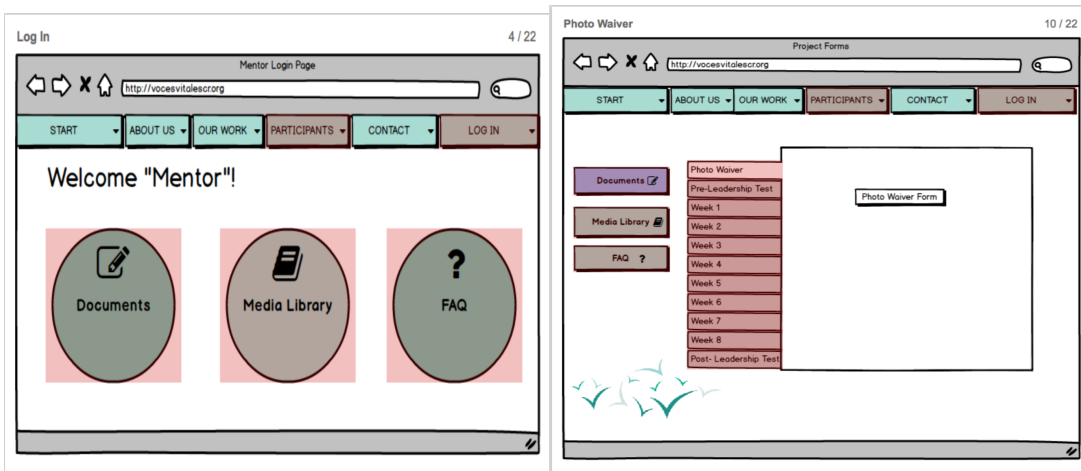


Figure 18. Drawing iterations of the website

Following our initial brainstorming stage, our team created a preliminary virtual design of VVCR's updated website. Below, in Figure 19, are the screenshots from our first Balsamiq mockups that we showed to VVCR staff.



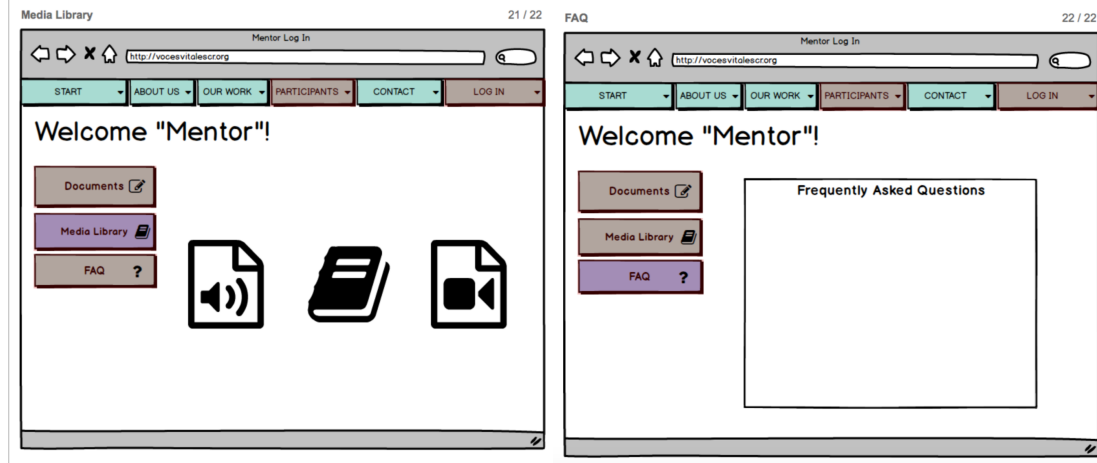


Figure 19. Initial Balsamiq mockups of the website

Before our first focus group, our team also brainstormed ideas for the mentor view mockups. We used our throwaway prototyping method to create multiple design iterations for each of the platform pages. Here, in Figure 20, are a few of our individual sketches for the mentor view of the CRM.

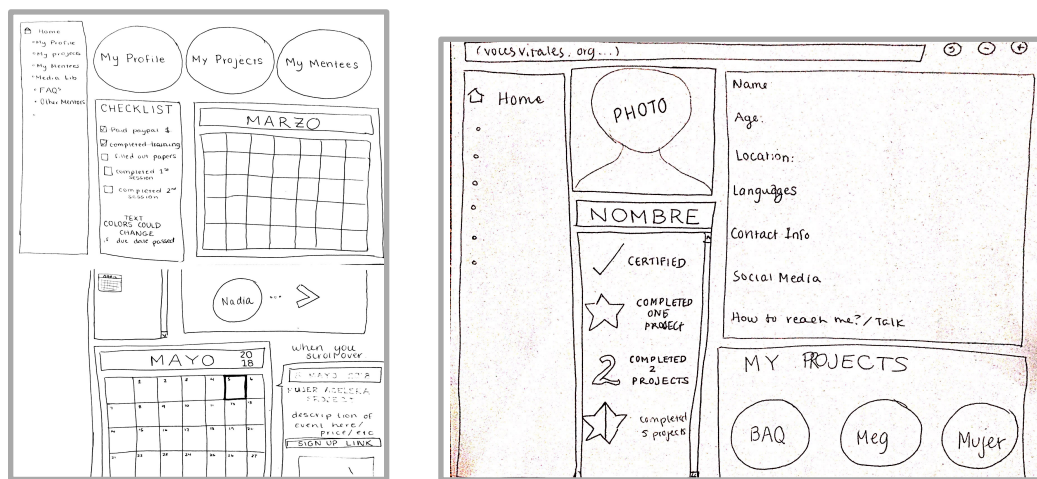


Figure 20. Initial renderings of the CRM mentor view homepage

From our initial drawings, we combined feature ideas to include only the most important ones; these were the 'My Projects' tab, the calendar, and the checklist feature. In the next iteration, we reoriented the features so that the most relevant feature was at the top of the page. A second version of the mentor homepage is illustrated below in Figure 21.

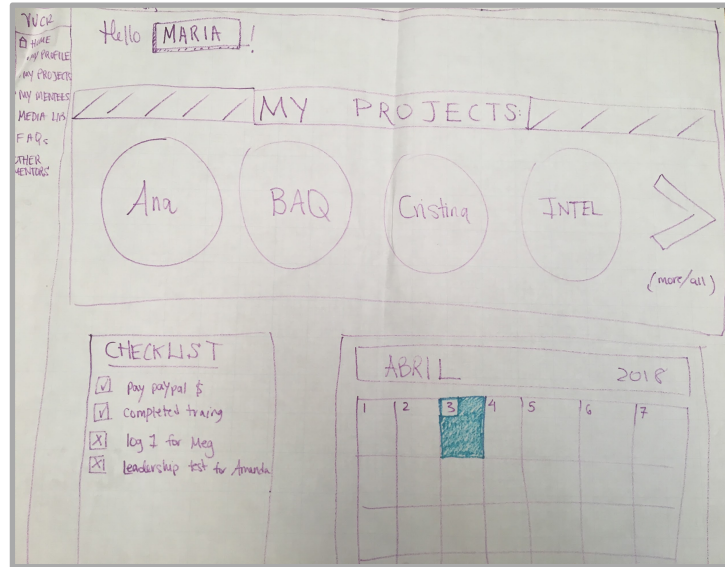


Figure 21. Iteration of CRM mentor view homepage

After several more iterations, our team developed a final drawing of the homepage. This view further refined the most important features, inserting badges, a list of announcements, a checklist, and two main buttons for links to the mentor’s profile and projects. The final drawing is displayed below in Figure 22.



Figure 22. Final drawing iteration of CRM mentor view homepage

Once we created a final drawing, our team digitized the designs in Balsamiq. We presented the digital prototypes to focus groups for feedback. We adapted our Balsamiq mockups according to client comments. In our first focus group, mentors suggested a pop-up window beside the calendar to display event details. In our second focus group, mentors and staff members desired a color coding system for the checklist. We model these changes below in Figure 23.

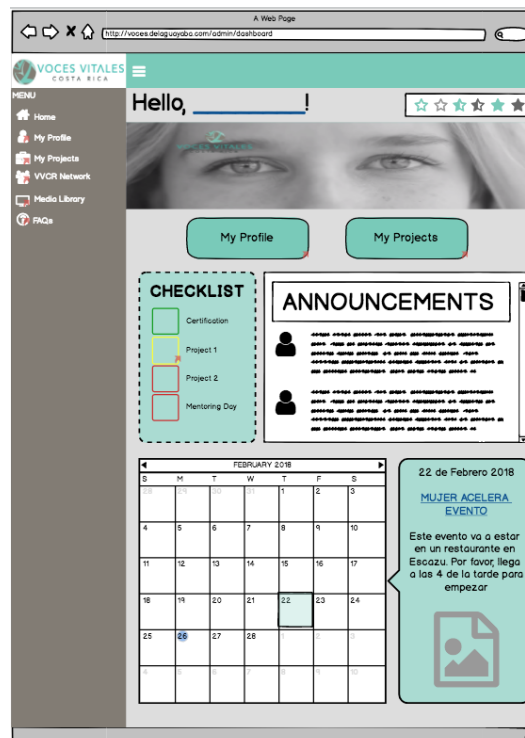


Figure 23. Final Balsamiq mockup of CRM mentor view homepage

After we completed the mentor homepage, we designed the mentor profile page. Once again, we made paper drawings for our initial ideations. Our preliminary designs contained a continuous scrolling profile which included basic mentor information, badges, and a field with access to the mentor's projects. One drawing is shown below in Figure 24.

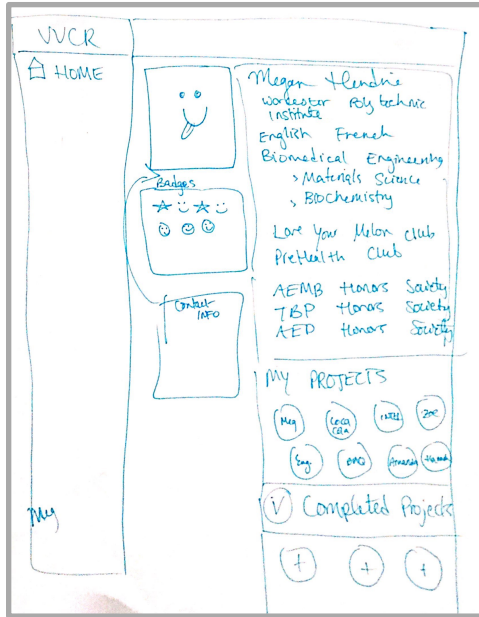


Figure 24. Initial drawing for CRM mentor view profile page

A second version of this profile page introduced a new layout and added additional features including the number of projects completed, a section broadcasting a mentor's experience, and affinity groups for interests and skills shown in Figure 25.

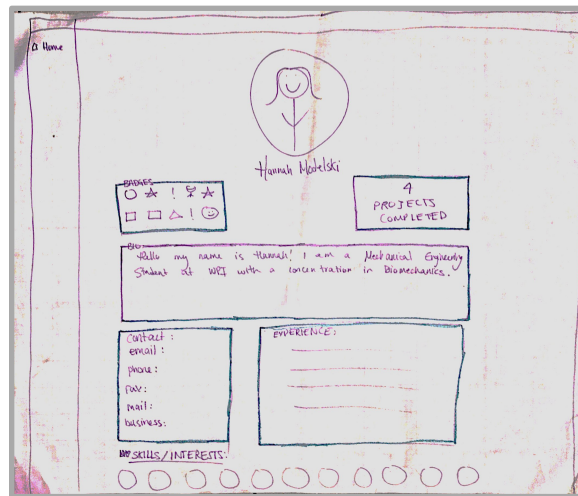


Figure 25. Drawing of iterated CRM mentor view profile page

The staff approved of these features, but suggested improvements to increase readability by moving the badges and box for number of projects completed next to the picture to remove

white space. We implemented these suggestions into our final paper mockup of the profile page as shown in Figure 26.

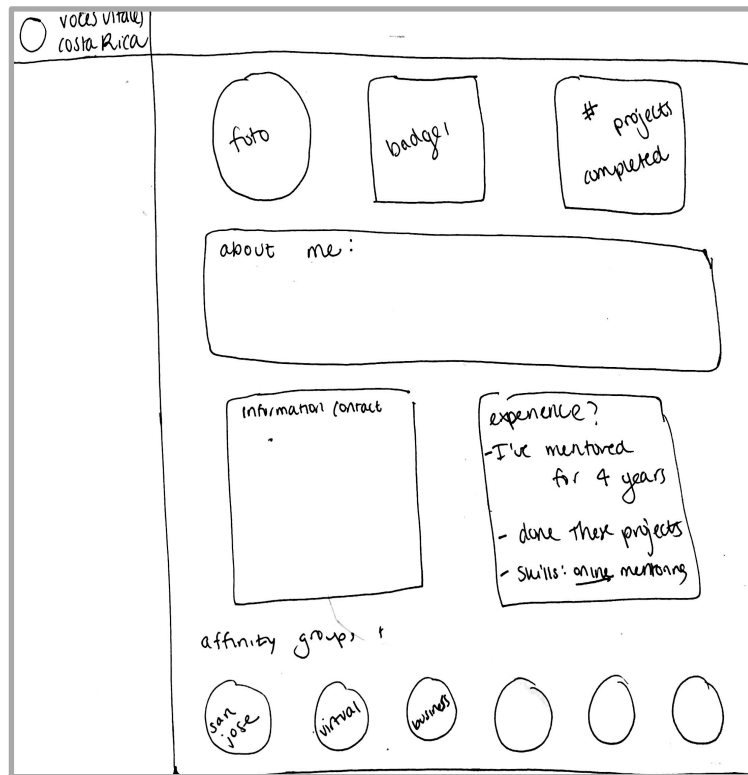


Figure 26. Final drawing of CRM mentor view profile page

We then constructed a Balsamiq mockup of the profile page. The Balsamiq mockup changed slightly in layout from our paper design to improve the aesthetic. We showed the digital designs to our focus group and gained no additional feedback from mentors and staff members. Our Balsamiq mockup is pictured below in Figure 27.

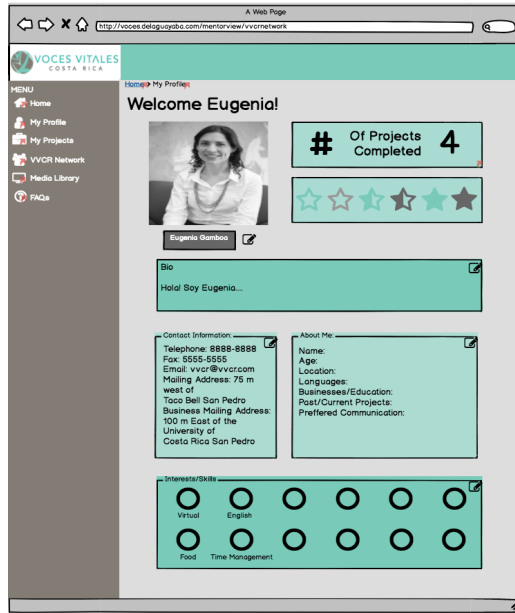


Figure 27. Final Balsamiq mockup of the CRM mentor view profile page

Once we completed the 'Profile Page,' we designed the media library in the mentor view media library. Initially, our team's individual ideas for this page differed in layout and content. Below, in Figure 28, is an example of one initial drawing which included videos, articles, books, and links.

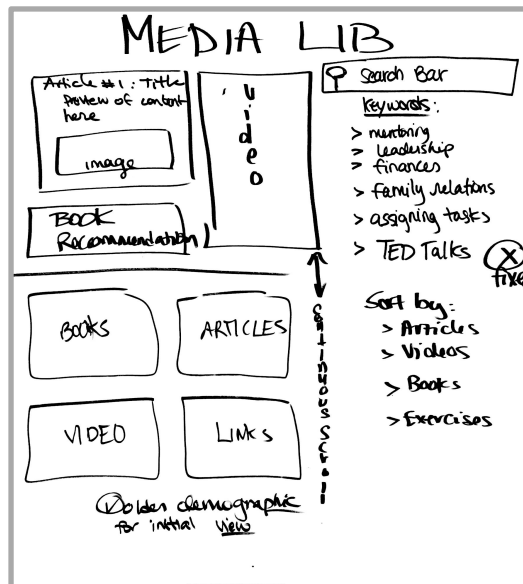


Figure 28. Initial drawing of the CRM mentor view media library

We then realized VVCR's needs for the media library differed from our design. Our next design iteration reflected VVCR's needs and altered the layout to a horizontal scrolling view, which featured categories of media, displayed below in Figure 29.

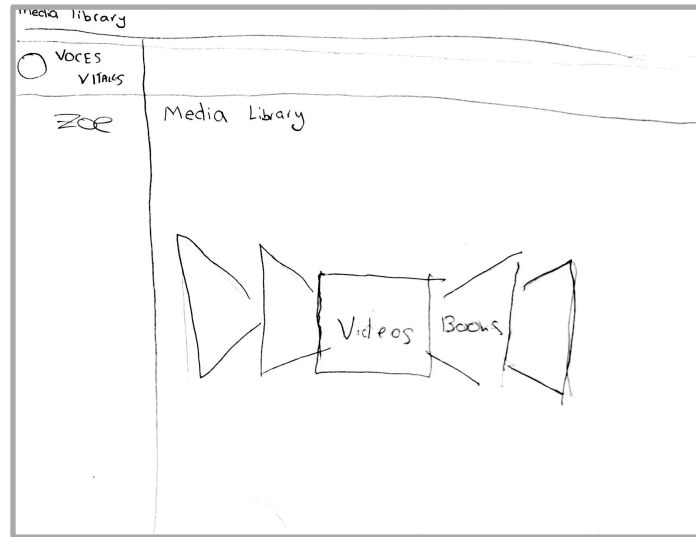


Figure 29. Scroll view drawing of the CRM mentor view media library

After deliberation, we discarded our horizontal scroll bar view idea and returned to categorizing media into separate sections directly on the page. This version included videos, links, pictures, TEDtalks, and a discussion board shown below in Figure 30.

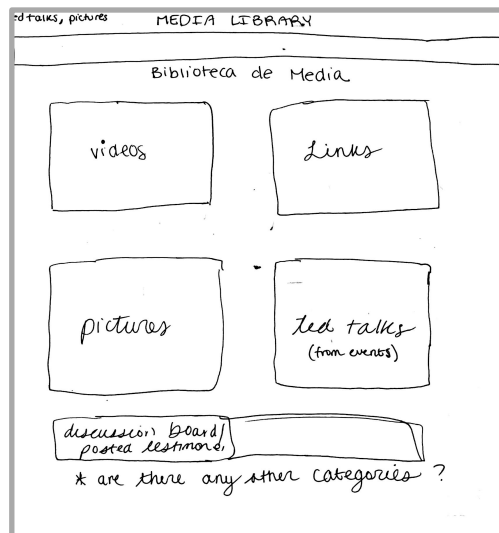


Figure 30. Drawing of the CRM mentor view media library

We received minor suggestions from staff, which included the removal of the discussion board, we then incorporated these changes into our Balsamiq mockups. We changed the rectangular category buttons to circles based on comments from the second focus group. Additionally, mentors wanted the ability to send other media to VVCR staff for inclusion in the media library.

We created the final media library mockup in Balsamiq. This version retained the same media library folders as our previous version, but added a ‘Spotlight’ category as seen below in Figure 31.



Figure 31. Final Balsamiq mockup of the CRM mentor view media library

Finally, we designed the ‘VVCR Network’ page. Our first iteration included a main page with two major links: one for mentors and one for staff, shown below in Figure 32.

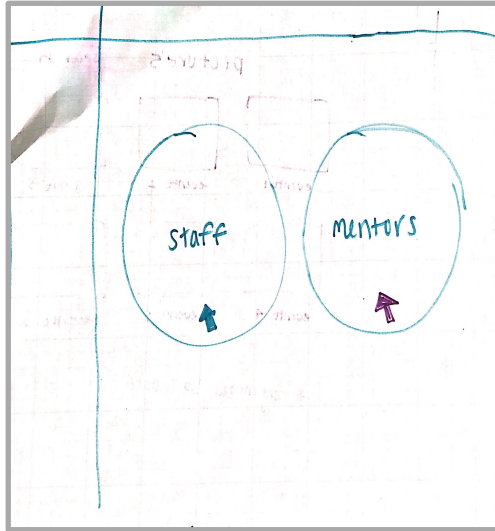


Figure 32. Initial drawing of the CRM mentor view network page

Communication with our sponsors and with mentors at the focus group in Escazú led us to the final design prototype, which included the addition of the ‘Business Directory’ tab shown in Figure 33. We modeled this design in Balsamiq, viewable in Figure 34.

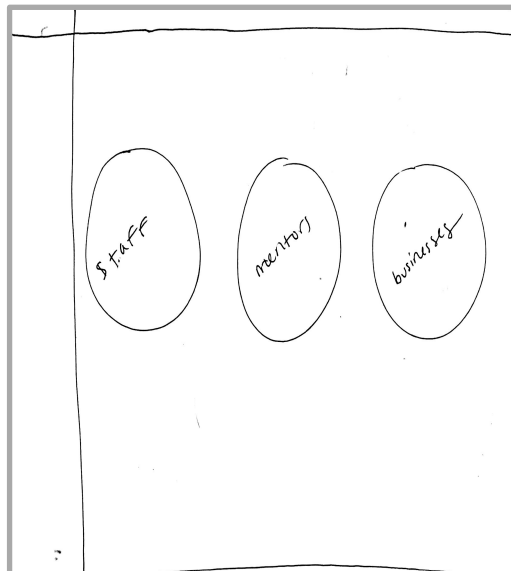


Figure 33. Final drawing of the CRM mentor view network page



Figure 34. Final Balsamiq mockup of the CRM mentor view network page

Although this section primarily focused on design iterations for the website and the mentor view of the CRM, our approach remained the same for the administrative aspect of the CRM. Our final changes to the website mockups updated the aesthetic to have a uniform layout and visual design to the CRM. Lastly, we showed each of our finalized digital mockups to De La Guayaba for technical feedback. De La Guayaba approved our mockups and we made no additional changes.

Chapter 6: Deliverables

Using Balsamiq, we created functional mockups for five different aspects of the web platform. We then wrote an implementation guide to facilitate integration of the web platform blueprints into VVCR’s mentoring process. These web platform mockups consisted of an updated version of the website, a CRM mentor view, a CRM administrative view, and mobile views for the updated website and CRM mentor view.



Figure 35. Five deliverables: website, CRM mentor view, CRM admin view, website and CRM mentor mobile views

The designed website views introduced a mentor portal which bridged the technology gap by acting as a temporary system until the creation of the new CRM. The designs contained mentoring documentation, a media library, and a frequently asked questions page. While De La Guayaba worked to code the new CRM, the updated website introduced features of the new CRM designs. Mimicking the user interface for the future CRM designs, the website portal introduced the modified mentoring documentation process to familiarize mentors with the new documentation system. Because the website was a short term solution, we included only the top prioritized features into our designs; however, by introducing only a few features at a time, we eased the user transition into to the new CRM. This was important to encourage mentor and staff acceptance of the new system.

As an expanded version of the website, the CRM mentor view introduced additional features. The CRM mentor view contained a VVCR mentor network to connect mentors and VVCR staff together; a business directory to endorse mentor professions; a media spotlight to view important educational resources; a calendar and announcement field to view upcoming VVCR events, new projects, and mentor trainings; a checklist to prioritize mentor tasks; and a system of badges to motivate and incentivize mentor participation. Personal login credentials for each mentor logged the mentor into a personalized account.

The homepage of the mentor's account displayed the announcements from staff, the calendar of events, the mentor checklist, and the mentor's earned badges. The combination of these features on the main page of the CRM served to motivate mentors to remain involved with VVCR. The promotion of available projects, networking events, and mentor trainings in an accessible location distributed information equally between mentors. Meanwhile, the checklist held mentors accountable for completing tasks, and the display of badges awarded the mentors for their accomplishments, while motivating them to continue contributing to VVCR.

The CRM mentor view also contained mentor profiles. The profile page holds basic information, a picture, and the number of projects completed. Similar to LinkedIn, a mentor can choose different skills and interests to display on her profile. This feature of the profile promoted mentors to connect with other mentors based on similarities.

The 'VVCR Network' page stored and organized mentor and staff profile information. The mentor and staff profiles gave VVCR members the opportunity to connect with other members with similar interests or careers. Additionally, by organizing staff profiles in the same layout as mentor profiles, we allowed mentors and staff to connect as peers. Contained within the 'VVCR Network' page was also the business directory, which housed information about mentor-run businesses. This directory created a support network between mentors by encouraging mentors and staff to search here first when in need of a service.

The projects page within the CRM mentor view differed from the website as it was customized to show only those projects assigned to individual mentors. By displaying only mentor specific projects, we made the documentation process more efficient for the mentor. Furthermore, the CRM allowed the mentors to complete documentation within a form on the same page - not as an external link as on the website portal. By submitting mentor

documentation within the same platform, we eliminated the need for additional organization systems such as Microsoft Excel and Google Forms. This streamlined the mentoring process on the back-end by allowing staff to spend less time organizing and more time giving mentors feedback on forms.

Finally, we expanded the media library, allowing mentors to rate, comment, and answer guided questions on resources. This provided mentors with a collaborative space to discuss mentoring practices and interact. The overall design goal of the mentor CRM view was to centralize documentation while creating a collaborative platform for mentors to connect and network.

In addition to the designs for the website and the mentor view of the CRM, our team developed mockups for an administrative view of the CRM. This view expanded upon the mentor view by adding features exclusive to VVCR staff. We only presented this deliverable in a desktop version because the staff at Vital Voices preferred to work on desktop computers.

We designed the administrative view to have a similar visual aesthetic as the mentor view; however, we introduced new functions such as the ability to add and control content, manage documentation organization, and track organizational growth. On the homepage, we provided tabs at the top of the page to view growth indicators, edit the announcements, update the calendar of events, choose a media for the weekly spotlight, and view submissions of media from mentors. We updated indicators on the first tab of the homepage to track organizational growth statics, and sorted the new indicators into three categories: indirect impact, direct impact, and operational impact. We created the metrics in the Infogram program, which allowed values to be automatically updated so that the charted values were live. We also added infographics to track percentage of active mentors in the last year, number of women with small businesses, number of mentors relative to VVCR's goal number of mentors, distribution of the number of projects completed by mentors, and total impact progress, as seen below in Figure 35.

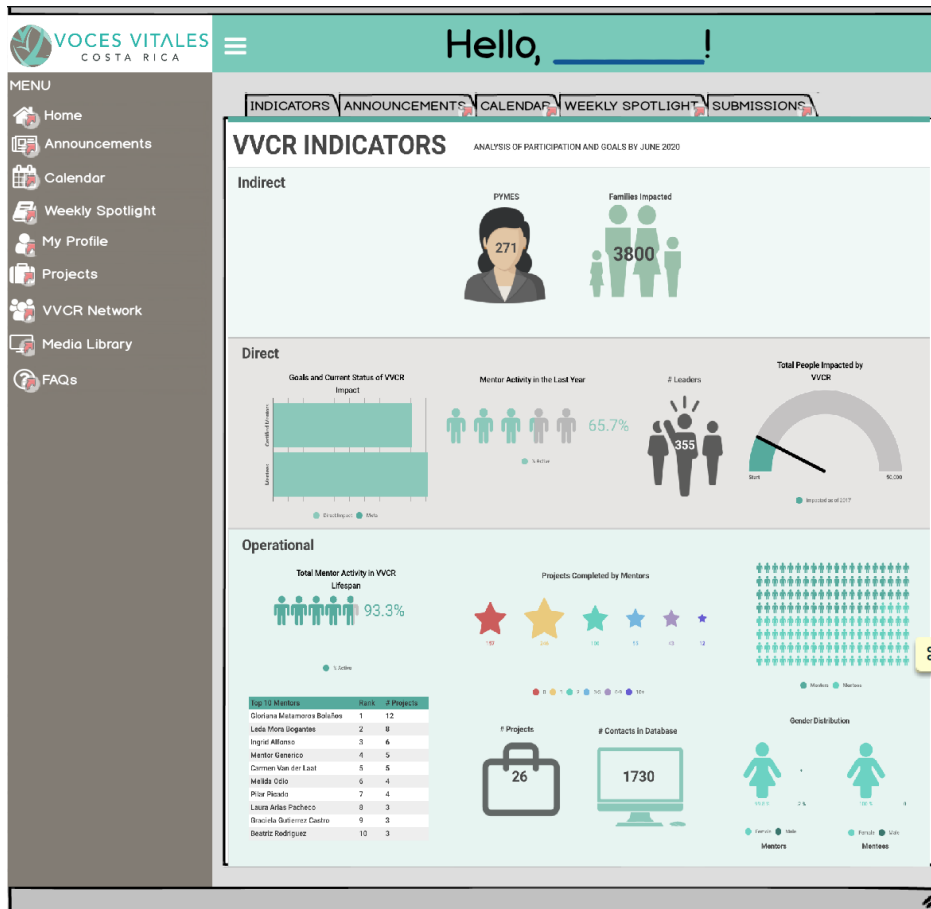


Figure 36. CRM administrative view homepage displaying updated indicators

Finally, we modernized the indicator aesthetic with icons and the organization’s color scheme and designed them so that the data could be interpreted at a glance. The other tabs on the homepage allowed staff to quickly update events and announcements and receive media submissions from mentors. We designed this homepage so that the staff had immediate access to those features that require frequent updating. Our design promoted mentor engagement and participation by keeping information distribution updated, and by providing an opportunity for staff members to receive additional educational resources from mentors.

Another critical feature of the administrative view was the documentation section. We organized the projects page so that staff could edit documentation forms, view past project forms in an archive, and view the submissions of forms from each mentor in a documentation submissions section. Our design allowed VVCR staff members to edit guided questions within

mentor logs so that forms remained up to date and reflected current practices. Furthermore, staff members could track old versions of forms in the archive to provide appropriate form feedback to mentors as well as optimize the formatting and wording of guided questions to elicit preferred responses. Finally, by centralizing the organization of submitted forms and categorizing forms by project, we saved staff members time, which they could reinvest in impacting more women. Consolidating these documents to one location helped the organization's efficiency as it continued to grow.

We also added features within the administrative view which allowed for content control. In addition to being able to update documents, we designed the administrative CRM so that content could be restricted and edited within the media library, FAQ section, and the 'VVCR Network' page. Within the media library, staff could add or remove resources and delete unwanted comments from mentors. Our design allowed staff members to sustain the relevance of the educational resources and ensure that mentor comments were appropriate and relevant. The FAQ section provided a space for staff members to answer all rehashing questions from mentors. Once again, our design saved the staff time so that they would not have to repeatedly answer redundant questions. With the ability to add mentor, staff, and business information, the staff could keep VVCR's contact database current. Moreover, the networking page provided a space for mentors and staff to connect and support each other. Our overall design goal for the administrative view was to give the staff content editing control and remove the need for additional organizational platforms which made the management process more efficient.

In addition to designing a portal and CRM, we also wrote an implementation guide. In the first part of the guide, we explained to the user how to navigate through the platforms. The second part of the guide provided sitemaps for De La Guayaba to use during the building and coding process. The final section focused on next steps for Vital Voices, including how to incorporate the new platform into future mentor trainings, as well as bolster the culture of the organization.

Our team wrote the implementation guide to supplement the technological mockups for Vital Voices Costa Rica's (VVCR) website and CRM, and aid in the coding and implementation of the proposed system updates. The first section provided images to guide the user step-by-step through the navigation of each of the created views - the desktop view of the website, the mobile

view of the website, the mentor desktop view of the CRM, the mentor mobile view of the CRM, and the desktop administrative view of the CRM. This section of the guide also gave explanations, which supplemented the images, for how to navigate each page and use each feature. Our explanations for user navigation enabled a complete understanding of the user interface for each web platform blueprint. Thus, by facilitating user understanding of the designed systems, we mitigated the integration of the new web systems and equipped the staff with tools to effectively maintain the web systems for the future.

The second section of the implementation guide provided sitemaps for the designed web platform views. We created these sitemaps to explain the back-end of the user interface in a workflow that organized the flow of data. That way, when De La Guayaba coded the web platforms based on our designs, they could easily understand the user experience and follow the exact pathway of each page and feature. Our goal for this section of the implementation guide intended to expedite the coding process to save VVCR money, while creating the web platforms faster.

The third section of the implementation guide gave recommendations for VVCR's next steps. Our recommendations included strategies for how to integrate our web platforms into their current mentoring training and processes, how to encourage mentor participation in the new systems, and how to use VVCR's social media to collaborate. Finally, we suggested that VVCR hired De La Guayaba for more hours per week to hasten the coding of our web designs. In our recommendations, we strived to maximize our project impact and VVCR's reach to women.

Chapter 7: Recommendations and Conclusion

To maximize the impact of our project work, we devised recommendations to help VVCR implement our deliverables and continue to grow. The following sections outline and explain our recommendations and summarize our project work.

7.1 Recommendations

Coupled with our web platform designs, we made the following recommendations to encourage platform integration, social media promotion, and efficient platform coding. To prevent any reluctance to using the new systems, VVCR must provide proper training to mentors on how to navigate the systems. By guiding the mentors through the new systems, mentors would become more comfortable and would be less likely to reject the platforms. Furthermore, we advised that mentors create a personal username and password during mentor training. By creating a username and password during training, all mentors would be introduced and entered into the new system. Additionally, with help nearby, mentors could login and explore the new CRM, learning to pilot the system, and asking questions along the way. This would help to prevent questions later on about system navigation, saving the staff time.

To further prevent reluctance to using the new systems, we suggested that VVCR raise awareness and build excitement through a launch campaign. This campaign should emphasize to the mentors that the new system was created for them to make their mentoring experience more convenient, and should advertise that the systems provided additional features to expand their opportunities within VVCR. Launching a campaign to promote the new systems would encourage the success of the systems by fostering mentor enthusiasm.

To maintain and promote VVCR's social media pages, we advised VVCR to require mentors to like the mentor's Facebook page. During our field work, mentors made several requests for a discussion board to serve as a collaborative space for mentors to discuss techniques and practices; however, this feature already existed on the mentor Facebook page. Mentors had the ability to post to the group on the feed, which the staff had to approve before the

posts became viewable to everyone. Stressing the use of the mentor Facebook page would not only get mentors involved, but would also promote VVCR's social media.

Finally, if funds were available we highly encouraged VVCR to increase the amount of contact with De La Guayaba until the central CRM was built. If De La Guayaba could devote more hours per week to code the system, the new CRM would be finished much faster. Moreover, if VVCR invested more money in the initial building stage, maintenance costs would be minimized, as most features and content could be managed by VVCR staff members. The faster this system could be integrated, the more efficient both the staff and mentoring processes would become - maximizing the organization's overall influence and helping VVCR reach its goal of impacting fifty thousand people by June of 2020.

7.2 Conclusion

This project helped Vital Voices Costa Rica impact more women by creating a centralized platform that improved efficiency, organization, and communication. Following our adapted human-centered design method, we created a series of web platform designs to actualize our stakeholders' needs. Through in-depth discussions with VVCR staff members and De La Guayaba, participant observation of the mentoring process, and a survey and focus groups with mentors, our team narrowed down our clients' needs for a platform, then prioritized platform components. Our platform designs evolved from several iterations of prototypes which we tested against client reviews. We created functional final platform designs virtually in Balsamiq which reflected our clients' visions.

In our final VVCR website design, we created a mentor login portal to provide mentors with easy access to documentation, a media library, and a frequently asked questions page. Then in our designs of the customer relationship management system, we updated and extended system functionality to mentors. We created a mentor view and an updated administrator view to include individual mentor profile pages, documentation for specific projects, a centralized calendar and announcements page, a 'VVCR Network' page, a media library, and a frequently asked questions page. Additionally, on the administrative CRM, we designed updated indicators to track organizational growth, and enabled editing capabilities to manage content and media.

Finally, we created an implementation guide which contained a training manual for VVCR mentors and staff on how to navigate the new platforms, sitemaps and Balsamiq mockups as coding guides for De La Guayaba, and recommendations for VVCR to maximize the impact of our designs to attain growth. Each of these deliverables aided VVCR in reaching their goal of impacting 50,000 people by June of 2020.

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Appendices

APPENDIX A: Survey to VVCR Mentors - English Script

Survey Questions for Mentors:

(This survey is going to be administered to VVCR mentors early next week (1/22/18) via email from VVCR executives, Gloriana Matamoros and Eugenia Gamboa).

We are gathering information on best practices for mentoring and current use of technology within Vital Voices Costa Rica. This survey should take no longer than ten minutes and is voluntary and confidential. By completing this survey, you give consent to Vital Voices to analyze your responses and make recommendations for improvements.

- 1. When was your last VVCR mentoring session?**
 - a. Less than 6 months ago
 - b. 6 months to a year ago
 - c. Over a year ago
- 2. How do you currently execute your virtual mentoring with mentees?**
 - a. Over the phone
 - b. Video chat
 - c. Turn it into face to face
 - d. other : _____
- 3. Describe the approach and/or techniques that you use in a typical mentoring session.**
- 4. Do you take notes of the mentoring sessions?**
- 5. How do you access logs and leadership tests?**
 - a. Search for VVCR's information email with links
 - b. Open link through reminder in WhatsApp group
 - c. I bookmark the links of my computer desktop
 - d. I revisit phone history pages
 - e. Request it from VVCR through phone call or text messages
 - f. Request it from VVCR through email

- g. Contact another mentor
 - h. I have only used printed out forms
 - i. other : _____
- 6. How long does it take you to upload documentation for each mentoring session?**
- a. 1-5 minutes
 - b. 6-10 minutes
 - c. More than 10 minutes
- 7. What would make this documentation upload process more efficient for you?**
- 8. Are there other platforms you currently use to help you with the mentoring process concerning the relationship, communication or tools used with or for the mentee?
(Check all that apply)**
- a. Facebook
 - b. Instagram
 - c. Youtube
 - d. Twitter
 - e. Dropbox
 - f. Skype
 - g. Zoom
 - h. Other: _____
- 9. Please explain how these platforms enhance your mentoring practices.**
- 10. Rate your comfort level with technology.**
- a. I do not own any technological devices; I rely on public or shared devices to communicate and have little experience with their use.
 - b. I own a device, and use it for basic phone calls and text messaging only.
 - c. I own a device and I can perform simple tasks with email, camera, internet as well as make phone calls and send text messages.
 - d. I am very comfortable with the use of email, camera, internet, phone calls and texting, but I still have a few questions about navigating my device such as using banking and other social media apps, uploading or downloading files or sending and receiving information from other users.

- e. I am an expert and could teach others how to use my device. I can do most or all of the following "access and interact in social media, send emails with attached files or links, upload and download files, scan files, use banking, and other virtual platforms."

11. I'm currently a part of the following groups or use the following systems for either VVCR, personal, or work related actions. (Check all that apply).

- a. Facebook
- b. Facebook VVCR General Page
- c. Facebook VVCR Mentor Page
- d. Instagram
- e. Twitter
- f. LinkedIn
- g. Youtube
- h. Whatsapp
- i. When2Meet
- j. Virtual Banking
- k. Virtual Course Platforms (Kahn Academy, Rosetta Stone, Duolingo)
- l. Other: _____

12. Do you have any other suggestions or comments about the implementation of technology into Vital Voices?

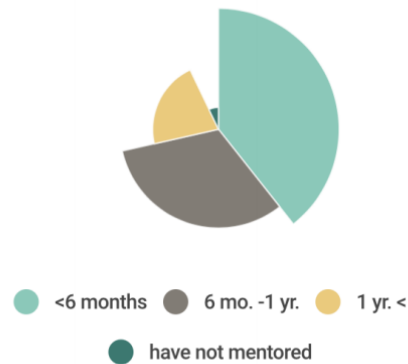
If you have any questions, feel free to contact Eugenia Gamboa (egamboa@vitalnetwork.org) or Gloriana Matamoros (gmatamoros@vitalnetwork.org). Thank you for your time!

APPENDIX B: Survey

Raw Data and Graphs

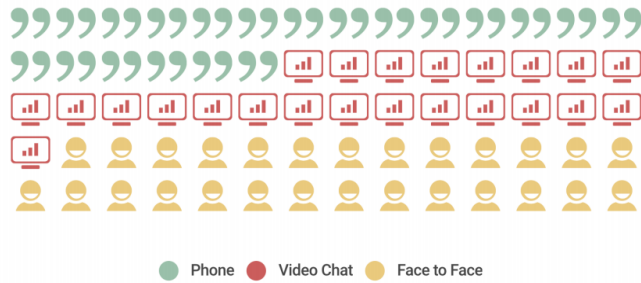
Question 1: When was your last VVCR mentoring session?

- 39.3% have completed a mentoring project in the last 6 months
- 32.1% have completed a mentoring project within 6mos to a year
- 21.4% have completed a mentoring project over a year ago
- 7.1% have not yet completed a mentoring project



Question 2: How do you currently execute your virtual mentoring with mentees?

- 13 of 28 complete mentoring sessions over the phone
- 12 of 28 complete mentoring sessions over video chat
- 2 of 28 complete mentoring sessions through Zoom or Gotomeeting
- 18 of 28 complete mentoring sessions that turn into face to face
- 1 of 28 complete mentoring sessions over Skype



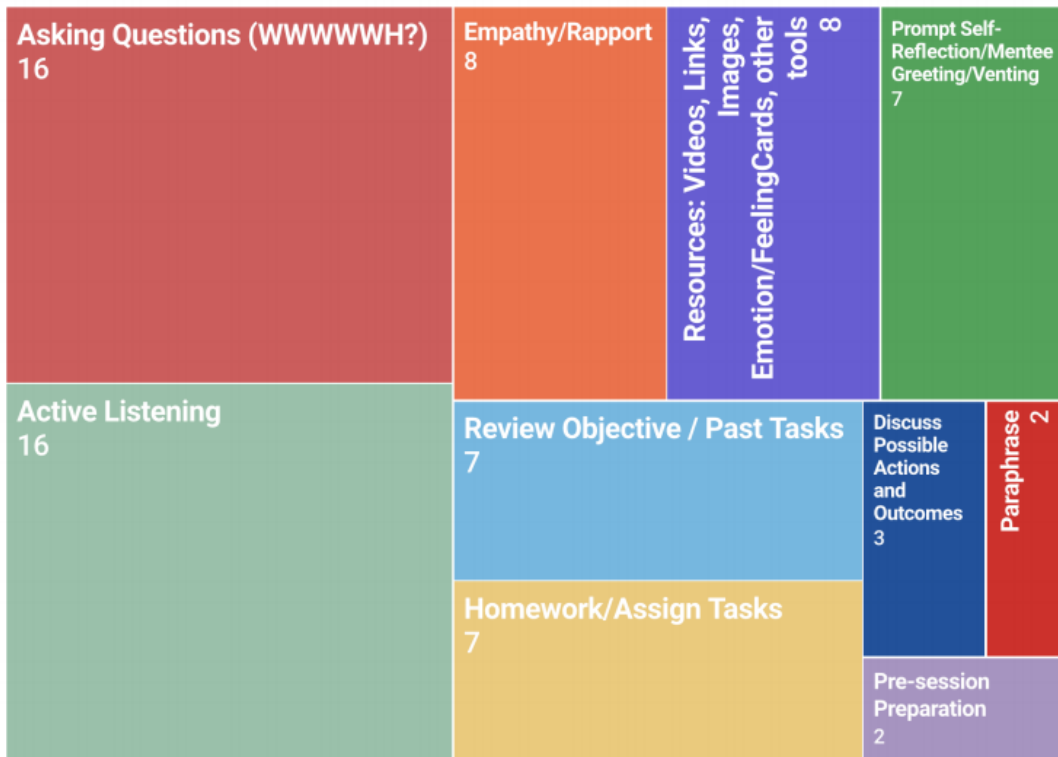
Question 3: Describe the approach and/or techniques that you use in a typical mentoring session.

I use empathic listening, I ask powerful questions, I leave tasks
1. I prepare myself and I am ready to listen, 2. I ask what it brings for today ?, after greeting and asking how it is ?, 3. I listen, I observe, I perceive, I try to connect, 4. According to what I bring, I ask questions. 5. Towards the end I consult for "tasks" that were left if I did not do it during the session. 6. "Homework" or activities are left for the next session. If I consider that I apply other tools (internal-external game, Meta-SI, Meta-NO, evoking positive experiences, centered, etc). I always check if the validity of the stated objective is maintained.
Mainly listening and asking questions about the progress to achieve the goal. It evaluates how the process goes and in the end there is a task, I suggest some text or video that can help the mentor.
I return to the objective defined in each session. I ask an opening question and apply active listening. I focus on the feelings of the mentee, I let it go at its own pace. I do paraphrase, I leave simple exercises or tasks. I ask that she evaluate her progress. I give space for silences and reflection. I try to make a lot of contention of their emotions.
Active listening, questions that allow us to connect and know each other.
I ask powerful questions, rapport, listen carefully and use the techniques taught, I do not take

note in front of mentee so as not to distract her
I listen, I'm valid and I always go to what it is that I want to achieve and how that makes it possible or limits it to reach the goal.
Rapport, active listening, I am aware of my personal opinions or that the situation that mentee tells me to move my thoughts away if it is something that I have lived
Questions, dynamics and exercises are asked according to the theme.
Empathy, powerful questions, assignment of tasks.
At the beginning he let the person express himself freely and with enough time. Then I ask questions to clarify or expand on the above. Then I try to structure the understanding of expectations. Then I try to make an action plan, etc.
I ask questions. I listen I do some breathing exercises.
Start with the part of purpose that you have in your life and then you can link what you want to do / improve, I do a lot of active listening, asking open questions to raise awareness of what is real, what you really want to get from mentoring
I listen carefully and ask questions about feelings among others
I listen, ask and use tools like The coaching game, the power of your word and others.
Coaching tools
Audios, written exercises, videos
I listen carefully and then ask questions like why
I greeted him, asked him how it had been since we had last seen each other, we talked about

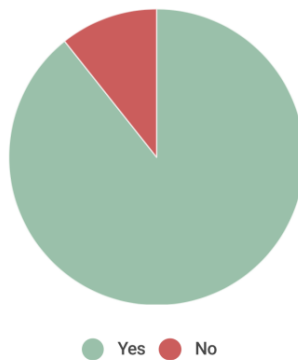
<p>the topics of that day. I asked him if the material had helped him and how he had taken advantage of it. We proposed objectives for the week and tasks.</p>
<p>I try to apply everything learned</p>
<p>First, I listen carefully to my mind, to what the person wants to tell me, I ask direct questions that can make them think, I use tools such as emotions and feelings cards, I create empathy and not sympathy.</p>
<p>Establishing a listening communication to know their concerns, then I make a return of possible actions and its relevance is valued as a whole. another process of listening and exchange of force factors that characterize each businesswoman.</p>
<p>I usually ask questions about how you know this, how it feels to do this or say that, when it is better, who is the person doing or saying, what are the ways you know to perform a certain task and which do you prefer, what options do you have? . I let the mentee speak and vent. I ask and comment little. Sometimes I share a message in the form of image, reading or video that can reinforce what we are seeing.</p>
<p>Active listening</p>
<p>Active listening, tasks and questions about who is controlling your life if she or any situation in particular.</p>
<p>I listen and ask questions</p>
<p>I listen actively, I focus on Mentee on a theme x time, the technique of paraphrasing is very useful for me.</p>
<p>I could say that I do Raport x tel when asking at the beginning of the week, of the family and others not related to the target. Then I ask for results of tasks. And then we started the mentoring process.</p>

Describe the approach and/or techniques that you use in a typical mentoring session.



Question 4: Do you take notes of the mentoring sessions?

- 25 of 28 take notes on their mentoring sessions
- 3 of 28 do not take notes on their mentoring sessions

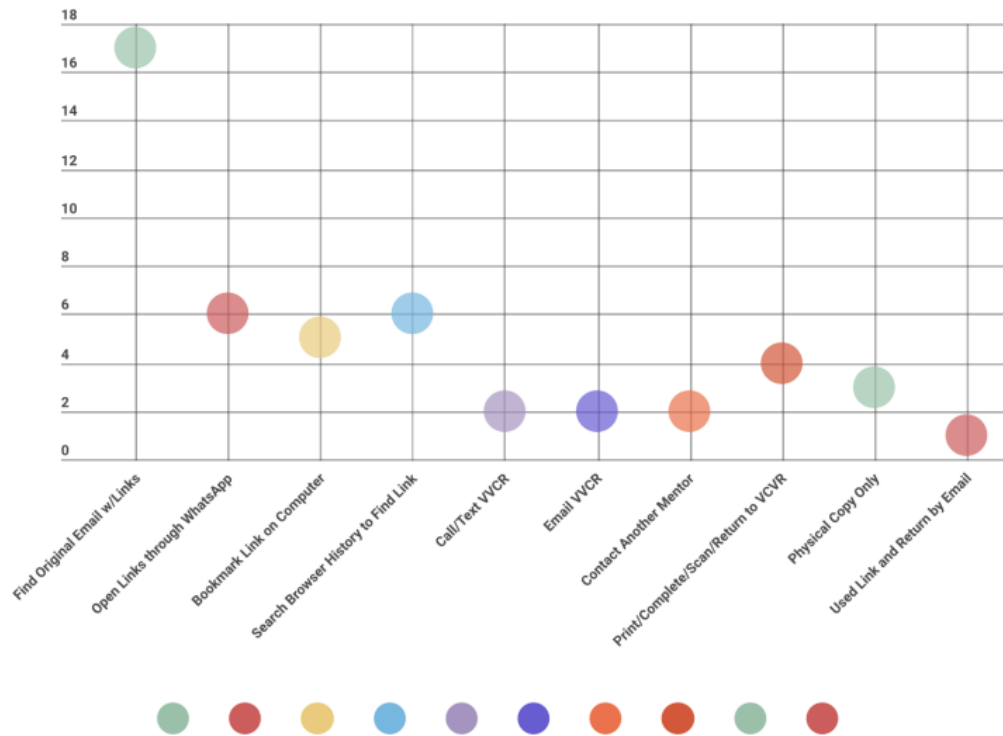


The vast majority of mentors who responded indicated that they take notes on mentoring sessions.

Question 5: How do you access logs and leadership tests?

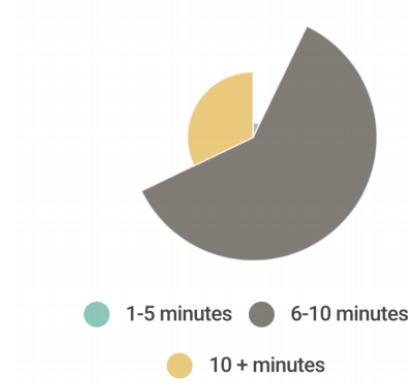
- 17 of 28 find the email that VVCR sent with the links
- 6 of 28 open the links sent through the WhatsApp groups
- 5 of 28 bookmark the links on their computer
- 6 of 28 look through their history on their phone or computer
- 2 of 28 send a text or call VVCR to ask
- 2 of 28 email VVCR to ask
- 2 of 28 contact another mentor for the information
- 4 of 28 print it, fill it out, scan it and send back to VVCR
- 3 of 28 have only used physical copies
- 1 of 28 have used the links and sent back through email

How do you access logs and leadership tests?



Question 6: How long does it take you to upload documentation for each mentoring session?

- 2 of 28 take 1-5 minutes to document their mentoring sessions
- 17 of 28 take 6-10 minutes to document their mentoring sessions
- 9 of 28 take more than 10 minutes to document their mentoring sessions



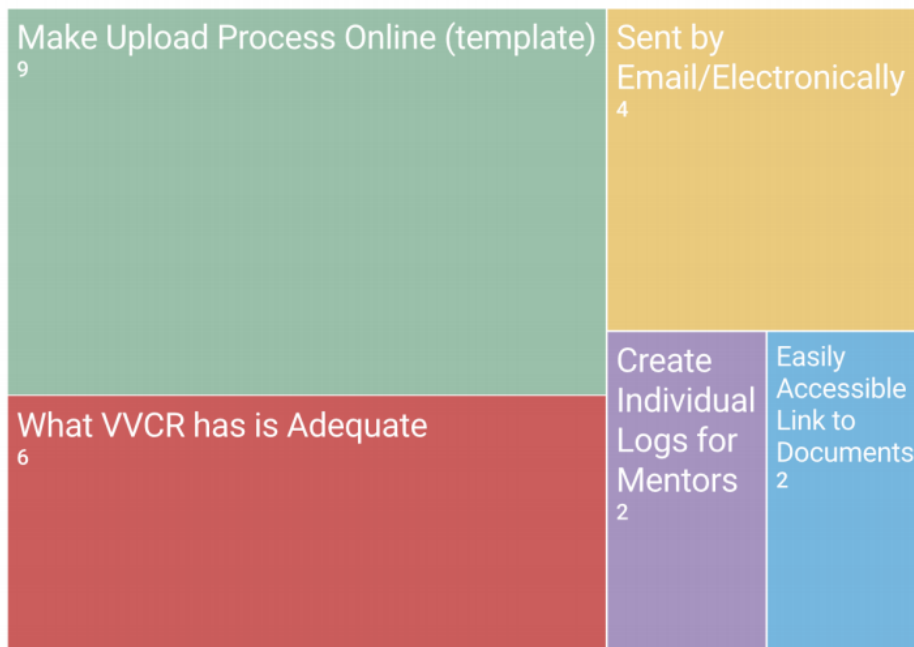
Question 7: What would make this documentation upload process more efficient for you?

Make it online
Exit 10-15 min after the session to immediately make the log
Reply online
Let it be by survey monkey, something poll type, an easy to fill digital template. Not by hand
The one we use is adequate
Have an effective google drive to upload all the material and have a record
The current method of sending it by mail is agile. I see it more than it facilitates you if we change the form ... as for example you have the mentee file and we enter and fill our part and you have the information left to us and we eliminate emails and documents.

<p>It seems to me that the format of the documentation is adequate</p>
<p>Sharepoint where the info is uploaded.</p>
<p>Keep the current method</p>
<p>For being that the forms are published in the Voices Vitals site, so that they can be accessed and filled, thus creating the log of each person that is duly stored in that site.</p>
<p>To be able to fill it at the time of the session</p>
<p>I think it's agile</p>
<p>The shipment is now agile. Maybe an automatic reminder</p>
<p>That the link is outside the documents, since at the beginning we all had trouble finding it.</p>
<p>That can be filled online using an automatic form</p>
<p>Send it the same day of the session</p>
<p>that are digital</p>
<p>Send them by mail or another electronic form</p>
<p>A single link with all formats and if they are activated every week to avoid confusion but everything is on a single platform and one can see what has advanced or is pending</p>
<p>It seems to me that as it is currently done it is very good and practical.</p>
<p>by mail it seems good to me, as they usually do</p>
<p>Previously I sent it by mail, I believe that now a form is filled online which is much better and faster.</p>

Attach in email
The same documentation to access the information and an indicator that says how we are going.
The answers are very similar, it would be more agile if it were the most open questionnaire
This change is very well made to this survey type format.
Have the link in whatsapp

What would make this documentation upload process more efficient or you?



Mentors would like to see an online location for documentation uploading, supporting the goal of our virtual platform.

Question 8: Are there other platforms you currently use to help you with the mentoring process concerning the relationship, communication or tools used with or for the mentee? (Check all that apply.)

- 18 of 28 use email to help their mentoring sessions
- 0 use Facebook
- 0 use instagram
- 7 of 28 use youtube
- 0 use twitter
- 2 of 28 use Dropbox
- 14 of 28 use skype
- 1 of 28 uses Zoom or another platform
- 13 of 28 use WhatsApp
- 2 of 28 use books or pamphlets or reading material

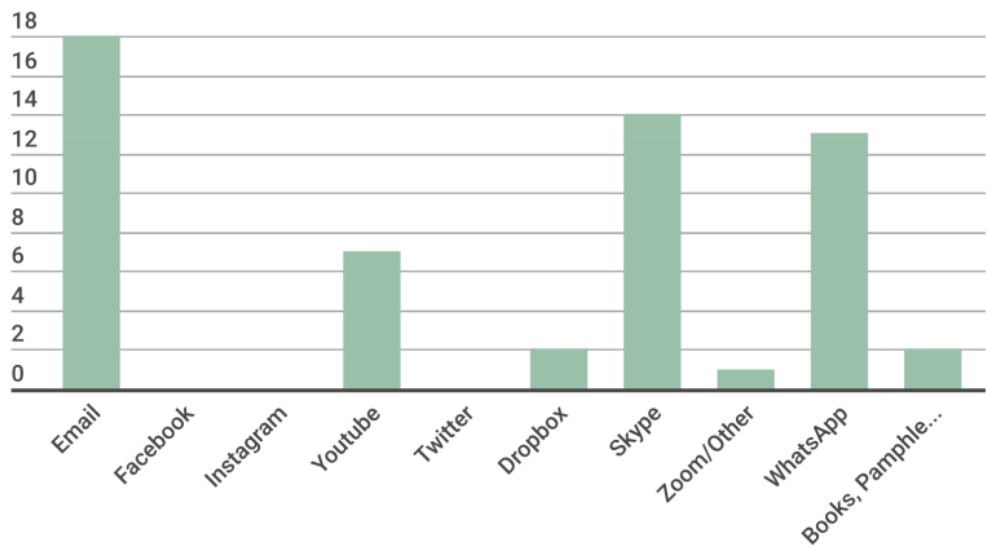
Please explain how these platforms enhance your mentoring practices.

They make the dynamic communication, they allow more facility to communicate if it can not be done face to face, they give me the opportunity to store everything together, and they give access to materials or talks that otherwise would not be available
They are tools that allow communication and coordination
They allow me to be in contact immediately
It helps us coordinate appointments, share relevant information, stay in touch.
They update me, it gives me tools that give me efficiency
Effective and fast communication
communication is more agile.

The virtual sessions do not seem to strengthen a mentoring process / The face to face mode is the best. I like to receive notifications to my email, so that I can read them calmly and at the right time
Skype allows me to have a more personal contact with the mentions that are not face-to-face.
It allowed us to have virtual sessions without losing eye contact
Because they are current. Practice Different and dynamic
I can send a follow-up email. I keep my documents in Dropbox
I can see it, this seems important to me if the meeting is virtual. Although I have had it on the phone and it has also worked well.
Giving continuity to the process
I send digital books by mail, or links to key videos and we do the sessions on Skype.
More agile communication
Help to provide follow-up
Direct and instant contact. Low cost and easy access
I recommended some readings, look for information on some topics in which I could get pamphlets or I printed several articles and thoughts.
NA
They strengthen me to make the mentoring more practical and easier

Causes clarity and immediacy
They make it easier to coordinate meetings and share documents.
Because they reinforce the sessions
WhatsApp to remember a meeting
We send information and recommendations of books or videos
They are supplies for which the Mentee can investigate more.
They complement the process and, depending on the case, enrich the process with examples or become a tool that mentee can use according to its objective.

Are there other platforms you currently use to help you with the mentoring process concerning the relationship, communication, or tools used with or for the mentee?

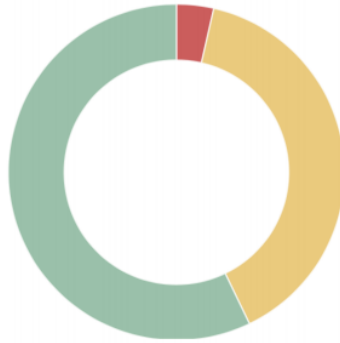


Question 9: Rate your comfort level with technology.

- 1 of 28 can do simple tasks on their phone

- 11 of 28 are comfortable using their phone for tasks but have doubts or difficulties still
- 16 of 28 are experts using their phone

Rate your comfort level with technology.

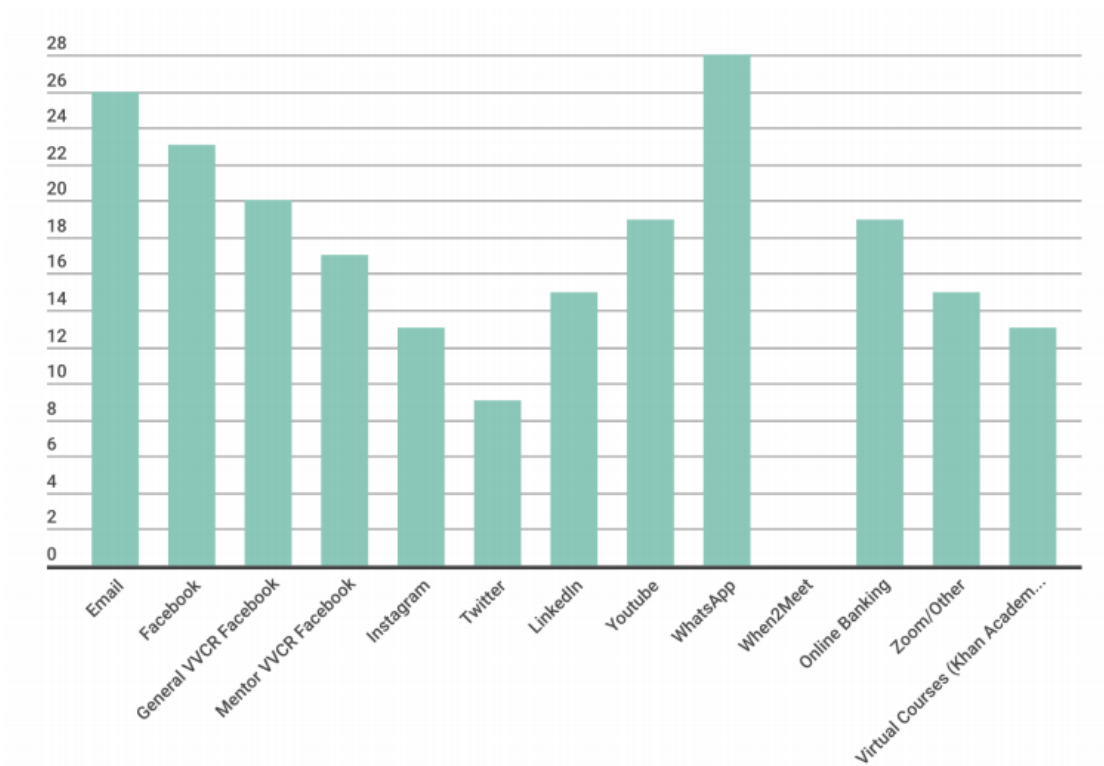


- I own a device and I can perform simple tasks with email, camera, internet as well as make phone calls and send text messages.
- I am very comfortable with the use of email, camera, internet, phone calls and texting, but I still have a few questions about navigating my device such as using banking and other social media apps, uploading or downloading files or sending and receiving information from other users.
- I am an expert and could teach others how to use my device. I can do most or all of the following "access and interact in social media, send emails with attached files or links, upload and download files, scan files, use banking, and other virtual platforms"

Question 10: I'm currently a part of the following groups or use the following systems for either VVCR, personal, or work related actions. (Check all that apply.)

- 26 of 28 use email
- 23 of 28 use Facebook
- 20 of 28 use the general VVCR Facebook page
- 17 of 28 use the mentor VVCR Facebook page
- 13 of 28 use instagram
- 9 of 28 use twitter
- 15 of 28 use LinkedIn
- 19 of 28 use Youtube
- 28 of 28 use WhatsApp

- 0 of 28 use WhenToMeet
- 19 of 28 use online banking
- 14 of 28 use Zoom or another platform
- 12 of 28 use virtual courses
- 1 of 28 uses skype
- 1 of 28 uses Udemy and Codeacademi



Question 11: Do you have any other suggestions or comments about the implementation of technology into Voces Vitales?

Personally, I like Go To Meeting, I would suggest it for continuous mentoring training.

It seems to me a very good approach to accelerate processes and save time and resources.

We could have a joint training in virtual tools. And there are several people and companies that can help us develop the right tool for Mentoring. I think that if we replicate the Lena In Circle

<p>model it would be very useful. It also helps to convene us, to share experiences, it is a collaboration platform, not just a registration tool.</p>
<p>I think the use of google forms is quick and easy. WhatsApp are effective too</p>
<p>I am completely in favor of technology ... everything will depend on what the objective VVCR is looking for.</p>
<p>I would have liked to receive feedback with each documentation, because it is an area where we are learning and exploring, I felt a little uncomfortable as a mentor because I did not know how to guide my mentee. The techniques learned were very good, I use them personally and they have worked effectively for me.</p>
<p>I think that it's a great initiative.</p>
<p>It is an excellent instance</p>
<p>Today it is essential to be aligned with the use of IT. It is also a way to help women and businesswomen to approach technology and become familiar with it. Then there is no doubt that ITs streamline, simplify, save in the development of the processes of organizations in general</p>
<p>Everything is online and you do not have to print it would be great</p>
<p>It would be good if we could have access to a platform such as zoom, as long as this does not bureaucratize the sessions</p>
<p>Eliminating the use of paper would be wonderful</p>
<p>Do not</p>
<p>No, in general it seems to me that technology has it well applied for the purpose.</p>

Maybe my recommendation has already been considered, I suggest building a list or directory for the exchange of information among the businesswomen that have been part of the process, as a kind of magazine ... so they can exchange experiences, approach and possible solutions of their good practices and provoke linkages, promotions among them. It seems to me, also that through a kind of magazine, training activities can be programmed, national reality forums, fairs ... among other possibilities! and Another idea would be to direct the processes to other areas from the country. Thanks for the opportunity to serve!

It seems to me that they have been evolving in the use of the Tic's so that it is not so fast that one is left bounced or so slow that the change is not noticed. I think it has been a good approach.

Calendar of events in one place and easy to read

I think this incorporation of technology is very good.

Other suggestions or comments about the implementation of technology in to VVCR?

Everything Online - NO PRINTING!
Google Forms
WhatsApp
Continue Using Tech
Collaborative Platform
Calendar
Media Library

APPENDIX C: San Pedro Focus Group Questions

San Pedro Focus Group Questions - English

We'd like to better understand the process of uploading documents. **Would you be able to walk us through the [documentation] process you follow each time you complete a mentoring session?**

- Are you using a mobile device to fill out and upload these documents or are you using a computer?
- How do you find the documents you need to fill out?
- Do you submit them electronically? Or do you fill them out physically [then upload]?
- How long does the entire process of finding the documents to submitting the documents take?
- Are there any problems along the way?

How do you currently use technology?

Do you feel comfortable using technology in your day to day life?

Do you have any areas of technology that you particularly struggle with?

-On this site do you...post, read, share, etc.?

Do you feel comfortable using social media?

How often do you access social media such as:

VVCR general page

VVCR Mentor page

Whatsapp

If anyone has done a 1 day project, how do you sign up for these events?

Where do you receive notifications that a mentoring opportunity has opened up?

How do you personally keep track of dates of events/mentoring sessions?

VVCR map of events?

Outlook calendar?

When2Meet equivalent?

Are there any best practices for technology you have seen in other aspects/groups that you'd recommend?

How do you use the previously [or above stated] tools in the context of mentoring?

- Do you use them for document upload/document management?
- Communication?
- Scheduling?

Specifically in regards to the certification process, **did you have any problems meeting deadlines due to miscommunication? Due to poor communication of due dates?**

VVCR is looking to implement some changes to their current website and CRM and would like to incorporate some of your ideas into their future plans. **If the ideal website/platform were created, what kinds of features would you want to see in order to enhance your mentoring process/experience?**

We'd like to show you some of the rough ideas we've generated to date. Currently, we have 1 version for the website. We are going to walk you through the program. Please feel free to make any comments on design, usability, readability, etc as we go slide to slide. Any feedback is greatly appreciated. (Go slowly slide by slide)

Bubble vs. lists see which they like better

Calendar of events vs. map of events

That concludes all of the information we have for you, now we'd like to have an open discussion with you all. If you have **any comments or concerns** regarding absolutely anything, not just specific to what we've shown or asked you, we'd like to hear everything you have to say!

Thank you so much for coming and for sharing your opinions with us. We greatly appreciate you taking the time to help us and can't wait to use these results to produce a wonderful final product!

APPENDIX D: Escazu Focus Group Questions

Agenda for Escazu Focus Group - 7 de Febrero 2018

- Start with Introduction
- Go through the Balsamiq mockup without comments
- Go through mockup slowly, slide by slide asking questions:

Aesthetic:

- Would you change any of the color layouts to make the mockup easier to view?
- Do any pages look too cluttered?
- Do any pages look empty?
- What was your first impression of the mockup from a visual standpoint?

Navigation:

- Would you have any trouble navigating the system if you were on your own?
- Would you have difficulty finding any information on the mockup?
- Would you be able to access the document upload/download for a mentoring session?
 - If no, how could we improve this?
- Are you able to understand how to navigate through the site?
- Are any of the links confusing to you?
- Do you see any potential problems in navigation?

Information:

- Do you think the mockup had enough information?
- Is the information provided within the mockup useful?
- Were you ever confused by information?

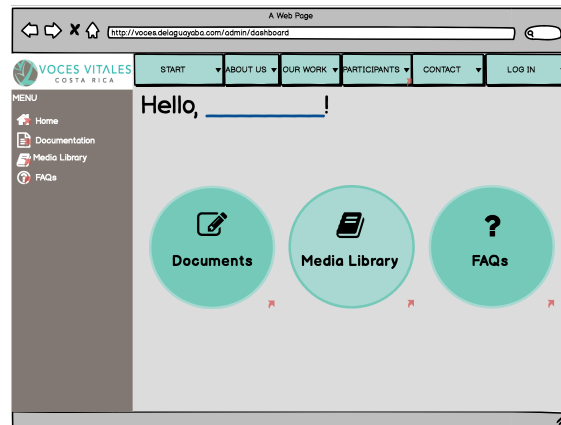
APPENDIX E: Links to Deliverable PDFs

The following link leads to a folder with all of the Balsamiq mockup PDFs.

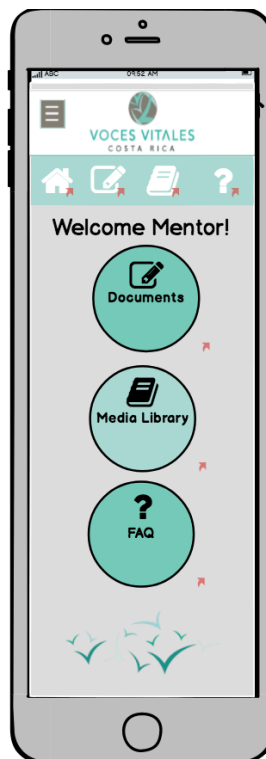
<https://drive.google.com/drive/folders/11XF0LUAUBUf3O5vIsooryPiaWNUr8BtH?usp=sharing>

The folder includes:

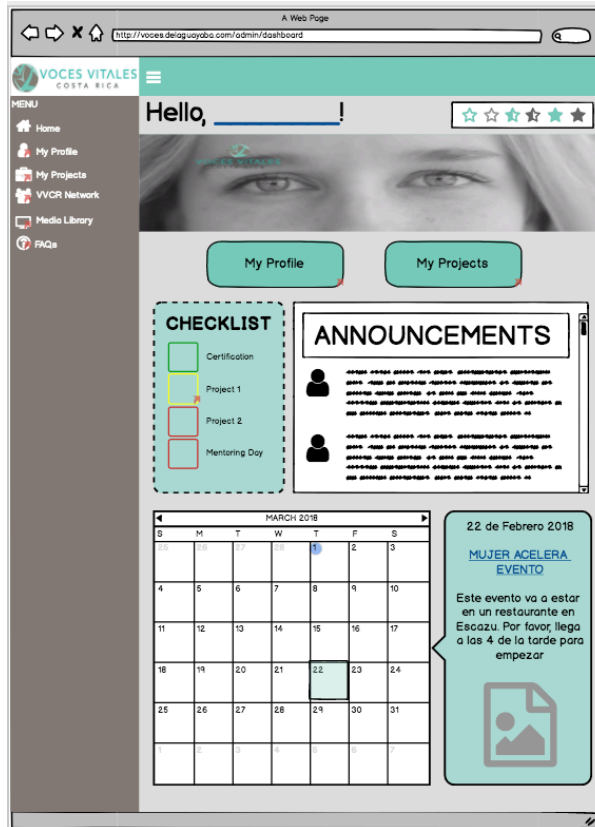
Website Desktop View



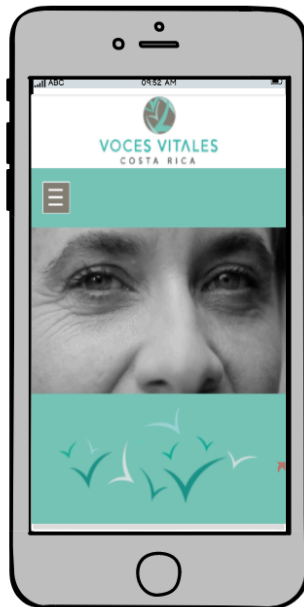
Website Mobile View



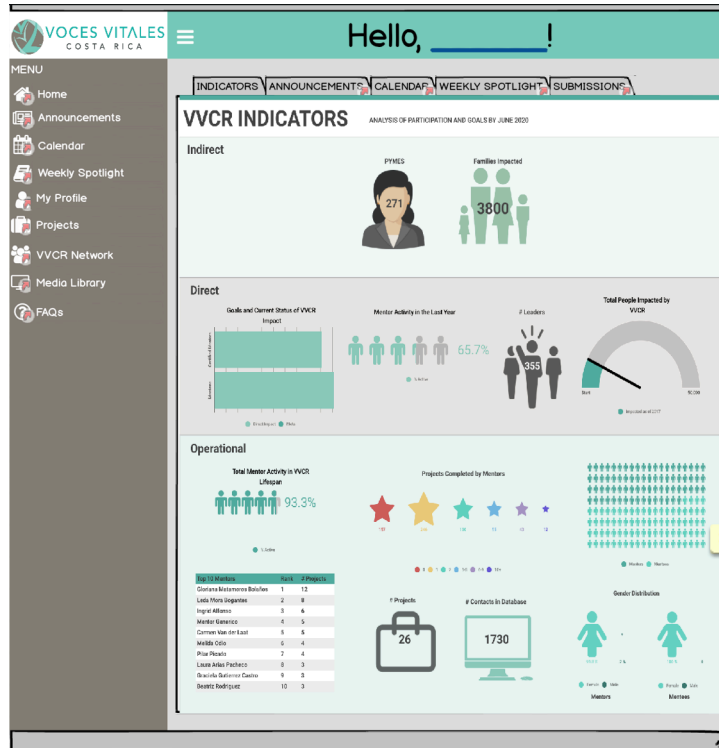
CRM Mentor Desktop View



CRM Mentor Mobile View




CRM Admin Desktop View




APPENDIX F: Implementation Guide

Attached on the following pages is the Implementation Guide sent to VVCR Staff and De La Guayaba

Voces Vitales Costa Rica Website and CRM Implementation Guide



Website and Customer Relationship Management Balsamiq Mockups
Created by: Amanda Alves, Megan Hendrie, Hannah Modelski, and Zoe Schwartz



Voces Vitales Costa Rica Website and CRM Implementation Guide



Website and Customer Relationship Management Balsamiq Mockups

Created by: Amanda Alves, Megan Hendrie, Hannah Modelski, and Zoe Schwartz



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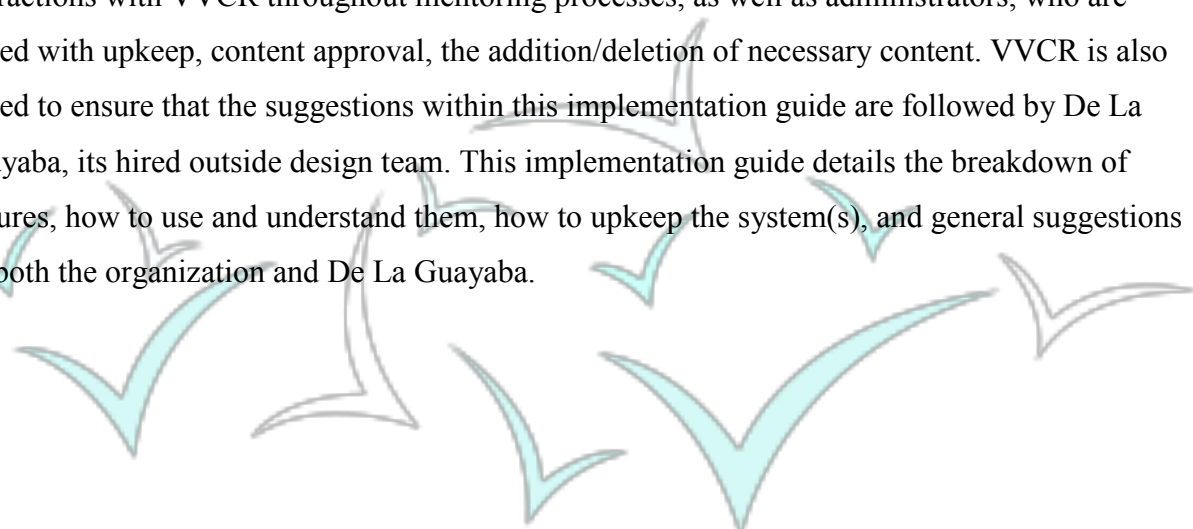
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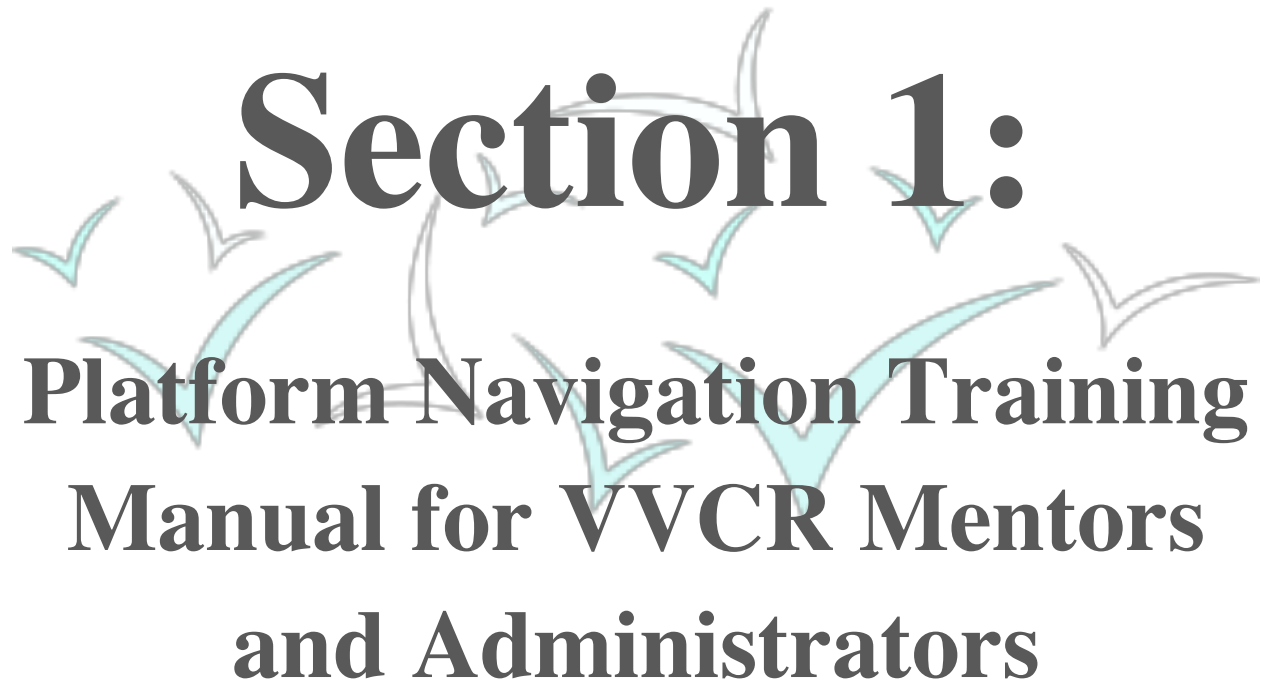
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Welcome!

This implementation guide was created to supplement the technological mockups for Vital Voices Costa Rica's (VVCR) website and CRM to aid in the creation and implementation of the proposed system updates. The information within this implementation guide is divided into two major sections: the website and the CRM. Each of these sections is then broken up further into a mentor viewpoint and an administrator viewpoint. Users defined in this implementation guide are mentors at Vital Voices, who will be using the system to improve their interactions with VVCR throughout mentoring processes, as well as administrators, who are tasked with upkeep, content approval, the addition/deletion of necessary content. VVCR is also tasked to ensure that the suggestions within this implementation guide are followed by De La Guayaba, its hired outside design team. This implementation guide details the breakdown of features, how to use and understand them, how to upkeep the system(s), and general suggestions for both the organization and De La Guayaba.



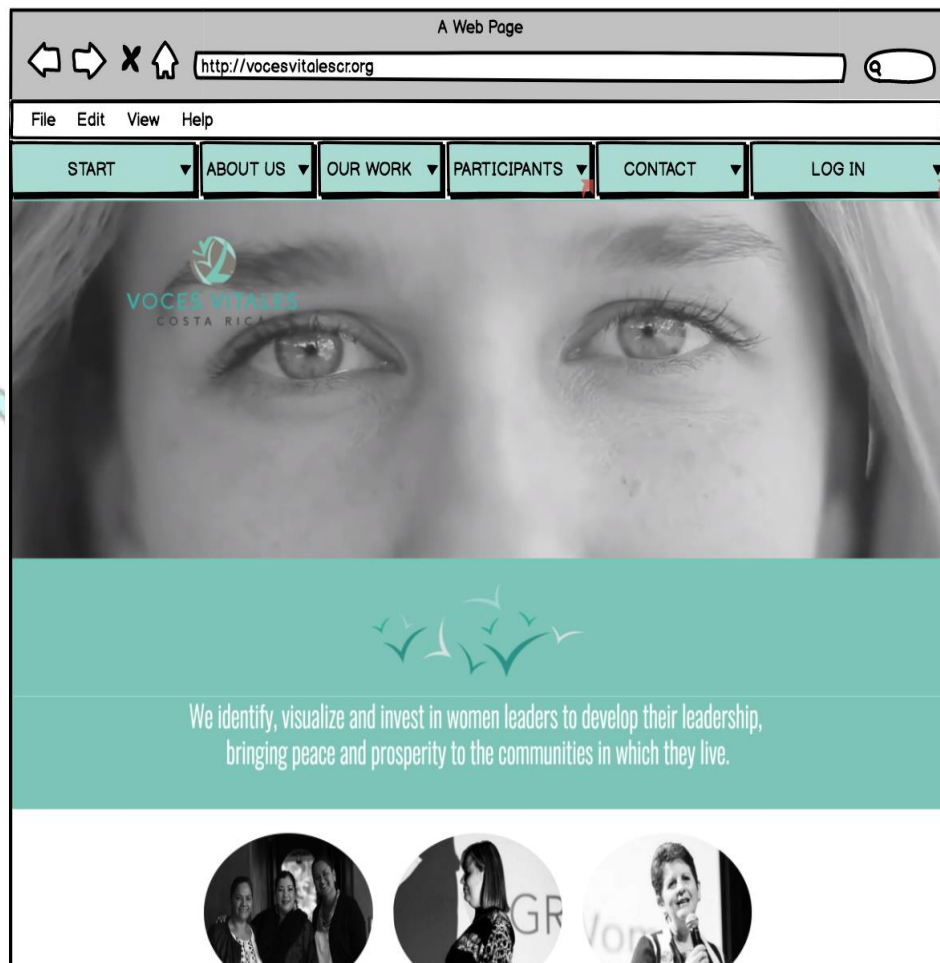
The background features a decorative pattern of teal checkmarks and birds. The checkmarks are scattered across the page, and the birds are depicted in flight, some in teal and some in grey. The overall design is clean and professional.

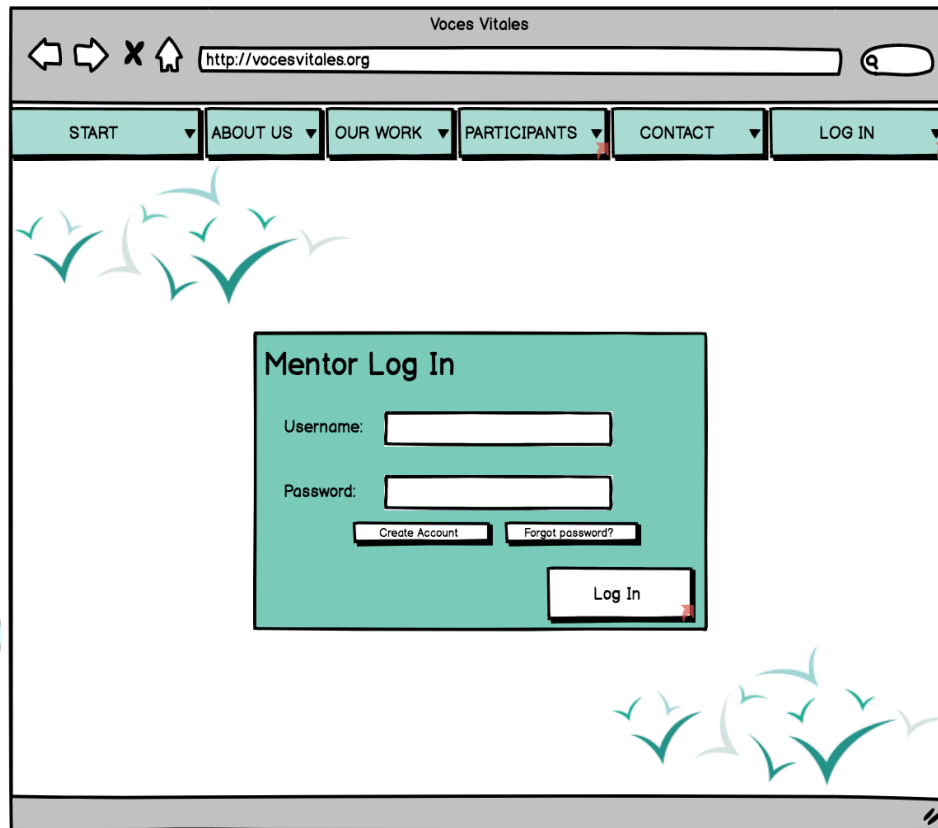
Section 1:

Platform Navigation Training Manual for VVCR Mentors and Administrators

The Website – Desktop View

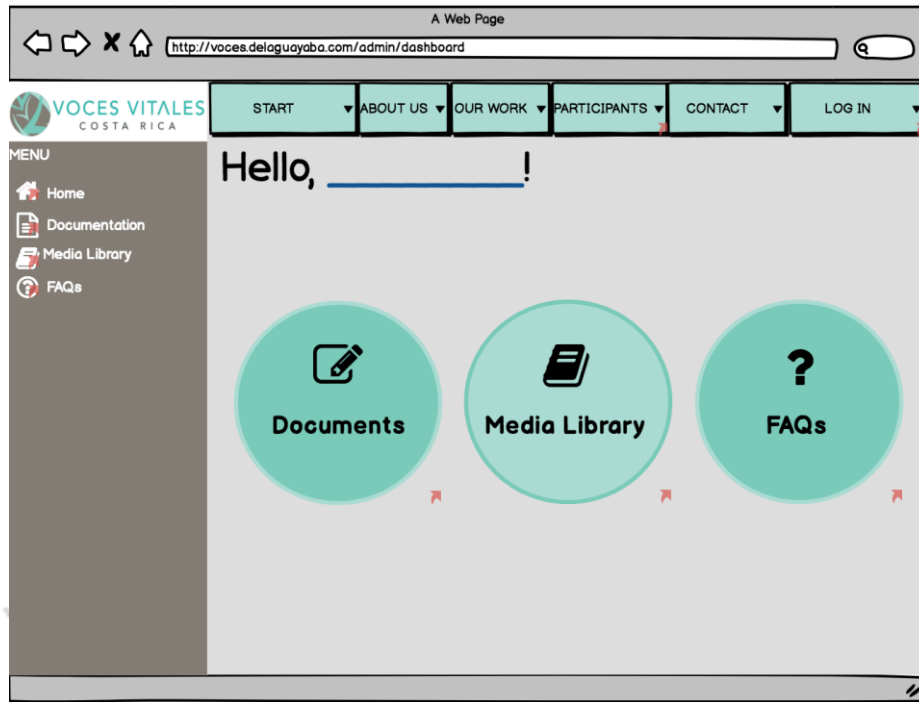
The current VVCR website (vocesvitalesscr.org) is out of date, featuring events that only lead up to August of 2016. Pages on the website that require updating include the public event page and the integration of an additional menu tab for a mentor log in. Upon clicking the newly created ‘Log In’ tab, mentors can log in with a personal email/username and password.





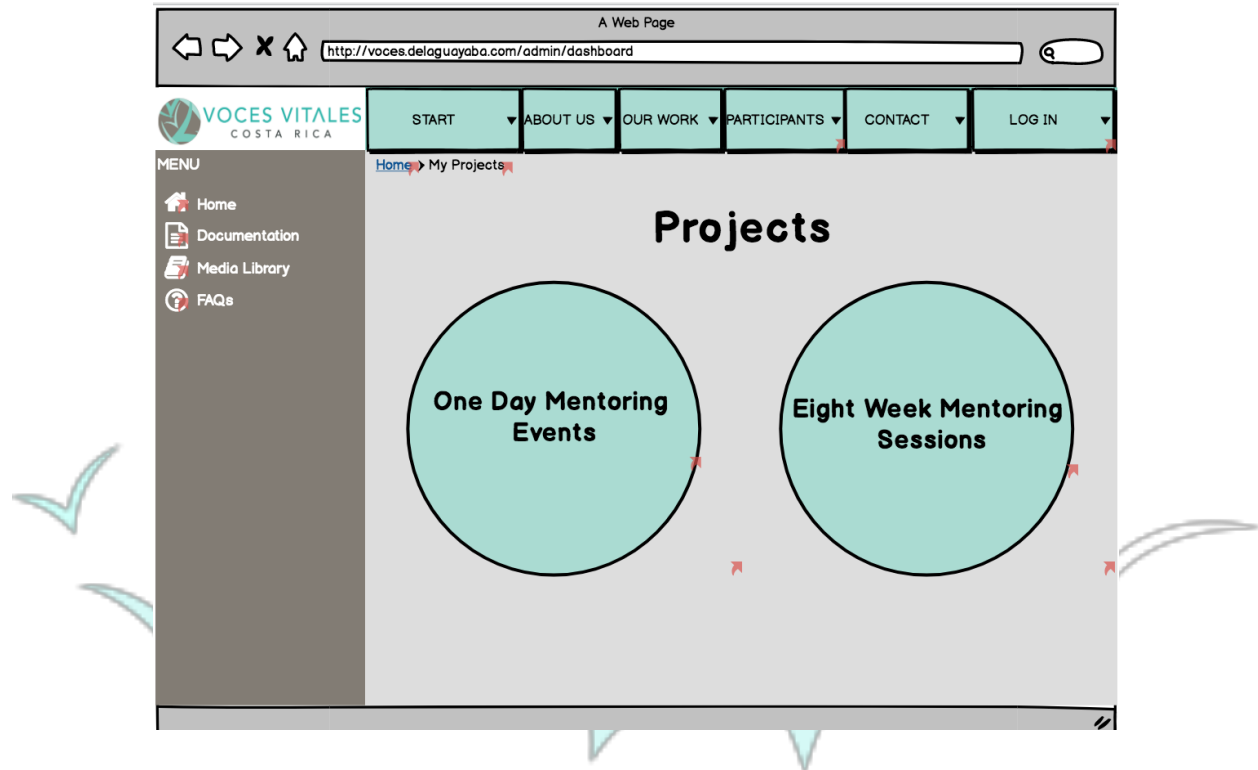
Once logged in, mentors will be brought to the 'Home' page contained in an external link. On the homepage, mentors will see the same upper tabs as the existing web page for easy access back to the general VVVR website. On this homepage, there are three circles leading to 'Documents,' 'Media Library,' and 'FAQ.' On the left page of the screen, there is also a menu that stays on each page, housing the 'Home' page,' 'Documentation,' 'Media Library,' and 'FAQ.' The 'Documentation' page houses all necessary forms for mentors. 'Media Library'

provides links to videos, pictures, links, and VVCR social media. The 'FAQ' page contains common questions asked by VVCR mentors.

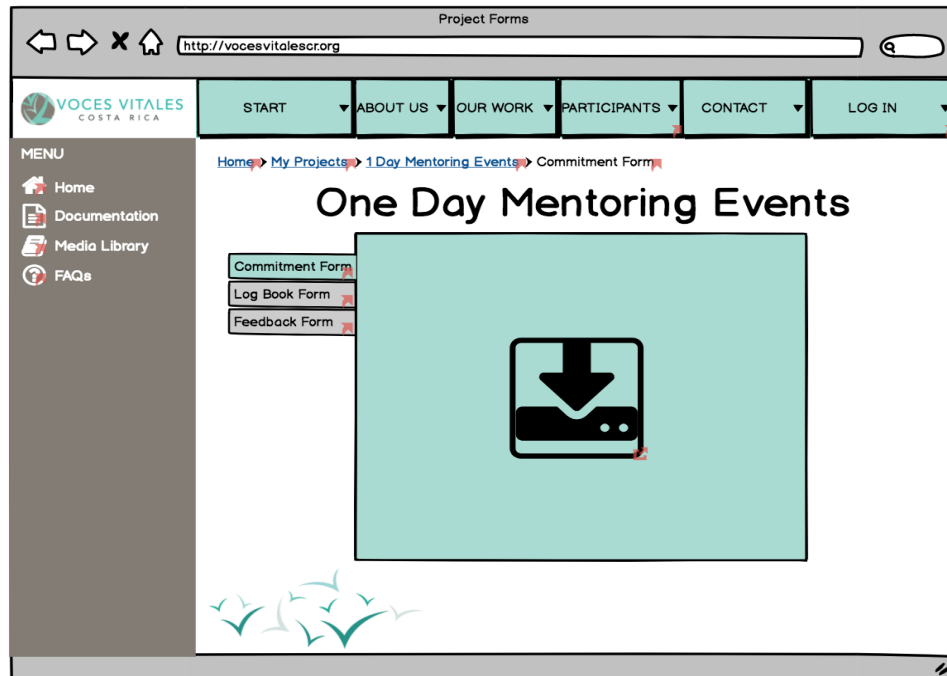


Accessing Documents:

Upon clicking the ‘Documents’ button on the homepage, or ‘Documents’ tab on the left side menu, the mentor is brought to a page titled ‘My Projects.’ Here there are two circles, one labeled ‘One Day Mentoring Events’ and the other ‘Eight Week Mentoring Sessions.’



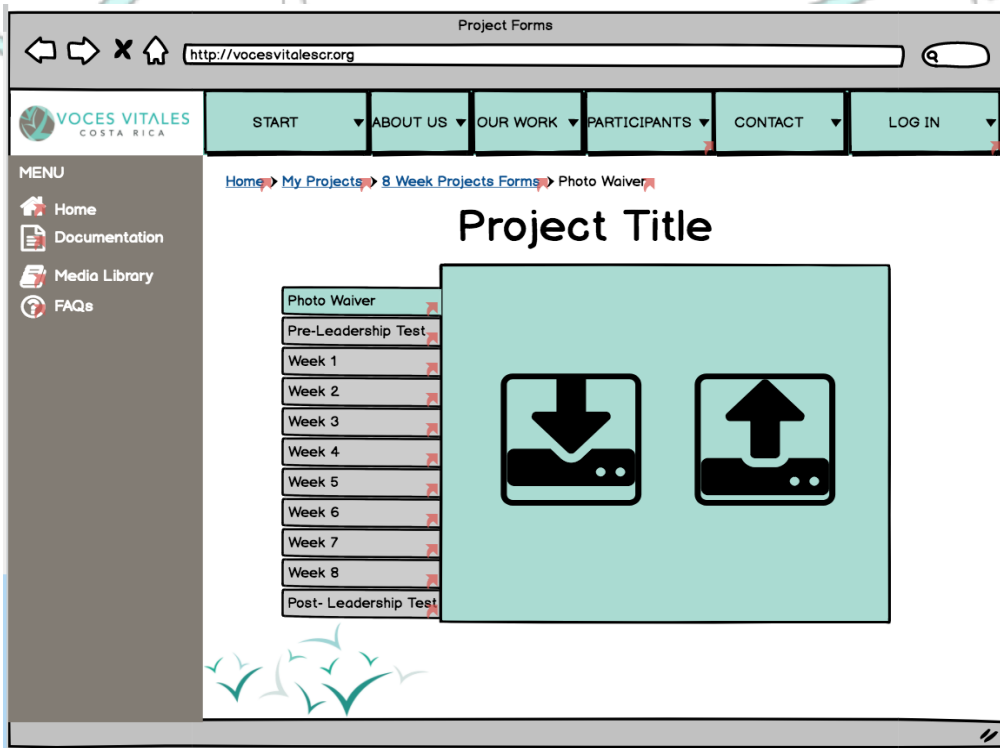
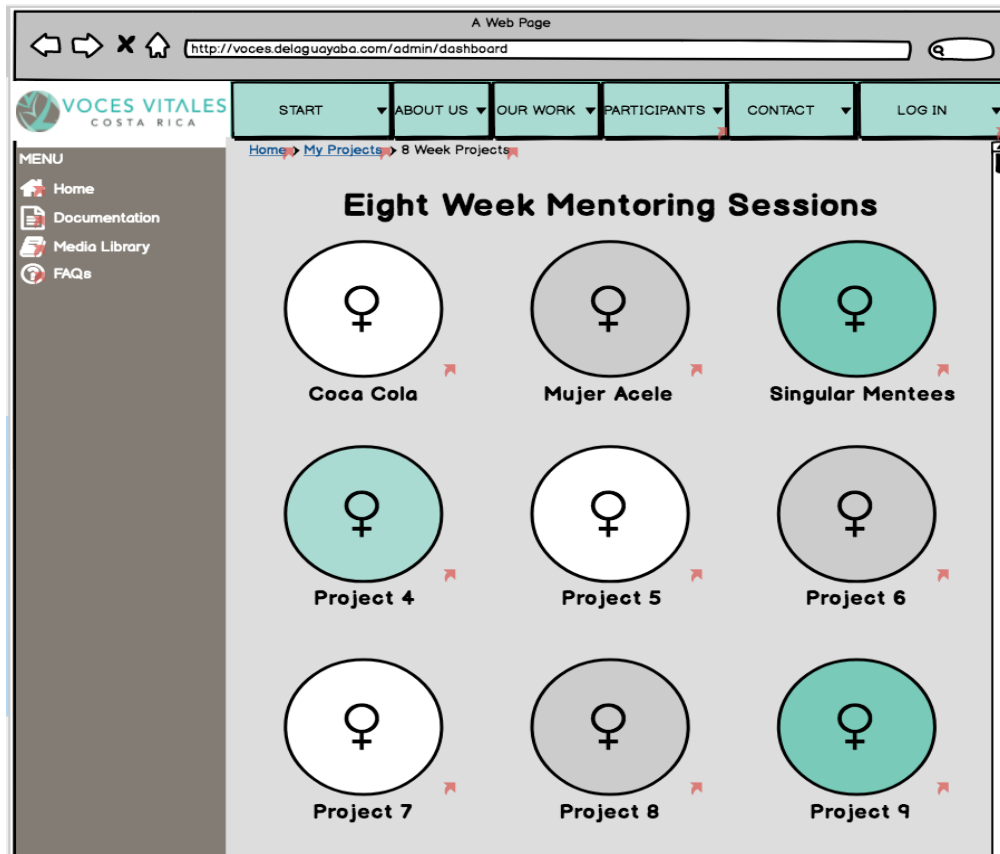
Depending on which project type the mentor is looking for, once the applicable button is clicked, the mentor is brought to a page listing all of the ‘One Day Mentoring Events’ or ‘Eight Week Mentoring Sessions.’ If the mentor selects ‘One Day Mentoring Events,’ she or he is immediately brought to a page with three tabs for the necessary forms. The tabs are located on the left of the teal box. If the mentor clicks on the first tab ‘Commitment Form’ and then the download icon at the center of the teal box, she or he will be brought to the connected google form. The same action occurs when the mentor clicks the ‘Log Book Form’ and the ‘Feedback Form.’



On the top of this ‘One Day Mentoring Events’ page, there are breadcrumb links, giving the mentor easy access to retrace her or his steps and get back to the homepage.

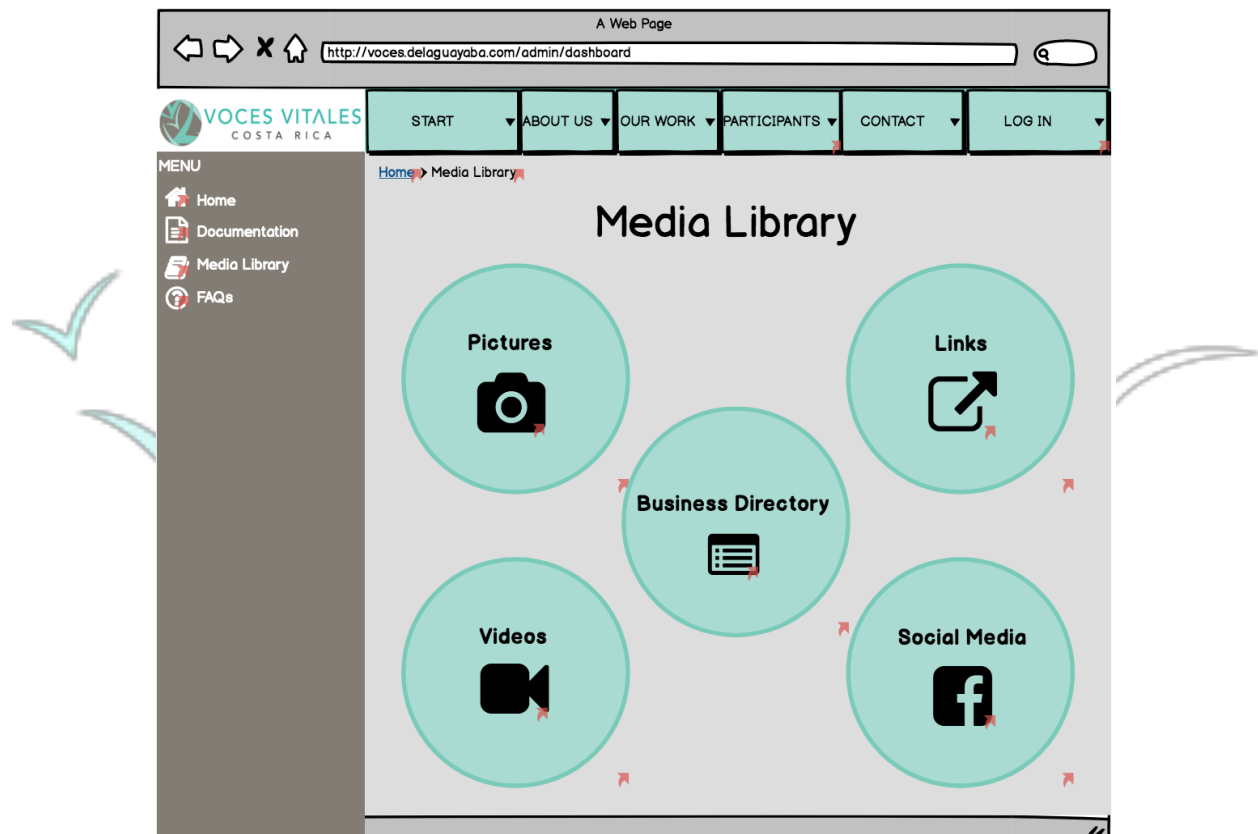
[Home](#) > [My Projects](#) > [1 Day Mentoring Events](#) > [Commitment Form](#)

If the mentor wants to access the ‘Eight Week Mentoring Session’ forms within the ‘Documentation’ page with the two circles, she or he should select the ‘Eight Week Mentoring Sessions’ page. Once this circle is selected, the mentor will be brought to a page titled ‘Eight Week Mentoring Sessions’ and on the page is a list of all of the eight week projects. The mentor should select the appropriate project. From there she or he is brought to a page with a teal box with eleven tabs. The tabs are labeled ‘Photo Waiver,’ ‘Pre-Leadership Test,’ ‘Week 1,’ ‘Week 2,’ ‘Week 3,’ ‘Week 4,’ ‘Week 5,’ ‘Week 6,’ ‘Week 7,’ ‘Week 8,’ and ‘Post - Leadership Test.’ Each tab brings up a new page with a download button. If the mentor clicks on the download button, she or he will be brought to the applicable google form for the selected tab. (The ‘Photo Waiver’ page has both an upload and download button due to the nature of the form).

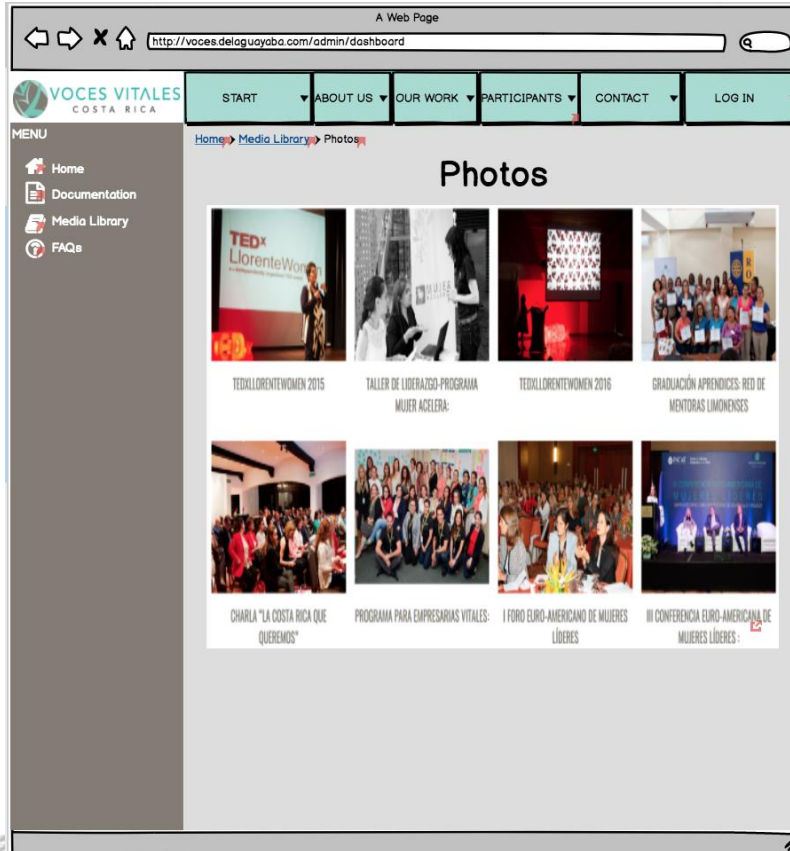


Accessing the Media Library:

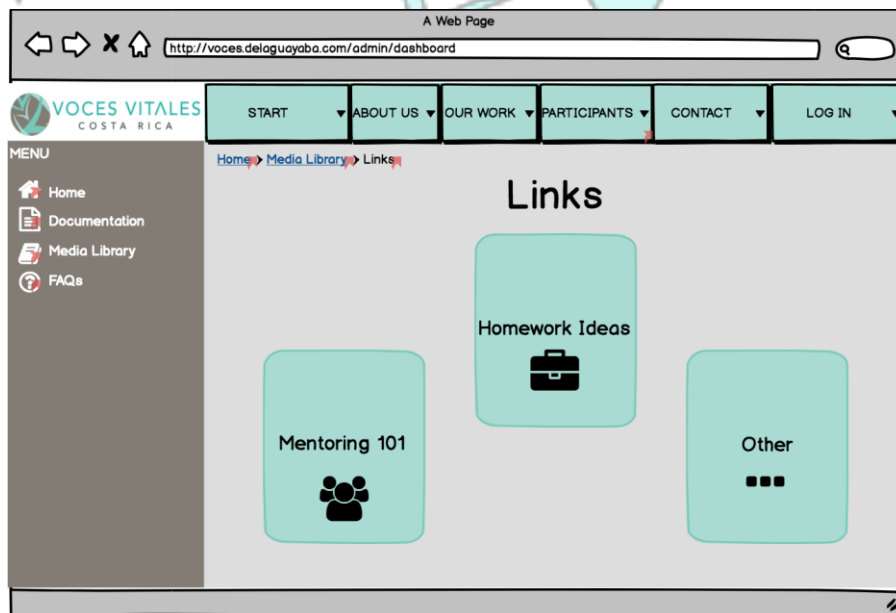
From the homepage, the mentor should select the center button labeled ‘Media Library.’ The media library can also be accessed by clicking the third tab on the menu bar on the left side of the page labeled ‘Media Library.’ Once selected, the mentor will be brought to a page titled ‘Media Library.’ Located on this page are five circles. Starting from the top left and going clockwise, the circles are labeled ‘Pictures,’ ‘Business Directory,’ ‘Links,’ ‘Social Media,’ and ‘Videos.’



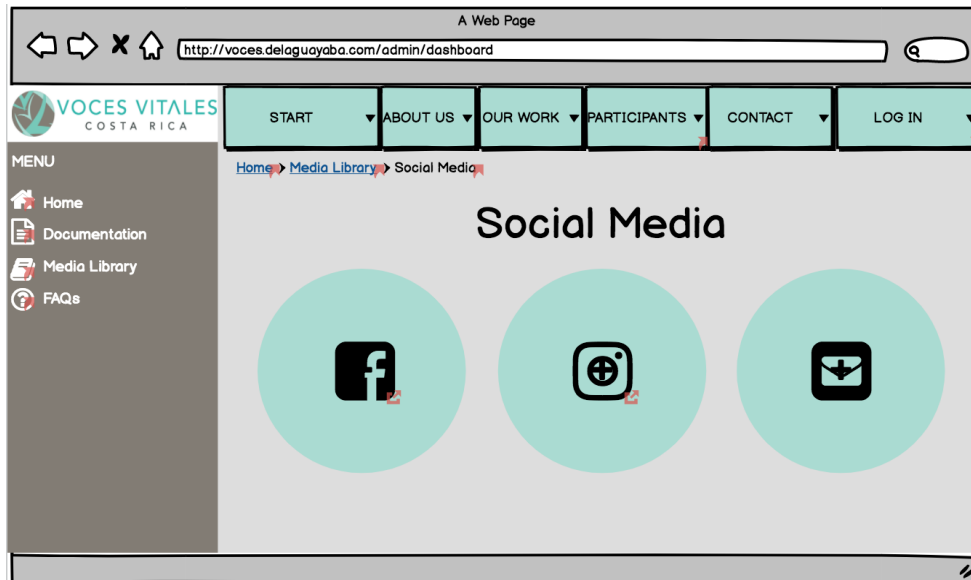
If the mentor selects the ‘Pictures’ page, she or he is brought to a page with a list of photos from different VVCR events. When the mentor clicks on the folder she or he is looking for, she will be brought to the Flickr page where the photos are housed.



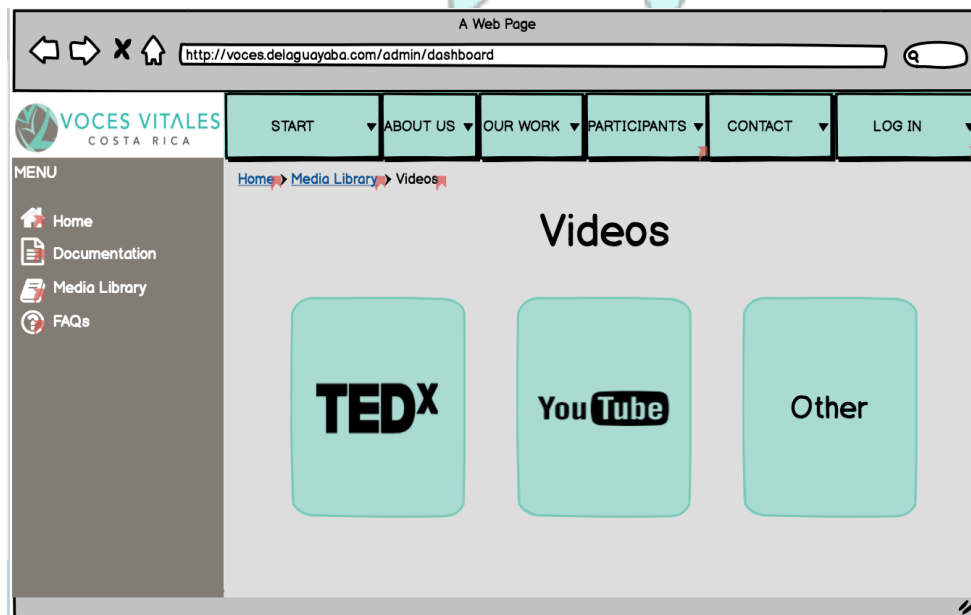
If the mentor clicks on the 'Links' page, she will be brought to an additional page with helpful resources categorized by subject.



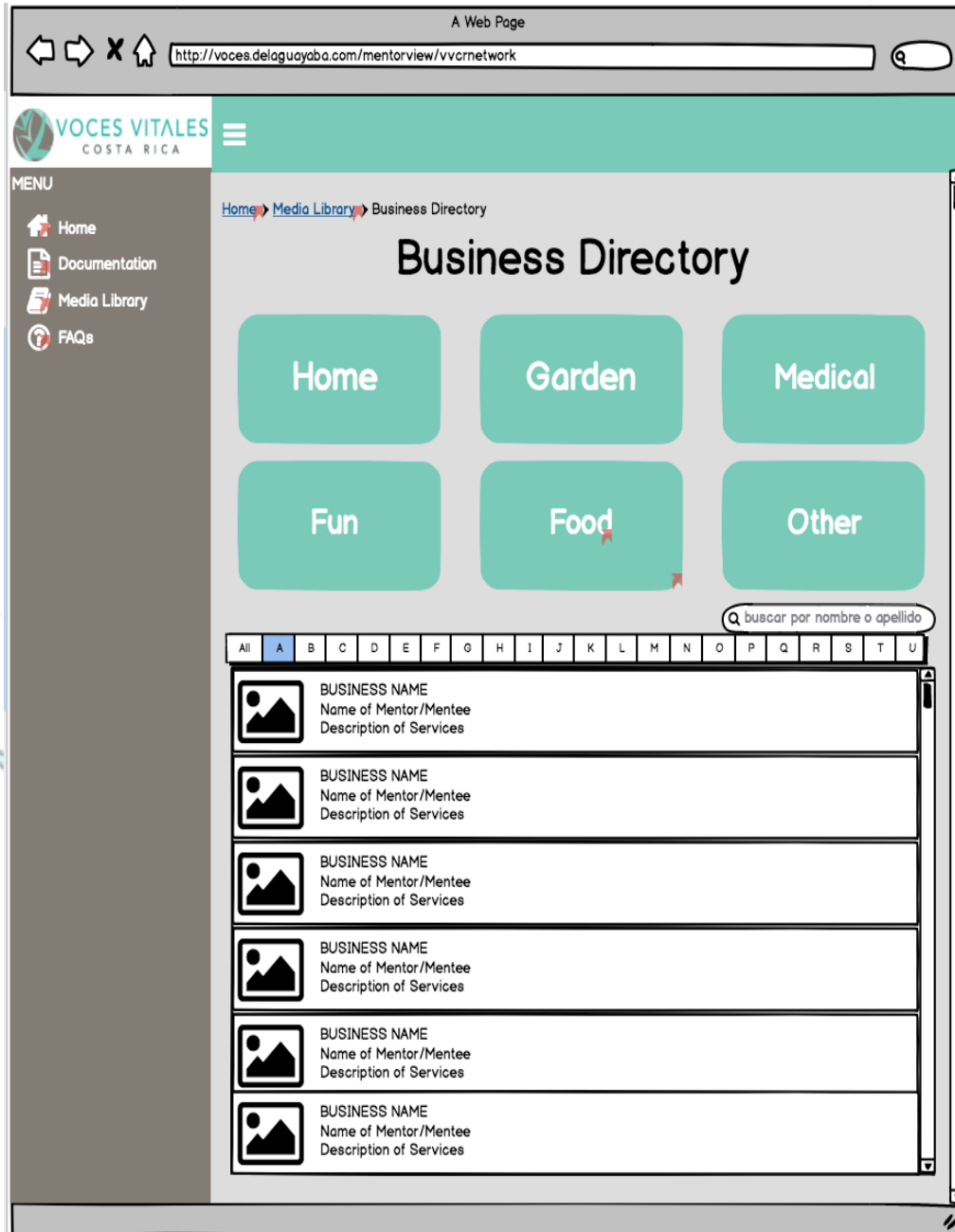
When the 'Social Media' button is clicked, the mentor is brought to a page with icons for each of VVCR's social media platforms. When each platform button is clicked the mentor is directed to an external social media page.



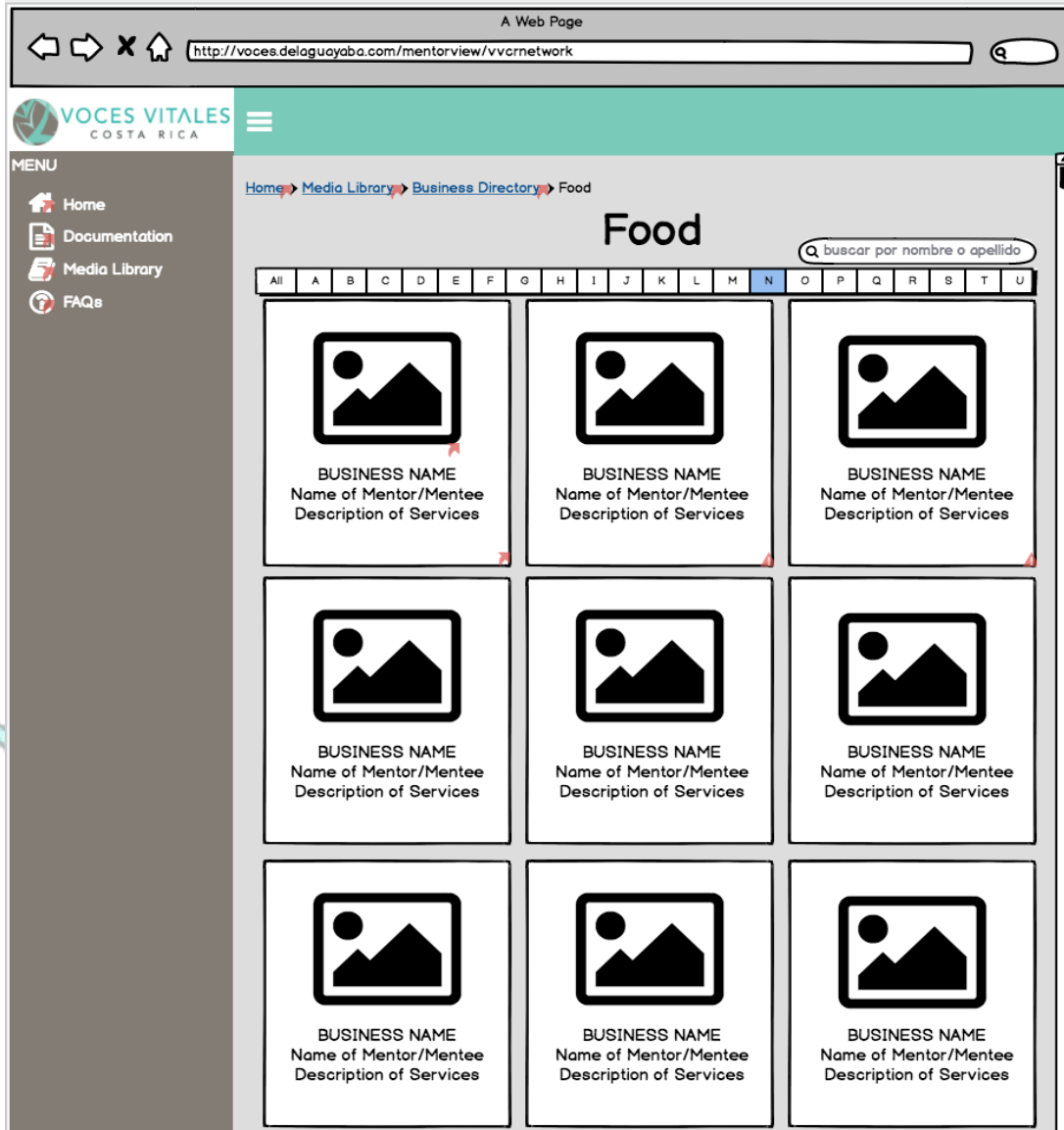
Clicking the 'Videos' button will bring the mentor to a page with folders of videos categorized by subject. Then, when the video of interest is clicked, the mentor is brought to a separate page with the video.



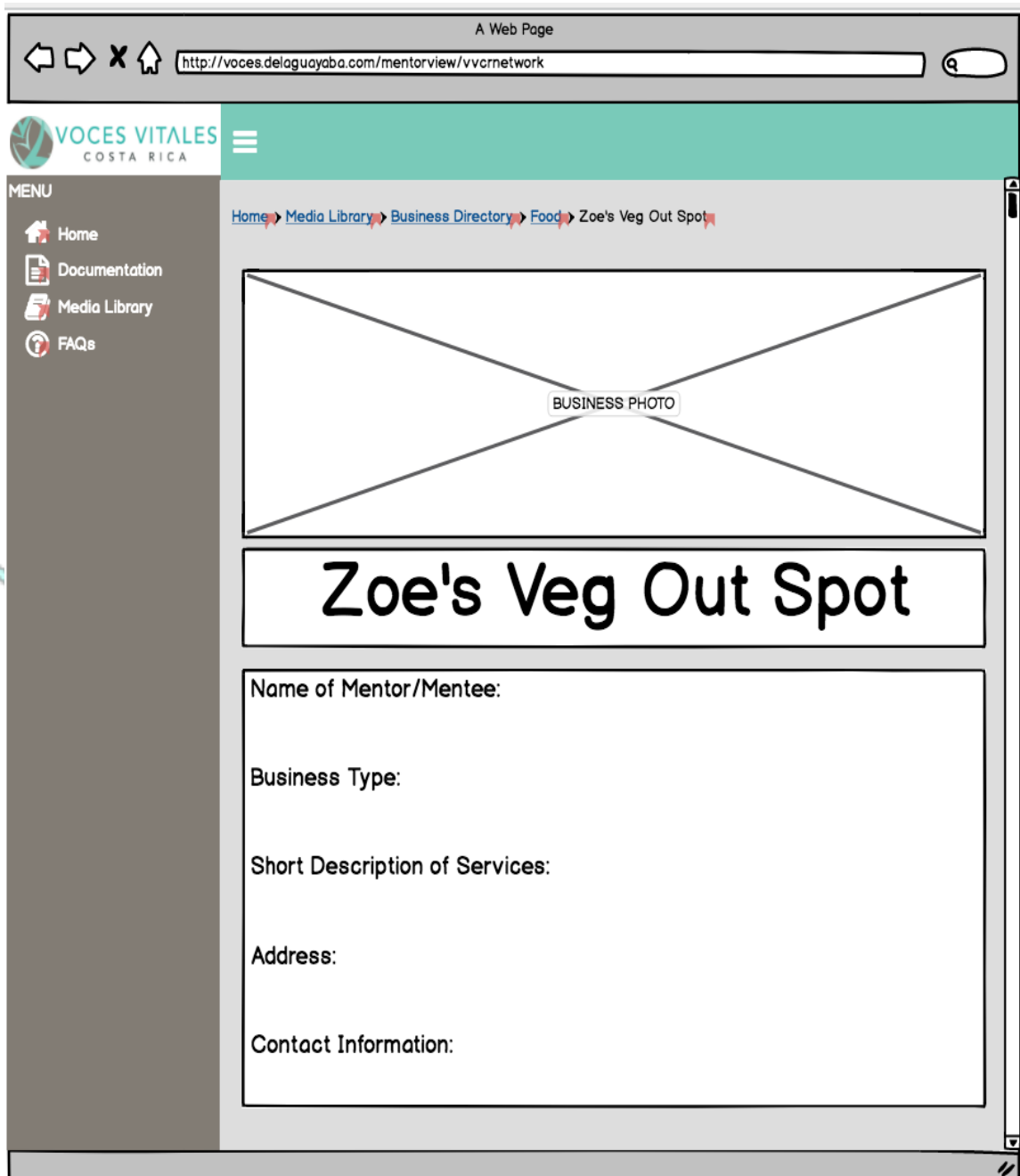
When the mentor clicks on 'Business Directory' she or he is brought to a page with buttons for business groups, below which is a master list of all the businesses.



If a specific category is selected, the mentor is brought to a page with a business card display for the category.



When an individual business is selected from this shortened list, the mentor is brought to a page specific to the business. This page provides the mentor with basic information including name, location, and contact information.



Accessing the FAQ:

From the home page, if the mentor clicks the third button to the right, or last tab on the menu, she or he is brought to the FAQ page. Here the mentor can read commonly asked questions, and at the bottom, submit her own.

The screenshot shows a web browser window with the URL <http://voces.delaguayaba.com/admin/dashboard>. The website header includes the logo for 'VOCES VITALES COSTA RICA' and a navigation menu with the following items: START, ABOUT US, OUR WORK, PARTICIPANTS, CONTACT, and LOG IN. A left-side menu is labeled 'MENU' and contains: Home, Documentation, Media Library, and FAQs. The main content area is titled 'Frequently Asked Questions' and contains the following content:

Question: Where do I locate the documentation corresponding to my project?

Answer: A mentor will find all the necessary documentation on the documentation page, accessed from the home page or the left side menu. Select the corresponding 'One Day Mentoring Events' page or the 'Eight Week Mentoring Sessions' for your project.

Question: Where can I see the events of the foundation?

Answer: By selecting the 'Participate' tab at the top of this page, and then selecting 'Events', you will be brought to an updated calendar of organization events.

Question: How do I fill out a form?

Answer: Within the documentation page, select the download icon of the form you are looking for located on the left tabs of the page, and you will be brought to the corresponding google form.

Question: How do I use the virtual library and what information is there in it?

Answer: You can access the media library from the circle button labeled 'Media Library' on the home page, or the 'Media Library' tab found in the left side menu on every page. Within the media library are helpful resources including, links, videos, and pictures from past events.

At the bottom of the page, there is a button that says "Don't See Your Question?? Ask It Here!" and a text input field.

Updated Events Page to the Public VVCR Website:

The current 'Events' page on the VVCR website will contain a monthly calendar view of events. This calendar will have highlighted numbers for important dates. If the mentor or website visitor hovers over a highlighted date, a popup window will appear to the right of the calendar. This popup window provides extensive details about the event: name and date of event, a description of the event, and an image for the event. Below the events calendar is a grid of images that are labeled with descriptions of past events.



The screenshot shows the VVCR website's Events page. At the top, there is a navigation bar with links for START, ABOUT US, OUR WORK, PARTICIPANTS, CONTACT, and LOG IN. The main heading is "EVENTS" with a decorative graphic of birds. Below this is the "Future Events" section, which features a calendar for February 2018. The calendar has the date 22 highlighted in green. A popup window for February 22, 2018, displays the event title "MUJER ACELERA EVENTO" and a description: "Este evento va a estar en un restaurante en Escazu. Por favor, llega a las 4 de la tarde para empezar". Below the calendar is the "Past Events" section, which contains a grid of nine photographs showing various group photos and event scenes.

FEBRUARY 2018						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
4	5	6	7	8	9	10

22 de Febrero 2018

[MUJER ACELERA EVENTO](#)

Este evento va a estar en un restaurante en Escazu. Por favor, llega a las 4 de la tarde para empezar

Past Events

The Website - Mobile View

If the mentor is accessing the VVCR website on her phone, she or he is brought to the existing mobile view of the website. If she or he clicks on the icon with three lines, on the top left of the page, the mentor will be brought to a drop down menu. If the final tab in the menu, 'Mentor Login,' is clicked the mentor will be brought to a login portal.



Upon entering a personal username and password, the mentor is brought to the home screen containing a navigation bar at the top of the screen with three circular buttons further down the screen.



At the top of every page within this portal is a navigation bar containing four icons. The first one is the 'Home' icon which brings the user back to the homepage. The next icon is the 'Documentation' icon and leads the mentor to a page to access necessary forms for one day mentoring events and eight week mentoring sessions. The third icon leads the user to the 'Media Library' page, and the final icon gives access to 'FAQ.' Additionally on this homepage, there are three vertical buttons labeled sequentially, 'Documents,' 'Media Library,' and 'FAQ.' When clicking on each button, the user is brought to the appropriate page.

Accessing Documents:

If a mentor clicks on the ‘Documents’ icon at the top bar of the page, or the top circle labeled ‘Documents,’ she is brought to a documents page which displays two circles: one labeled ‘One Day Mentoring Events’ and the other titled ‘Eight Week Mentoring Sessions.’



If the mentor clicks on the ‘One Day Mentoring Events’ page she will be brought to a page with a list of all of the necessary forms: ‘Commitment Form,’ ‘Log Book Form,’ and

‘Feedback Form.’ When each button is clicked, the mentor is brought to the attached google form.



On the documentation page, if the mentor selects the ‘Eight Week Mentoring Sessions,’ she is brought to a similar page with all of the necessary forms: ‘Photo Waiver,’ ‘Pre-leadership Test,’ ‘Week 1,’ ‘Week 2,’ ‘Week 3,’ ‘Week 4,’ ‘Week 5,’ ‘Week 6,’ ‘Week 7,’ ‘Week 8.’ When the mentor clicks on each title of the form, she is brought to the corresponding google form.



Accessing the Media Library:

If the mentor selects the third icon at the top for ‘Media Library’ or the second button on the home page labeled ‘Media Library,’ the mentor is brought to the ‘Media Library’ page. On this page, the mentor will see five circles with five different icons. Starting at the top left icon and going clockwise, the icons are ‘Photos,’ ‘Business Directory,’ ‘Links,’ ‘Social Media,’ and ‘Videos.’



If the mentor selects the ‘Pictures’ page, she is brought to a page with a list of photos from different VVCR events. When she clicks on the desired folder, she is directed to the Flickr page where the photos are housed. If the mentor clicks on the ‘Links’ page, she is brought to an additional page with help resources categorized by subject. When the mentor clicks on the ‘Social Media’ button, she is brought to a page with icons for each of VVCR’s social media platforms. When each platform button is clicked, the mentor is directed to an external social media page. When the mentor selects the ‘Videos’ page, she is brought to a page with folders of

videos categorized by subject. When the video of interested is selected, the mentor is brought to a separate page with the video.

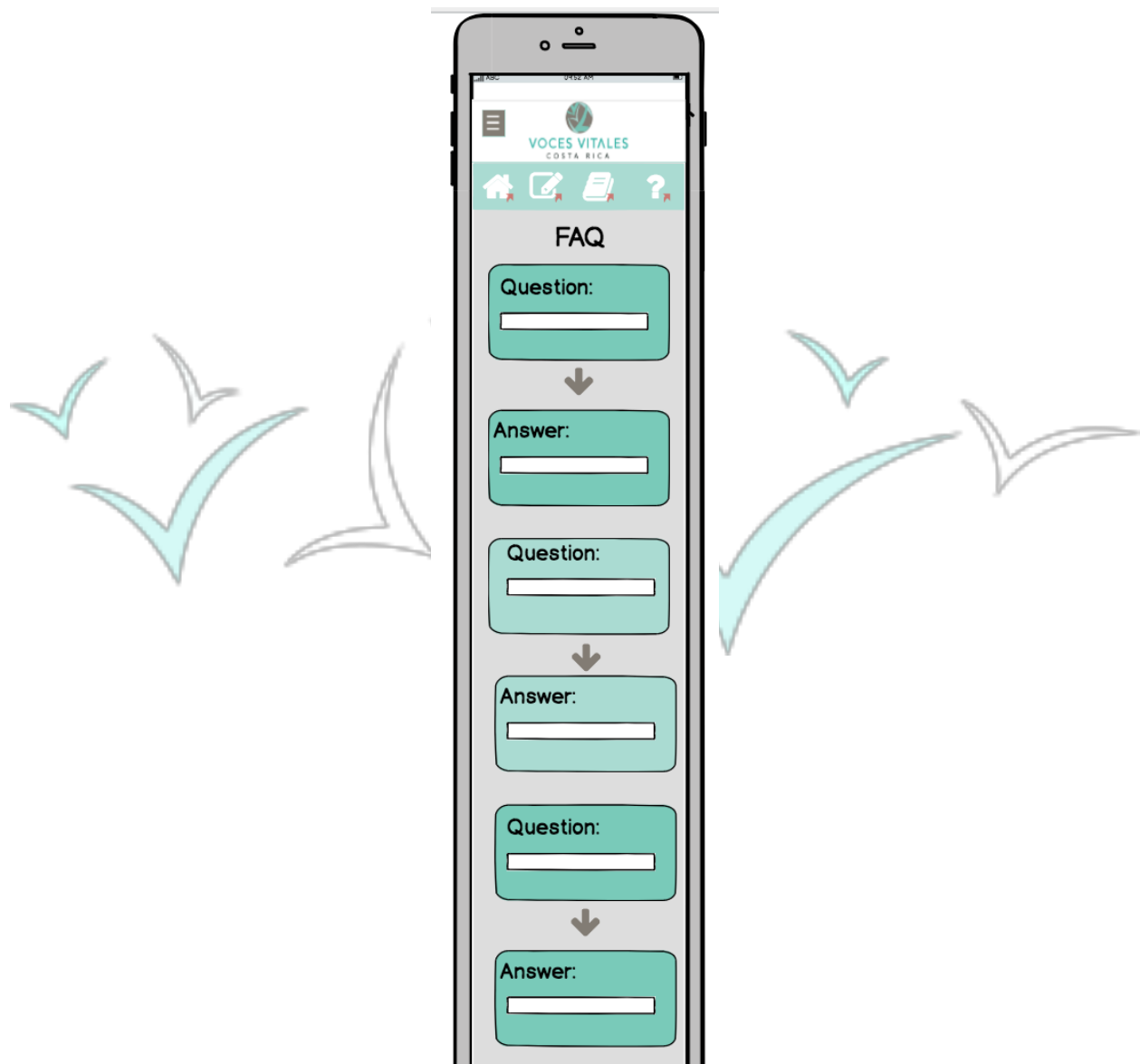


When the mentor clicks on 'Business Directory' she is brought to a page with buttons for groups of businesses, below which is a master list of all the businesses. If the mentor selects a specific category, she is brought to a page with a business card display. Once a business is selected, the mentor is directed to a page specific to the business. This pages provides the mentor with basic information including name, location, and contact information.



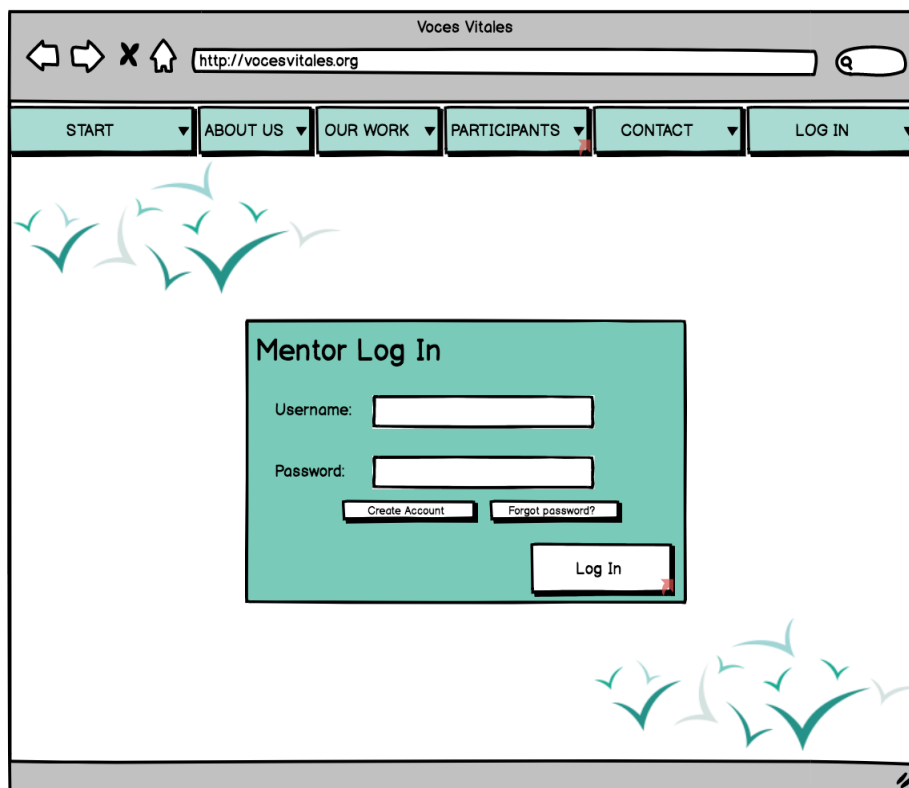
Accessing FAQ:

If the mentor selects the fourth icon at the top of the homepage labeled 'FAQ' with a question mark icon, or the third button on the homepage labeled 'FAQ,' she or he is brought to the FAQ page. On this page the mentor will see commonly asked questions with corresponding answers. On the bottom of the page is a field for mentors to submit additional questions.



The CRM - Mentor Desktop View

The newly designed CRM is a centralized platform that allows for mentor access. The user in this section refers to a mentor of VVCR. The CRM can be accessed from VVCR's public website, vocesvitalesscr.org, just as with the previous website login. The website will include a login tab across the top menu bar as before. Upon clicking 'Login,' The user will be prompted with the same screen to input a username and password.



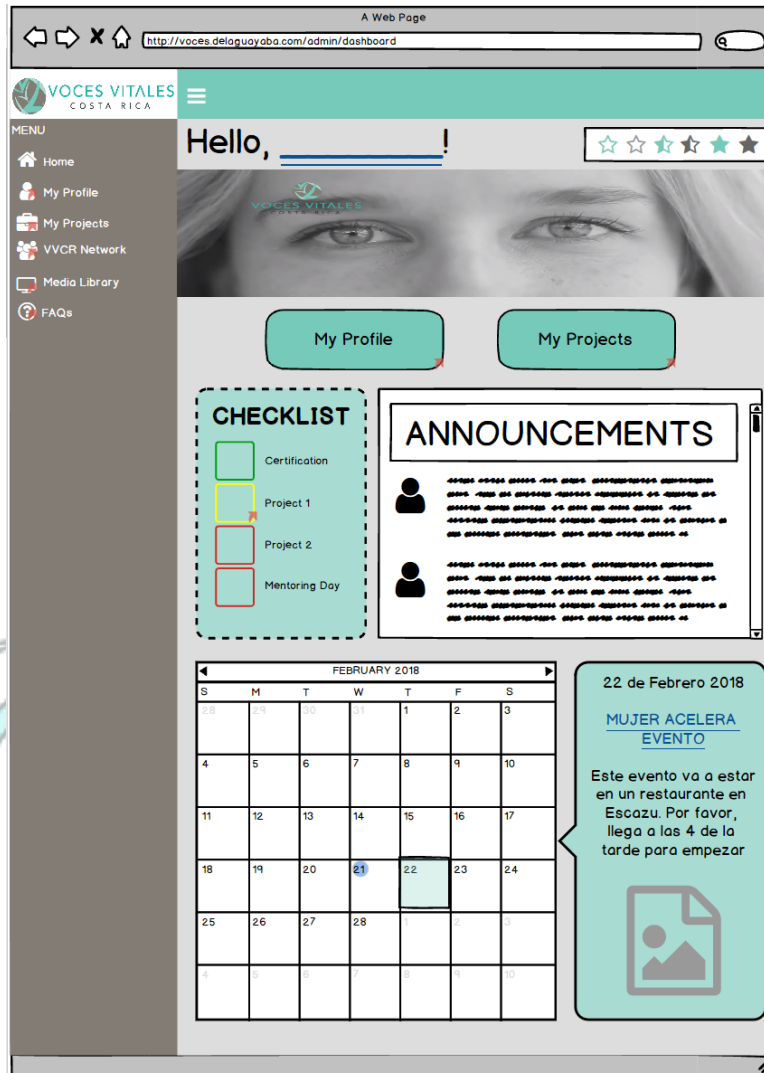
The screenshot shows a web browser window titled "Voces Vitales" with the address bar displaying "http://vocesvitalesscr.org". The navigation menu includes "START", "ABOUT US", "OUR WORK", "PARTICIPANTS", "CONTACT", and "LOG IN". The main content area features a "Mentor Log In" form with the following elements:

- Username:
- Password:
-
-
-

The form is set against a teal background with decorative bird illustrations.

Once logged in, the user is brought to the homepage and greeted by name. Next to the user's name are the badges earned throughout the mentoring experience. The homepage is equipped with announcements from VVCR, a calendar with future events, a checklist to show what the user has completed or still needs to complete, and links to the user's profile or projects.

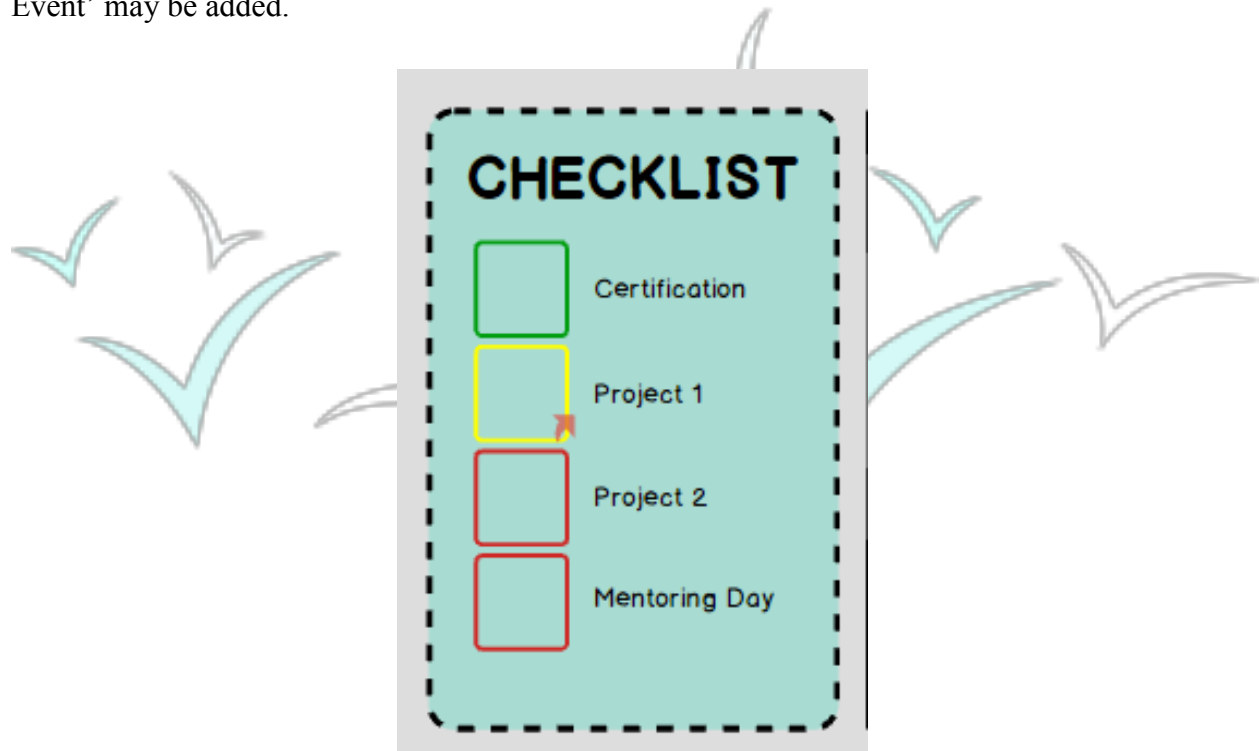
On the left side of the homepage is a side menu bar. The side menu bar is present on each page within the CRM to allow for easy navigation. These tabs include, 'Home,' 'My Profile,' 'My Projects,' 'Network,' 'Media Library,' and 'FAQ.'



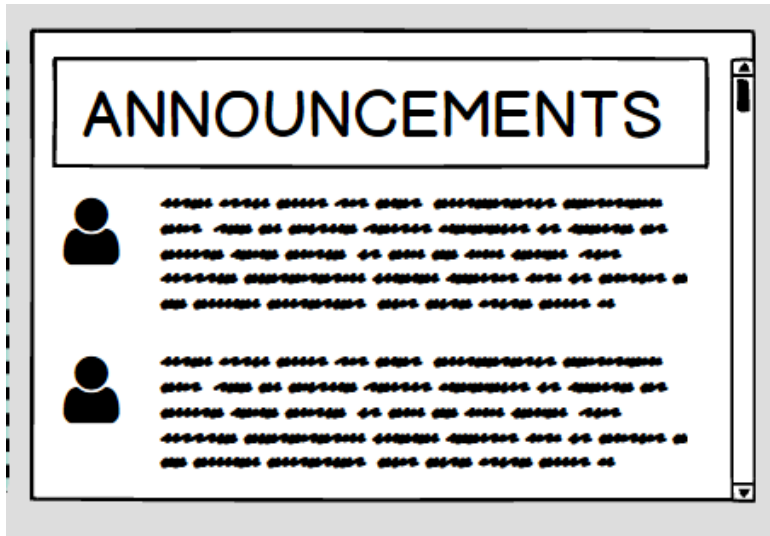
A mentor will always be able to retrace her steps throughout the process of navigating the website. Each page contains breadcrumbs located at the top of the page to the right of the menu bar. These breadcrumbs serve to show the mentor the steps taken to get to the page they are on and allows a mentor to return to each previous page they were on.

Using Features on the Homepage:

The checklist on the homepage displays tasks to help keep a mentor accountable for documentation. These tasks could include ‘Submit Documentation for Project 1’ or ‘Mentoring Day Documentation’ and are linked to mentor’s specific projects. When the task is displayed in red, the mentor must still complete it. When the task is shown in yellow, the mentor has submitted and is waiting for approval, and when the task is green, the submission has been approved by VVCR administrators . A mentor can click on the task and be directed to the documentation page. For new mentors, checklist tabs dealing with certification forms will also appear. Additionally, if a mentor has been inactive for some time, a task such as ‘Sign up for an Event’ may be added.



The calendar and announcements both house information marketed by VVCR. The announcements section is a feed of listed information for proposed new projects and events. When VVCR posts a project opportunity, a link to more information will be included in the announcement including and a place to sign up for the event. These links can be clicked directly from the announcements box to be brought to the external sign up or events page.



For the calendar, the current month is shown directly. On the calendar, days with events are highlighted in teal. A mentor can click on any highlighted day and the event information will pop up with the name, date, and description on a sidebar to the right. This sidebar window may also include relevant links to sign up for events and projects. A mentor can view past and future months by clicking on the black arrows located on the top left and right corners of the calendar.

The calendar shows February 2018. The 21st and 22nd are highlighted in teal. The sidebar on the right displays the following information:

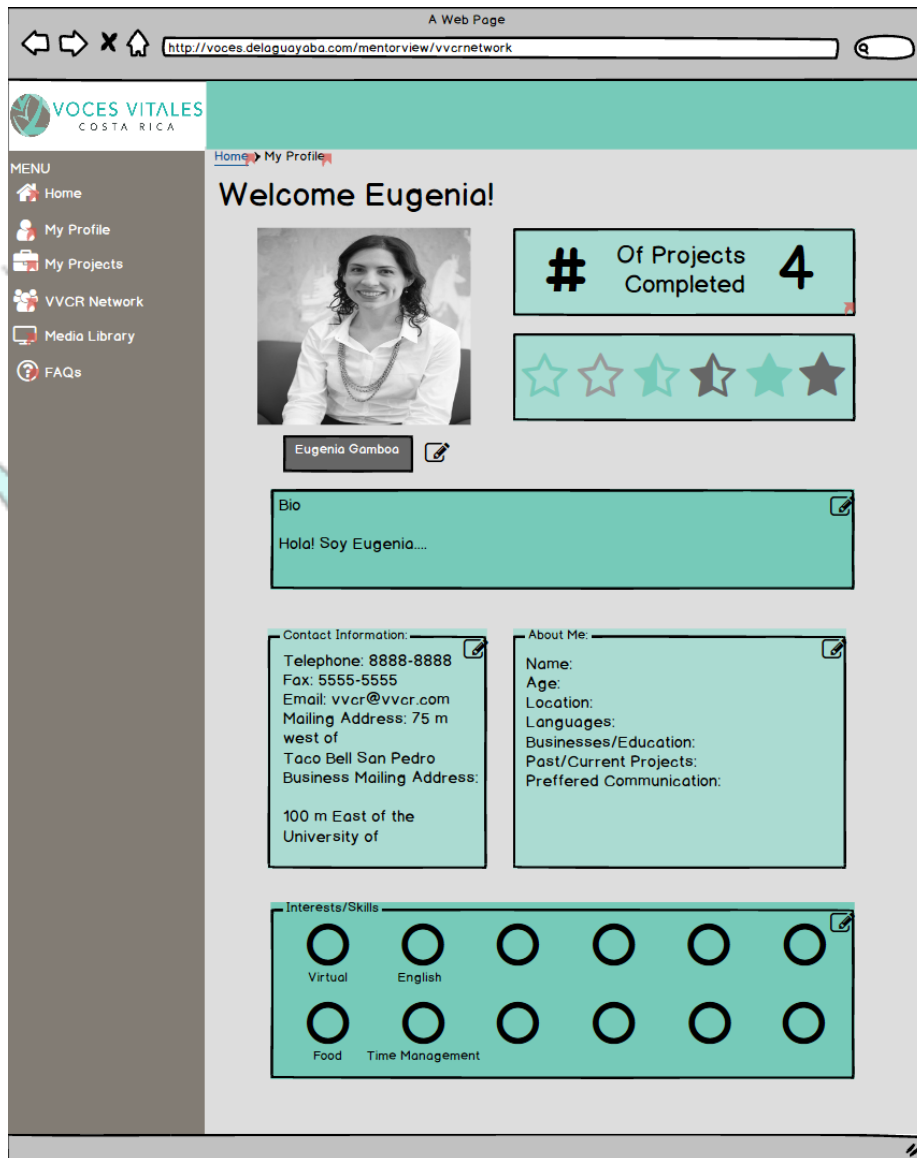
22 de Febrero 2018

MUJER ACELERA
EVENTO

Este evento va a estar en un restaurante en Escazu. Por favor, llega a las 4 de la tarde para empezar

Accessing and Editing Your Personal Profile:

There are two ways to view the mentor's personal profile. The first is the 'My Profile' button on the homepage and the second is the 'My Profile' tab on the menu bar to the left of the CRM. The 'My Profile' and "Homepage" tab on the menu bar will always be visible to the mentor. When mentor clicks on the 'My Profile' tab or button, she or he will be brought to a personal profile shown below.



Located below the profile picture is a smaller box that houses a short biography written by each user. Below the text area containing the biography, there are two smaller boxes. The box on the left hand side contains contact information. Some suggested fields are telephone number, email address, and mailing address. Directly to the right of the information box and below the biography box is another small box titled ‘About Me.’ In this text field, the user can input information such as their name, age, languages spoken, preferred communication and any other relevant information. In each of the above features, the user will have the ability to decide which information is displayed to the public and which she’d prefer to keep private. To edit any of these fields, click the pencil icon in the lower right corner of the box and fill in any personal information. Shown below is a screenshot of an edit button.

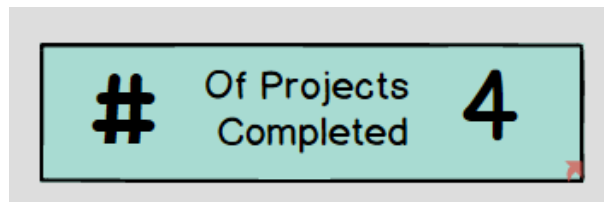


At the very bottom of the page, below the information boxes previously mentioned, there is an area for Interests and Skills with which the user may affiliate. Once the pencil icon is clicked in the bottom right corner of the box, similar to LinkedIn, users will be prompted to select from a predetermined list of activities, interests or skills. The selected interests will then be displayed in the box at the very bottom of the profile page.

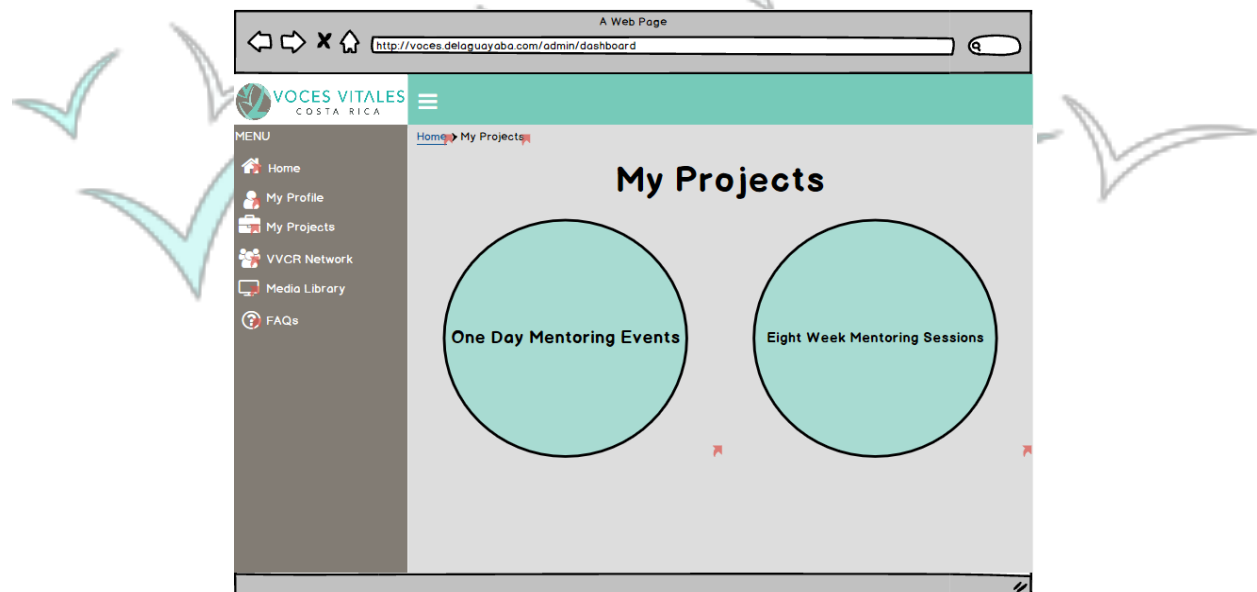
Two other features found on a mentor profile page are the badges, shown as stars in our designs, and the number of projects, shown as ‘# of projects completed [number].’ The badges are achieved at certain levels of participation, e.g. has completed mentor training, has completed 2 mentoring sessions, etc. Both the badges and number of projects fields are automatically updated as projects are completed, badges are earned, or either projects or badges are updated by an administrator. They can’t be edited by a mentor. Additionally, if a mentor clicks on the projects completed, she will be brought to the ‘My Projects’ page that shows the current and past projects she has completed.

Completing Documentation for the Mentoring Process:

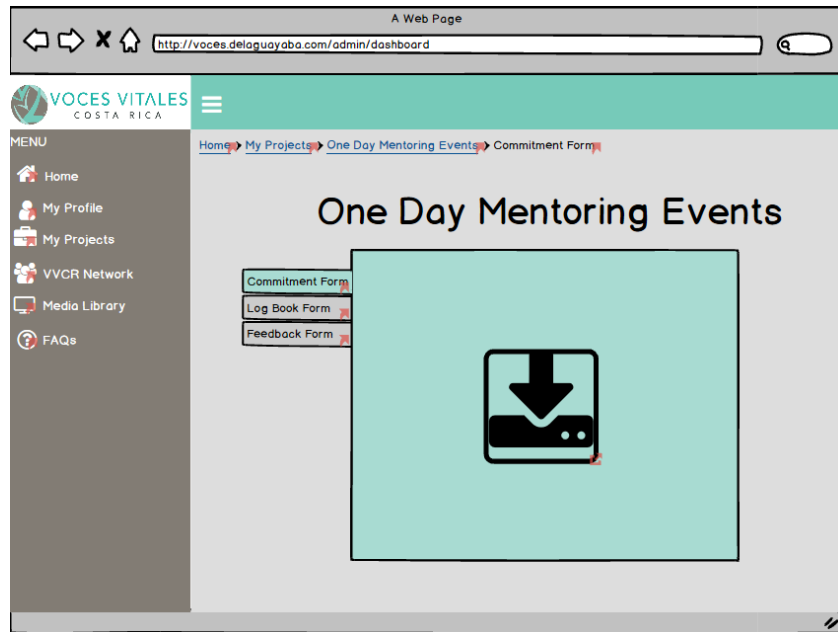
All documents that need to be filled out by mentors can be found within the CRM. To access the documentation, a mentor will first navigate to the 'My Projects' page. There are three links within the CRM to bring a mentor to his or her personalized projects page. The first is located to the right of the 'My Profile' button on the homepage. The second is the third tab down located within the side menu bar. As mentioned previously, the third is the '# of projects completed' button located at the top right of the mentor profile.



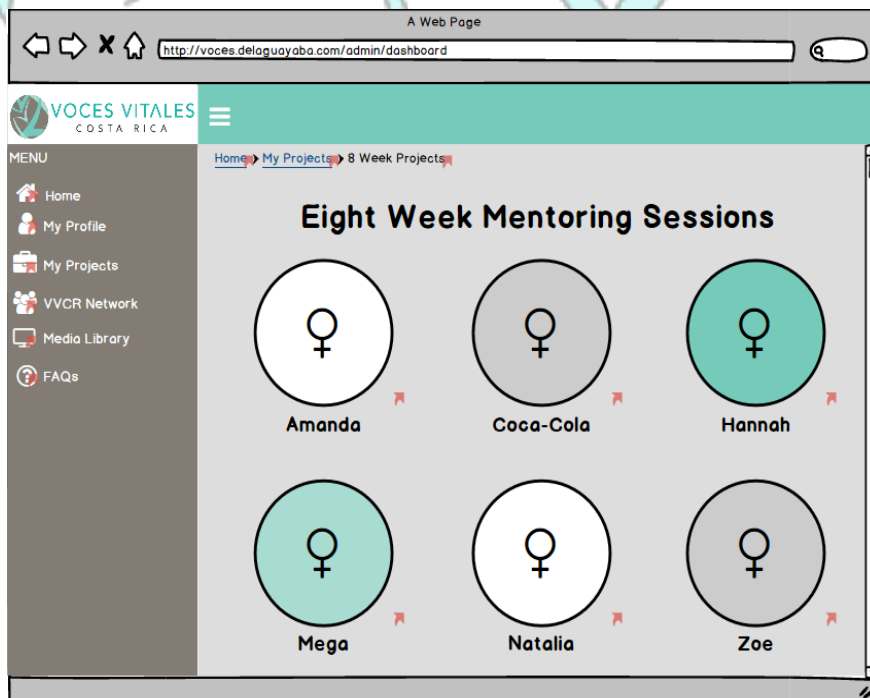
The 'My Projects' page, shown below, is further broken down into two sections: 'One Day Mentoring Events' and 'Eight Week Mentoring Sessions.' Depending on which type of



project the mentor is looking for, she can click on either button. Upon clicking 'One Day Mentoring Events,' the mentor can see the three forms needed for these events. The mentor will click on a link for each and will be brought to a google form to fill out.



Upon clicking 'Eight Week Mentoring Sessions,' the mentor is brought to a page displaying each of the projects she or he is involved in. The mentor will then choose a specific project or mentor to be brought to the documentation page.



The screenshot shows a web browser window with the URL <http://vocesvitalescr.org>. The page title is "Project Forms". The header features the "VOCES VITALES COSTA RICA" logo and a hamburger menu icon. A breadcrumb trail reads: Home > My Projects > 8 Week Projects Forms > Pre-Leadership Test. The main content area is titled "Coca Cola" and contains a "Pre-Leadership Test" form. On the left, a vertical menu lists: Home, My Profile, My Projects, VVCR Network, Media Library, and FAQs. The form itself has a sidebar with tabs: Photo Waiver, Pre-Leadership Test, Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8, and Post-Leadership Test. The "Pre-Leadership Test" tab is active, showing five questions with input fields and a "Submit" button at the bottom.

The documentation is then split up into the ‘Photo Waiver,’ the ‘Pre-Leadership Test,’ each log for the eight weeks, and the ‘Post-Leadership Test.’ Each has its own tab that the mentor can click on and contains the corresponding necessary documents. For the ‘Photo Waiver’ the document must be downloaded and re-uploaded as it requires a physical signature. For the logs and leadership tests, the mentor can directly input the information on the CRM page. An example of week one is shown below.

Once the required information is filled out in the form, the mentor must click submit. This information will be sent to the admins for review and the checklist on the homepage will display the completion, indicated by yellow text. Once the administrator reviews the submission, the text will become green.

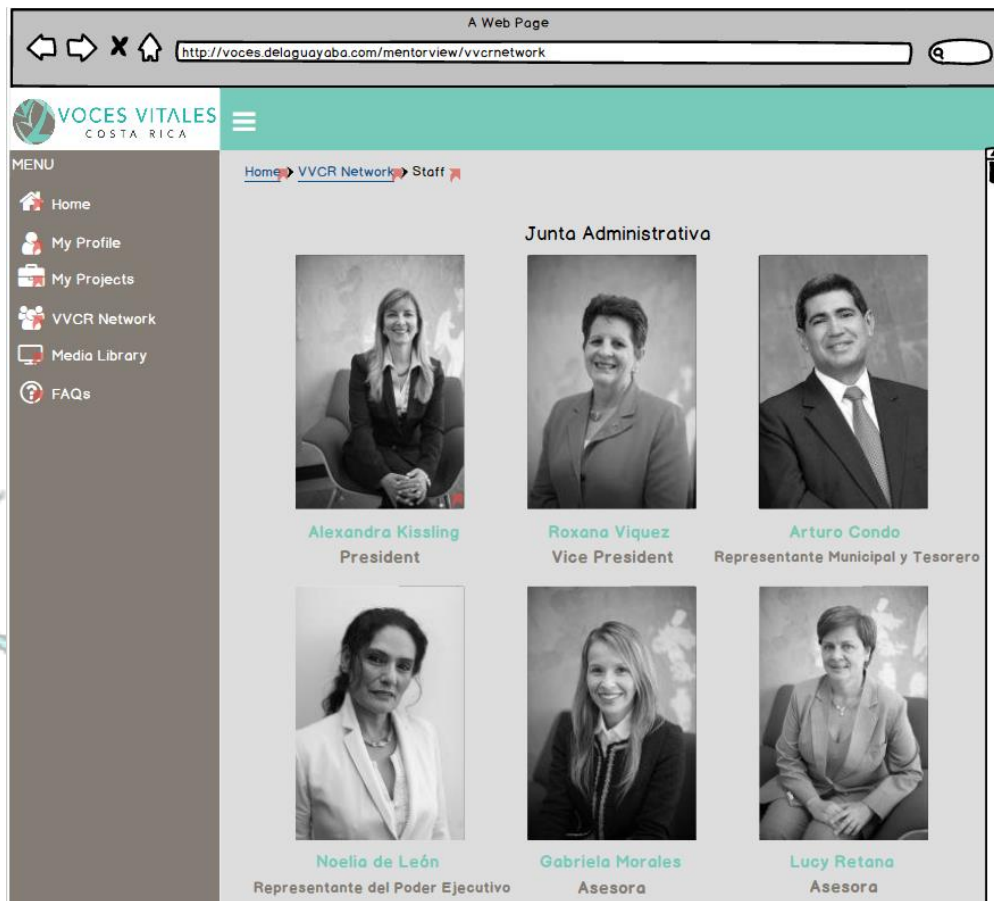
Networking Features Within the CRM:

The new CRM allows mentors to search and learn about other members of the VVCR community. A mentor can access the profiles of VVCR Staff and other mentors by clicking ‘VVCR Network,’ located in the side menu bar. Here the mentor can also access a business directory containing a list of all mentor owned and run businesses. After clicking the ‘VVCR Network’ tab, a mentor is prompted with three buttons: ‘Staff,’ ‘Mentors,’ and ‘Business Directory.’



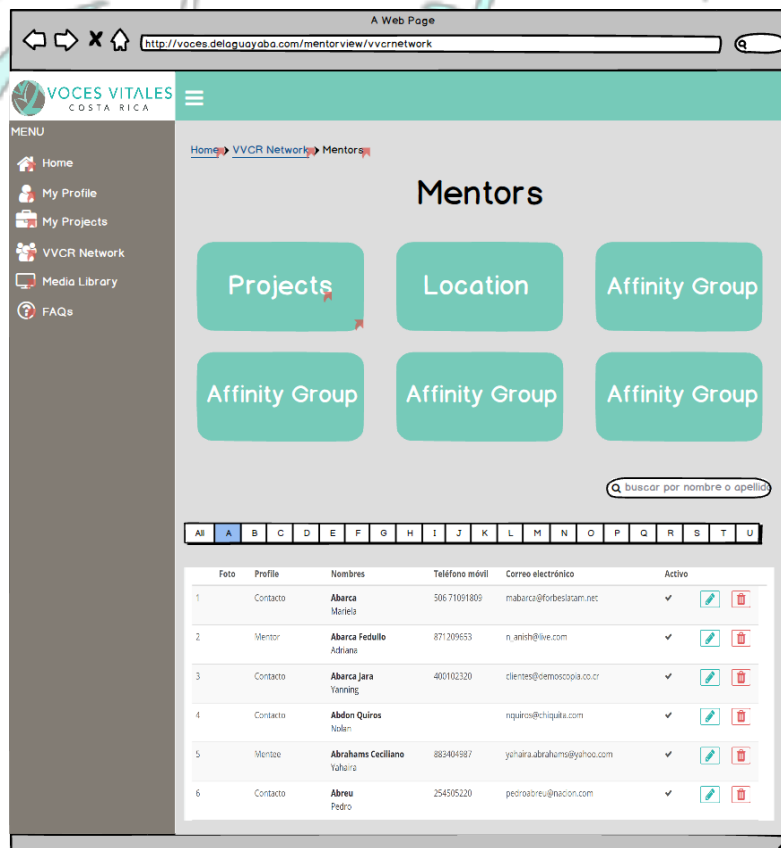
Finding Staff Profiles:

Upon clicking 'Staff,' a mentor can access a list of VVCR executives with their picture, name, and job title. A mentor can then click on a specific staff member to view his or her profile.



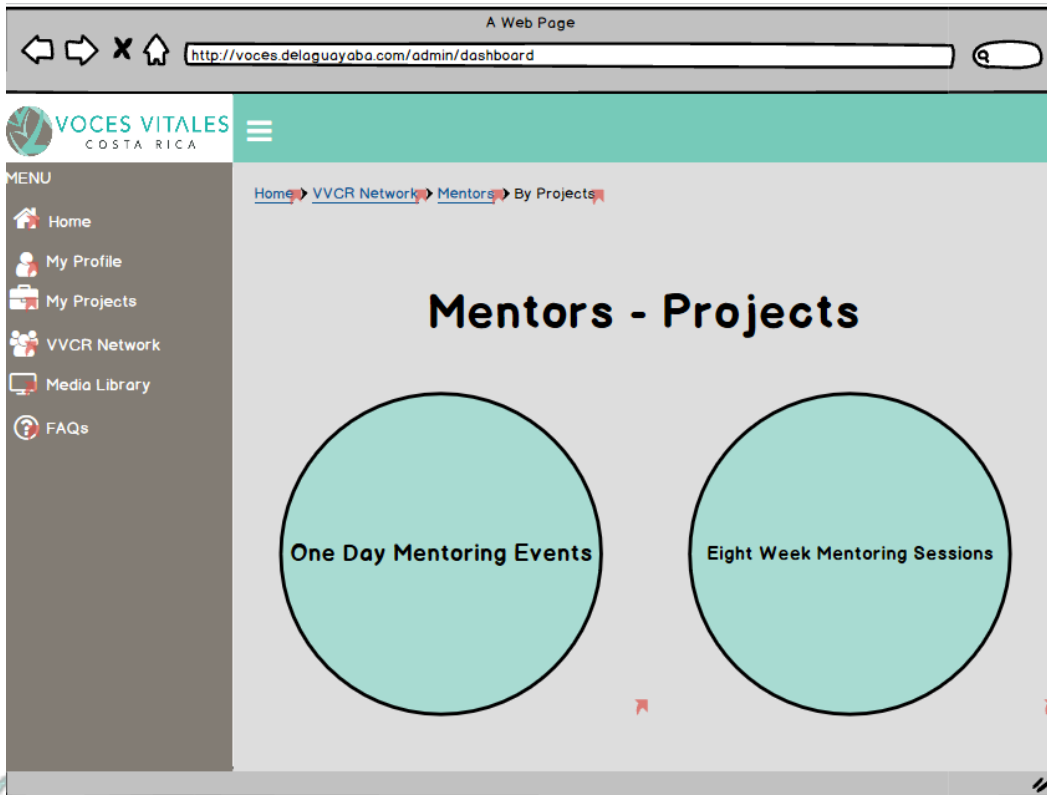
Finding Other Mentor Profiles:

Upon clicking ‘Mentors,’ mentors can access a complete list of all VVCR mentors. The mentors appear alphabetically in a list at the bottom of the screen. Additionally, there is an alphabet bar above the list of names that allows a mentor to narrow down the master list by searching for the beginning letter of the last name. Further refinement of the list can be achieved by clicking affinity group buttons at the top of the screen. Affinity groups include categories such as ‘Projects’ and ‘Location.’ If the mentor clicks projects, for example, a page containing all the project names appears. The mentor can then click into a specific project and view a list of the mentors within that project. If a mentor clicks on a specific name, she or he will be brought to that mentor’s personal profile.



The screenshot displays the 'Mentors' page on the VVCR Network website. The page features a navigation menu on the left with options like Home, My Profile, My Projects, VVCR Network, Media Library, and FAQs. The main content area is titled 'Mentors' and includes several green buttons for filtering: 'Projects', 'Location', and 'Affinity Group'. Below these buttons is a search bar labeled 'buscar por nombre o apellido' and an alphabetical index bar with letters A through U. At the bottom, a table lists mentors with the following data:

Foto	Profile	Nombres	Teléfono móvil	Correo electrónico	Activo
1	Contacto	Abarca Mariela	506 71091809	mabarca@forbesiam.net	✓
2	Mentor	Abarca Fedulle Adriana	871-209653	n_anish@live.com	✓
3	Contacto	Abarca Jara Yanning	400102320	clientes@demoscopia.co.cr	✓
4	Contacto	Abdon Quiros Nolan		nquiros@chiquita.com	✓
5	Mentor	Abrahams Ceciliano Yajaira	883404987	yajaira.abrahams@yahoo.com	✓
6	Contacto	Abreu Pedro	254505220	pedroabreu@nacion.com	✓



A Web Page

http://voces.delaguayaba.com/mentorview/vvcrnetwork

VOCES VITALES
COSTA RICA

MENU

- Home
- My Profile
- My Projects
- VVCR Network
- Media Library
- FAQs

Home > VVCR Network > Mentors > By Projects > Eight Week Projects > Coca Cola

Coca Cola

Q buscar por nombre o apellido

All A B C D E F G H I J K L M N O P Q R S T U

Foto	Profile	Nombres	Teléfono móvil	Correo electrónico	Activo
	Contacto	Abarca Mariela	506 71091809	mabarca@forbeslatam.net	✓
2	Mentor	Abarca Fedullo Adriana	871209653	n_anish@live.com	✓
3	Contacto	Abarca Jara Yanning	400102320	clientes@emoscopia.co.cr	✓
4	Contacto	Abdon Quiros Nolan		nquiros@chiquita.com	✓
5	Mentee	Abrahams Ceciliano Yahaira	883404987	yahaira.abrahams@yahoo.com	✓
6	Contacto	Abreu Pedro	254505220	pedroabreu@nacion.com	✓

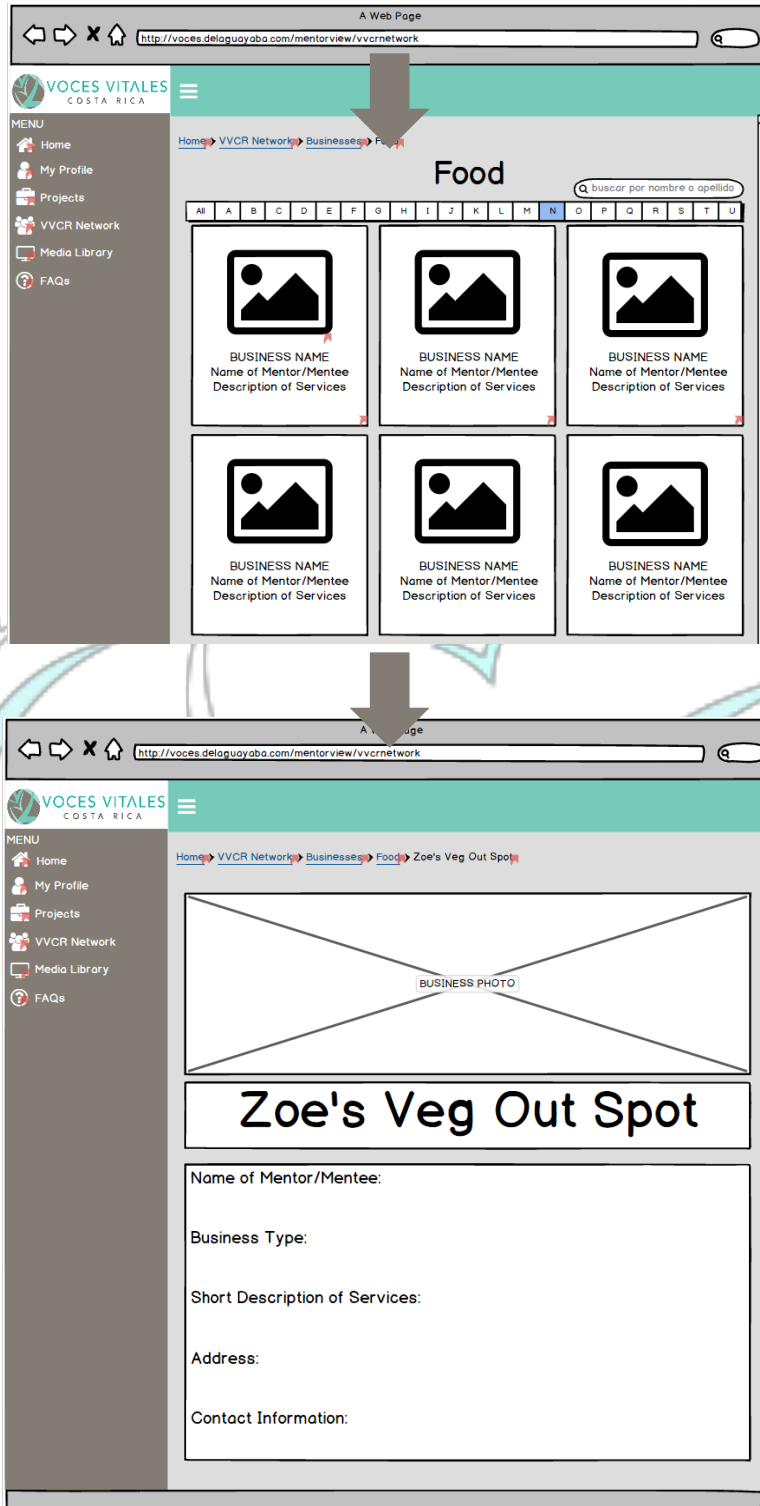


Using the Business Directory:

Upon clicking the 'Business Directory,' a mentor can access a list of businesses that mentors, executives, and mentees want to promote. As with the mentor's directory, businesses are listed alphabetically at the bottom of the page and a mentor can search through the businesses alphabetically by the first letter. The search can further be refined by clicking the affinity groups at the top of the page. These affinity groups sort businesses by sectors including 'Home,' 'Medical,' and 'Food.' If a mentor clicks on the affinity group, it leads to a page containing the information of relative businesses. A mentor can then click on a specific business to see all the information associated including a picture, the name of the business, the name of the mentor, and



mentee, or staff member, the type of business, a short description, the address, and the contact information.

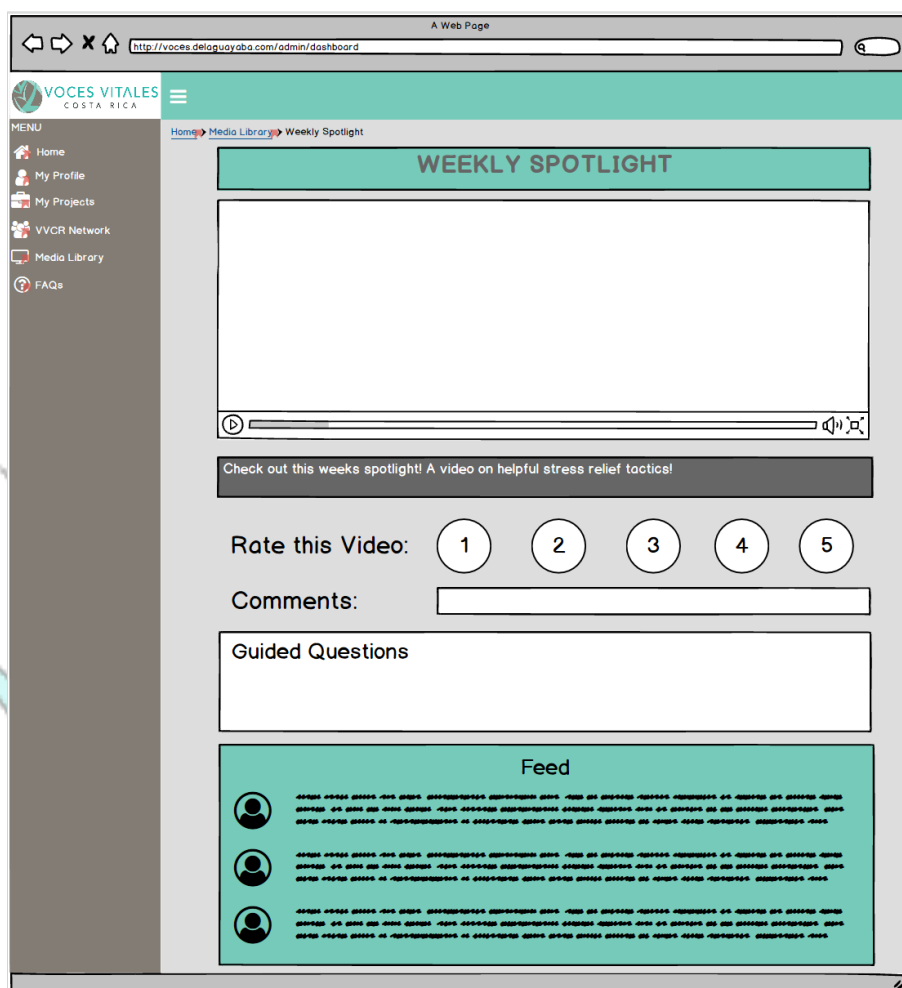


Accessing Media Library Content:

Located on the side menu bar as the fifth tab down, a mentor can access the 'Media Library.' Upon clicking, the mentor is brought to a page containing five circles labeled 'Videos,' 'Links,' 'Weekly Spotlight,' 'Pictures,' and 'Social Media.' By clicking one of the circles, a mentor can then choose which section she would like to view. Additionally, if a mentor has a source that is not currently on the CRM, she or he can submit it to the VVCR executive for approval at the bottom of the 'Media Library' page.

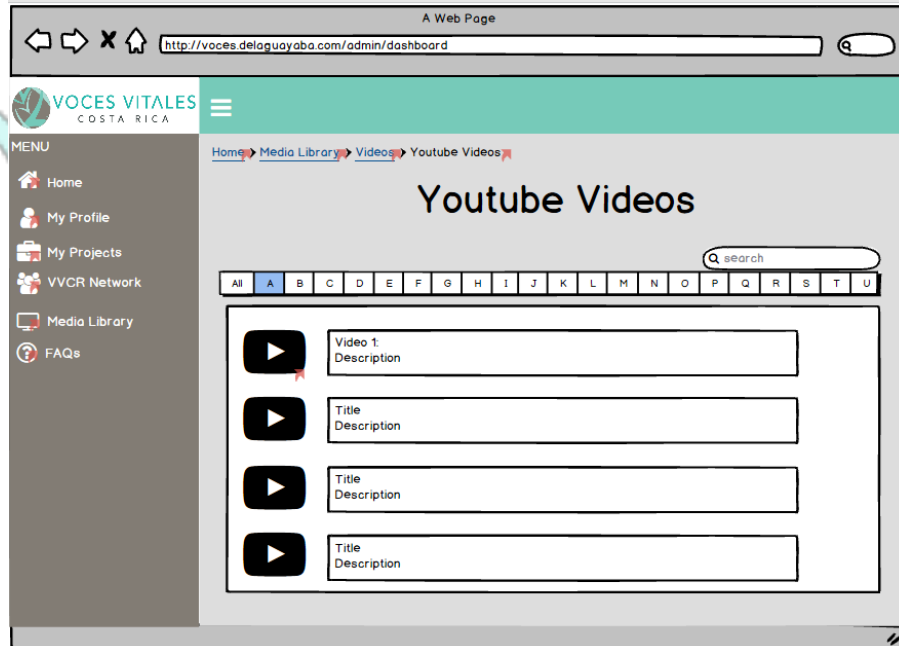
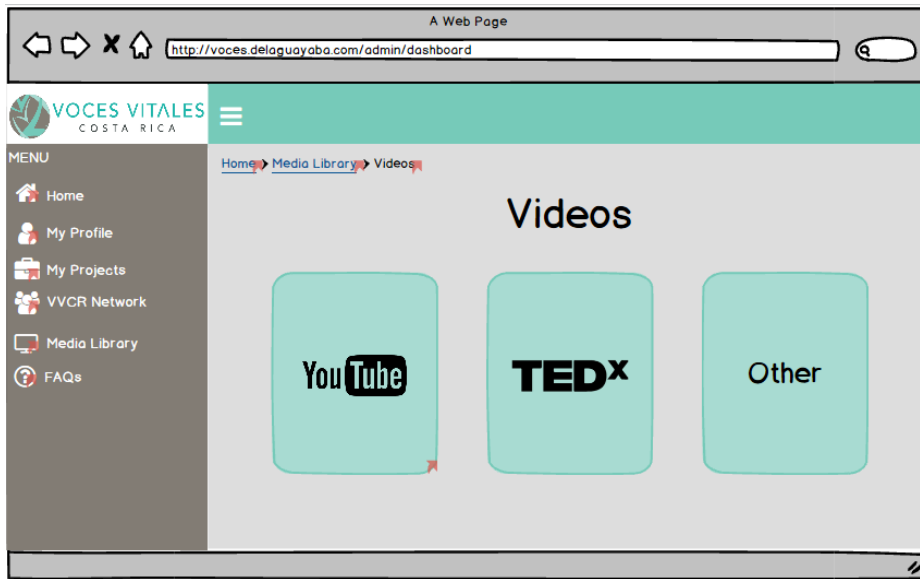


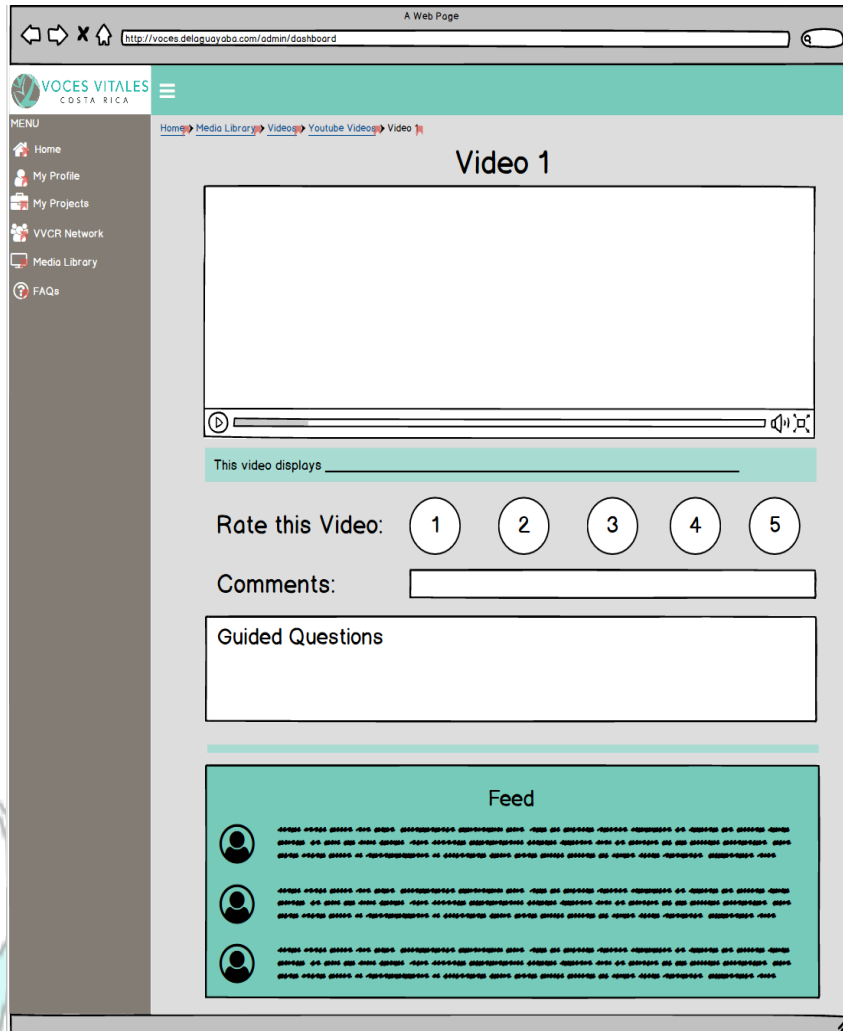
In the middle of the ‘Media Library’ page, the ‘Weekly Spotlight’ button brings a mentor to a highlighted resource, chosen by VVCR staff. In our example below, the weekly spotlight shows a video. Here, the mentor can watch the video, optionally rate the video, make comments, and answer guided questions. A feed of comments from other mentors will be displayed at the bottom of the screen.



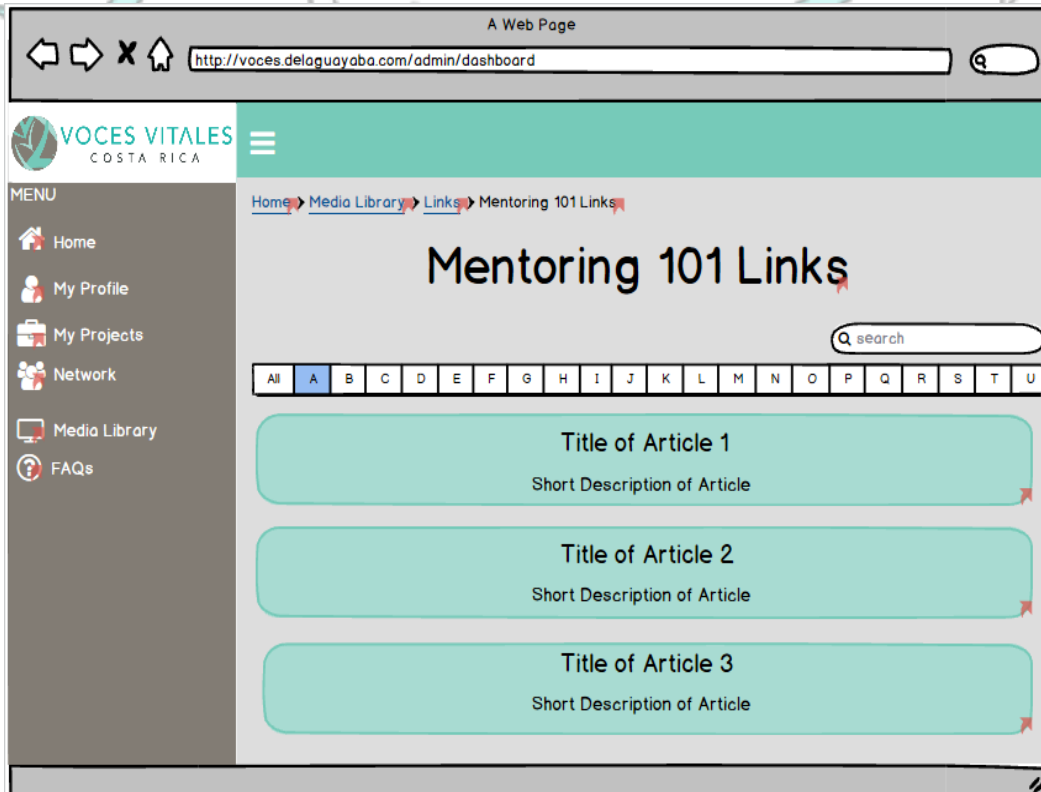
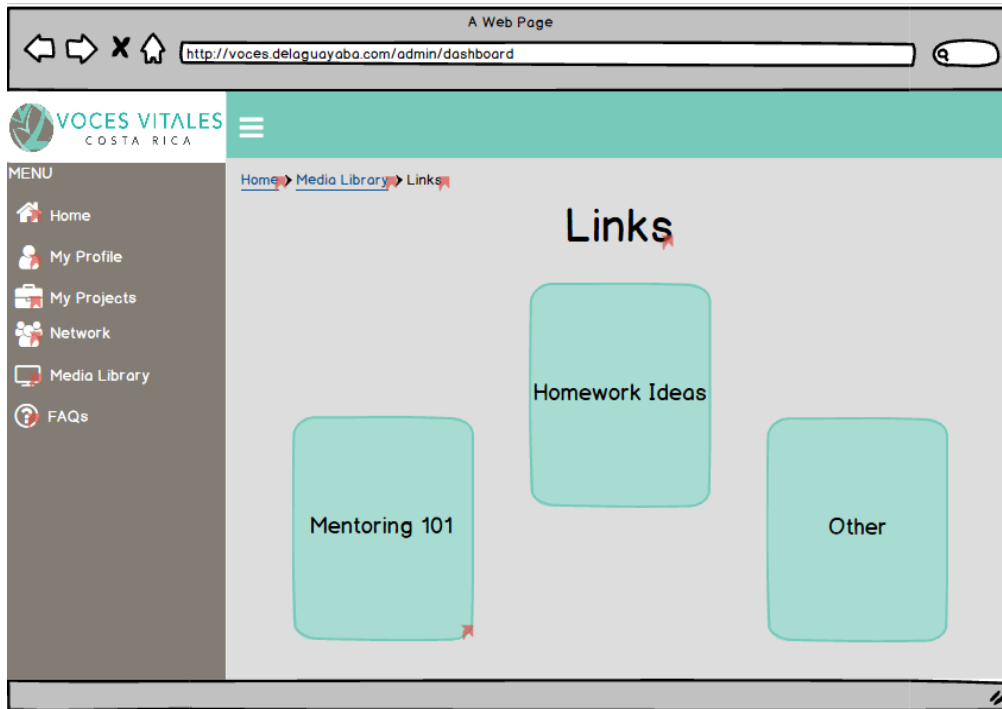
In the top left corner of the Media Library, the ‘Videos’ button brings a mentor to a database with helpful videos. The videos are currently divided into ‘Youtube,’ ‘TEDTalks,’ and ‘Other,’ but the categories may be modified by the VVCR executives. A mentor can choose between the categories and be brought to a list of videos relating to the category. Following the path to find a youtube video, a mentor will click ‘Media Library’ → ‘Videos’ → ‘Youtube Videos’ → ‘Video 1’ and be brought to the specific video page. After clicking one of the videos,

similar to the weekly spotlight, a mentor can view, rate, comment, answer guided questions, and read a feed of comments from other mentors all associated with the selected video.





In the top right corner of the Media Library is the 'Links' button which brings a mentor to a page with any helpful links. A mentor will click on a specific category and be brought to an alphabetized list of relative links. The categories in our design are 'Mentoring 101,' 'Homework ideas,' and 'Other,' but are subject to change. An example pathway to a specific link would be 'Media Library' → 'Links' → 'Mentoring 101' → 'Title of Article 1.' When a mentor clicks on a specific link or article, the format is the same as the video but the content is simply a link to an external website. The user can still answer the same questions as the specific video link.





A Web Page

http://voces.delaguayaba.com/admin/dashboard

VOCES VITALES COSTA RICA

MENU

- Home
- My Profile
- My Projects
- VVCR Network
- Media Library
- FAQs

Home > Media Library > Links > Mentoring 10 > Title of Article 1

Title of Article 1

The following link describes _____

[Click Here to Read the Article](#)

Rate this Video: 1 2 3 4 5

Comments:

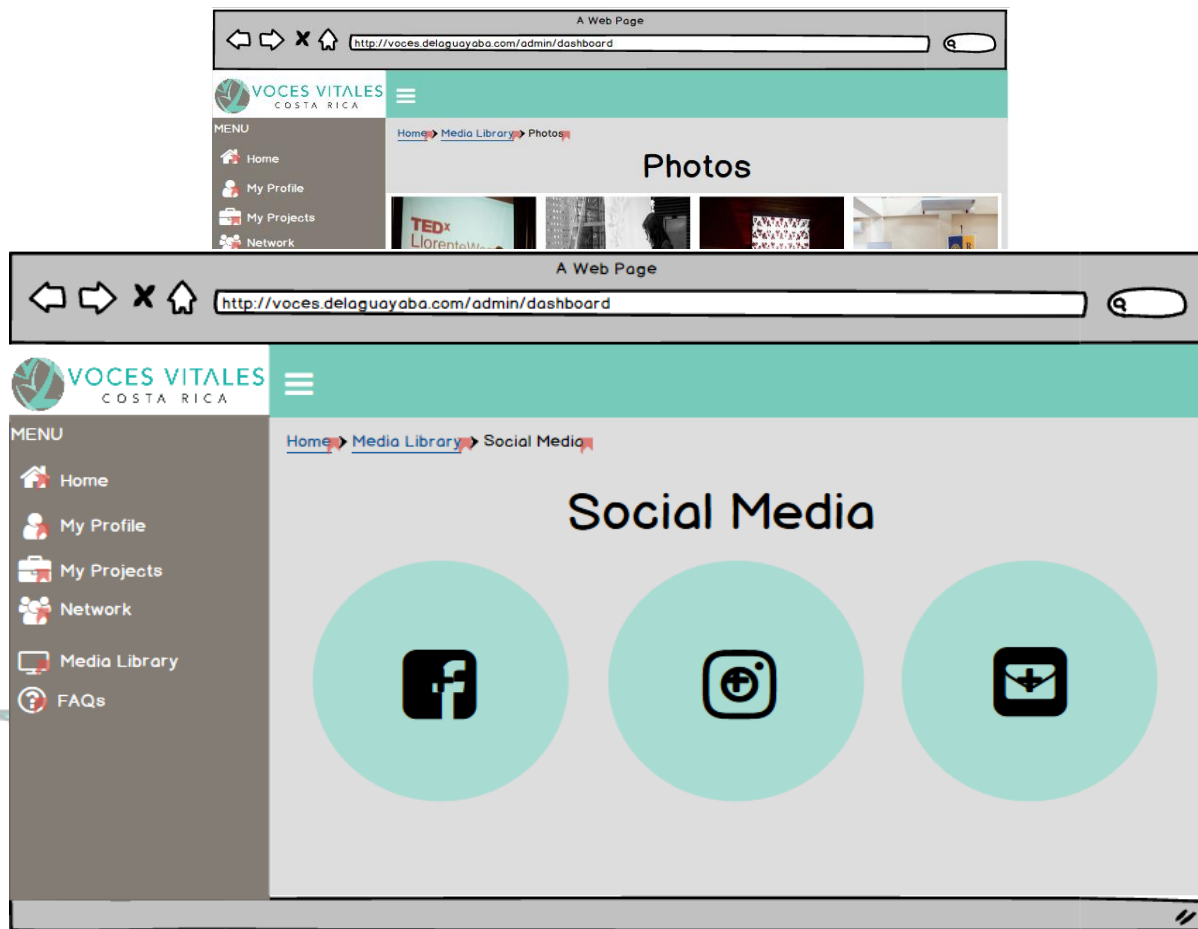
Guided Questions

Feed

- Placeholder text for a feed item
- Placeholder text for a feed item
- Placeholder text for a feed item



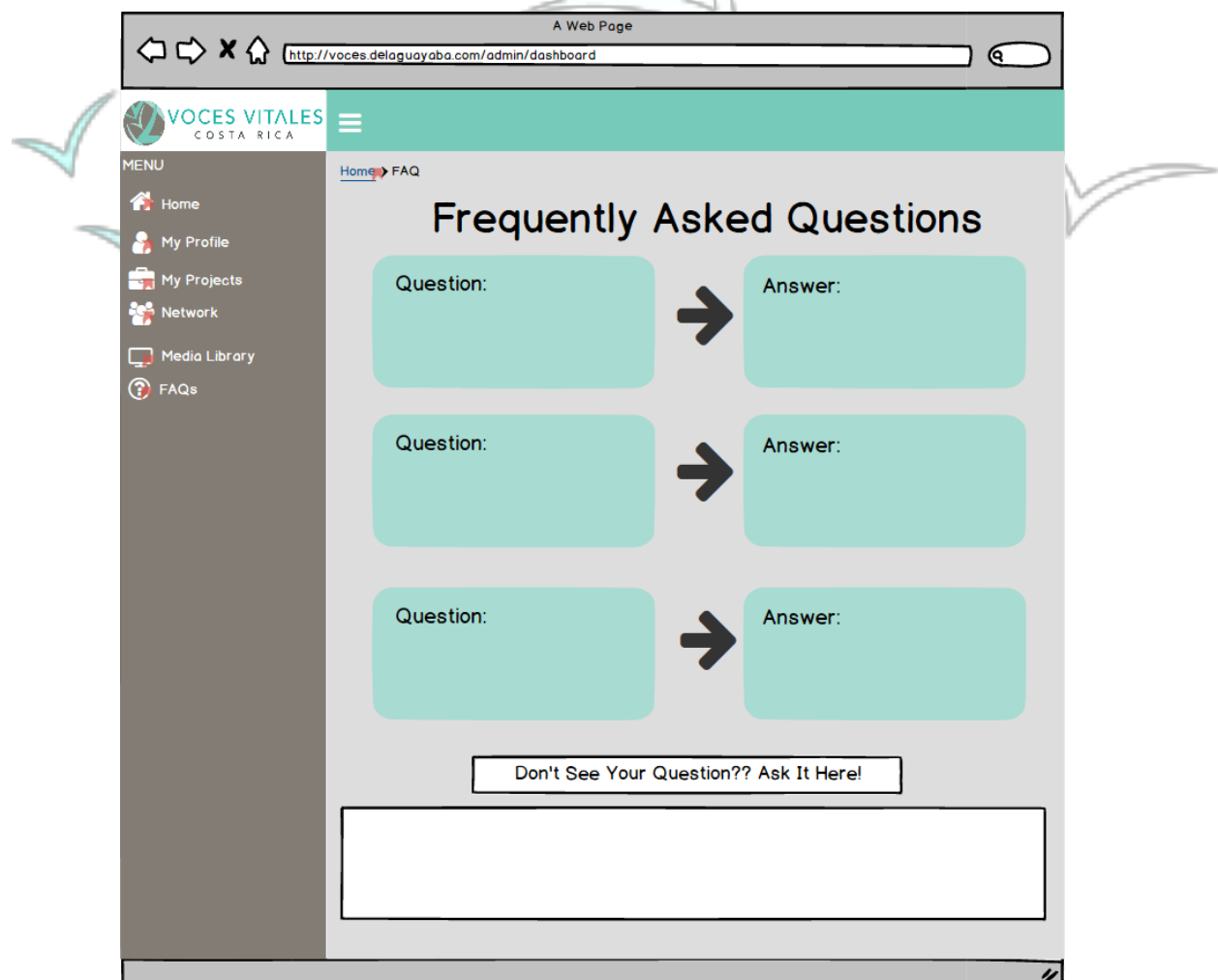
In the bottom left corner of the Media Library is the 'Pictures' button. Upon clicking this button, the mentor can view pictures separated by events and projects.



In the bottom right corner of the Media Library is the 'Social Media' button which leads to external links of all the social media pages associated with VVCR. A mentor can use these links to find the pages VVCR has created to promote Vital Voices including the Facebook page.

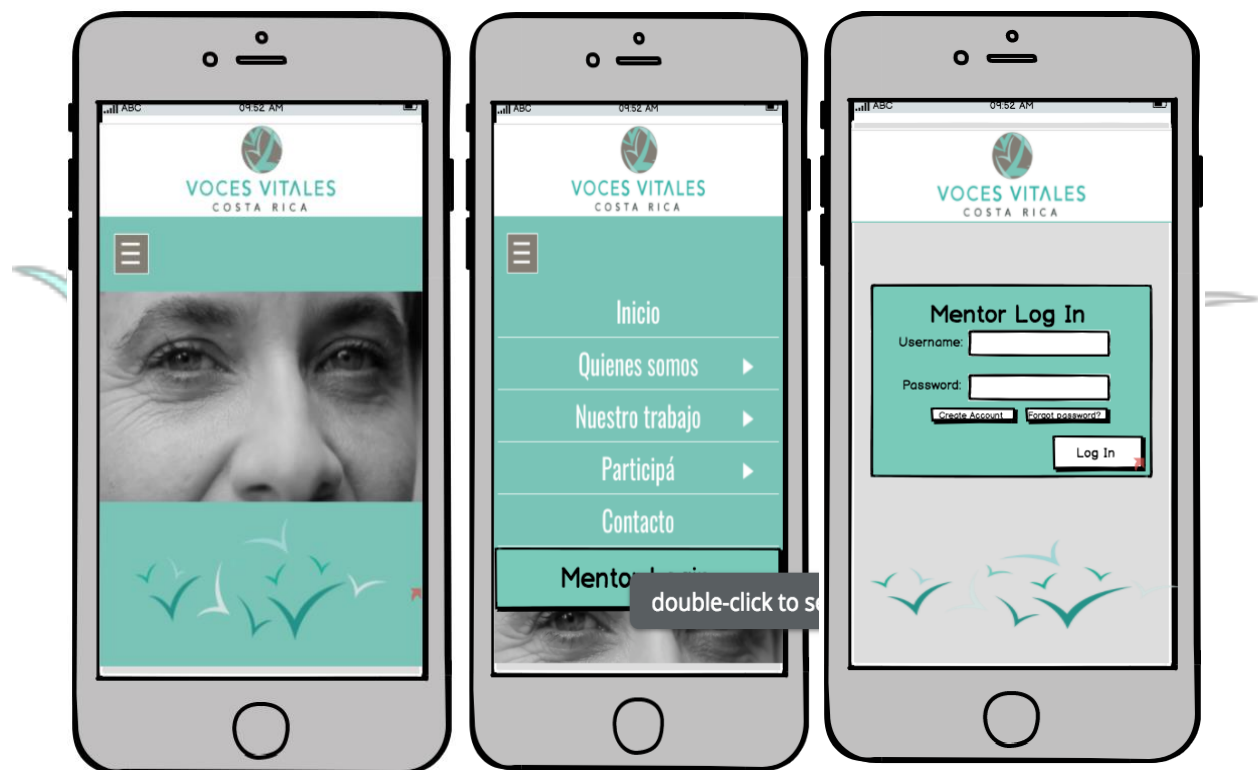
Accessing the FAQ Page and Submitting a Question:

Located as the last tab in the side menu bar, the 'FAQ' button brings the mentors to a page listing and answering frequently asked questions. If the mentor does not see an answer pertaining to a specific question, she can use the 'Don't See Your Question?? Ask It Here!!' box. The admins will see the question and provide an answer as soon as possible.



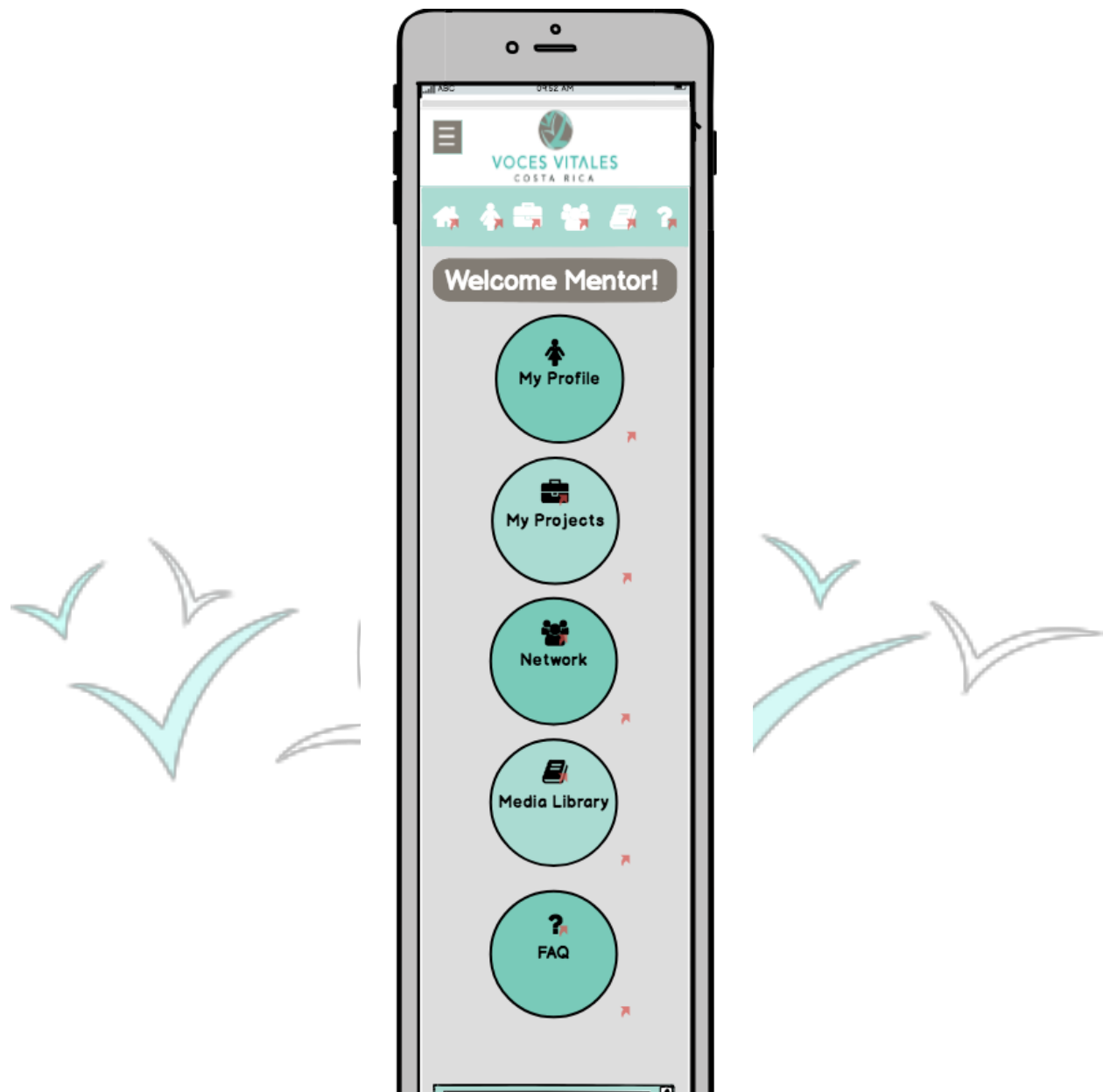
The CRM - Mentor Mobile View

If a mentor is accessing the Vital Voices Costa Rica CRM from her or his mobile device, she or he will see the mobile view of the VVCR website. If the menu icon with the three lines on the top left of the page is clicked a drop down menu will appear. Clicking mentor login on the bottom of this menu, the mentor is directed to the mentor login page.

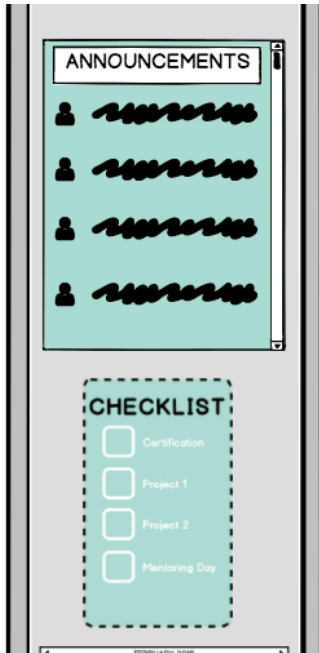


Upon login, the mentor accesses the homepage. At the top of every page within the mobile view of the CRM are six icons. From left to right, these icons are: 'Home,' 'My Profile,' 'My Projects,' 'VVCR Network,' 'Media Library,' and 'FAQ.' Each icon leads to the appropriate page. On the homepage, there are also six buttons labeled 'My Profile,' 'My

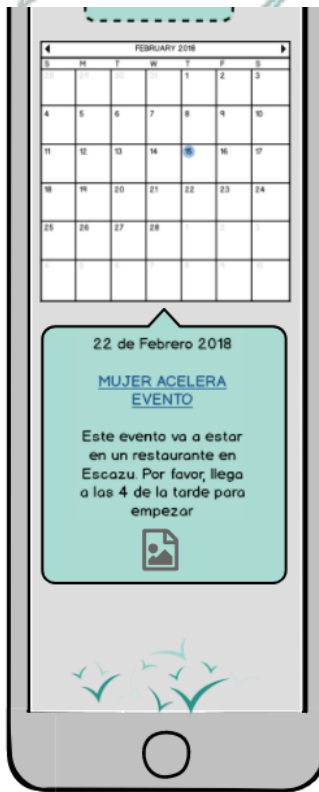
Projects,’ ‘VVCR Network,’ ‘Media Library,’ and ‘FAQ’ that provide access as well to the appropriate page.



Additionally, on the homepage, there is a mentor checklist, announcements page, and events calendar. This mentor checklist provides each mentor with an update of her or his progress in terms of certification completion and projects. The announcements on the homepage provide the mentor with an updated feed of VVCR information, such as new event sign ups.



The calendar provides mentors with a centralized location of future events. All of these features can be accessed by scrolling down the homepage.



Accessing My Profile:

Mentors can access the 'My Profile' page by selecting the first icon in the top menu bar that looks like a person, or mentors can select the first circle button titled 'My Profile.' At the top of the 'My Profile' page is an editable image of the mentor. Below profile picture is the number of projects a mentor has completed and the number of badges she or he has earned.



Below projects and badges, there is a field for the mentor to input simple information about herself, followed by a field for contact information, and 'About Me' information. The last box on the page, is a section specifying personal interests and skills, sorted by various affinity groups.



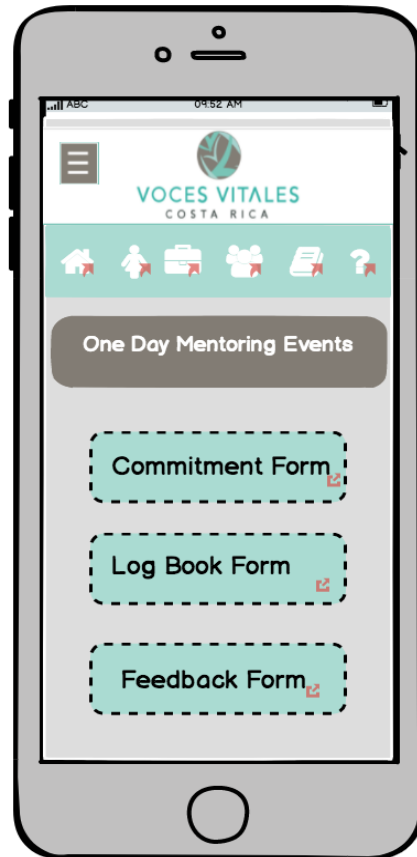
Completing Documentation for the Mentoring Process:

‘My Projects’ can be accessed through the ‘My Profile’ page if the mentor clicks on the number of projects completed, or from the top bar icon that looks like a briefcase. The mentor can also access the ‘My Projects’ page from the homepage if the second circle button titled ‘My Projects’ is clicked.

On the ‘My Projects’ page, the mentor will see two more circular buttons. One titled ‘One Day Mentoring Events’ and one ‘Eight Week Mentoring Sessions.’



If the mentor selects ‘One Day Mentoring Events’ she or he is brought to a general page with buttons that lead to links for the three required forms, ‘Commitment Form,’ ‘Logbook Form,’ and ‘Feedback Form.’



If the mentor selects ‘Eight Week Mentoring Sessions,’ she or he is directed to a page with a list of her or his eight week mentoring session projects. These projects appear as circular buttons. If the mentor wants to fill out the individual forms for each mentee/project, she or he should click on the corresponding project button.

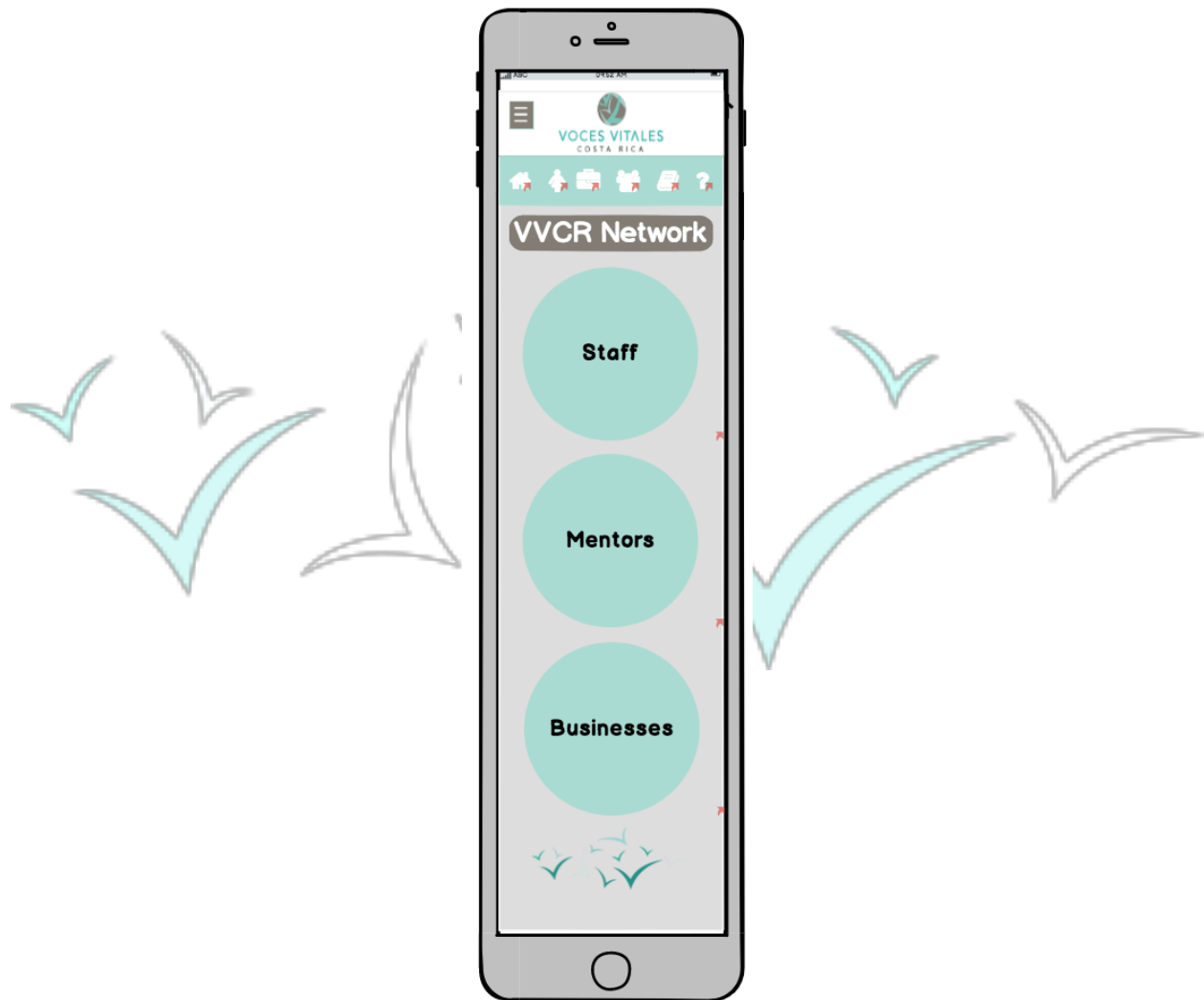
Within that project button, the mentor views a page with a list of necessary forms: ‘Photo Waiver,’ ‘Pre-Leadership Test,’ ‘Week 1,’ ‘Week 2,’ ‘Week 3,’ ‘Week 4,’ ‘Week 5,’ ‘Week 6,’ ‘Week 7,’ ‘Week 8,’ ‘Post-Leadership Test.’ When each form is clicked, a new page appears with the specific form which can be filled in and submitted directly on that page.

Zoe's Picture should be here.... Can't insert it.



Accessing VVCR Network:

The 'VVCR Network' page can be accessed through the third icon on the top of every page that is an image of three people, or by clicking the third button on the 'Homepage.' On the 'VVCR Network' page, there are three circular buttons descending vertically. These buttons are labeled 'Mentors,' 'Staff,' and 'Businesses,' respectively.



If the mentor clicks on the 'Mentors' page, a page with a search bar at the top is reached. Below this search domain, there are buttons to refine the search and sort mentors into categories

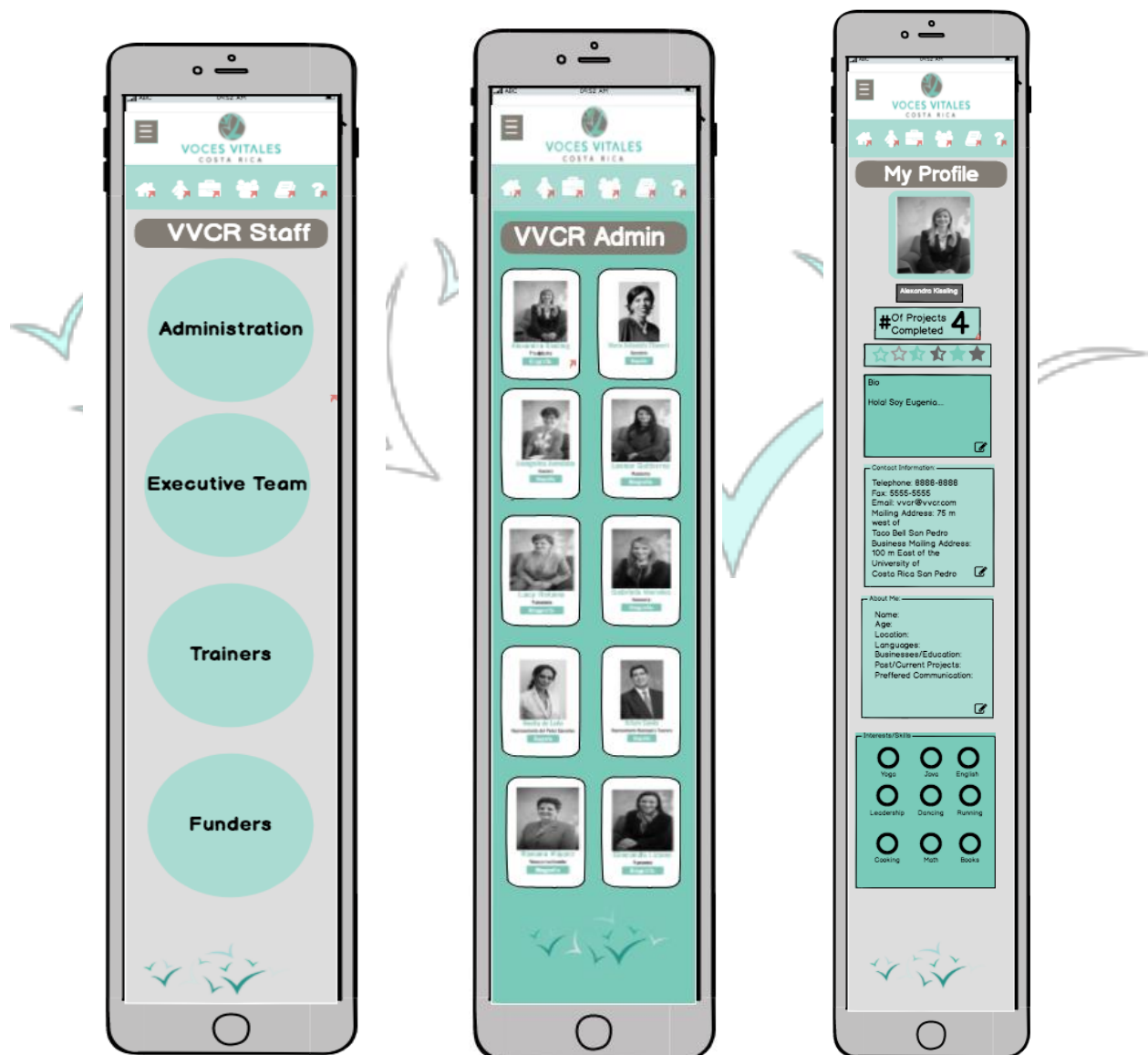
by affinity groups, such as ‘Projects,’ ‘Location,’ and ‘Language.’ Below the affinity group buttons is a master list of all mentors, sorted alphabetically.

If the mentor selects any of these buttons, an additional page containing only those mentors in that affinity group appears. For instance, if the mentor selects to sort mentors by projects, she or he is brought to a page with two buttons labeled ‘One Day Mentoring Events’ and ‘Eight Week Mentoring Sessions.’ Below the buttons remains the complete list of all mentors. If the mentor selects either ‘One Day Mentoring Events’ or ‘Eight Week Mentoring Sessions’ she or he reaches a page with circular buttons for each individual project. Once the mentor clicks on the specific project, for example ‘Coca Cola,’ she or he is brought to a page with a list of ‘Coca Cola’ mentors. On this page the mentors can finally click on an individual mentor’s name to view the mentor’s profile.



On the ‘VVCR Network Page,’ if the mentor selects ‘Staff’ she or he is directed to a page titled ‘VVCR Staff.’ On the staff page, there are four circular buttons descending vertically labeled ‘Administration,’ ‘Executive Team,’ ‘Trainers,’ and ‘Funders’ which categorize the staff.

Each button brings the mentor to a new page with each subset of VVCR staff. For instance, if the mentor selects ‘Administration,’ she or he is brought to a page displaying profile images of the ten administrative VVCR personnel. The mentor can click on any of the images and will be brought to that individual person’s profile. Each individual ‘Staff Profile’ page displays the same information found on the ‘My Profile’ page.



If the mentor clicks to enter the ‘VCCR Network’ page, she or he can select ‘Businesses.’ The mentor will then be brought to a page titled ‘Business Directory.’ Descending vertically on the page, are buttons labeled ‘Food,’ ‘Health,’ ‘Education,’ ‘Clothing,’ and ‘Home.’



Below the buttons is a master list of all of the mentors businesses and a search bar to sort alphabetically. If the mentor wants to refine the businesses by category she or he should click on the business type buttons. For instance, ‘Food,’ ‘Health,’ ‘Education,’ ‘Clothing,’ and ‘Home.’

Once the mentor selects one of these buttons, a page with business cards for each business in the category are displayed.

At the bottom of the page, below the business cards, remains a master list of all of the businesses. The mentor can select the business card of the desired business to be brought to a page displaying a business profile. On this page, there is a picture of the business as well as the name, location, business type, and contact information of the establishment.



Accessing the Media Library:

If the mentor selects the fifth icon at the top for ‘Media Library’ or the fourth button on the home page labeled ‘Media Library,’ the mentor is brought to the ‘Media Library’ page. On this page, the mentor will see five circles with five different icons. Starting at the top left icon and going clockwise, the icons are ‘Photos,’ ‘Spotlight,’ ‘Links,’ ‘Social Media,’ and ‘Videos.’



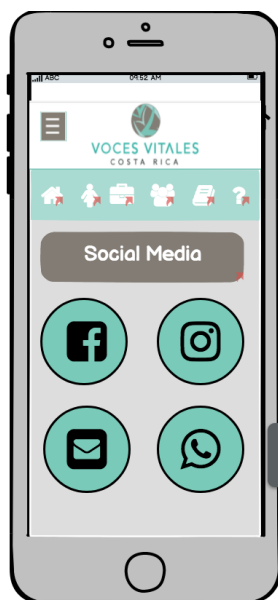
If the mentor selects ‘Pictures,’ she or he is brought to a page with a list of photos from different VVCR events. When the mentor clicks on the desired folder she or he is directed to the Flickr page, where the photos are housed.



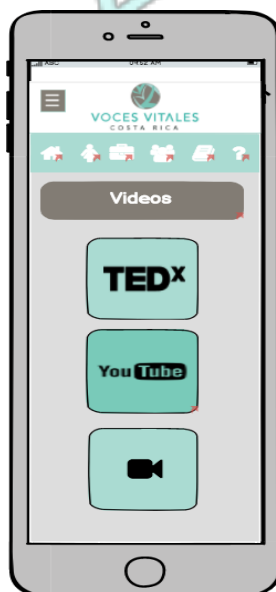
Clicking on the 'Links' page, the mentor is brought to an additional page with help resources, which are categorized by subject.



By clicking on the ‘Social Media’ button, the mentor reaches a page with icons for each of VVCR’s social media platforms. When each platform button is clicked, an external social media page will open in the browser.



Selecting the ‘Videos’ page directs the mentor to a page with folders of videos categorized by subject. When the mentor clicks on a specific video, a page with only that video will appear.

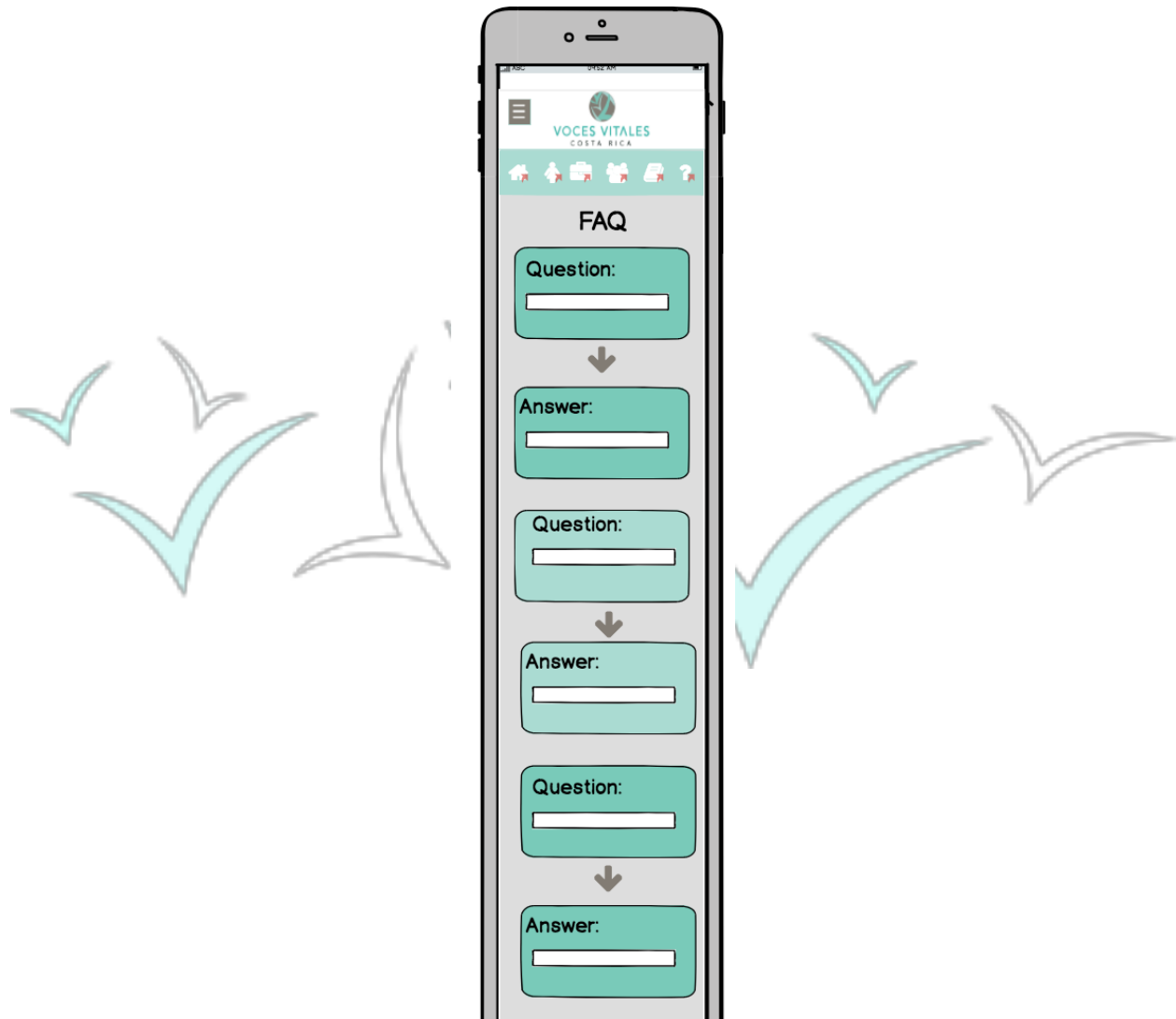


When the mentor selects the star icon for the ‘Spotlight’ page, they are brought to a page with a link or video.



Accessing FAQ:

If the mentor selects the sixth icon at the top of the homepage labeled for 'FAQ' with a question mark, or the fifth button on the homepage labeled 'FAQ,' the mentor is brought to the FAQ page. On this page the mentor will see commonly asked questions with corresponding answers. On the bottom of the page is a field for mentors to submit other, unanswered, questions.



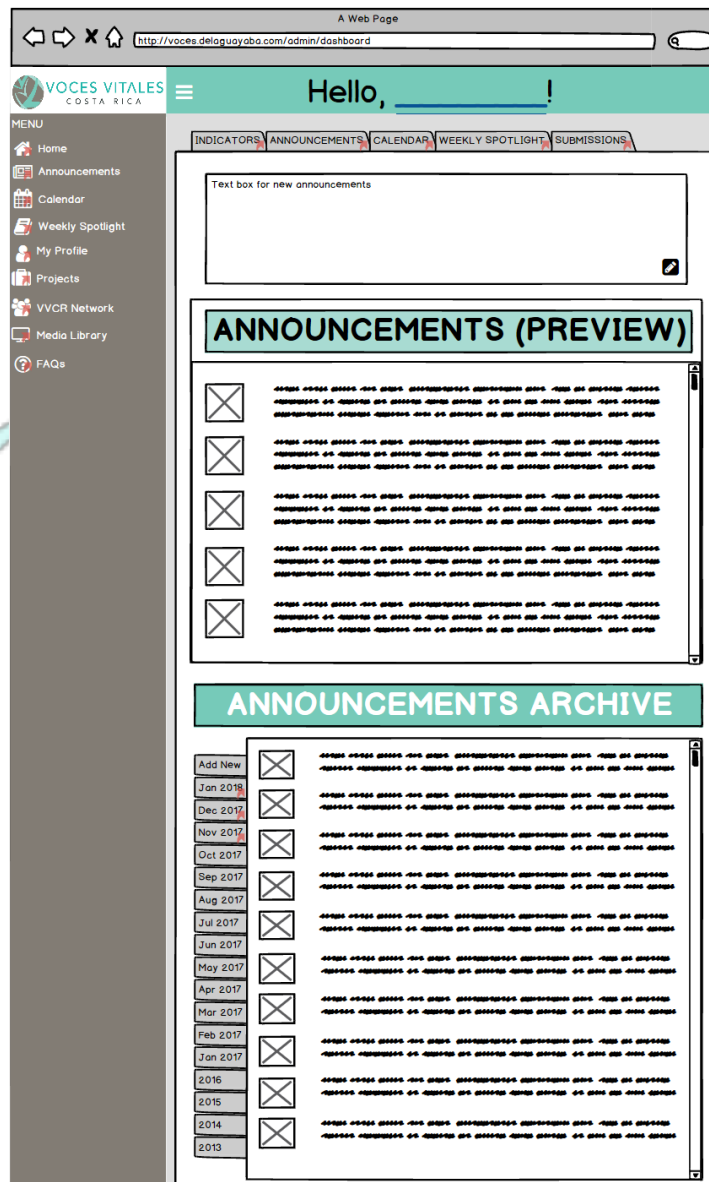
The CRM - Administrator Desktop View

The current CRM for Vital Voices displays the organization's indicators and houses basic profiles and project information. The newly designed CRM features a homepage with updated indicators categorized by direct impact, indirect impact, and operational impact. The homepage is organized with tabs across the top of the screen for quick access to the pages that require frequent updating. The tabs across the top of the screen include: 'Indicators,' 'Calendar,' 'Spotlight,' and 'Submissions.' A navigation menu is present on the left hand side of the screen for access to all CRM features. Menu items include: 'Home,' 'Announcements,' 'Calendar,' 'Weekly Spotlight,' 'My Profile,' 'Projects,' 'VVCR Network,' 'Media Library,' and 'FAQ.'



Updating Announcements:

To access the announcements page, an executive can click either the second tab across the homepage, or the 'Announcements' button in the menu sidebar. An executive member can post a new announcement by entering text in a text box located at the top of the screen. Immediately below this textbox is a preview window of the mentor view of the written announcement. Here administrators can see past posts from the current month as well.



The screenshot displays the admin dashboard for Voces Vitales Costa Rica. The browser address bar shows the URL <http://voces.delaguayo.com/admin/dashboard>. The dashboard header includes the logo, a navigation menu, and a personalized greeting "Hello, _____!". The main navigation tabs are "INDICATORS", "ANNOUNCEMENTS", "CALENDAR", "WEEKLY SPOTLIGHT", and "SUBMISSIONS". The "ANNOUNCEMENTS" tab is active.

The "ANNOUNCEMENTS" section features a "Text box for new announcements" at the top. Below it is a "PREVIEW" window titled "ANNOUNCEMENTS (PREVIEW)" showing a list of five placeholder announcements, each with a delete icon (X) and a scrollable text area.

The "ANNOUNCEMENTS ARCHIVE" section provides a monthly filter on the left, with "Jan 2018" selected. The archive displays a list of announcements for each month from Jan 2018 down to 2013, each with a delete icon and a scrollable text area.

Additionally, shown above at the very bottom of the announcements page, the administrator can access an archive of posts. There are tabs along the left hand side of the archive box that allow the user to switch between different months and years. When a specific month or year is clicked, only the announcements from that month or year will appear.



Calendar Update Page:

To update the calendar of events for Vital Voices, the administrator can click on the third tab along the top of the homepage or the third tab down on the side menu bar. The calendar page displays a monthly calendar with addition signs in each day. Upon clicking an addition sign, a popup window on the right hand side of the screen is displayed. This window contains text fields labeled for creating events. An executive can add the time, date, name of the event, location, and an image.

The screenshot shows a web browser window with the URL <http://voces.delaguayaba.com/admin/dashboard>. The page header includes the logo for "VOCES VITALES COSTA RICA" and a navigation menu with options: Home, Announcements, Calendar, Weekly Spotlight, My Profile, Projects, VVCR Network, Media Library, and FAQs. The main content area has tabs for "INDICATORS", "ANNOUNCEMENTS", "CALENDAR", "WEEKLY SPOTLIGHT", and "SUBMISSIONS". The "CALENDAR" tab is active, displaying a monthly calendar for February 2018. Each day in the calendar has a "+" sign, indicating where to click to add an event. A popup form is open on the right side of the calendar, containing the following fields:

- DATE OF EVENT
- EVENT NAME
- Short description of event with details, location, times, requirements, etc.
- An image upload icon.

Shown below, if an event already exists the date on the calendar is highlighted in light green. The user can hover the mouse over the designated day and the same popup window will appear with existing event details.

The screenshot shows a web browser window with the URL <http://voces.deloguayaba.com/admin/dashboard>. The page header includes the logo for "VOCES VITALES CD STA RICA" and a greeting "Hello, _____!". A navigation menu on the left lists: Home, Announcements, Calendar, Weekly Spotlight, My Profile, Projects, VVCR Network, Media Library, and FAQs. The main content area has tabs for "INDICATORS", "ANNOUNCEMENTS", "CALENDAR", "WEEKLY SPOTLIGHT", and "SUBMISSIONS". The "CALENDAR" tab is active, displaying a calendar for "FEBRUARY 2018". The date "22" is highlighted in light green. A popup window on the right shows the event details for "22 de Febrero 2018":

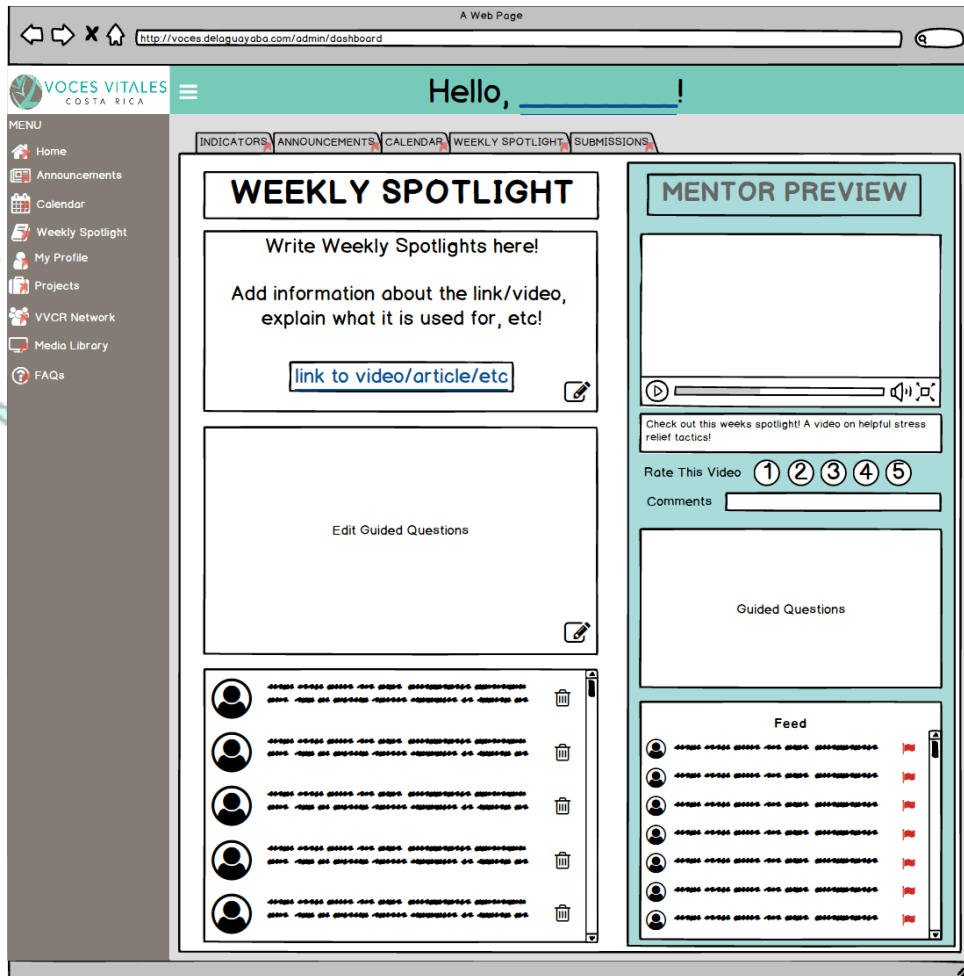
MUJER ACELERA EVENTO

Este evento va a estar en un restaurante en Escazu. Por favor, llega a las 4 de la tarde para empezar

The popup also features a placeholder image icon and a close button.

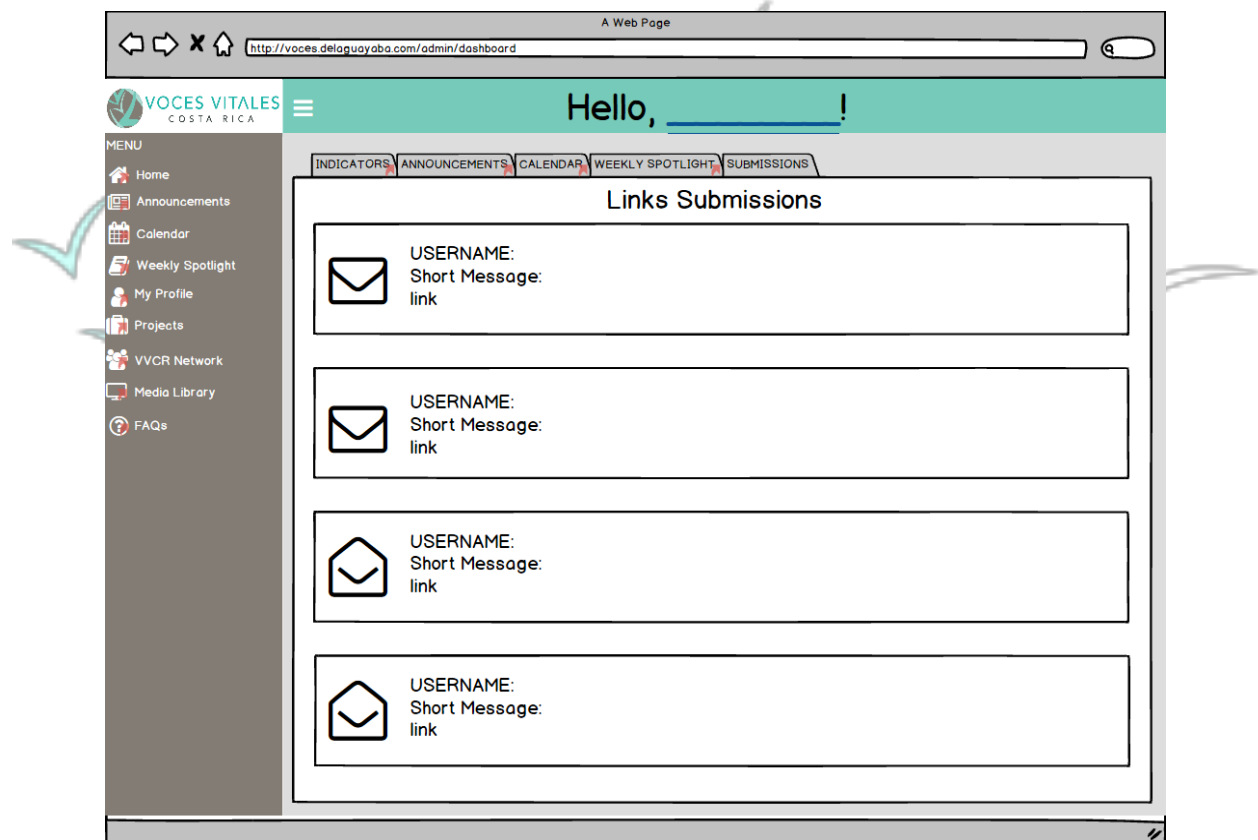
Weekly Spotlight Update Page:

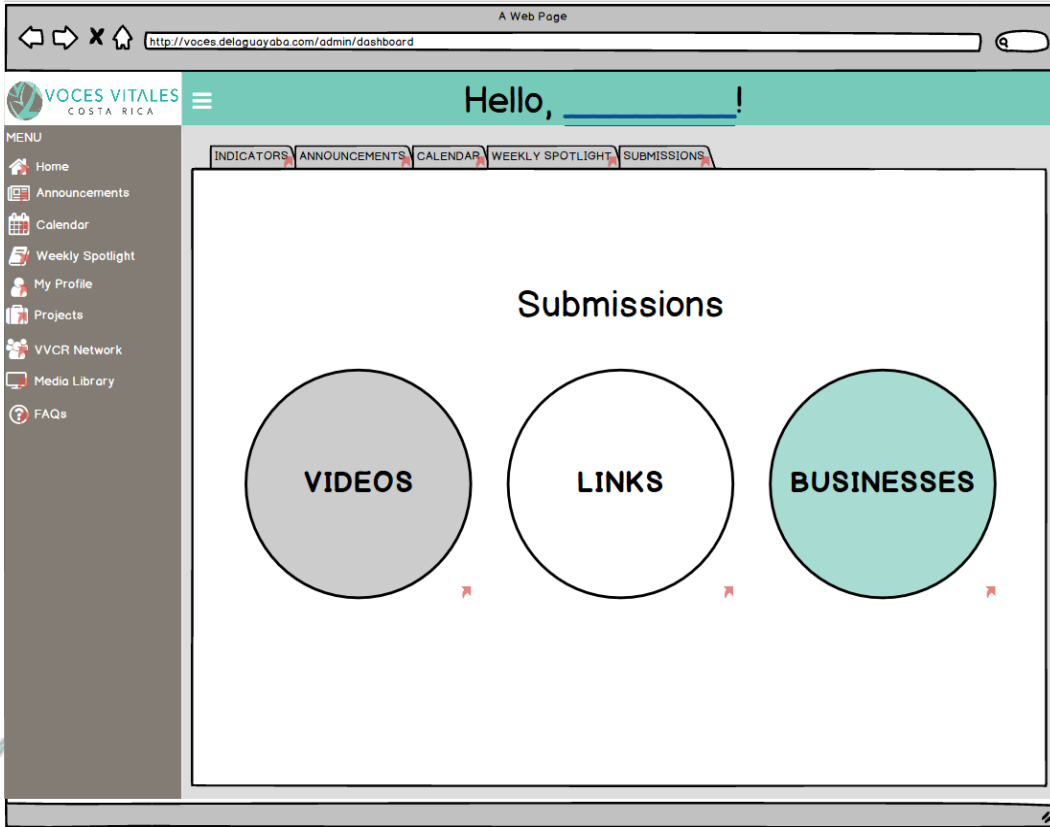
The weekly spotlight is a collaborative mentor space. The administrative view of the weekly spotlight is split into two screens. The left-hand side allows executives to choose a media to highlight, write guided questions, and view submissions of comments or guided questions from mentors. The admin has the ability to delete any comment they do not deem appropriate or relevant. The right-hand side is simply a preview to what the mentor sees.



Viewing Mentor Submissions:

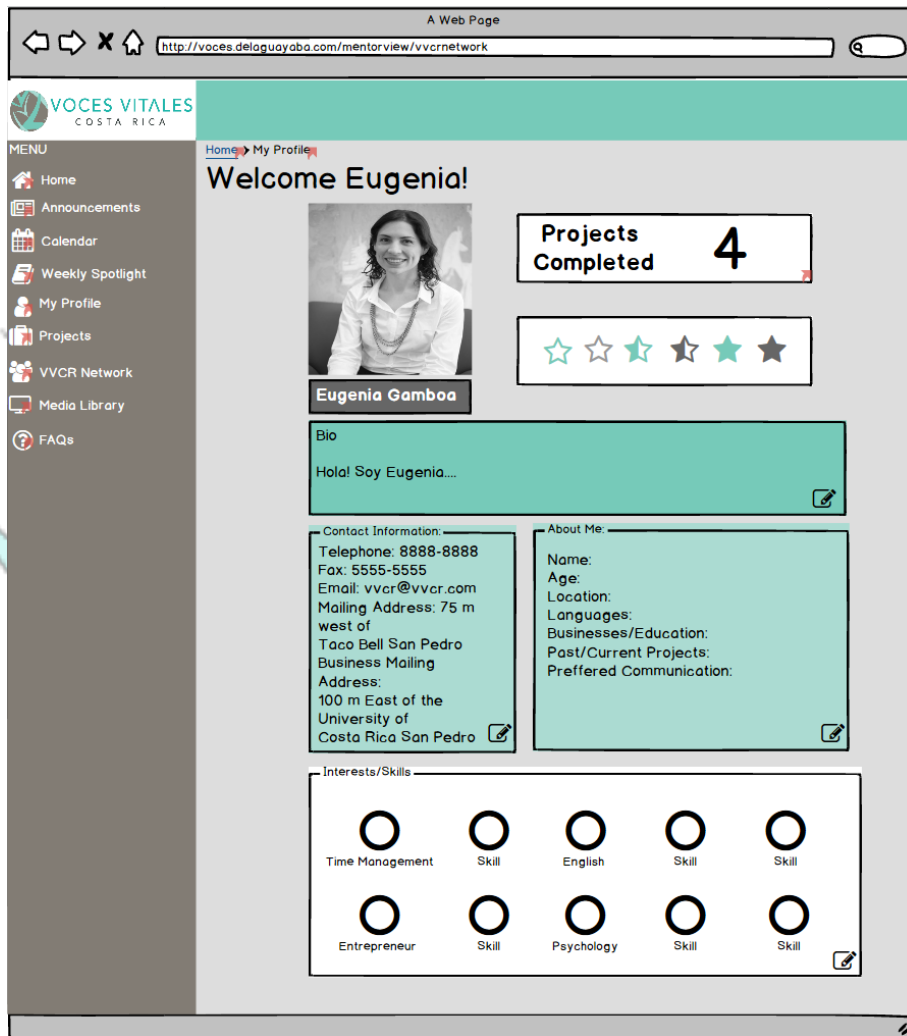
Upon clicking the 'Submissions' tab on the homepage, an admin can choose to view videos, links or business submissions sent in by a mentor. Upon clicking into one of the sections, an admin views the submissions in an inbox format. The admin can then choose to add the media into the library. Additionally, the mentor can tell if the submission has been viewed or not by looking to see if the envelope on the left-hand side is open or closed. Shown below is the pathway taken to view submitted links.





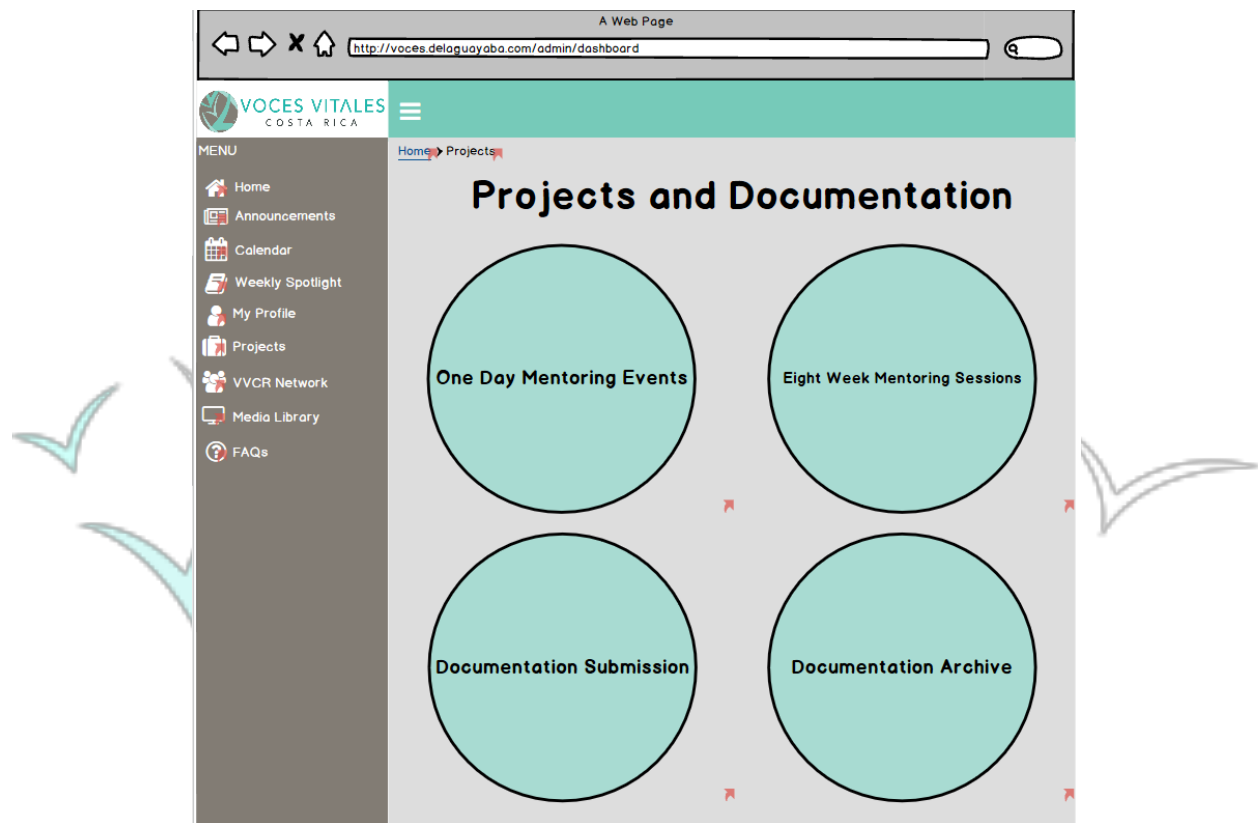
Viewing Personal Profiles:

Similar to the mentor view, administrators have personal profiles. An admin can access the personal profile by clicking the 'My Profile' tab on the sidebar menu. The profile is identical to the one in the mentor view.

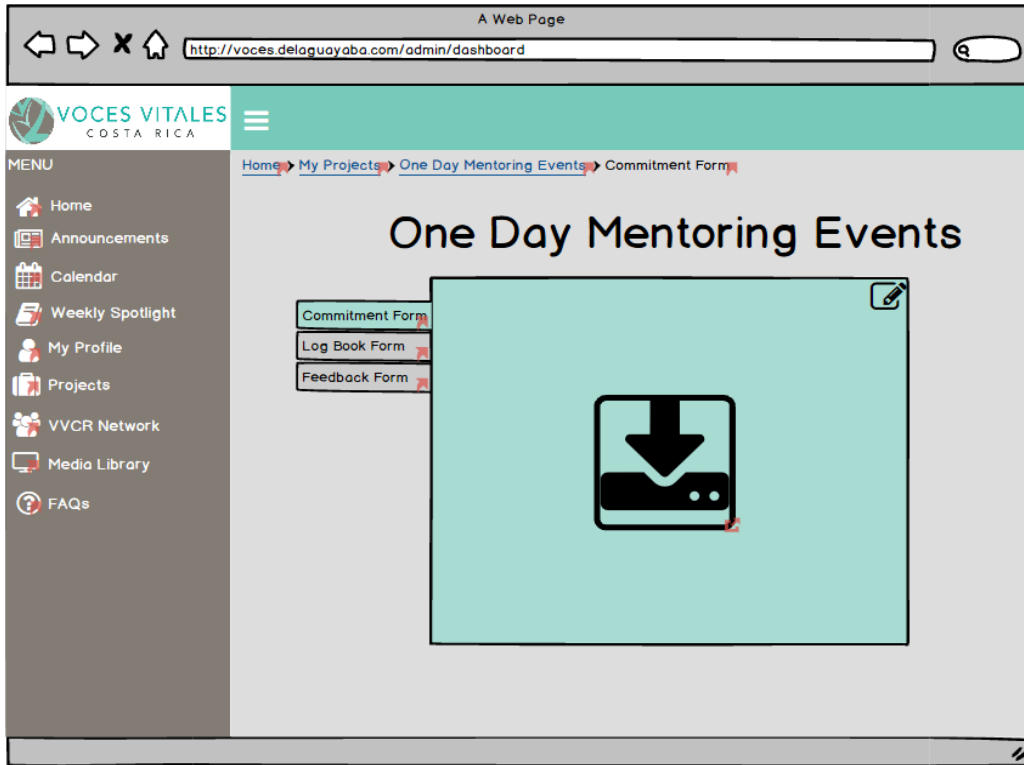


Accessing Projects/Documentation:

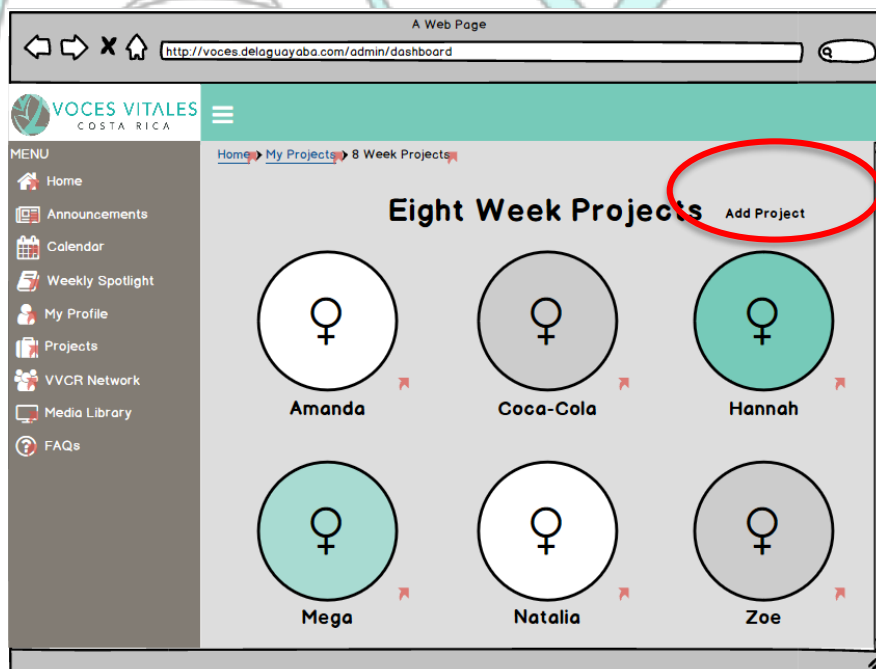
Upon clicking the 'Projects,' tab on the sidebar menu, four buttons are displayed: 'One Day Mentoring Events,' 'Eight Week Mentoring Sessions,' 'Documentation Submission,' and 'Documentation Archive.'



Upon clicking 'One Day Mentoring Events,' an administrator can view and edit the forms attached. The CRM tracks changes by dates and automatically adds the changes to a documentation archive.

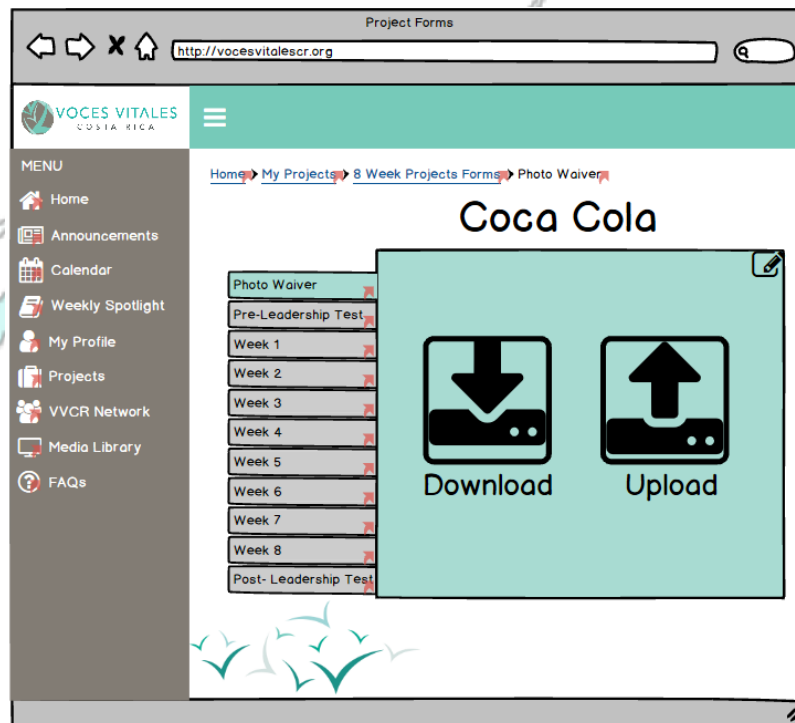


Upon clicking 'Eight Week Mentoring Sessions,' all of the active projects are visible. The administrator can add a project by clicking the 'Add Project' button at the top right corner.



The admin can then choose a specific project to view and edit the associated forms by clicking the edit button at the top right corner of the forms table.

On the 'My Projects' page, by selecting the 'Documentation Submissions' button an admin will be brought to a page containing all of the submitted forms separated by project type, and title. On the top of the table there are two tabs, 'One Day Mentoring Events' and 'Eight Week Mentoring Sessions.' If 'One Day Mentoring Events' is selected, all the one-day mentoring events will be listed in tabs on the left-hand side of the table. The admin can then select the 'One Day Mentoring Events' project she is looking. Listed in the column besides the project titles is the name of each mentor within the project.



Listed at the top underneath the 'One Day Mentoring Events' and 'Eight Week Mentoring Sessions' tabs are columns for each form. The admin can easily view which forms have and have not been submitted for each mentor by looking to see if there is a check or an X in the corresponding row and column. A check indicates completion where an X depicts

incompletion. Furthermore, the checks and X's will be color coded with green for checks and red for X's. Every grid block has a download button where the admin can access the exact form the mentor submitted. At the bottom of each column is a download all button that allows an admin to download every mentor's form.

The 'Eight Week Mentor Submissions' tab will have the same format as the 'One Day Mentoring Events' with the corresponding documents.

A Web Page
<http://voces.delaguayaba.com/admin/dashboard>

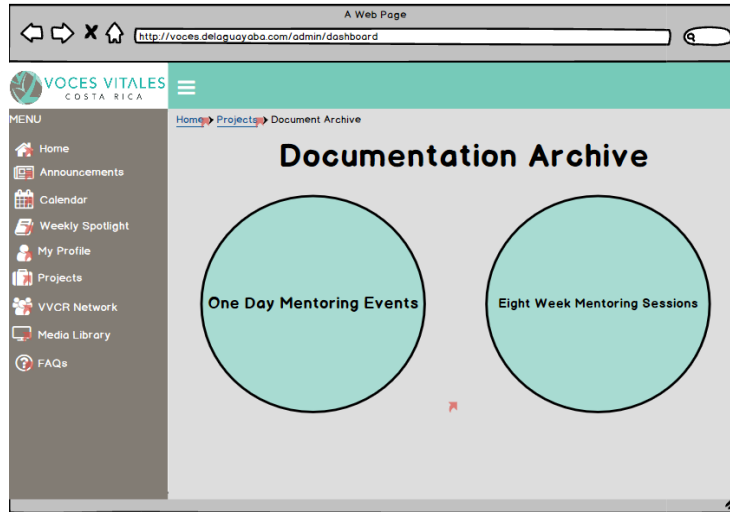
VOCES VITALES
COSTA RICA

Home > Projects > One Day Mentoring Events Documentation

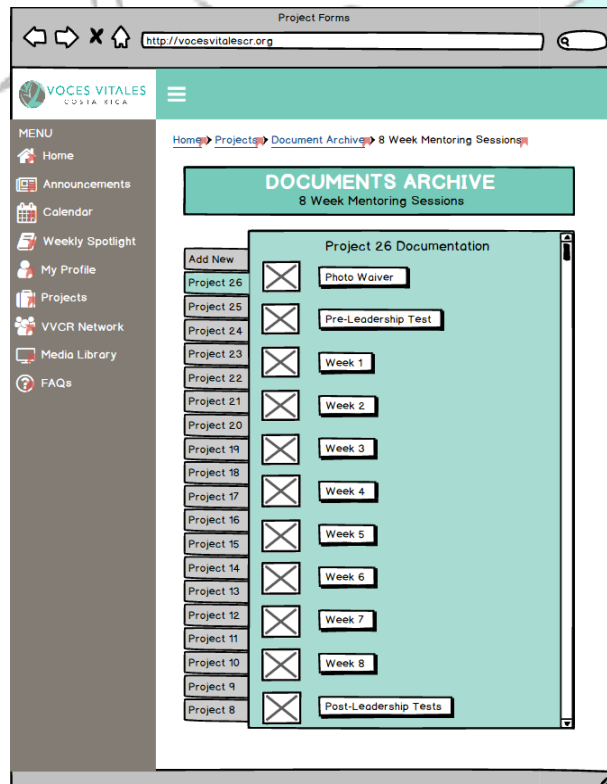
One Day Mentoring Events | Eight Week Mentoring Sessions

	Mentor Name	Commitment Form	Feedback Form	Leadership Form
Project 1	Zoe Schwartz	✓	✓	✓
Project 2	Megan Hendrie	✗	✗	✗
Project 3	Amanda Alves	✓	✓	✓
Project 4	Hannah Modelski	✓	✓	✓
Project 5	Eugenia Gamboa	✓	✓	✓
Project 6	Gloriana Matamoros	✗	✗	✗
Project 7	Graciela Soto	✗	✗	✗
Project 8	Maria Himenez	✓	✓	✓
Project 9	Jane Smith	✓	✓	✓
Project 10	Carla Herada	✓	✓	✓
Project 11	Juliana French	✗	✗	✗
Project 12	Ariana Serto	✓	✓	✓
Project 13	Kaitlyn Halo	✓	✓	✓
Project 14	Marisa Nuna	✓	✓	✓
Project 15	Olivia Aramata	✗	✗	✗
Project 16	Fase Felipe	✓	✓	✓
Project 17	Alexis Romero	✓	✓	✓
Project 18	Aligail Marsa	✓	✓	✓
Project 19				
Project 20	Download All			

From the 'Projects' page, upon clicking 'Documentation Archive' an admin is further prompted to pick either 'One Day Mentoring Events,' or 'Eight Week Mentoring Session.'



Upon clicking either, the administrator can view all of the documents associated with each project. Shown below, for example, is the 'Eight Week Mentoring Sessions' archive. A list of projects in order of descending date is shown on the left-hand side of the table. Each form



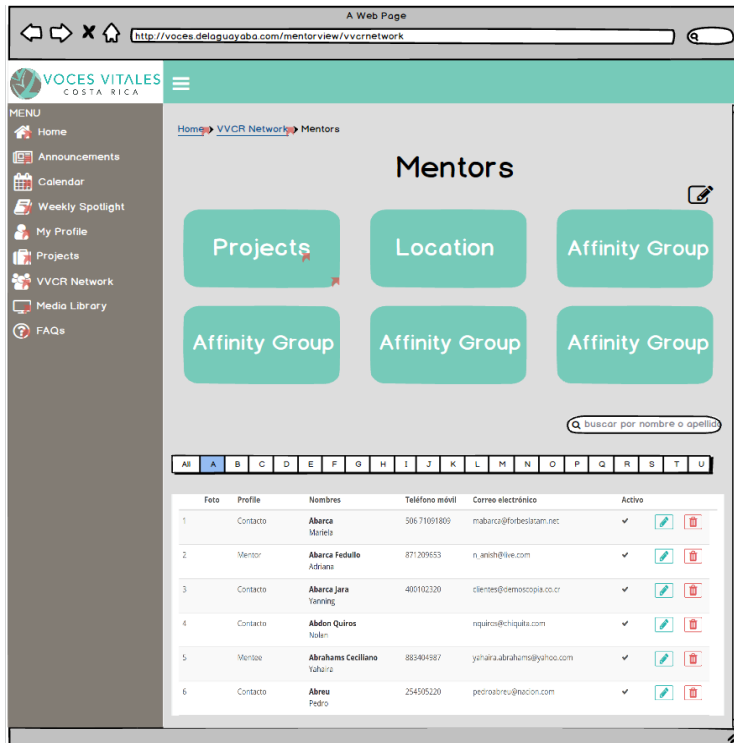
associated with a specific project is shown to the right. This will allow admins to keep track of changes of documents. The format for ‘One Day Mentoring Events’ is the same.

Searching for Other Mentors and VVCR Staff:

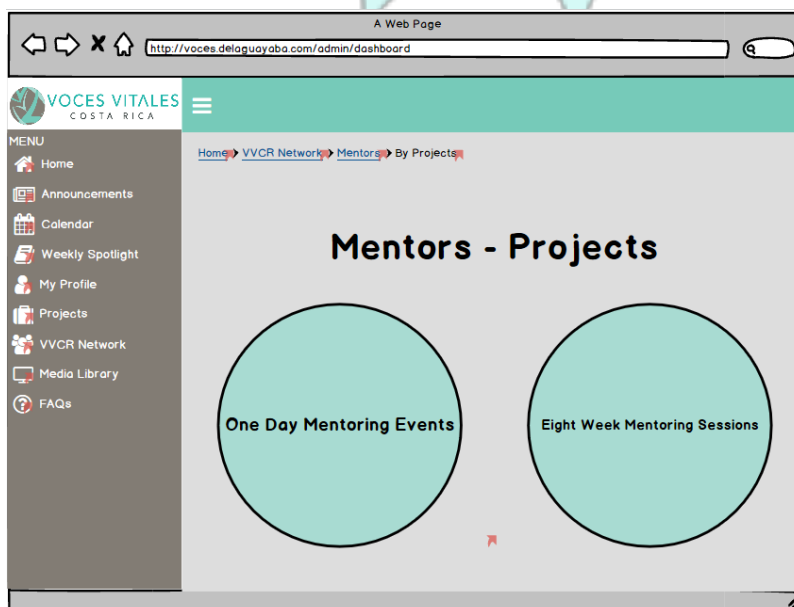
On the left side of the administrator platform, the ‘VVCR Network’ tab has three buttons: ‘Staff,’ ‘Mentors,’ and ‘Business Directory.’ Upon clicking the Staff page, the admin can access a list of other VVCR executives with pictures and a job title as seen on the public website. The admin can then click on an individual profile to view.



Upon clicking the ‘Mentors’ option within the ‘VVCR Network’ tab, administrators can access a complete list of all VVCR mentors. The mentors appear alphabetically in a list at the bottom of the screen. Further refinement of the list can be achieved by clicking affinity group buttons at the top of the screen. Affinity groups include categories such as ‘Projects’ and ‘Location’ which are predetermined by the staff at VVCR.



If the administrator clicks on one of these groups, the group is further refined. Eventually an admin will come to a list of mentors within a specific group. They can then click on a specific mentor to view the profile. An example pathway is provided below: ‘Projects’ → ‘Eight Week Projects’ → ‘Coca-Cola.’ The administrator would then select a name to view a specific profile.





Home > VVCR Network > Mentors > By Projects > Eight Week Projects

Eight Week Projects [Add Project](#)

- Coca Cola
- Project 2
- Project 3
- Project 4
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1
- Project 1



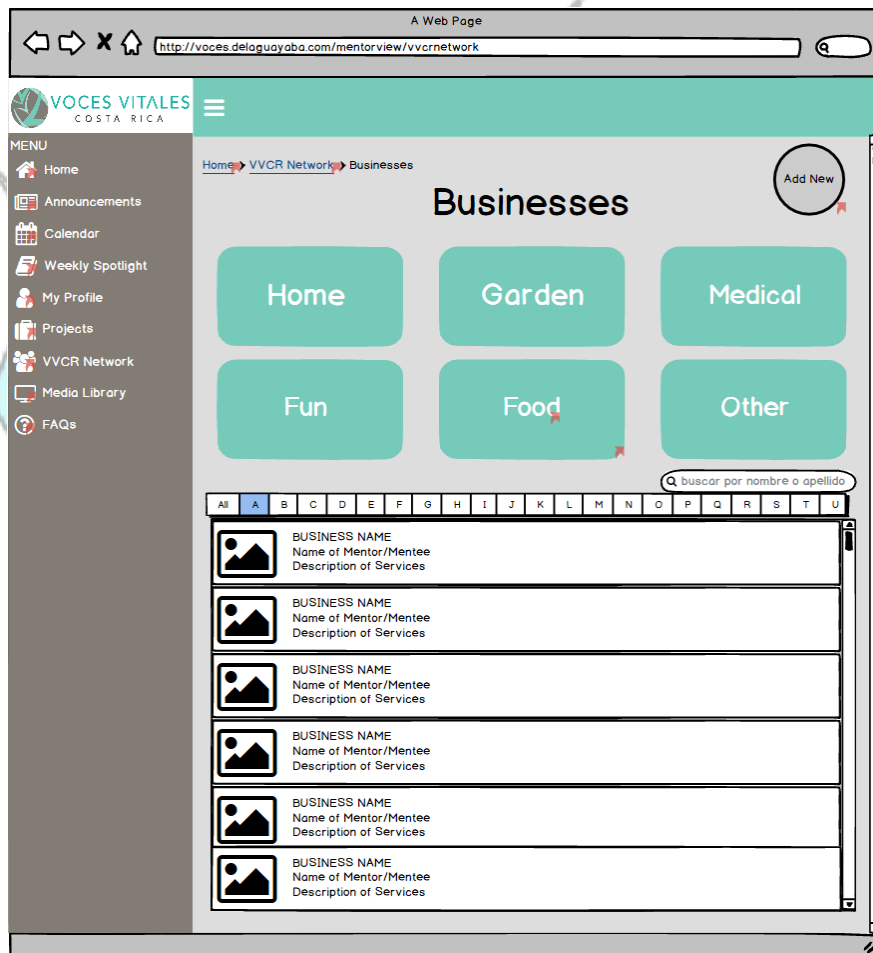
Home > VVCR Network > Mentors > By Projects > Eight Week Projects > Coca Cola

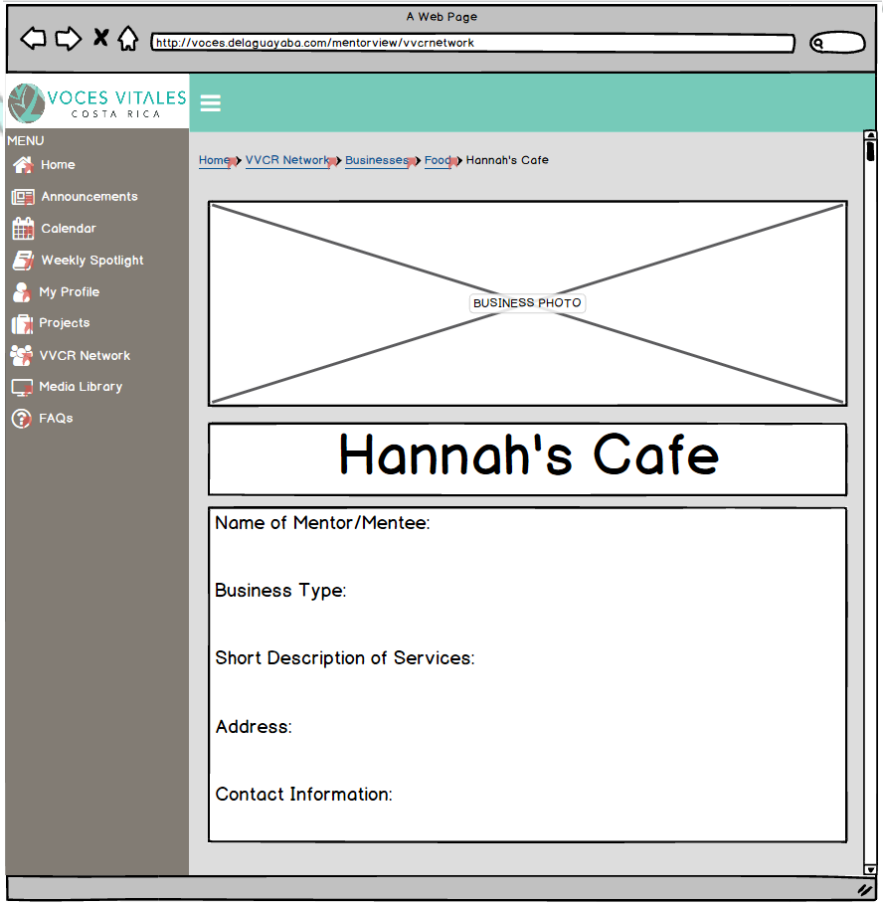
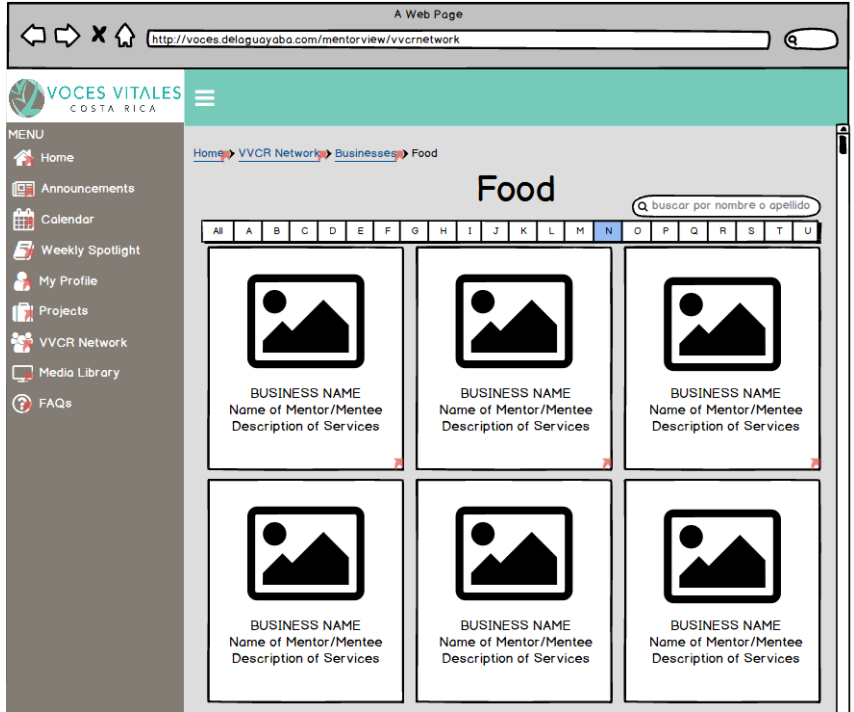
Coca Cola

buscar por nombre o apellido

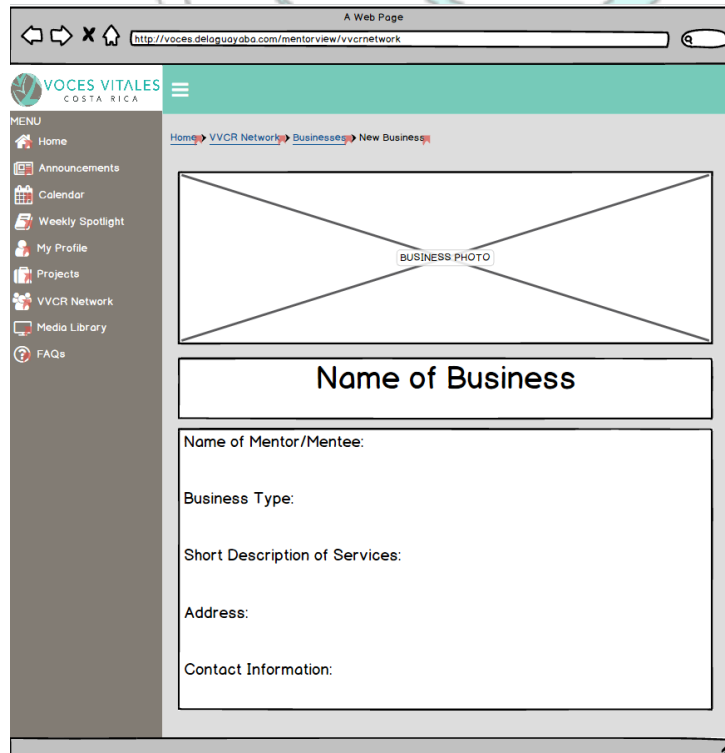
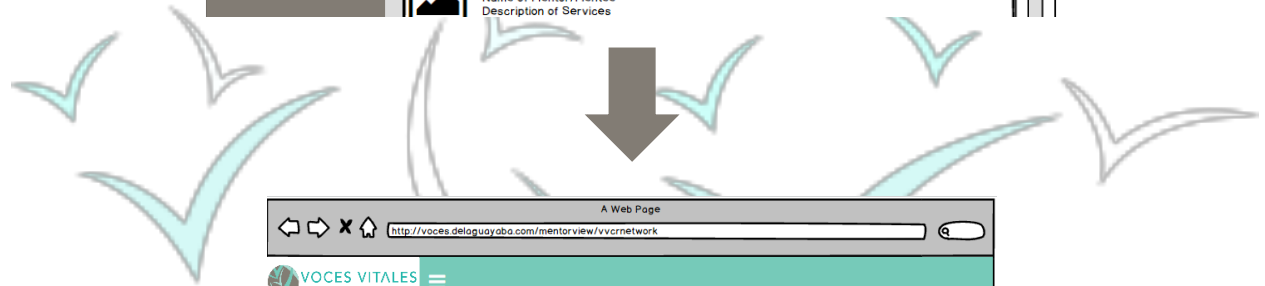
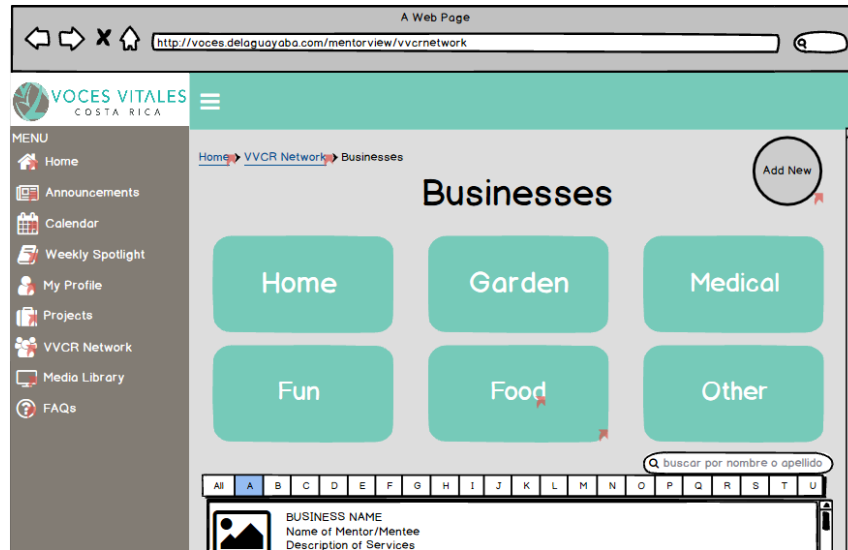
All	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Foto	Profile	Nombres	Telefono móvil	Correo electrónico	Activo																
	Contacto	Abarca Mariela	506 71091809	mabarca@forbeslavam.net	✓																
2	Mentor	Abarca Fedullo Adriana	871209663	ru_anish@live.com	✓																
3	Contacto	Abarca Jara Yanning	400102320	clientes@dermoscopia.co.cr	✓																
4	Contacto	Abdon Quiros Nolan		nquiros@chiquita.com	✓																
5	Mentee	Abrahams Ceciliano Yahaira	883404987	yahaira.abrahams@yahoo.com	✓																
6	Contacto	Abreu Pedro	254505220	pedroabreu@nacion.com	✓																

Upon clicking the 'Businesses' button from the 'VVCR Network' tab, the administrator can access a list of businesses in alphabetical order. Similar to the Mentor categorization, different subjects of businesses are featured as buttons at the top of the page. If a user clicks on a type of business, a shorter list of the designated subcategory appears on a new page with bigger images of the businesses and a preview of general information for the business. If the admin then clicks on a specific business, they will be brought to a page that serves as a profile for each company, listing its contact information, list of services, address ADD. This process and pages are the same as the mentor view, allowing admins to see what mentors are accomplishing in the professional world. The pathway to reach an individual business is shown below.



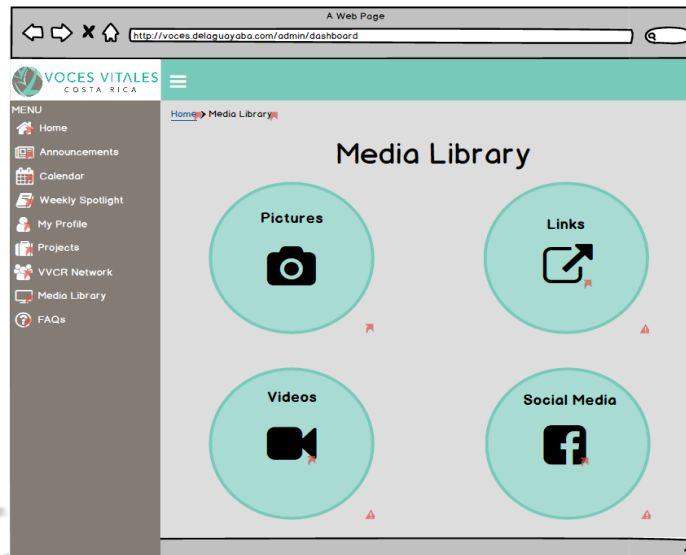


The administrator view of this feature allows for the staff to add any new businesses through a simple button in the top right corner of the page. This will then lead to a blank copy of the business profile that the staff can fill out for the new organization to add into the database.

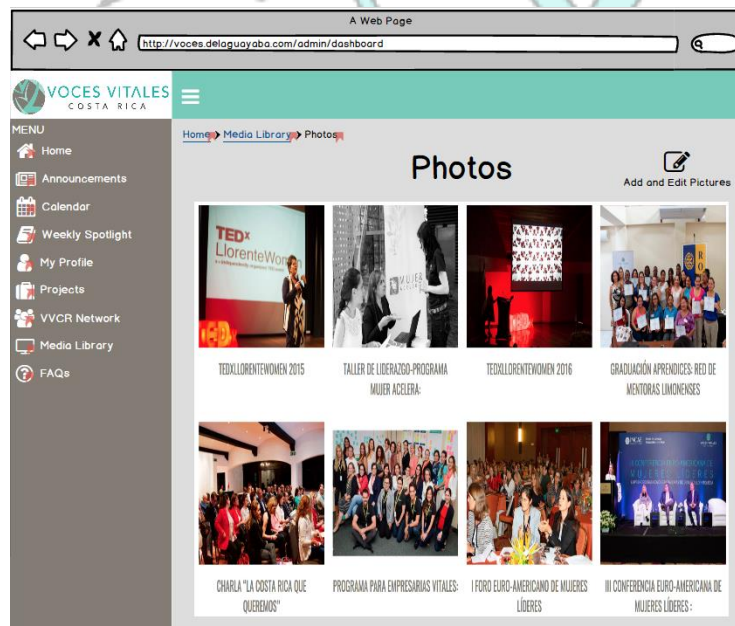


Accessing the Media Library:

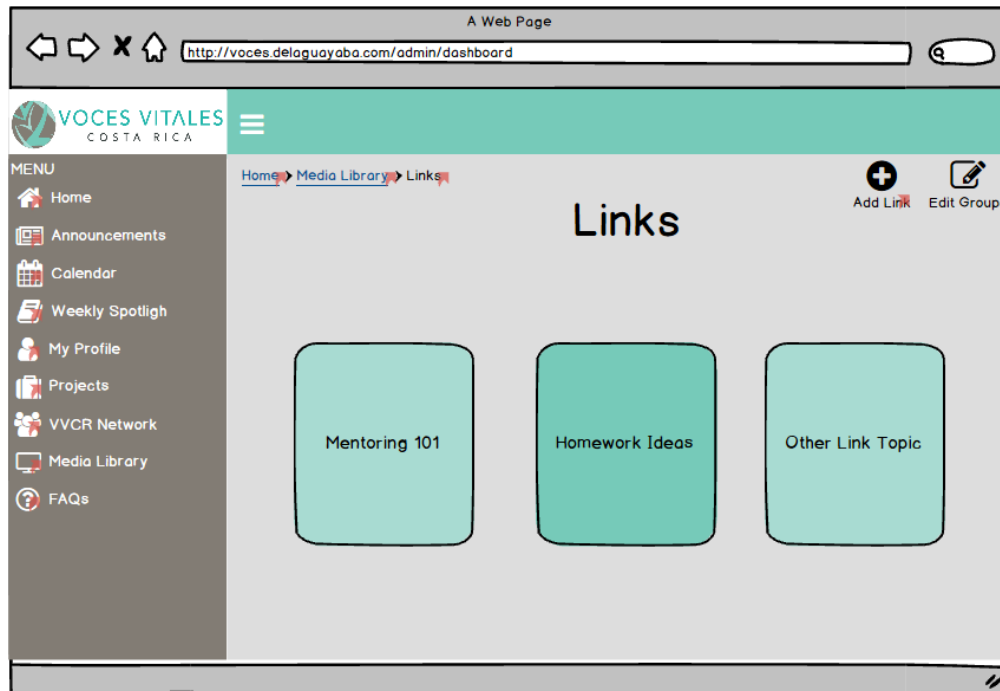
The Media Library can be accessed by clicking the ‘Media Library’ tab in the sidebar menu. Upon clicking, four large circles appear that lead to different forms of media: ‘Pictures,’ ‘Links,’ ‘Videos,’ and ‘Social Media.’



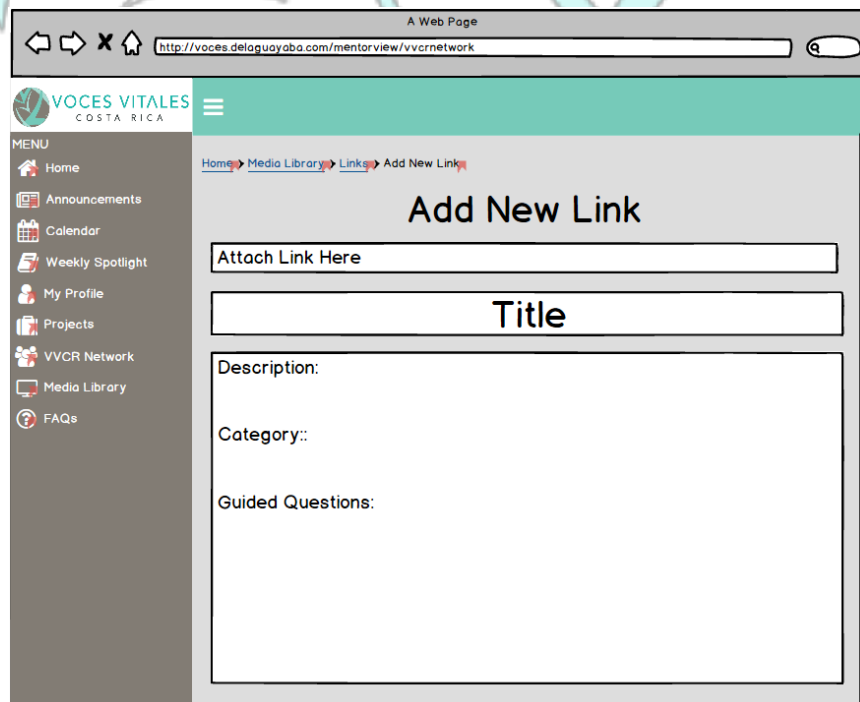
Upon clicking ‘Pictures,’ the administrator can view, add, and edit pictures taken at events. The pictures are categorized in groups with titles shown below.



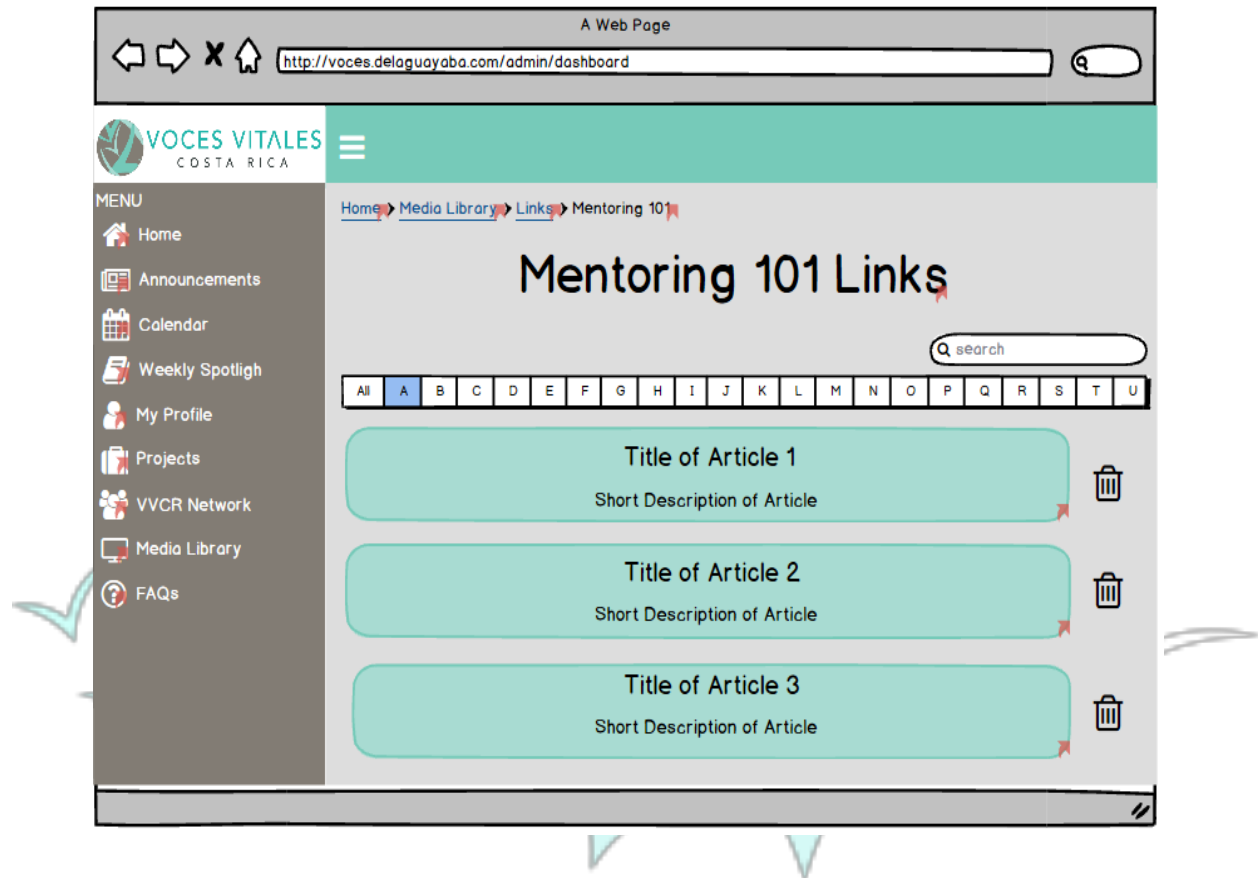
Upon clicking 'Links,' an admin can add new links or edit the current affinity groups. The current affinity groups listed are 'Mentoring 101,' 'Homework Ideas,' and 'Other.'



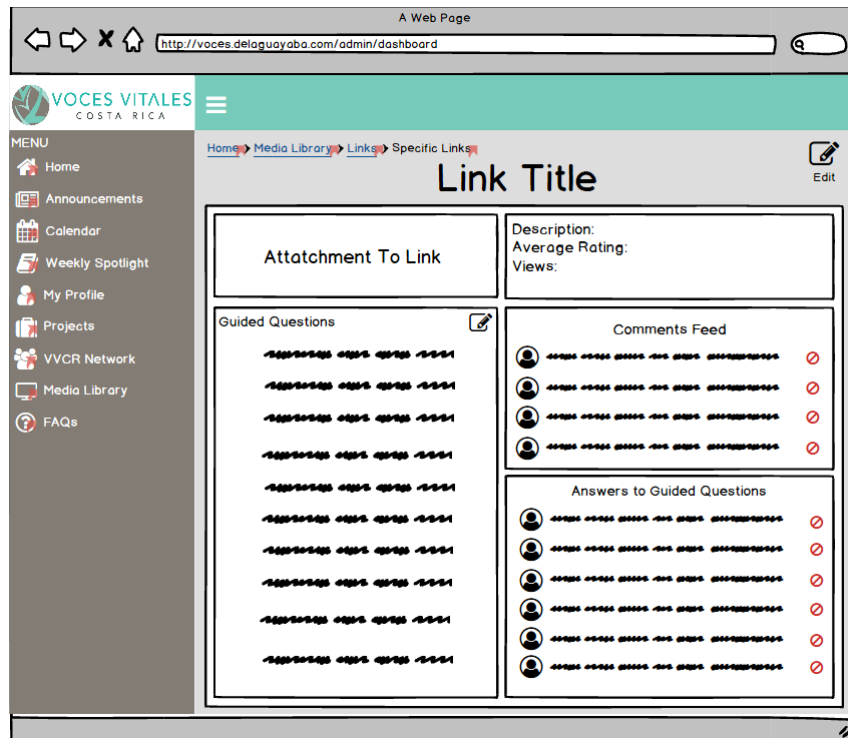
By clicking the button that says 'Add Link,' an admin will be brought to the following page to add the link attachment, title, a description, the category where the link will reside, and guided questions.



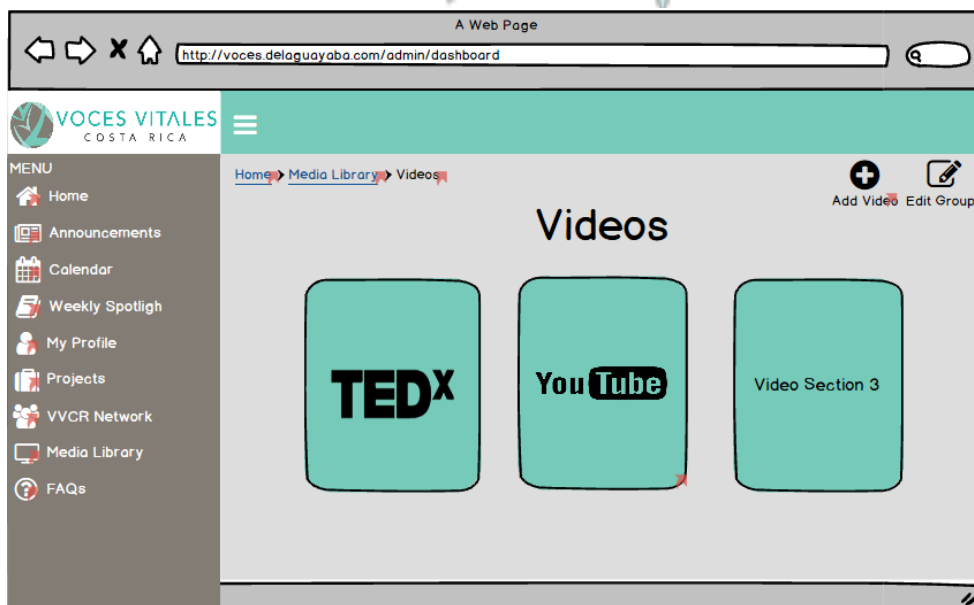
Upon clicking into a subject, an admin will be able to see a list of all the relative link and have the ability to delete any link they wish to. Administrators can also search for links using the search bar or by alphabetical order.



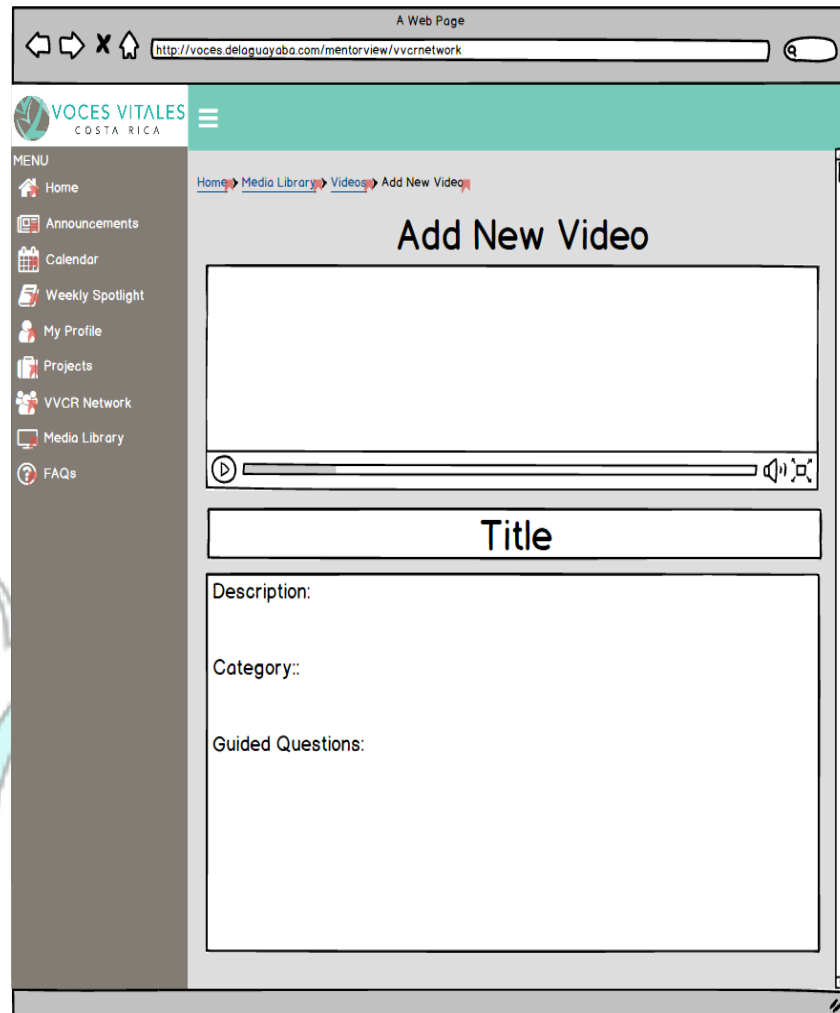
Upon clicking a specific link, an admin can edit the guided questions, title and description, view and monitor submissions from comments and guided questions, and see the average rating and view count.



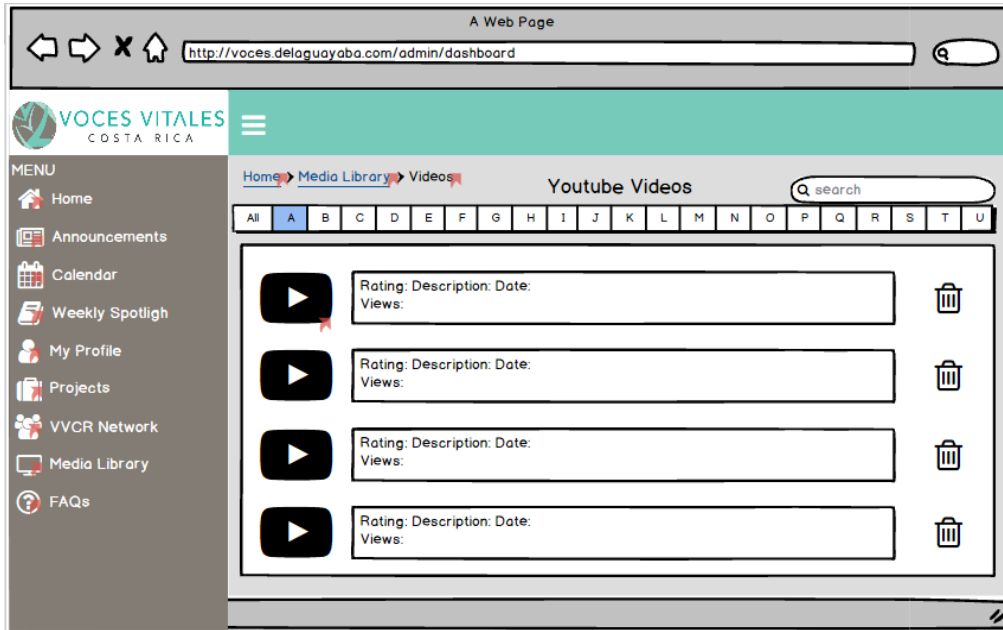
The video section is very similar to that of the links. An administrator can add a video or edit the affinity groups by clicking the buttons in the top right corner. The current affinity groups are 'TedTalks,' 'Youtube,' and 'Other.' The administrator can directly edit the affinity groups on the page and be brought to another page to add the video as with the links.



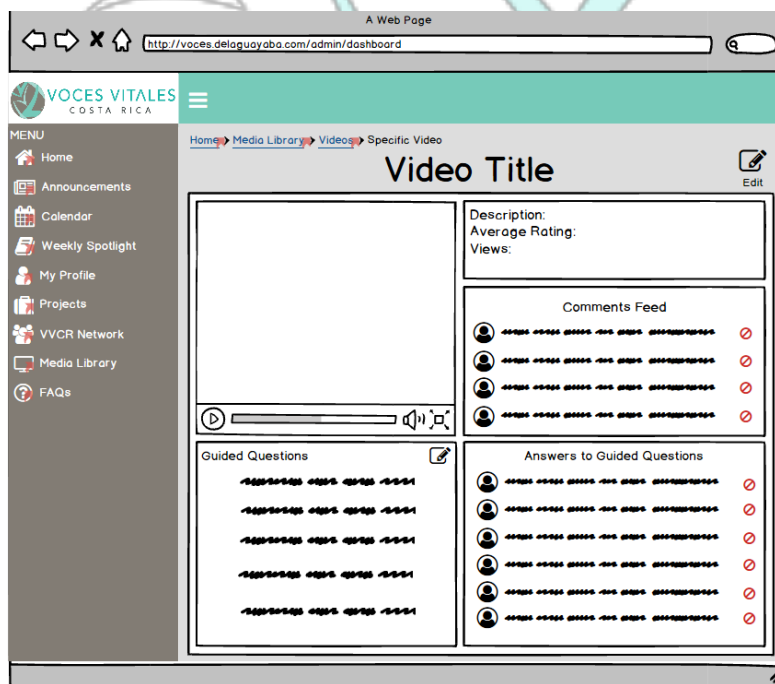
The add new video page is identical to the links page with the title of ‘Add New Video’ instead of ‘Add New Link.’



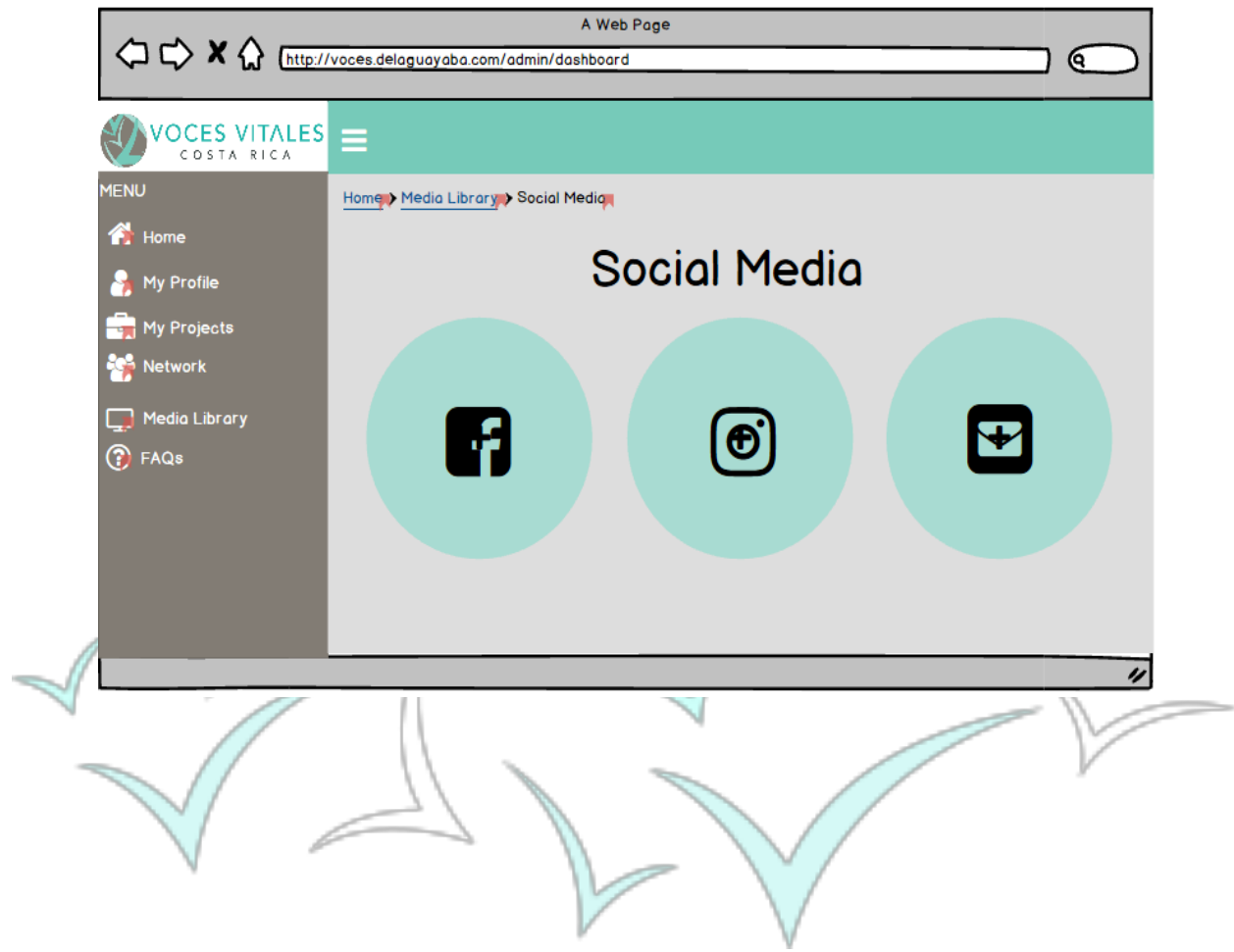
The process to view a specific video is the same as the links with slightly different visuals. For example, upon clicking into ‘Yoube Videos,’ the following is shown. Administrator also can search for a video through the search bar, or by alphabetical order.



The administrator can see how many views a video has and delete any videos they wish too. Upon clicking a specific video, an administrator can again edit the title, description, and guided questions, see the average rating and number of views, and monitor comments and answers to guided questions.

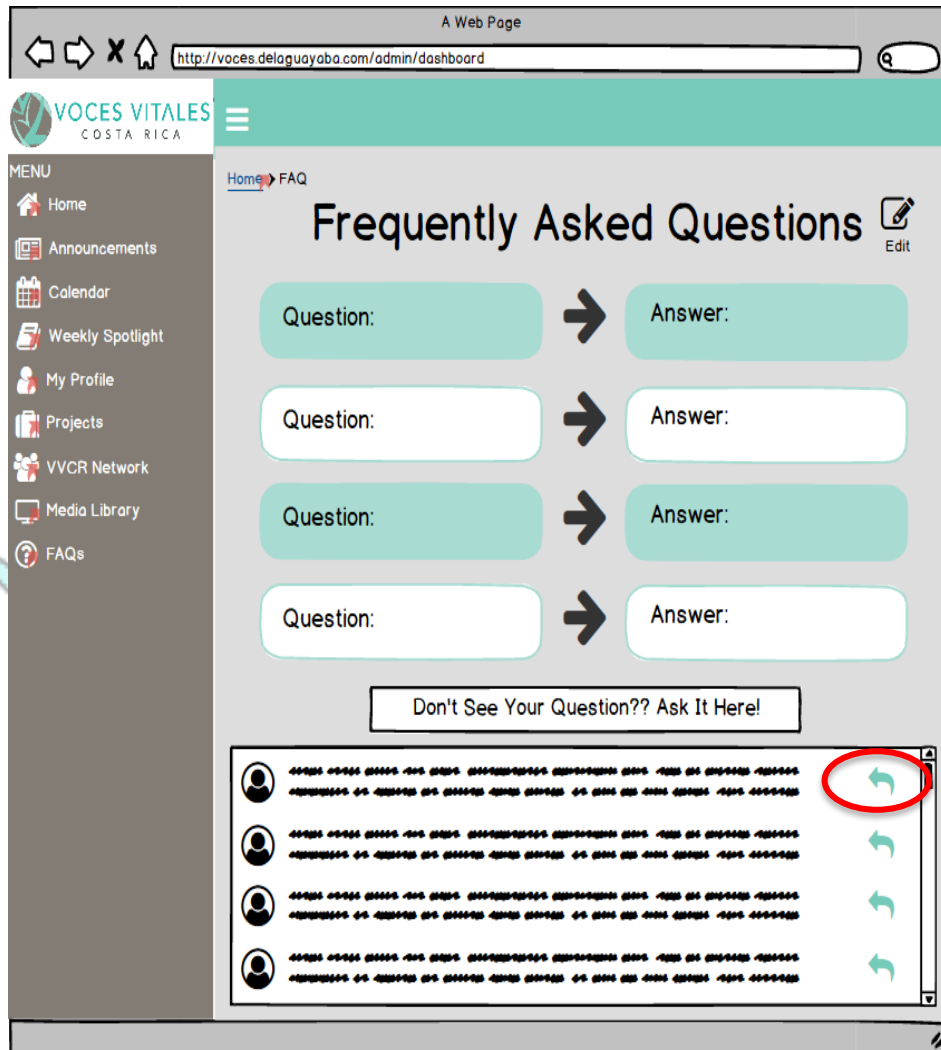


Lastly, upon clicking the social media page, an administrator can edit the links to the social media pages.



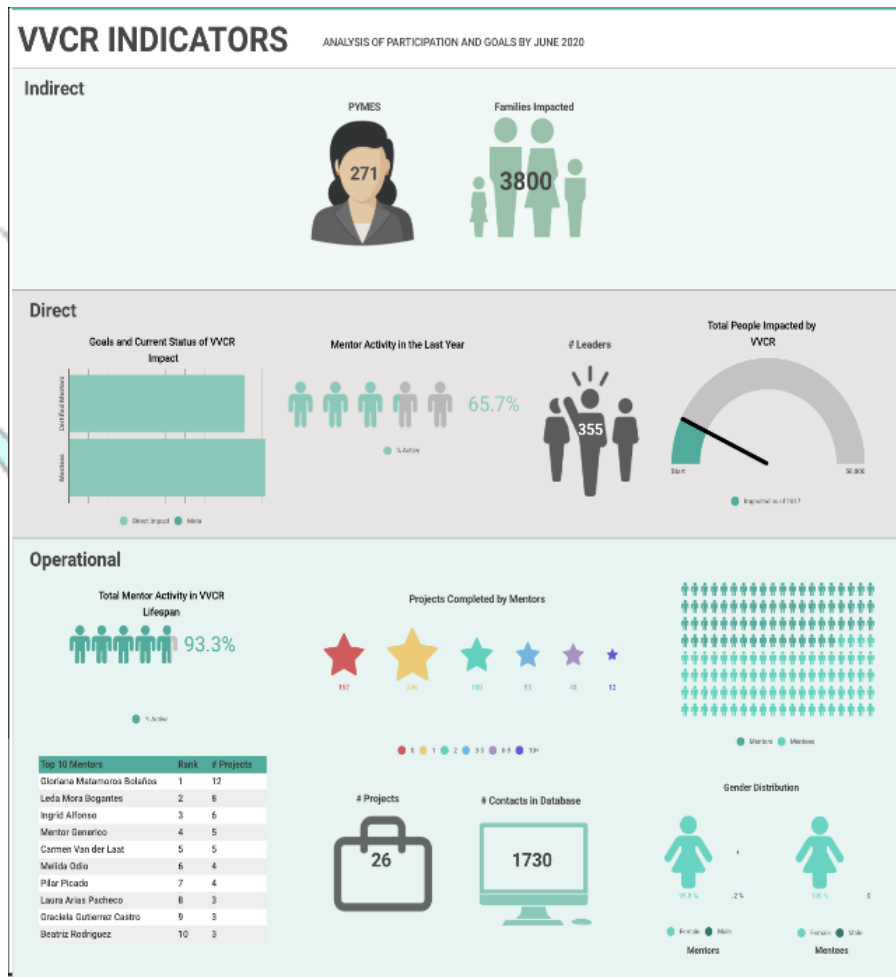
Accessing and Responding to FAQ:

The final feature listed on the navigation bar of the homepage is the 'FAQ' Section. When clicked, this button takes the user to a page organized in a question and answer format. The questions are listed on the left and the answers are given on the right. At the bottom of the page, an admin can view and answer questions submitted by mentors by clicking the blue arrow.



Updating Indicators:

The indicators on the homepage are directly programmed to depict information in an excel sheet. To edit the indicators, click the edit button in the top right corner of the screen. Upon clicking the edit button, you will then be directed to the excel sheet that contains the indicator data. Here administrators can edit fields as in an excel table. Table changes will automatically update the visual indicators.

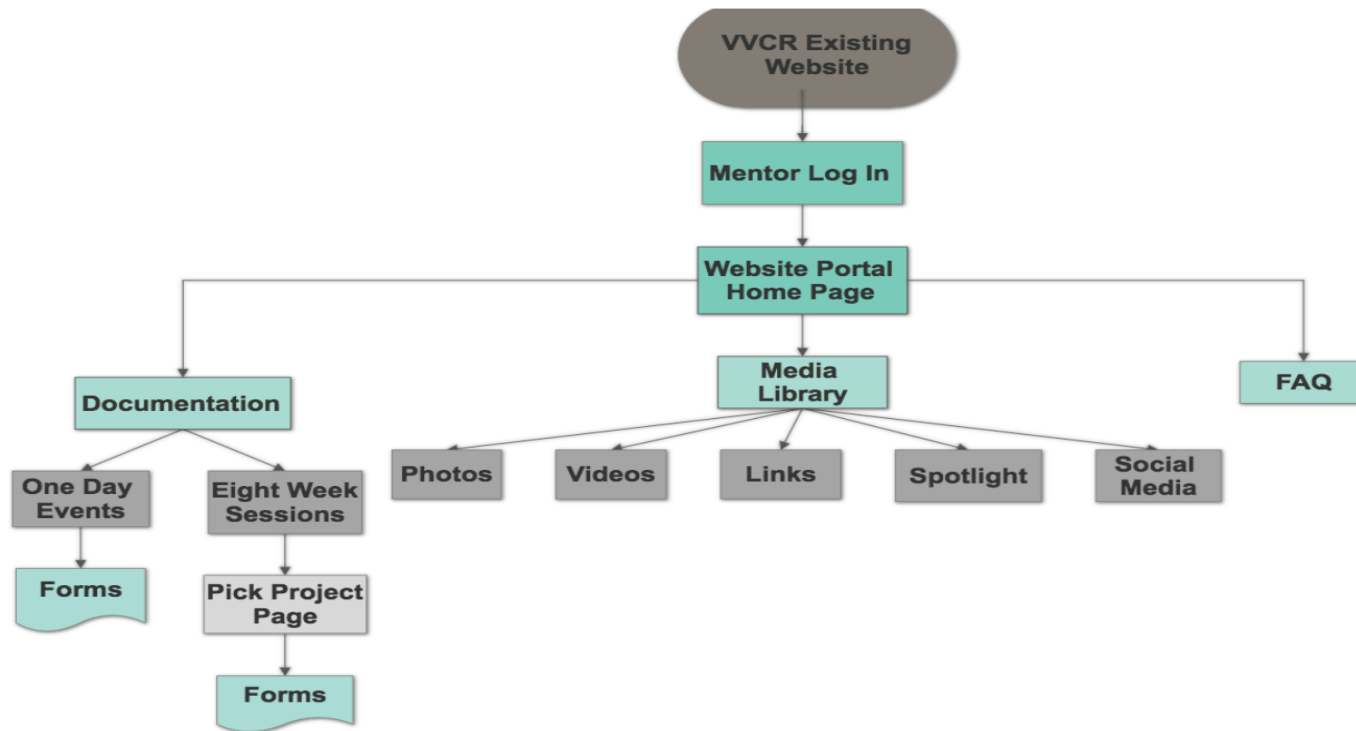


Section 2:

Platform Navigation for De La Guayaba

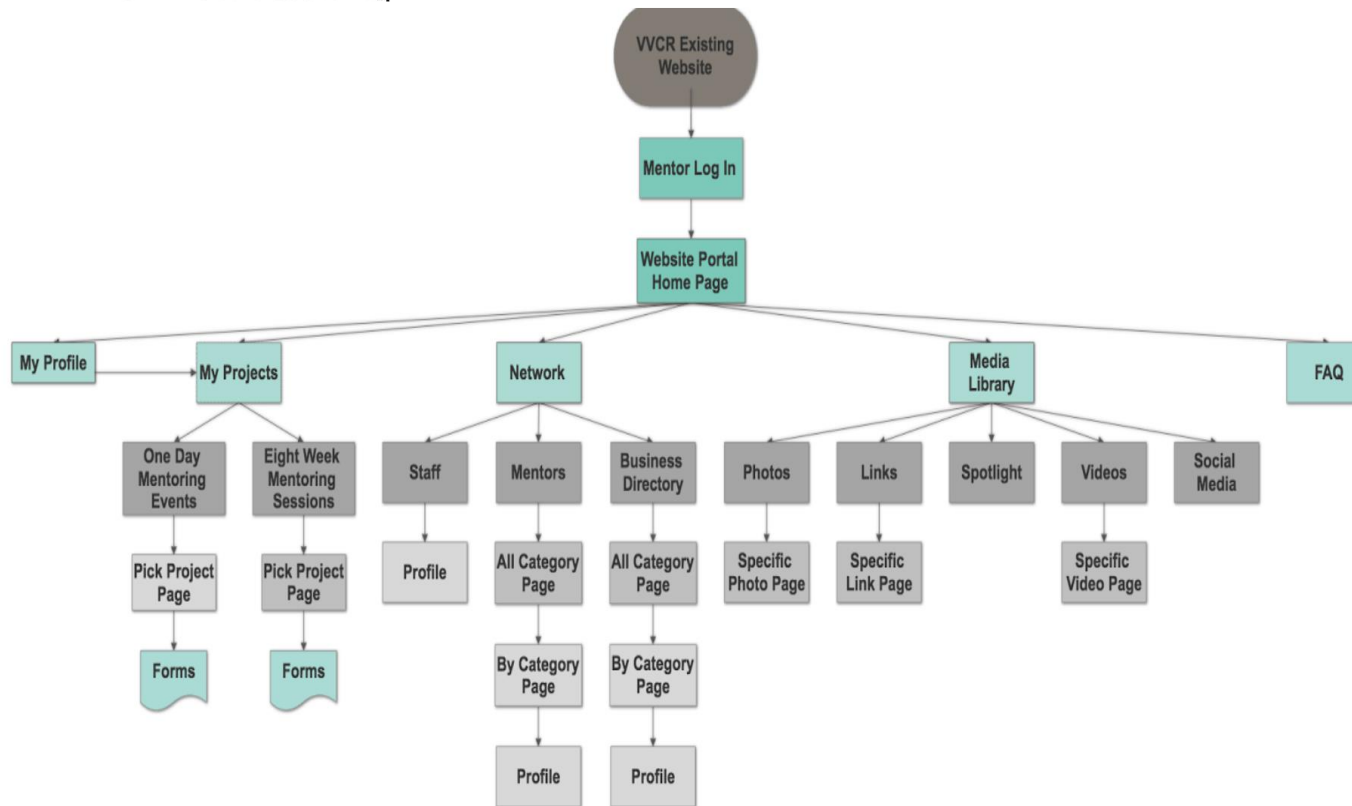
In addition to the Balsamiq Mockups, for De La Guayaba, we provided the following three sitemaps to aid in their development process. Each sitemap starts at the existing VVCR website and leads De La Guayaba and the user through the possible paths to each page.

Website Sitemap:



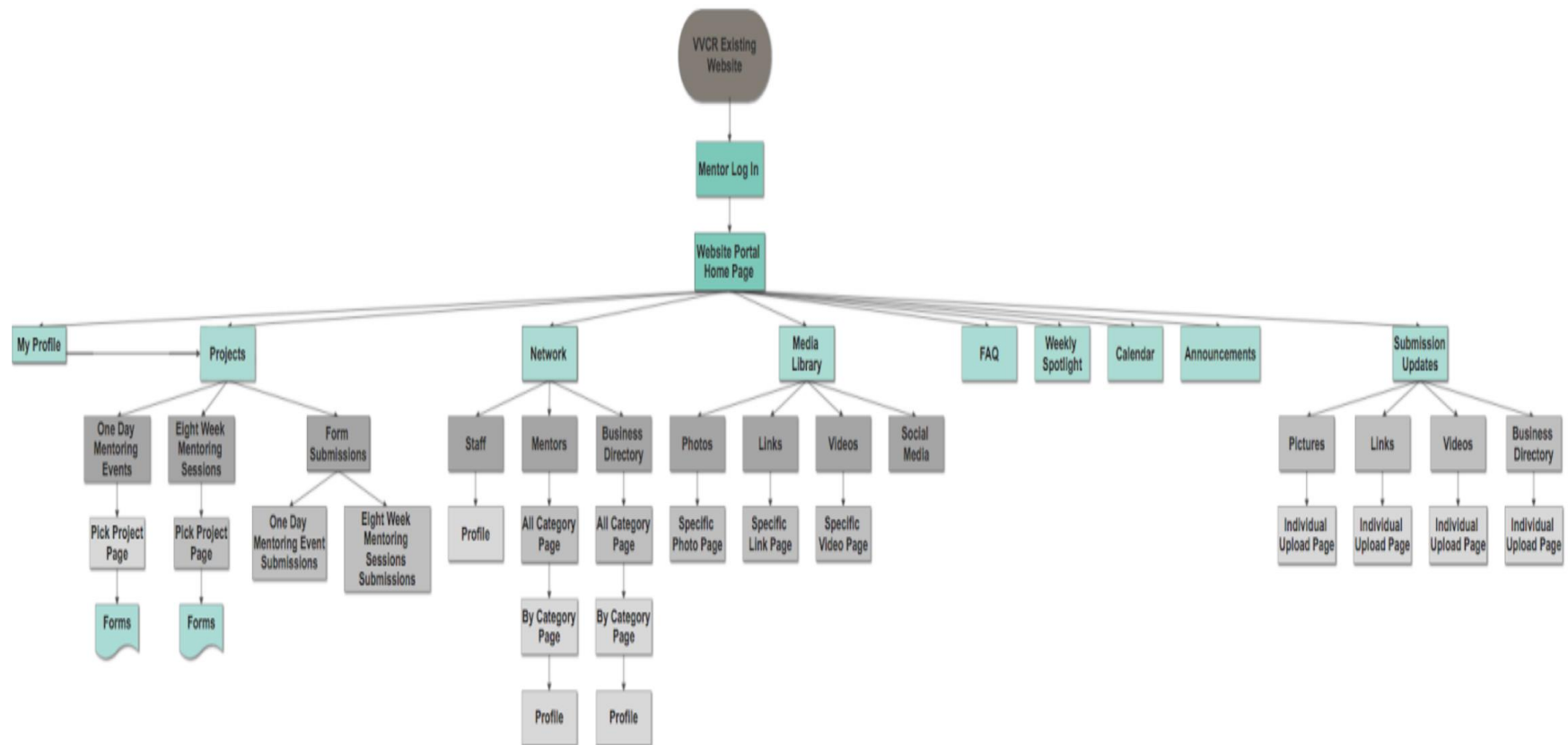
The sitemap starts at the existing VVR Website and leads to the 'Mentor Log In' and then 'Website Portal Home Page.' It then branches off to 'Documentation,' 'Media Library,' and 'FAQ.' The above sitemap shows the pathways below these three main pages.

CRM Mentor View Sitemap:



The sitemap starts at the existing VVR Website and leads to the ‘Mentor Log In’ and then ‘Website Portal Home Page.’ It then branches off to ‘My Profile,’ ‘My Projects,’ ‘VCCR Network,’ ‘Media Library,’ and ‘FAQ.’ The above sitemap shows the pathways below these five main pages.

CRM Admin View Sitemap:



The sitemap starts at the existing VVR Website and leads to the ‘Mentor Log In’ and then ‘Website Portal Home Page.’ It then branches off to ‘My Profile,’ ‘My Projects,’ ‘VCCR Network,’ ‘Media Library,’ ‘FAQ,’ ‘Spotlight,’ ‘Calendar,’ ‘Announcements,’ and ‘Submission Updates.’ The above sitemap shows the pathways below these nine main pages.

Section 3:

**Recommendations to Vital
Voices Administrators and
Executive Board**

We made the following recommendations to encourage platform integration, social media promotion, and efficient platform coding. To prevent any reluctance to using the new systems, VVCR must provide proper training to mentors on how to navigate the systems. By guiding the mentors through the new systems to create comfortability using them, mentors will be less likely to reject the platforms. Furthermore, we advise that mentors create a personal username and password during mentor training. By creating a username and password during training, all mentors will be introduced and entered into the new system. Additionally, with help nearby, mentors can login and explore the new CRM, learning to pilot the system, and asking questions along the way. This will help to prevent questions later on about system navigation, saving executives time.

To further prevent reluctance to using the new systems, we suggest that VVCR raise awareness and build excitement through a launch campaign. This campaign should emphasize to the mentors that the new system is created for them to make their mentoring experience more convenient and advertise that the systems provide additional features to expand their opportunities within VVCR. Launching a campaign to promote the new systems will encourage the success of the systems by fostering mentor enthusiasm.

To maintain and promote VVCR's social media pages, we advise VVCR to require mentors to like the Mentor Facebook page. During our field work, mentors made several requests for a discussion board to serve as a collaborative space for mentors to discuss mentoring techniques and practices. However, this feature already exists on the Mentor Facebook page. Mentors have the ability to post to the group on the feed, which administrators must approve before the posts become viewable to everyone. Stressing the use of the mentor facebook page will not only get mentors involved, but will also promote VVCR's social media.

Finally, if funds are available we would highly encourage VVCR to increase the amount of contact with De La Guayaba until the central CRM is built. If De La Guayaba can devote more hours per week to code the system, the new CRM will be finished much faster. Moreover, if VVCR invests more money in the initial building stage, future maintenance costs should be minimal as most features and content can be managed by VVCR administrators. The faster this system can be integrated, the more efficient both the administrative and mentoring processes will become - maximizing the organization's overall influence and helping VVCR reach its goal of impacting fifty thousand people by June of 2020.