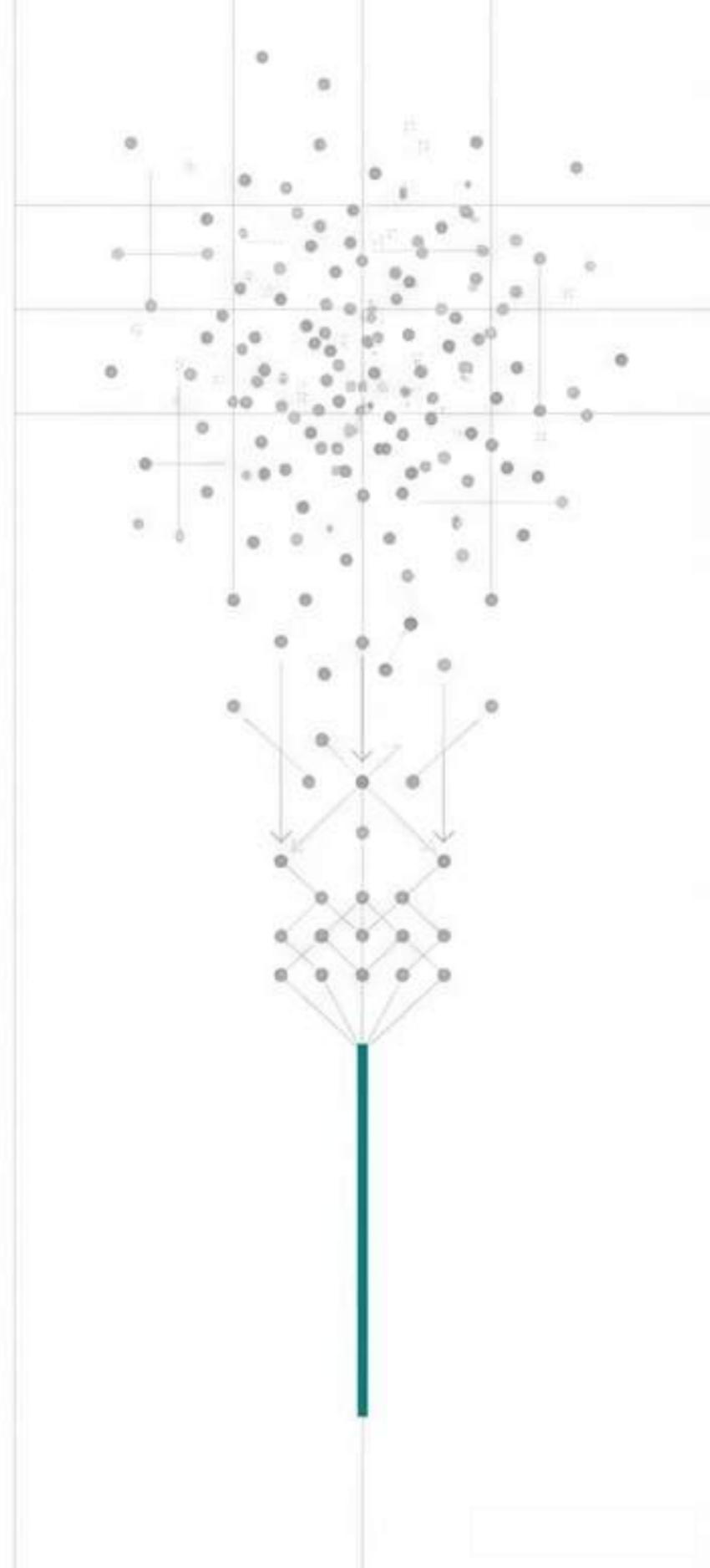


# Revamping the Post-Sales Learning Journey at Skill-Lync

A diagnostic case study on improving student retention through data-driven mentorship optimisation.

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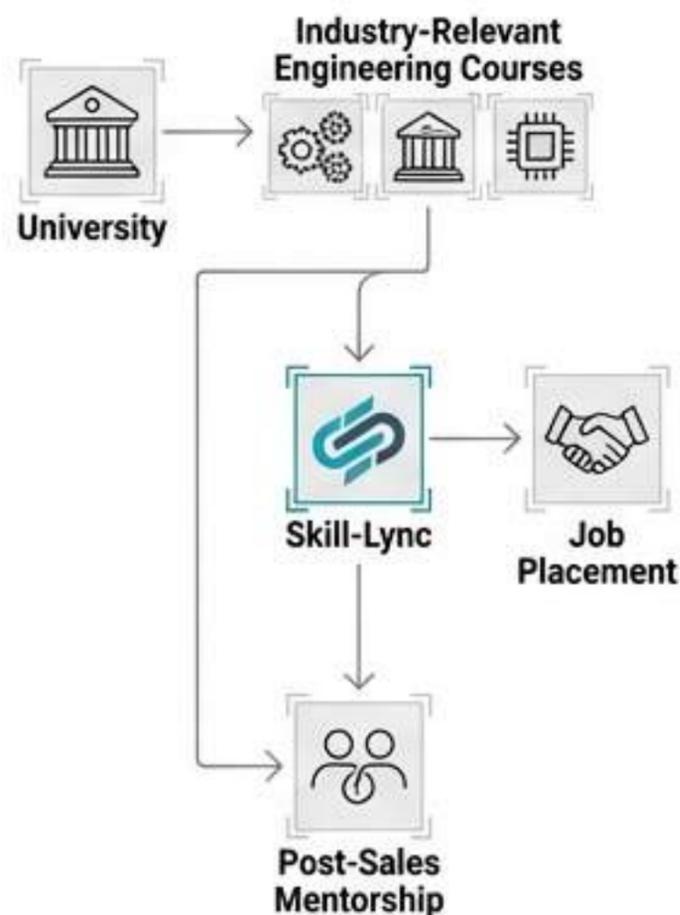
Case Study | Product Management & UX Research



# Executive Summary

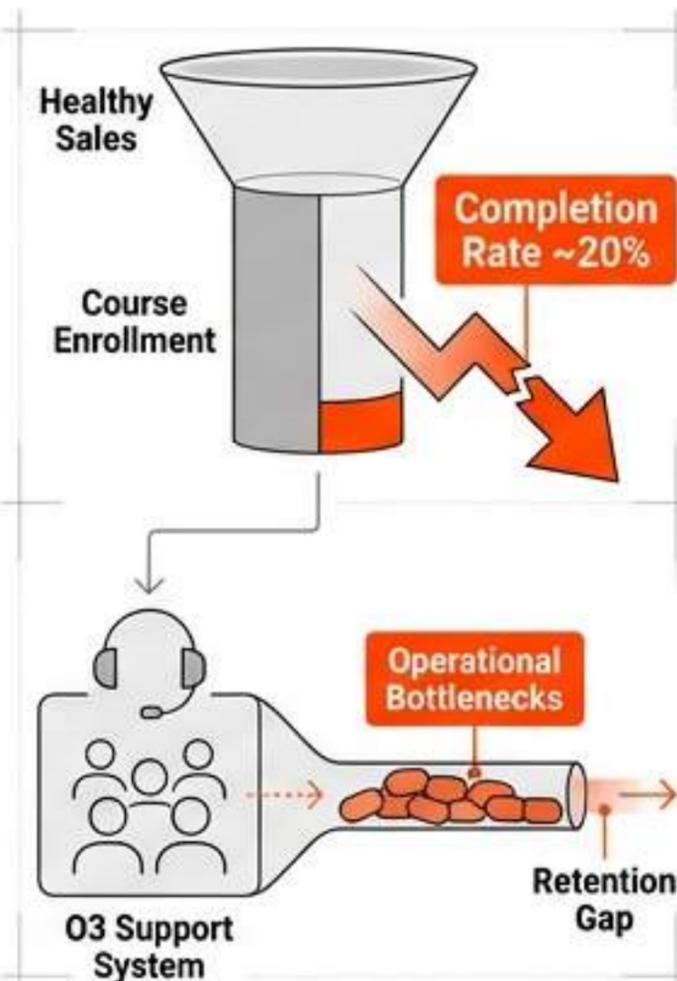
## Context

Skill-Lync offers industry-relevant engineering courses (Mechanical, Civil, CSE) focused on job placement. The model relies heavily on post-sales mentorship.



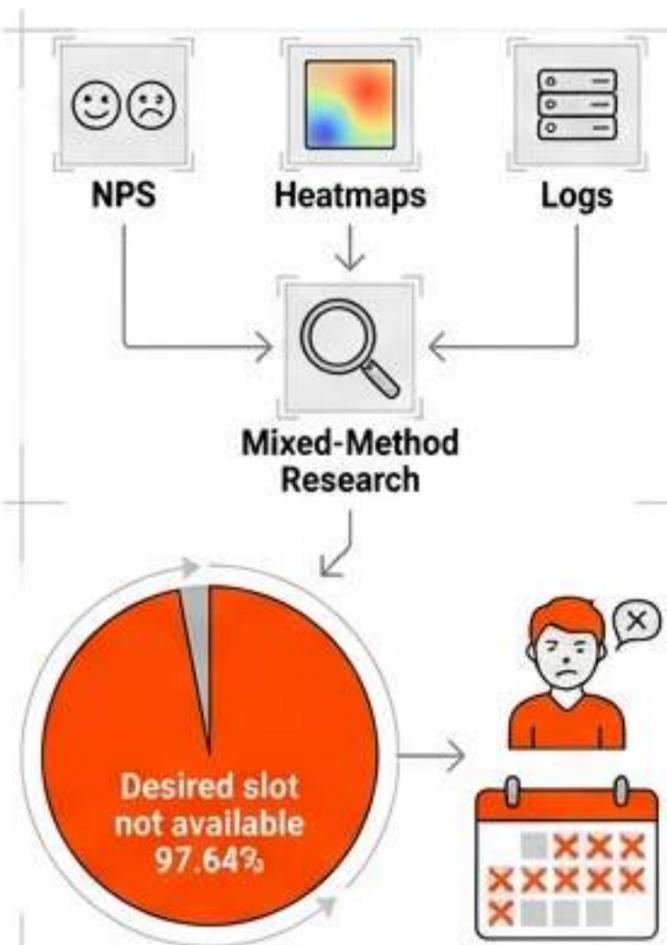
## The Challenge

Despite healthy sales, course completion rates hovered at ~20%. Operational bottlenecks in the 'One-on-One' (O3) support system created a retention gap.



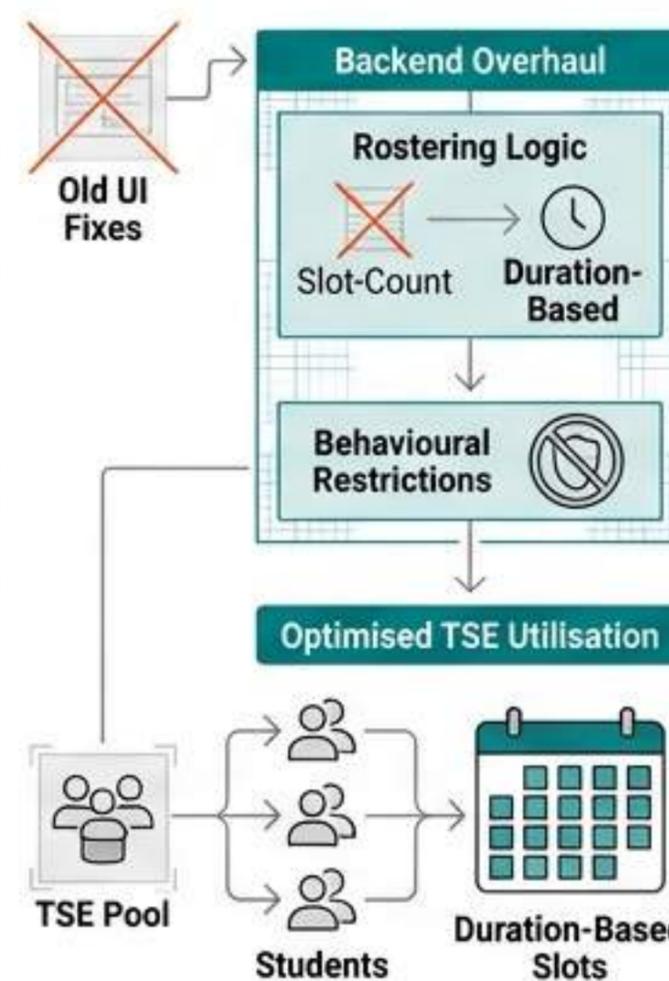
## The Diagnosis

Mixed-method research (NPS, Heatmaps, Logs) pinpointed the friction: 97.64% of students reported 'desired slot not available' for mentorship.



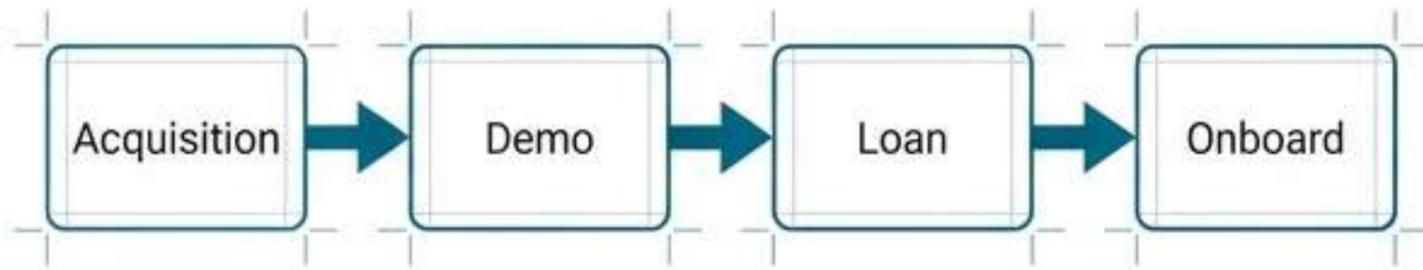
## The Solution

Moved beyond UI fixes to overhaul backend rostering logic (slot-count to duration-based). Introduced behavioural restrictions to prevent slot hoarding.



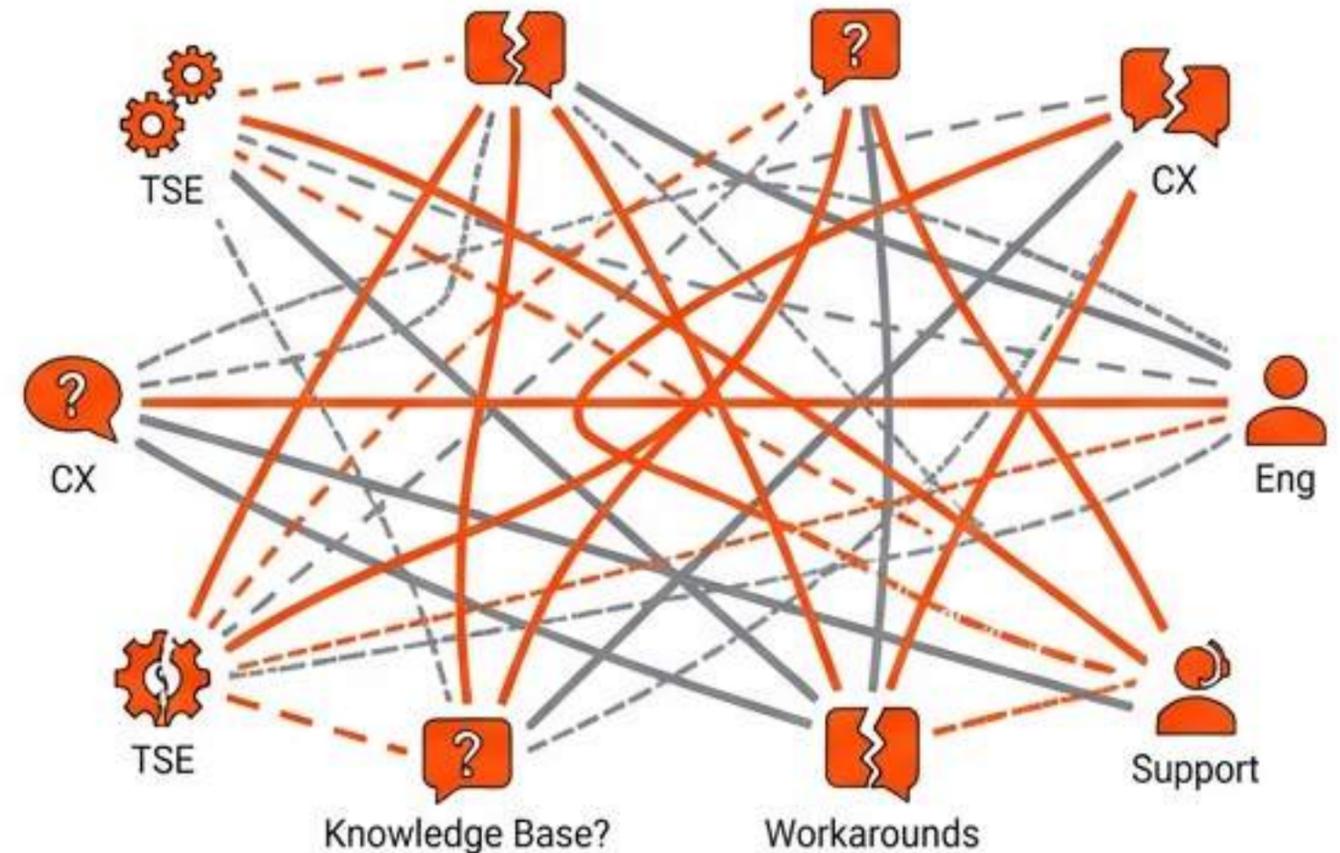
# The Starting Point: Rapid Growth Meets Operational Chaos

## Pre-Sales (Acquisition)



Highly structured focus on sales targets.

## Post-Sales (Support & Retention)



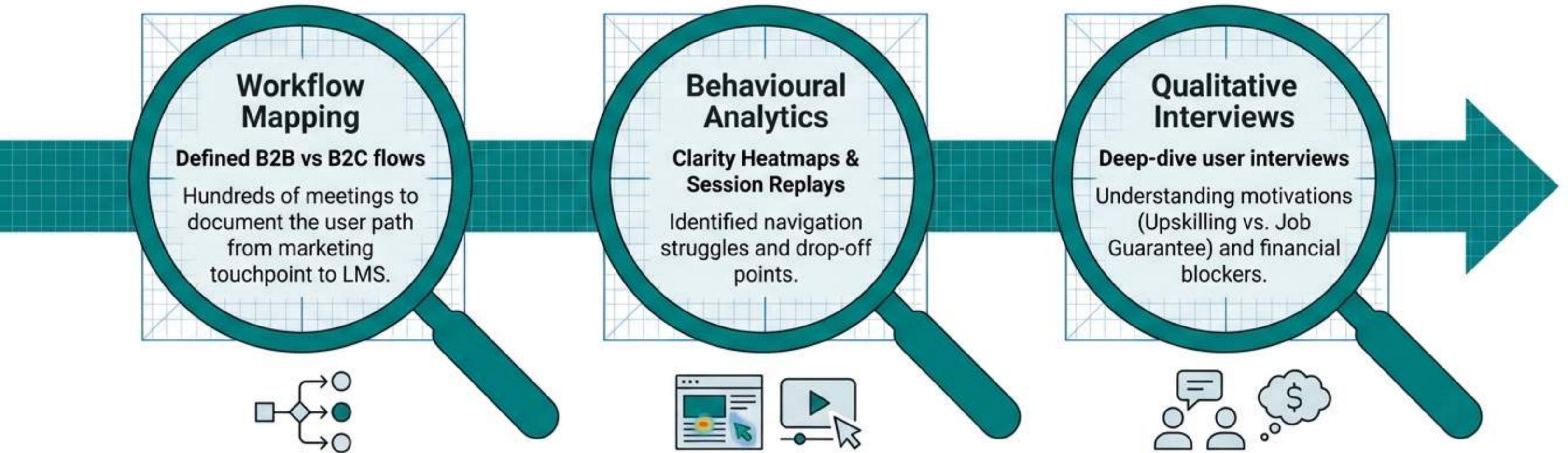
Siloed teams (TSE, CX, Eng), no documentation, and 'tribal knowledge' workflows.

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The Documentation Void  
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**Stabilisation Strategy:** Established weekly alignment calls and 'Release Minutes' to force transparency across silos.

# Phase 1: Mapping the Terrain

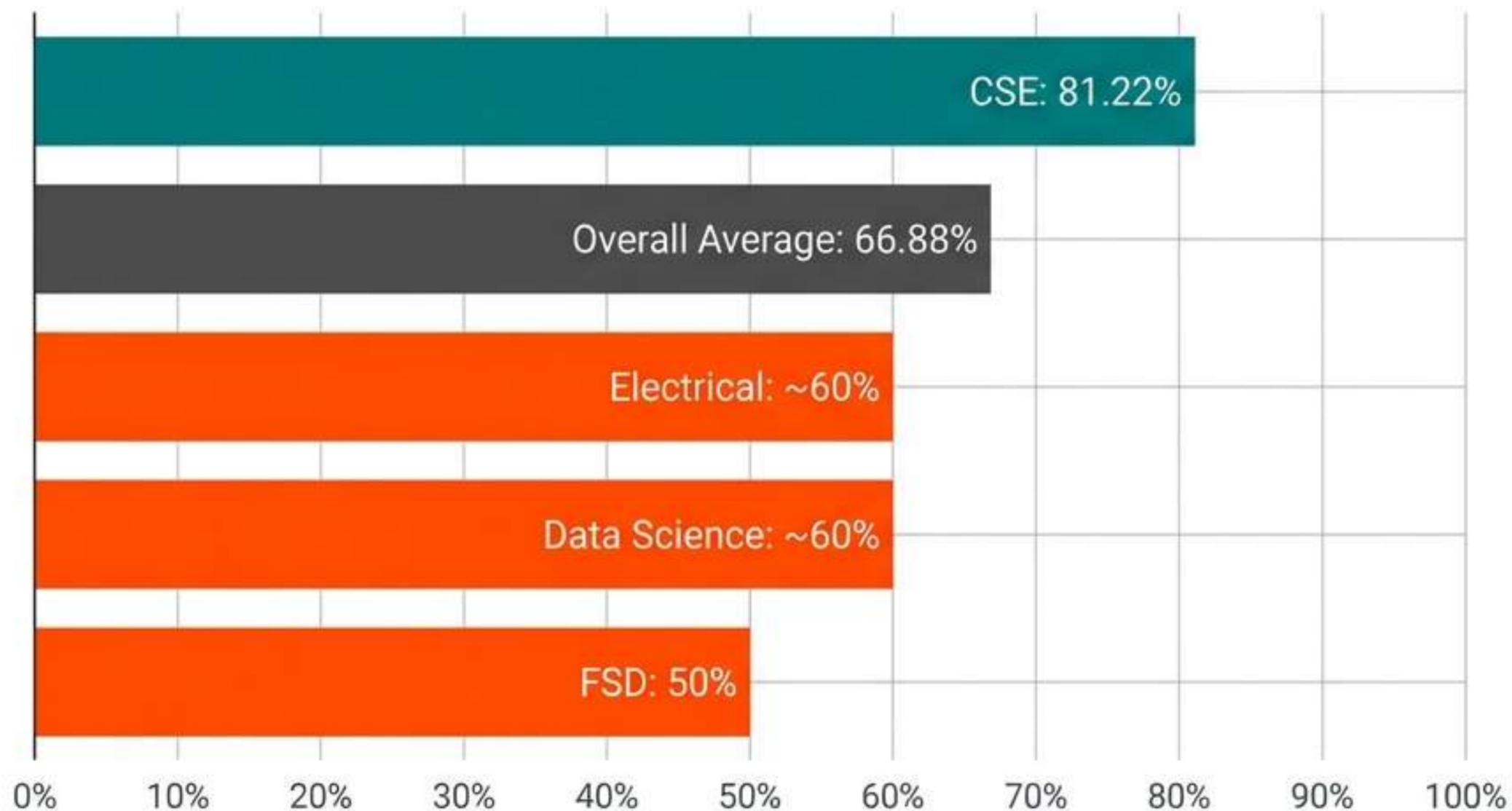
A mixed-method research approach to document the undocumented user journey.



*“Key Question: Why do students drop off after completing only 3 courses?”*

# The Quantitative Signal: NPS Analysis

NPS Scores by Domain



## Key Insights

- 👍 **The Promoter View (60%):** "Instructor's approach with real-world examples was good." Promoters value technical depth.
- 🚩 **The Detractor View:** Frustrated by delivery. "Theory and practice didn't go hand in hand." "No proper doubt clearing."

High variance between domains suggests the issue isn't just content, but service delivery.

# Diagnosing the Drop-off

## High Quality Content

Promoters praise technical depth.

## Broken Support System

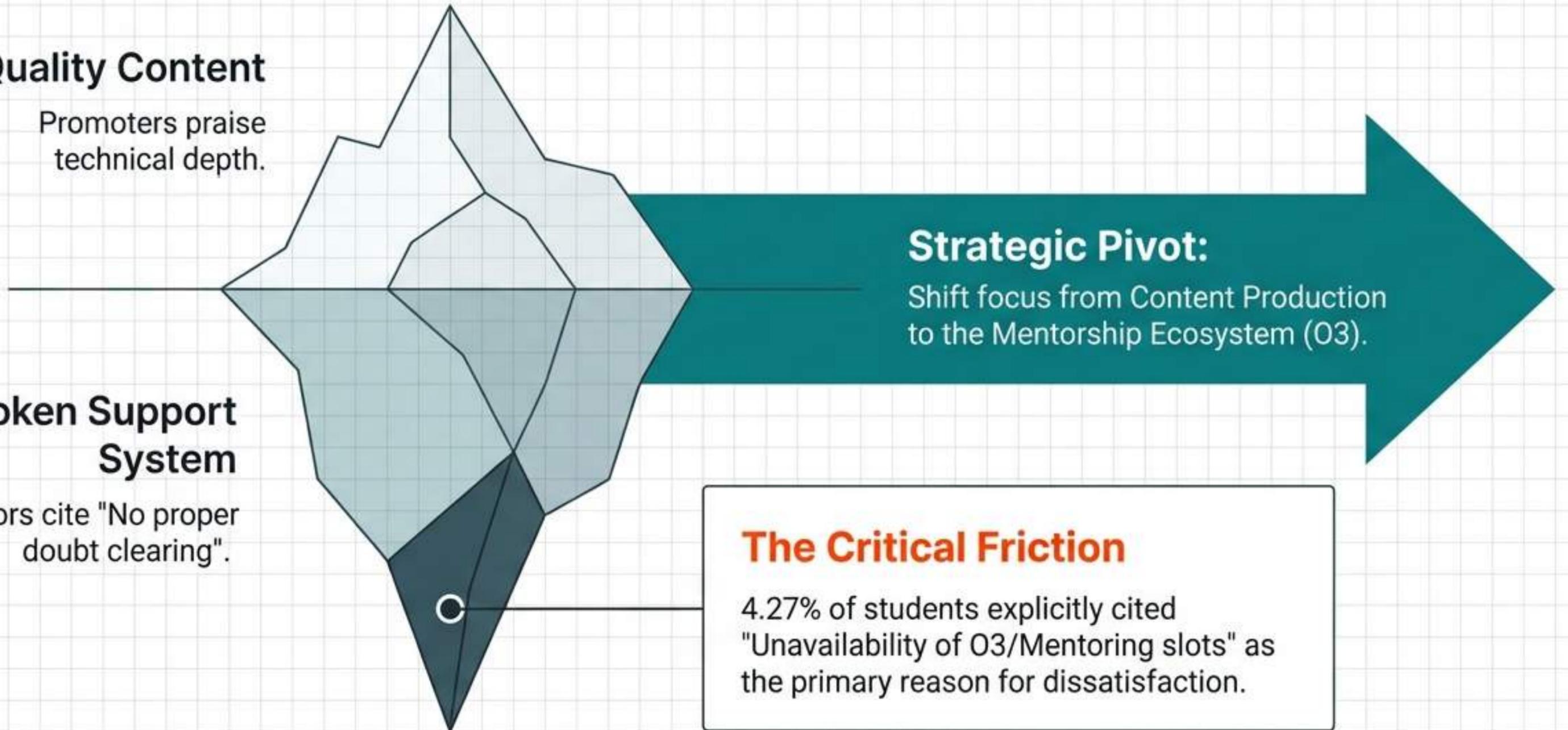
Detractors cite "No proper doubt clearing".

## Strategic Pivot:

Shift focus from Content Production to the Mentorship Ecosystem (O3).

## The Critical Friction

4.27% of students explicitly cited "Unavailability of O3/Mentoring slots" as the primary reason for dissatisfaction.



# The Friction Point: The 'One-on-One' (O3) Experience

## What is O3?

Personalised tutoring sessions (15-60 mins) for doubt clearing, projects, and career services.

The primary lifeline for student success.



### Inconsistency

Notifications split between Zoom & Google Meet. No calendar integration.



### Dead Ends

System Error: 'A slot marked unavailable cannot be marked available'.



### Context Switching

Students book 'General Doubt' but ask complex project questions. Time wasted.



### No Feedback

No mechanism to rate sessions or log outcomes.

# The Data of Disappointment

**97.64%**

**Reported  
'Desired Slot  
Not Available'**

6,757 incidents in May  
alone.

**~29%**

**Session  
No-Show Rate**

63% Student fault /  
18% Agent fault.

**16%**

**Hoarding  
Behaviour**

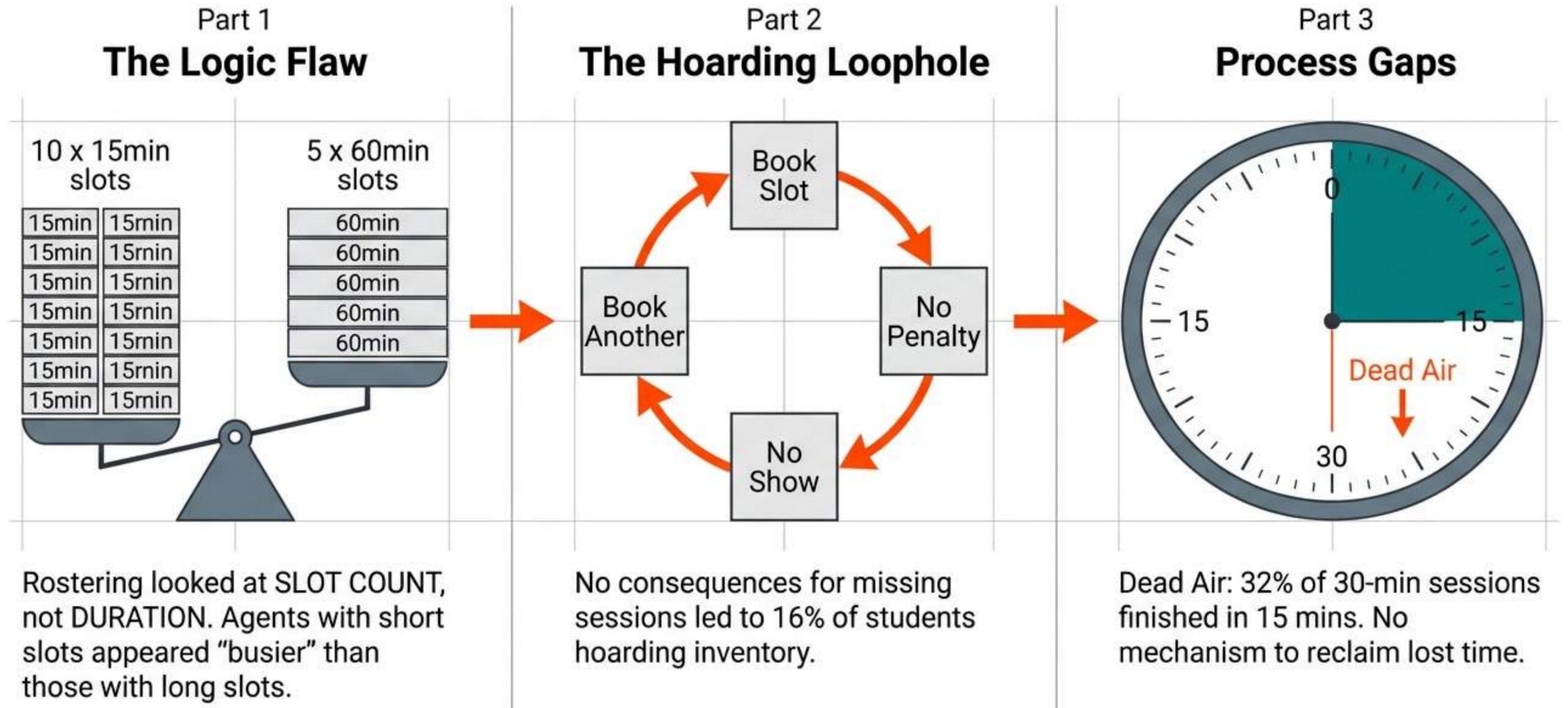
Active students booking  
6+ slots/month, often  
unattended.

**~31%**

**Average TSE  
Utilisation**

Staff were underutilized  
while students couldn't  
find slots.

# Root Cause Analysis: Why the System Failed

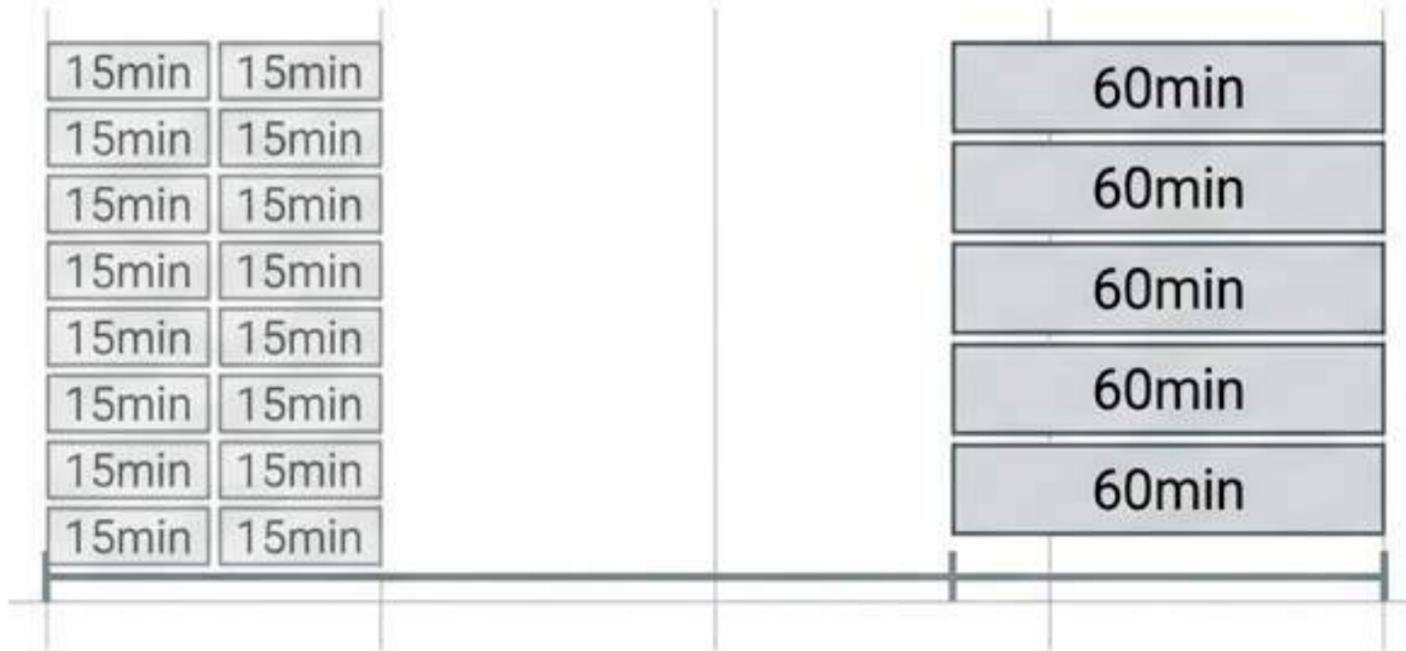


# Solution Phase 1: The Logic Overhaul (P0 Priority)

Optimising the backend engine for fair distribution.

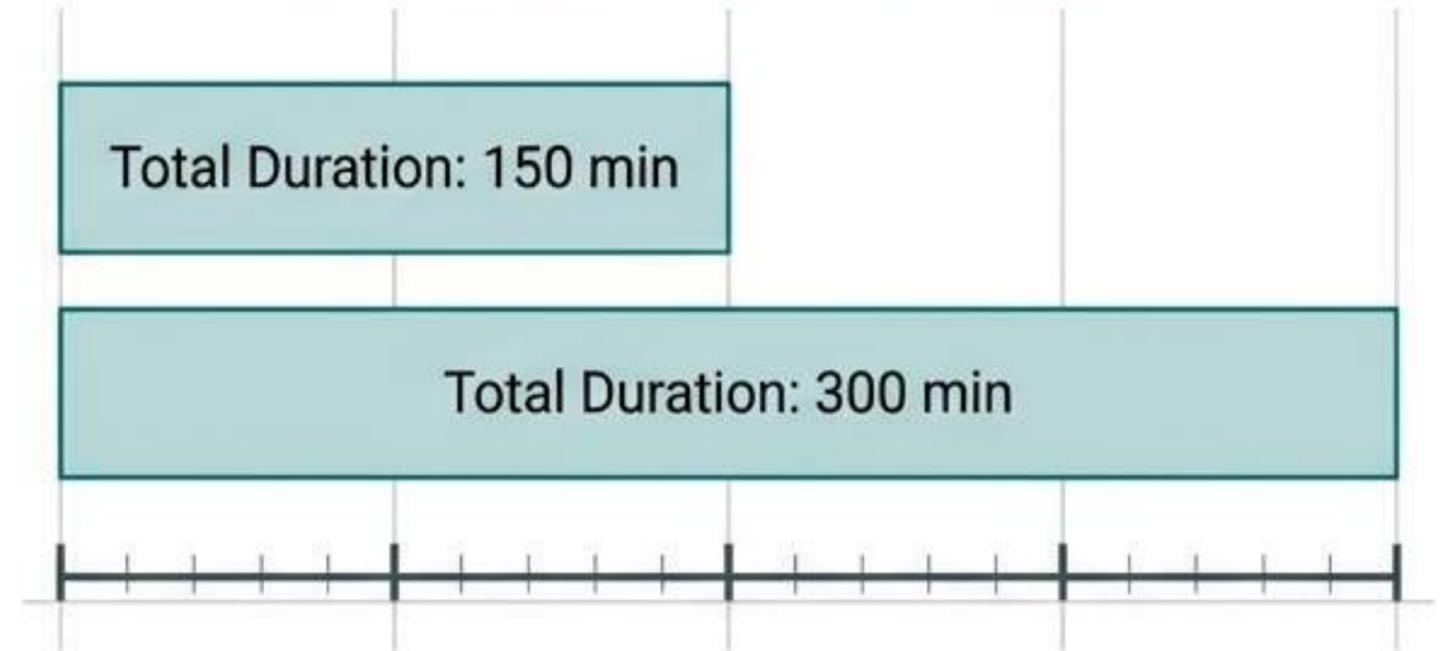
## Before & After

### Old Logic: Count Based



Uneven distribution. High idle time.

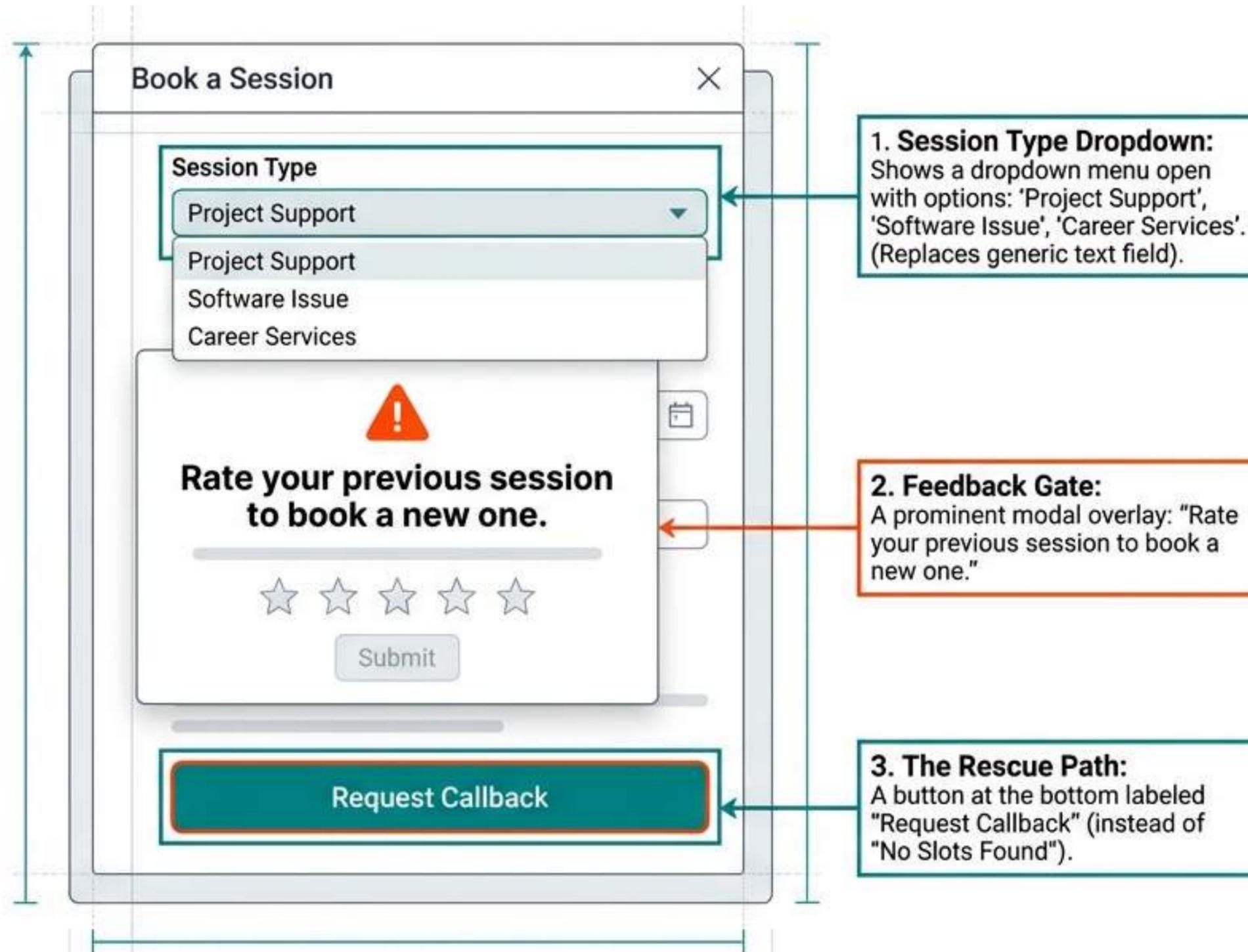
### New Logic: Duration Based



Load balancing based on minutes. Maximises availability.

- Fixed the 'Dead End' bug: Agents can now unmark 'unavailable' slots to release inventory.
- Visibility: Corrected code to ensure grouped courses appear in rostering.

# Solution Phase 2: Enhancing the User Interface



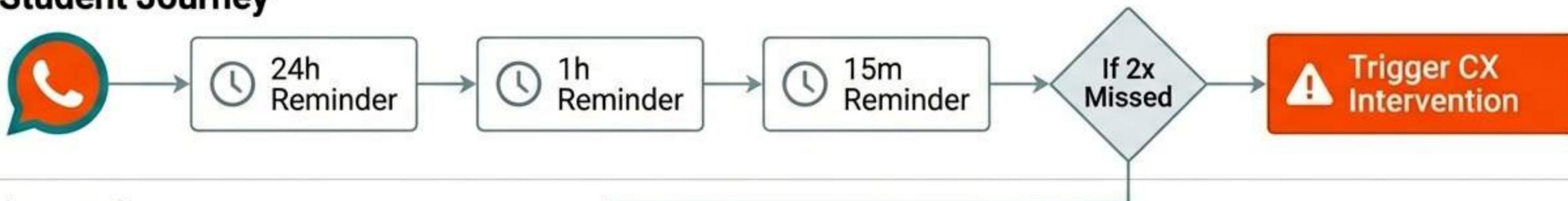
## Goals: Helvetica Now Display

- Enable agent preparation, gather performance data, and eliminate dead-ends.
- Roboto

# Solution Phase 3: Maximising Utilisation

Implementing a robust 'No-Show Prevention' system and addressing hoarding behavior.

## Student Journey



## Agent Journey



## Hoarding Prevention (Soft Restriction)

If (Booked Time > 60m) **AND** (Attendance = 0) →

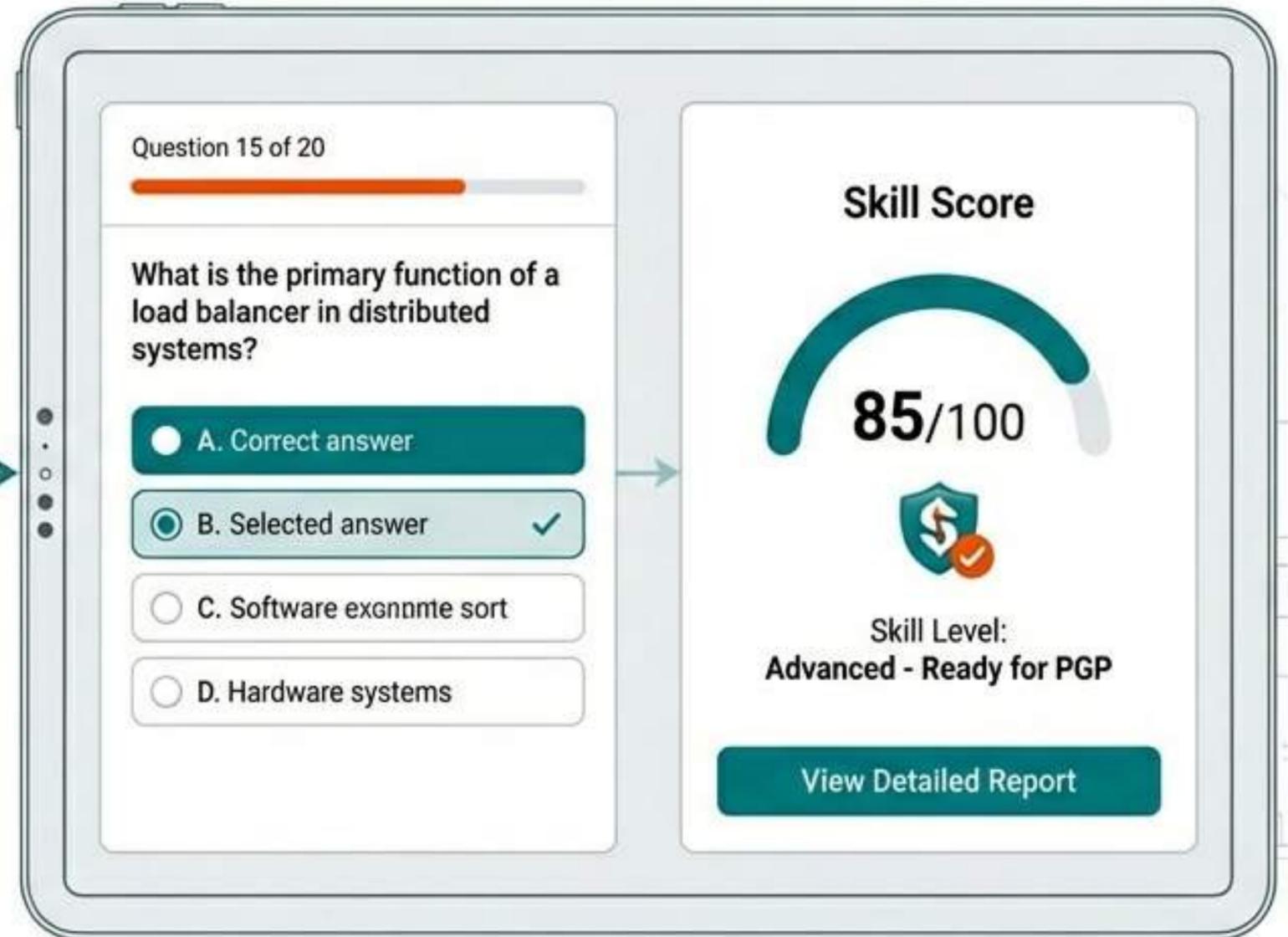


 **Result:** Must contact Support to override.

# Parallel Initiative: Student Assessment Test (SAT)

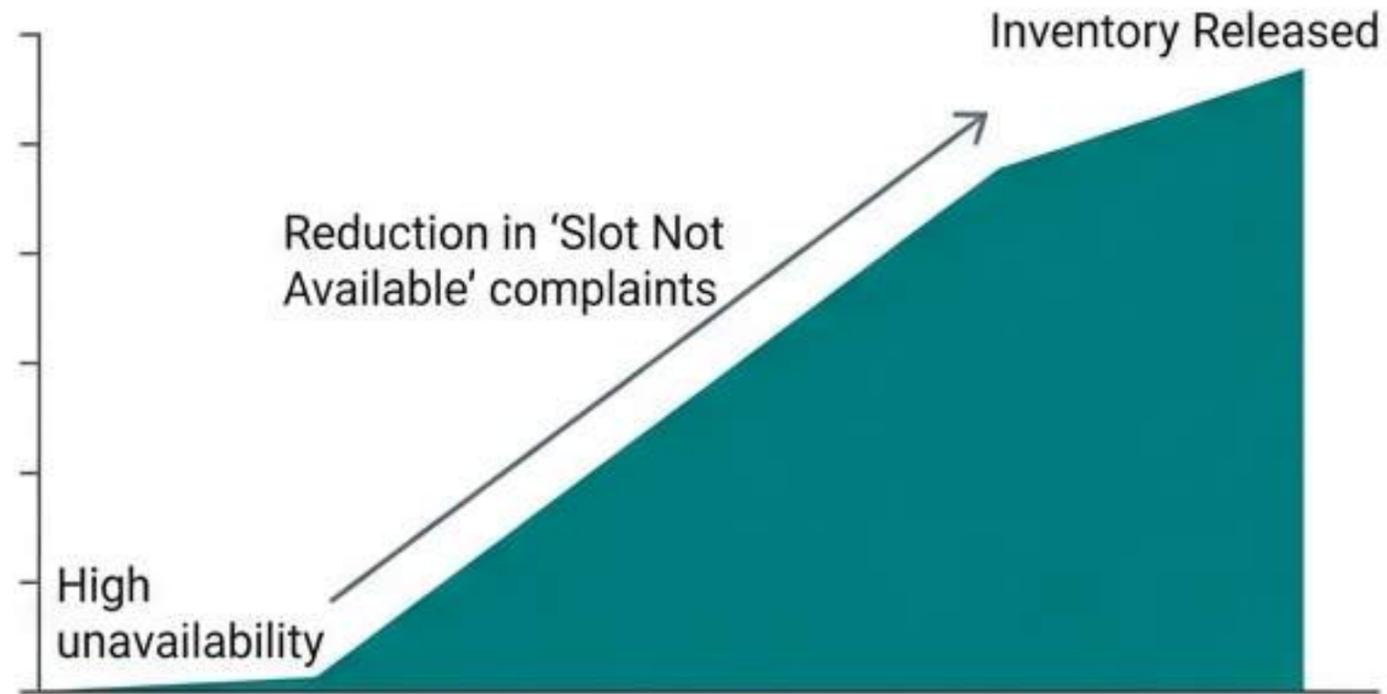
Ensuring the right students enter the programme (Quality In = Quality Out).

- **Context:** ⚠️ High dropout rates often stem from mismatched entry skills.
- **Action:** ⚙️ Redesigned entrance assessment to evaluate capability before PGP purchase.
- **Output:** 📄 Delivered research flows and high-fidelity prototypes (Figma) to standardise intake quality.



# Projected Impact & Future State

## Service Availability



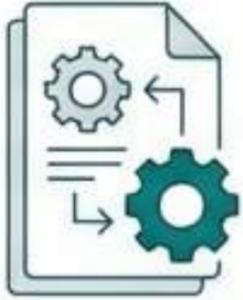
## TSE Utilisation



## Deliverables

- High-Fidelity Figma Prototypes
- Standardised Release Minute Templates
- Documented Rostering Logic

# Key Learnings



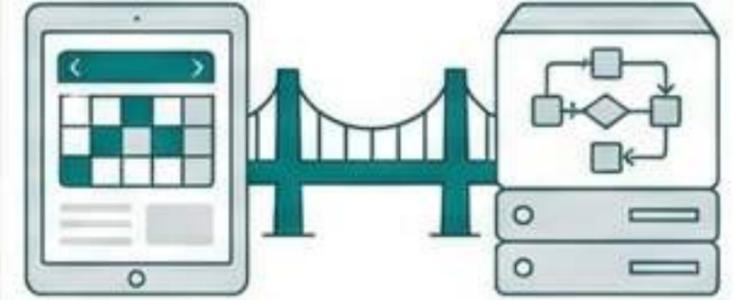
## Documentation is Vital

Stabilising a high-growth team required moving from 'tribal knowledge' to documented workflows. We cannot optimise what we have not defined.



## Data Over Opinion

Meetings suggested resource shortages, but heatmaps and logs revealed logic flaws and hoarding. Quantitative forensics were essential.



## Holistic Problem Solving

A UI fix (better calendar) could not solve a backend logic problem (slot counting). Design and Engineering must solve the ecosystem together.