**Community Orientations matrix**

Based on students notes from requirements gathering

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Orientation | 0 | 1 | 2 | 3 | 4 | 5 |
| Meetings | 9 |  |  |  | 1 |  |
| Open-Ended conversations | 1 | 9 |  |  |  |  |
| Projects |  |  |  | 3 | 7 |  |
| Content | 2 | 7 |  |  |  | 1 |
| Access to expertise |  |  |  | 1 | 3 | 6 |
| Relationships |  |  | 2 | 3 | 4 |  |
| Individual participation |  | 1 | 2 | 2 | 4 |  |
| Community cultivation |  |  |  | 1 | 6 | 2 |
| Service context |  | 1 |  |  | 2 | 6 |

**Projects**:

In some communities’ members want to focus on particular topics, go deep, and collaborate on projects to solve problems or produce useful artifacts. Learning is not just a matter of sharing knowledge or discussing issues. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community

**Access to Expertise:**

Some communities create value by providing focused and timely access to expertise in the community’s domain, whether internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving

**Community cultivation:**

Some communities are happy with loose self-organization and unplanned evolution, while others thrive on attention to community cultivation. They have a need to reflect on the effectiveness and health of the community to make things better, joined with a willingness to work on it

**Service context:**

In some cases, serving a specific context becomes central to the community’s identity and the ways it operates. They may live inside an organization, whose charter their practice needs to serve. They may have a mission to provide learning resources to the world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own