Community characteristics & orientation

Name:	SAS (Joseph Bello)
Community (UN SD goal):	Goal 5: Achieve gender equality and empower all women and girls
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Instructions

Research the community you are most interested in exploring using links from the UN Sustainable Goals website (https://www.un.org/sustainabledevelopment/) and others. In your exhaustive research, answer the following.

Community characteristics		
Community life-cycle (current state)		
Where is your community in its life-cycle?	**What you need to focus on:**	**Special needs**
☐ **Just forming** Need basic tools to connect, but not sure from there	I could not find an application where users can anonymously report sexism and harassment in regina	
☐ **Self-designing** Information stage, but with a strong sense of what it wants to accomplish	People want to share their stories but don't want to feel judged. What SAS strives to achieve is to allow users to anonymously report sexism and harassment.	
☐ **Growing & restless** Ready to add new functionality to its tool configuration	When users open the application, they are asked to state their gender in order to get better statistics. When users report an incident, they are asked to identify where the incident took place from a list of possible location, including work, in public, school, home, and online. Once they select a place, users are asked to select categories, including sexual harassment, discrimination, stereotype, and others.	
☐ **Stable and adapting** Just needing some new tools	The tool will not cause much of a disruption. There is no existing tool that it is currently replacing directly.	
Constitution		

Diversity: How diverse is the community?	
Topic	**Your notes**
What are the different types of members and what are their levels of participation?	Members are women and girls. Both of them will be participating equally.
How spread apart is it in terms of location and time zones?	The Regina community is the current focus, but it can also be a global community as the application would have location services.
What language(s) do members speak?	Members speak English and French. However, this tool will be in English.
What other cultural or other diversity aspects may affect your technology choices?	Gender. The application is currently for only women and girls, but it can also be improved to accommodate men and boys.

Openness: How connected to the outside world is your community?		
Topic		**Your notes**
How much do you want to control the boundaries of your community? Does your community need	☐ To be private/secure ☐ Open boundaries ☒ Both private & public spaces	users will anonymously report sexism and harassment. However, the goal is also to spread awareness.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		There is no need to interact with other communities, but the application can be improved to link with other social media websites.

Technology aspirations

Technology savvy, tolerance, & constraints: What are your community's technology interests and skills and patience thereof? What are the constraints imposed by technology factors?	
Topic	**Your notes**
How interested is your community in technology?	They are reasonably interested in technology
What is their capacity for learning new tools?	
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Conflict would not arise as a result of diverse skills. The range of skills is from a high schooler to an adult.
How tolerant are members of the adoption of a wide variety of tools?	A wide variety of tools is not being adopted. Just one application.
How many technological boundaries are they willing to	They only need to learn to use one tool. Which is the application.

cross, e.g. sign in to more than one web-based tool, learn to use new tools, or give up old favorites? This helps you understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	The application can run on any operating system. It can run on both desktop and mobile devices.
How much time are members able to be online and from where (office, home, field)? Some people have limited online time, or are able to be online only in specific locations. Others are always on. Very diverse situations can affect participation	Members will be able to be online at anytime from anywhere.

Community orientation

Relevance to community: Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community. Look at these from the perspectives of the different types of members (under "constitution"). Also discuss the "value-added" to each member group

0	1	2	3	4	5	Orientations	Variants	Key activities/your notes
☒	☐	☐	☐	☐	☐	**Meetings** Many communities place a great emphasis on regular meetings where members engage in shared activities for a specific time. Meetings, and the visible participation of members, assert the community's existence	☐ Face-to-face/blended ☒ Online synchronous ☐ Online asynchronous	Members only share their experiences anonymously and view what other incidents have happened.
☐	☐	☐	☐	☐	☒	**Open-ended conversation** Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is co-located and people keep the conversation going as they "bump" into each other.	☐ Single-stream discussions ☒ Multi-topic conversations ☐ Distributed conversations	Users can have a conversation on an incident. There will be a comment section where they can communicate.
☒	☐	☐	☐	☐	☐	**Projects** In some communities' members want to focus on particular topics, go deep, and collaborate on projects to solve problems or	☐ Practice groups ☐ Project teams ☐ Instruction	My application will not be hosting projects

☐	☐	☐	☐	☐	☐	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		
☐	☐	☐	☒	☐	☐	**Content** Some communities are primarily interested in creating, sharing, and providing access to documents, tools, and other content. Valuable and well-organized content is a useful resource for members	☐ Library ☐ Structured self-publish ☐ Open self-publish ☐ Content integration	
☒	☐	☐	☐	☐	☐	**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	☐ Questions & requests ☐ Access to experts ☐ Shared problem solving ☐ Knowledge validation ☐ Apprenticeship & mentoring	
☐	☐	☐	☐	☐	☒	**Relationships** Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This orientation emphasizes the interpersonal aspect of learning together. Communities with this orientation place a high value on knowing each other personally, emphasizing networking, trust building, and mutual discovery	☐ Connecting ☒ Knowing about people ☐ Interacting informally	Members will share their experiences anonymously and view what other incidents have happened. They are able to filter incidents by category and location. They are also able to sort by "most recent" or "most liked". This will allow users to see sexual harassments going on in their area and this will create awareness.
☐	☐	☐	☒	☐	☐	**Individual participation** Learning together happens in the context of a group, but it is realized in the experience of individuals. People bring different backgrounds, communication styles, and aspirations to their participation in a community. People have different levels of commitment, they take on	☐ Levels of participation ☒ Personalization ☐ Individual development ☐ Multi-membership	

☐	☐	☐	☐	☐	☐	different roles, and they use tools differently		
☐	☐	☒	☐	☐	☐	**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	☐ Democratic governance ☐ Strong core group ☐ Internal coordination ☐ External facilitation	
☐	☒	☐	☐	☐	☐	**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	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☐ Public mission	

Scratchpad (other interesting insights, questions/answers, etc.)