



## Community characteristics & orientation

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Community & UN SDG(s): Regina Food Bank, UN SDG #2 (Zero Hunger)  
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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
<input type="checkbox"/> <b>Just forming</b> Need basic tools to connect, but not sure from there	Research and/or discuss the potential of some basic tools with members, explore what ideas it might give them, and see what they might bring in with them.	
<input type="checkbox"/> <b>Self-designing</b> Information stage, but with a strong sense of what it wants to accomplish	Contribute ideas to the design. Analyze systematically the implications of their community design for technology, infrastructure, and technology skills.	
<input type="checkbox"/> <b>Growing &amp; restless</b> Ready to add new functionality to its tool configuration	Try to make this a community reflection and self-design event. Does their restlessness suggest a major change, such as a transition to a new platform?	
<input checked="" type="checkbox"/> <b>Stable and adapting</b> Just needing some new tools	How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices?	<ul style="list-style-type: none"> <li>Presumably a limited tolerance for disruption, since food insecurity is a critical factor to the community.</li> <li>New tools will probably taken as additional options to existing practices, in order to not disrupt operations.</li> </ul>
Constitution		
Diversity: How diverse is the community?		
Topic	Your notes	
What are the different types of members and what are their	10 total staff listed on their website, also a board of directors with 14 members Roughly 20 volunteers at any given time	



levels of participation?	A large number of clientele who use their services
How spread apart is it in terms of location and time zones?	Not spread out, it's a local operation centrally based in Regina, and possibly the surrounding area.
What language(s) do members speak?	Predominantly English, but probably need to be able to speak other languages to help a diverse clientele.
What other cultural or other diversity aspects may affect your technology choices?	Due to the potentially diverse clientele with limited resources, need to make this accessible and easy to use.

**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	<input type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries <input checked="" type="checkbox"/> Both private & public spaces	The RFB needs both private and secure spaces. Public spaces need to be open so as not to limit clientele's important access to food, and also coordinate food drives with the public. Private spaces to manage staff and volunteer operations.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		<p>There are a number of similar organizations in Regina that also deal with food insecurity, such as Carmichael Outreach.</p> <p>Not a requirement, but sharing tools with those organizations would probably</p>

**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?	Based on the level of response from the CEO and the prior collaboration with ENSE 271, there's at least some interest in technology.
What is their capacity for learning new tools?	Same as above. Not sure when they started using Volunteerhub and Plently as web technologies, but there's definitely some capacity for learning and using new tools. Have a Facebook, Youtube, X, and Instagram and page, but not Tiktok.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Unclear what the range of skills are, but considering the public volunteering policy, probably need to accommodate a wide variety. Interests seem to be squarely focused on the central operations of the food bank, don't think there's much chance of a distraction from that.
How tolerant are members of the adoption of a wide variety of tools?	Unsure at this point. From what I can tell, there's at least a set of different tools that the RFB currently uses for operations, but not able to tell how much variation exists internally. As well, can't disrupt
How many technological boundaries are they willing to 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	The site currently uses two different web based tools, and presumably others for non public fronts, so multiple sign ups aren't the largest issue. As mentioned above, there does seem to be some ability to learn new technologies, but it's not apparent how quickly previous favorites were were maintained.



understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Probably not a heavy limit on bandwidth or operating systems, but would probably be best to make this as low tech/cost as possible to limit costs and disruption.
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	Not much of a time limit on RFB staff and volunteers, can likely connect most of the time during operating hours, and away from the office.  Much more of a limit on the clientele, who might not be able to access the internet or the technology except for at specific locations, like the when at RFB's facility or other public areas with wi-fi.

## 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meetings</b> 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	<input checked="" type="checkbox"/> Face-to-face/blended <input type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	Have specific operating hours and time slots for volunteers and staff to work together and undertake specific activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Open-ended conversation</b> 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.	<input checked="" type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	Due to most of the work being done in person, facing the public, presumably a lot of direct interaction through conversation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> 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	<input checked="" type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input checked="" type="checkbox"/> Instruction	Onboarding instructions for new volunteers. Also have some cooking classes available to clientele Projects are seasonal events and local food drives.



						practice. Projects usually involve a subgroup within the community		
✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Content</b> 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	<input type="checkbox"/> Library <input type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	Not a lot of content, seems like there isn't a lot of generally available documentation or tools.  Not really anything in the way of a library, self publishing or content integration.
<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Access to expertise</b> 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	<input type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts ✓ Shared problem solving <input type="checkbox"/> Knowledge validation ✓ Apprenticeship & mentoring	Some kind of mentoring system with onboarding volunteers.  Shared problem solving with managing hampers and serving clients.
<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Relationships</b> 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	<input type="checkbox"/> Connecting ✓ Knowing about people ✓ Interacting informally	Some networking, in the form of connecting with local businesses for food donations (which make up a large portion of resources)  Also need to maintain inter-personality with volunteers and clientele via mutual trust.
<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> 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 different roles, and they use tools differently	<input type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Volunteers of different backgrounds, but mostly serving in a group context rather than at an individual level.
<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> Some communities are happy with loose self-organization and	<input type="checkbox"/> Democratic governance ✓ Strong core	Planned organization with staff, volunteers, and clientele.  Planned evolution 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	group <input type="checkbox"/> Internal coordination <input checked="" type="checkbox"/> External facilitation	operations, not loose or self-governed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Service context</b> 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	<input checked="" type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input checked="" type="checkbox"/> Public mission	Directly has a public mission to serve the most vulnerable people in Regina and help with food insecurity. This defines the community and its operations.
Scratchpad (other interesting insights, questions/answers, etc.)								