



## Community characteristics & orientation

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Community (UN SD goal): #3 Good Health and Well Being

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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 checked="" 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?	<p>Over the course of the COVID-19 pandemic, 40% of adults have reported symptoms of anxiety or depressive disorder. This has increased from being consistently 10% in previous years (2019 and prior).<sup>1</sup> Research also shows that less than 40% of these people seek professional treatment.<sup>2</sup> Providing a low threshold platform to this community is especially important. Special needs of this growing community (particularly those not open to seek professional help) include:</p> <ul style="list-style-type: none"><li>- low threshold platform (ease of access)</li><li>- research based verbiage</li><li>- anonymity</li></ul> <p>These needs will help ensure participation from current community members as well as those who are newly seeking support.</p>

<sup>1</sup> NHIS Early Release Program and U.S Census Bureau Household Pulse Survey:  
<https://www.cdc.ca/nchs/data/nhis/release/ERmentalhealth-508.pdf>

<sup>2</sup> Anxiety & Depression Association of America: <https://adaa.org/understanding-anxiety/facts-statistics>



<input 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?	
<b>Constitution</b>			
<b>Diversity:</b> How diverse is the community?			
<b>Topic</b>		<b>Your notes</b>	
What are the different types of members and what are their levels of participation?		The largest percentages of people experiencing anxiety disorders are in the age range of 18-59 with 30-44 being the highest. The community is also largely female (23.4% vs. 14.3% male). <sup>3</sup> Participation in the community is most active for females ages 20-40 as found in a variety of online support groups. Although the broader community is present here, they are less active. This is especially the case for men. These members could be categorized as active or lurking based on their age range. (Active 20-30, Lurking 20-30, Active 30-40, Lurking 30-40)	
How spread apart is it in terms of location and time zones?		Regions of the world with the most cases of anxiety disorders are the Americas, South-East Asia, and the Western Pacific with around 60 million cases each. <sup>4</sup> With more than 2.7 billion users on Facebook, these regions are also seen to be present in many support groups on the platform. With this community being so widespread in both location and time zone, it's important to provide supportive technology that can provide help no matter these conditions.	
What language(s) do members speak?		Research suggests that the top three ranking countries for people reporting anxiety disorders are the United States, United Kingdom, and Canada. <sup>5</sup> English is the most common language among these countries but as outlined above, the global community is largely affected as well. This means there is a variety of other languages that would need to be considered for future MVPs or a larger scope. At this point the language of focus will be English.	
What other cultural or other diversity aspects may affect your technology choices?		Cost of technology is an additional consideration for this project and the target audience. Millennials (ages 25 to 40) stand out for their use of technology and over 90% own a smartphone. <sup>6</sup> Although the audience would be more largely impacted with a smartphone app, the need for immediate access to the platform is why the technology of choice for this app is Watch OS. To broaden this audience to consider lower income demographics it would be beneficial to expand the scope to a smartphone app at a later time.	
<b>Openness:</b> How connected to the outside world is your community?			
<b>Topic</b>		<b>Your notes</b>	
How much do you want to control the boundaries of your	<input checked="" type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries	Individuals who experience an anxiety or panic disorder are often vulnerable to triggers or negative influence from outside the community. They seek private networks such as online support groups or forums likely out of fear of judgement or due to stigma. Only 50% of	

<sup>3</sup> National Institute of Mental Health: <https://www.nimh.nih.gov/health/statistics/any-anxiety-disorder>

<sup>4</sup> World Health Organization: <https://apps.who.int/iris/bitstream/handle/10665/254610/WHO-MSD-MER-2017.2-eng.pdf?sequence=1>

<sup>5</sup> Lenstore UK: [https://www.lenstore.co.uk/research/global-state-of-health-2021/?tduid=08f9d1928c1a64f6f1e13351b0fcf6b6&utm\\_source=tradedoubler&utm\\_medium=affiliates&utm\\_campaign=Skimbit+UK&utm\\_content=1503186\\_08f9d1928c1a64f6f1e13351b0fcf6b6](https://www.lenstore.co.uk/research/global-state-of-health-2021/?tduid=08f9d1928c1a64f6f1e13351b0fcf6b6&utm_source=tradedoubler&utm_medium=affiliates&utm_campaign=Skimbit+UK&utm_content=1503186_08f9d1928c1a64f6f1e13351b0fcf6b6)

<sup>6</sup> Pew Research Center: <https://www.pewresearch.org/fact-tank/2019/09/09/us-generations-technology-use/>



community? Does your community need	<input type="checkbox"/> Both private & public spaces	Canadians feel comfortable telling friends or family about mental illness. <sup>7</sup> For this reason, it is important to provide privacy and security to individuals in the community and maintain boundaries.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		It would be beneficial for future MVPs for interaction with a community of support professionals. Having qualified therapists, psychologists, or doctors answer questions or provide guidance to people in the community would improve good knowledge instead of uneducated support or bad advice. Using a common tool for connecting these two communities would be good for learning on both sides.
<b>Technology aspirations</b>		
<b>Technology savvy, tolerance, &amp; constraints:</b> 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?	As described above, the community is largely made up of Millennials who are very open to using technology. This is particularly the case with women, who make up nearly half of Apple Watch buyers. <sup>8</sup> With 93% of the community using smartphones and 86% using social media, it can be said that the community is the most interested in technology of any other generation. <sup>9</sup>	
What is their capacity for learning new tools?	Millennials are two and a half times more likely to adopt new technology than generations who came before. <sup>10</sup> Because this generation grew up with technology, they are very open and quick to learn new tools. They are capable of multitasking, are comfortable with technology, and are often driven by instant gratification.	
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Although 25-40 is considered a single generation, this is still a range of skill levels when it comes to technology. The younger side is likely much quicker to learn and needs instantaneous response/technology while the older side is a bit more patient and may take longer to learn the platform. It's important to design such a system that it's able to be used by the entire audience in the same manner. Because the core values of the generation are high morals and civic duty, it's likely that if the platform is helping people, there will be little conflict.	
How tolerant are members of the adoption of a wide variety of tools?	Although the target audience has grown accustomed to learning new technology at a rapid pace, a variety of tools should only be used if they bring real value to the platform. As long as the tools are very engaging and there is a high degree of personalization they will likely be quickly adopted.	
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	Millennials are often impatient and see repeating tasks as poor use of their energy and time. <sup>11</sup> By creating too many boundaries to use a technology, they may find it takes too long and is a waste of time. Instant gratification is an important driving force to consider for this community and ensuring that the technology is quick to access and easy to use is very important.	

<sup>7</sup> Canadian Association of Mental Health: <https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics>

<sup>8</sup> Rakuten: <http://www.rakutenintelligence.com/blog/2016/nearly-half-of-apple-watch-buyers-are-women>

<sup>9</sup> Pew Research Center: <https://www.pewresearch.org/fact-tank/2019/09/09/us-generations-technology-use/>

<sup>10</sup> Shift: <https://www.shiftelearning.com/blog/training-millennials-elearning>

<sup>11</sup> USF: <https://www.usf.edu/hr-training/documents/lunch-bytes/generationaldifferenceschart.pdf>



helps you understand what level of integration you need.	
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Due to the high cost of new technology this may be the largest constraint with regards to technology. Apple Watches are especially expensive and may not be accessible to all members of the community. Having older versions may be an issue as well when it comes to compatibility of the application. Once an app is downloaded, however, internet connectivity should not be a constraint.
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	With an age range from 20-40 it is likely that the community is frequently online (several times a day) with the younger age range even more so. Although this is likely not going to be a requirement, being able to asynchronously connect and communicate with the community may be beneficial as is done now with online forums and support groups. Due to the diversity of the community it is to be expected that there will be varying degrees of participation as this is already seen with the male members of the community.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Face-to-face/blended <input checked="" type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	With such a diverse community there is often low participation in meetings due to different time zones and wanting to remain more anonymous. Some synchronous (zoom / room type meetings) occur within the community but this is not the most popular method for the active members of any age. Lurking members are especially reluctant to participate here. Active members may find value in speaking to people instead of discussing in an online chat.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Most members have interest in forum-type discussions with active members both posting new discussion streams and participating in existing ones. Lurking members look to these conversations for advice or ideas without often participating. Talking about issues faced, coping mechanisms, and other



								more positive topics seen to be the most popular interactions.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 practice. Projects usually involve a subgroup within the community	<input type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	It is rare to see projects forming in this community. With so much focus being on conversation and the community members not being professionals themselves, there isn't a lot of room for teams to form or for there to be instruction of any kind. Some very active members may find value in teaching other members but they would need to be qualified.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Once in a while there will be discussion around sharing content with active members 20-30 sharing technology or apps that they like while active members 30-40 share self-help or reading materials. Although this happens periodically it's not a common occurrence and most interaction is largely informal conversation. All members may find value in resources or content being shared by active members that they hadn't found prior. Note that providing access to a tool is the focus of this project.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input checked="" type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Although there doesn't appear to be a strong professional presence within the community, lots of conversation is surrounding medication, therapy, and professional advice. Having better access to these resources and having someone qualified answer these questions would be beneficial to the entire community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<input checked="" type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	Having trust in the community is very important for the members because of their vulnerable nature. Building relationships and feeling open to sharing their problems and feelings is necessary for active members.





						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		Over time it is likely that some lurking members will become more active as they build relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Levels of participation <input checked="" type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Members of the community have different personal experiences and viewpoints regarding their situation. It's okay to have different levels of participation based on what people are comfortable with. Individuals contribute key perspectives to the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> 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	<input type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input checked="" type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	The most active members are facilitating conversation and engaging the community to gauge how things are going. This doesn't appear to be a common occurrence within the community and evolution is largely organic. Lurkers may find value in being directly engaged to see how their experience in the community could be improved.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input checked="" type="checkbox"/> Public mission	Some active members in the community take on a stronger role to provide support to other members. This provides value to both active members seeking insight as well as lurking members quietly onlooking. This 'service context' is largely facilitated through conversations though.

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



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