

Community roles

- **Agenda activists**: driving the learning forward
- **Community keepers**: weaving the social fabric
- **Critical friends**: reflecting on the process
- **Social reporters**: creating a shared memory
- **External messengers**: communicating with external audiences
- **Value detectives**: making value-creation visible
- **Organisational brokers**: connecting with organisational stakeholders

Organisational broker

- How does the community fit into wider organisational contexts and agendas? What is the strategic argument for this community?
- What organisational resources are going to be necessary? What kind of support?
- Who are organisational stakeholders? How can we engage them?
- What are their expectations? What are the expectations and aspirations of the community?
- What resources do they offer? How are expectations and resources matched? Is there a contract?
- What do organisational stakeholders need to know? And what form should this communication take?
- What kind of input should they have into the community's learning agenda?
- What recognition from the organisation is necessary for participating, leading, and contributing?

Value detective

- Who needs to be aware of the value created by the community? What do they need to know and why? What can they do with this information?
- What indicators would demonstrate value creation? How should they be monitored?
- What kind of data would be useful? Who will collect it?
- Who has a value-creation story to share?
- What value can the community aim to create? How will we know? What stories would the community want to hear in the future if it is successful?

External messenger

- Who are the key external audiences and how are they best reached?
- What are the key messages we want to convey out of this meeting? In what language(s)?
- Who is responsible for final editing and publishing of these external messages? Through which media? How to get input on the final draft from the whole group?
- Should the community have a website for external audiences?
- Are any public/private issues raised by the desire to communicate externally?

Social reporter

- What insights, stories, and community outputs should be captured and recorded during this event? Whose perspectives need to be included?
- How will we divide up the work? How do we involve other people? Who will do the final editing and production?
- What tools do we have to capture memories (e.g., mobile phone, cameras, webcams) and what application(s) will we use to present the output?
- Where will the memory be showcased or archived (e.g., wiki, blog, Twitter)? What will be the hashtag?
- What level of privacy do people need in order to have candid conversations? How or when will we have this conversation with the wider group?

Critical friend

- What feedback should we be collecting from members? How?
- What is working well? What is not?
- What kinds of learning activities and innovations seem to engage people?
- How could we do some things better to make best use of our time together?
- Are we learning from past events and implementing past recommendations?
- How should the feedback be consolidated and presented? Who should hear it?

Community keeper

- Who are the key constituencies in the community? Is it one big community, a community with subgroups, or multiple communities?
- Are we managing community boundaries properly? Can newcomers find a way in?
- Who is here at this event? Who is not? Do we have the right people at the meeting? Are some people missing?
- Are we developing the right kinds of relationships? Is the community building enough trust and commitment?
- How well are we grounding conversations in stories of practice?
- Whose voices are being heard? Whose are not? Why? What can be done about it?
- Are issues of power coming in the way of learning?
- Is language an issue?

Agenda activist

- What key issues facing community members are we surfacing?
- Given the time available, what challenges and opportunities are worth pursuing together? At this meeting? In the coming year?
- Where is the group stuck? Are some underlying assumptions closing the inquiry?
- Where are there resources the group could use to move forward? What kind of training may be necessary to enable progress on various issues?
- How well are we doing? What still needs to be done?
- Who will take responsibility for making sure it happens?
- What resources are needed?