

INTRODUCTORY MODULE:

# Digital Community Stewardship

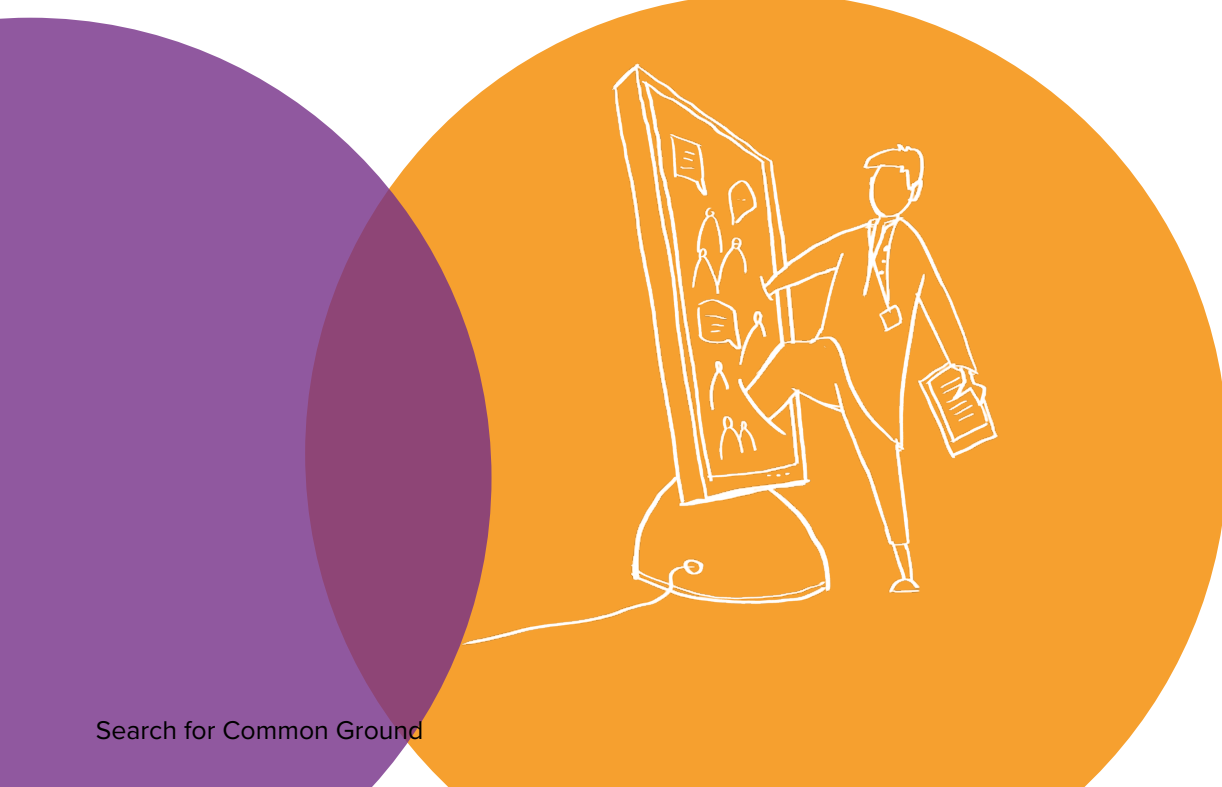


## CORE MODULE INFORMATION

**Module Type:** Introductory Module

**Module Objective:** To introduce participants to one another, co-create rules of engagement, and open discussion on digital community stewardship, and explore what it means and entails.

**Module Delivery:** This module was developed to be delivered physically but may be converted to a remote module with some customisation.



## WHAT IS NEEDED IN PREPARATION FOR THIS MODULE:

- Facilitators should review this module in detail, and customise the content to suit their participants, as needed (including adding case studies/examples relevant to your region or country).
- Facilitators should prepare notes for each activity. While this guide provides some discussion points and explanation as a base, further explanation at times will be needed (and participants may ask clarifying questions, so the facilitator should be well prepared).
- Review [Content for Training Activities](#) for a list of general training materials and module-specific activities (this link includes sample questions for Menti questions and information about how to make them). Note: Before the training, be sure to have these activities prepared.



## MATERIALS

- Powerpoint slides (linked to sample PPT slides)
- Links to videos and MP4 files should be downloaded for backup (videos are embedded in PPT slides and linked below, per session).
- Introductory module-specific Resources: This introductory module uses General Training Resources. If in person, it uses sticky notes, flip charts, and markers.

# Round of Introductions and Energisers



**Session Objective:** Meet the trainers/ facilitators and participants.

**Note:** There will be an opportunity for more detailed introductions later in this module. Additionally, the trainer may integrate these questions with an energiser/ ice-breaker to encourage sharing. Sample energisers are shared in Annex I.

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## INTRODUCTION TO THE TRAINING

Trainers will give a brief description of the curriculum and share some context on the purpose of the modules. Information can be drawn from the sections in this booklet under “Introduction to this Facilitator’s Guide: Background and Goals of the Training.”

Specifically, the trainer should mention: [Background and Goals of the Training](#)

1. The objective of the training.
2. The importance of the training (why we are focusing on digital community stewards in particular).
3. The background of the project: the pilot and how it was tested.

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## ROUND OF INTRODUCTIONS & ENERGISER

The Introductory Module will commence with a quick energiser and a round of introductions.

This introduction can include the following information (as an example):

*Name, pronouns, where you are from, the name of your group, a brief mission of your group, size of the group, and why you joined this training.*

# Opening Discussion: Setting the Rules of Engagement



**Session Objective:** Set the shared expectations and rules of engagement/ code of conduct.

**Note:** if the training is taking place remotely, on applications like Google Slides, or Menti. Please note that the Code of Conduct presented in the slides is from the pilot training. However, it is best to customise based on your organisational needs.

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## SHARED EXPECTATIONS

Next, the trainers will lead a discussion on the shared expectations.

- They can ask participants to take 3-5 minutes to jot down a few ideas on sticky notes. Once complete, individuals can place these sticky notes on a flip chart.
- After the sticky notes have been posted, the trainer can ask a couple of the participants to read out loud the expectations to report back the proposed expectations. Another individual can write the expectations clearly on a flipchart. Whatever is written on the list of shared expectations should be discussed as a group.

The trainer may add a few points throughout this process and supplement the information with any expectations from their side. This will differ from facilitator to facilitator and from organisation to organisation.

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## CODE OF CONDUCT

- In addition to the expectations, trainers will provide information on safeguarding policies and code of conduct.
- Participants should be encouraged to ask questions in case any clarification is needed.

Most important is creating a safe space for sharing, with respect for others and their identities and opinions. This training will be most useful for everyone if there is an open, honest and respectful learning environment.

# Who is a Digital Community Steward? (An Exploration)



**Session Objective:** Discuss tasks and traits that belong to digital community stewards

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## INTRODUCTION TO CONCEPTS

**Note for Facilitator:** In preparation for this Session, create a word cloud on Menti (or another platform) for “Community.”

Trainer to screenshare a Mentimeter word cloud



## WORD CLOUD: COMMUNITY

Trainers may ask participants: *How would you describe a community in 1-2 words?* They may also move into a discussion about what these communities represent. Additional questions may include: *What is important to group members in their community? What platform is your community based on (or what social media networks is the community mainly using)?*



## EXPLANATION

After completing the short discussion from the word cloud, the trainer should introduce the difference between three sets of concepts which will be mentioned throughout the training:

1. Moderator vs Administrator
2. Digital Community Steward vs Influencer
3. Group vs Page

In addition to the description above, the trainer should clarify that this training was developed for both moderators and administrators of groups (vs. pages), for digital community stewards (vs influencers).

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## HOW DO DIGITAL COMMUNITY STEWARDS EMERGE?



### HOW DID YOU BECOME A COMMUNITY STEWARD? (STORYTELLING/ DISCUSSION)

Remind the participants about the beginning of their journey as community stewards and why they took on this responsibility. The purpose of this is to lead the participants into a conversation about the uniqueness of digital leaders. Most digital community stewards are neither trained nor paid for the work that they do. This is often a labour of love and an act of service. So, it is important to understand how this journey started for these participants.

Here, the key is to understand what motivates/ incentivises digital community stewards. The trainers will seek to understand why the participants take on this responsibility.

Trainers can ask: Share a brief (1-2 minute) reflection/ story around the question: *How did you become a digital community steward?* Further prompting questions include: *How did you start as an admin or moderator of your group? Did you start your group? Why?*

Trainers can encourage participants to answer these questions through visual storytelling: through pictures, drawing to add meaning and personalisation to the story.

A couple of additional points to discuss with the participants (based on research from Governance Lab):

1. Research shows that many group leaders are accidental leaders. They had little idea of how the leadership of their group would unfold when they took on the role. The job is complex and time-consuming and can impose intense pressures for which many leaders are not trained or prepared. For all the focus on leadership in contemporary society, online leadership is an emerging phenomenon that has not yet been well studied or understood.
2. When asked why they lead a group on Facebook, many group leaders said that their main reason for operating on the platform was the extraordinary global reach of Facebook and the fact that the platform and its tools were accessible, easy to use, and free of charge. Many leaders we interviewed also said that they derived significant personal satisfaction and a sense of achievement from their work.

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## WHAT MAKES A DIGITAL COMMUNITY STEWARD?

### WORD CLOUD & DISCUSSION



Here, the goal of the trainers is to discuss – and understand – what traits and qualities are expected of and necessary for successful and efficient digital leaders.

The trainers will conduct this discussion in groups of 3 or 4 with a flip chart per group (Note: breakout rooms may be enabled if this module is taking place online, and each group should be given access to a Jamboard or Google Slide). The groups must develop a presentation to be shared with the plenary. The trainers will encourage the participants to make the presentation as creative and interesting as possible.

Guiding Question: *What traits and qualities are expected of and necessary for successful and efficient digital leaders?*

The participants need to do a presentation on the following question: *“What are the most important traits of a digital community steward?”*

When the participants come back to the main group, they can do their presentations. Once these are completed, the trainers will share the following:

In a research study conducted by Governance Lab in 2020, where the responses of over 15,000 social media users were surveyed, the following were identified as the three most important traits in a leader:

- Welcoming differences of opinion among members
- Being visible and communicating well
- Acting ethically at all times

The trainers can compare how the responses from the presentations are similar to the above research findings.

The content of this module was adopted and inspired by the following resources:

- [The power of virtual communities](#); Governance Lab
- [Keeping your group active](#); Facebook Community

