Mozilla Rewards and Recognition

Proposal

Innovonomics

Executive Summary

- Uniform, simplified framework across the organization that individual programs can be aligned to
- 5 recognition and rewards categories that incentivize
  - Membership and participation in Mozilla movement
  - Day-to-day activities, and the outcomes they produce
  - Learning that takes place while delivering on the mission
  - Impact delivered and demonstrated by participants

- Balances complexity of the organization/mission with clarity around what we drive, rewards and recognize
- Balances the large number of behaviors/participants with evaluation/administrative overhead

1. Introduction

Reminder: Mission and Vision

Mission: internet as a global public resource

Role: be a true advocate for you in your online life

5 year vision: unleash the next era of openness and opportunity

Reminder: Organizational Strategy

1. Strengthen thought leadership, using platforms like MozFest and *State of the Web* report.
2. Establish Mozilla Leadership Network, *increasing the impact* of our existing fellowships and networks.
3. Build a world class advocacy engine, *getting more people involved* in taking our 'hills'.

Emphasis Added

Reminder: Leadership network: *method*

How do we use our networks to build leaders?

A. *Plug people* into a network like MozFest, Hive, etc.
B. *Get them working* on a project: software, curriculum, etc.
C. *Help them learn* practical 'open' skills', e.g. collaboration
D. Offer them a way to *give back to others*

Key goal of this model: **create network effects**

Emphasis Added

2. Rewards and Recognition Work-stream

Recognition and Rewards

Recognition and Rewards should support the strategy and the MLN method, by

- Creating *extrinsic and intrinsic incentives* for people to plug people into the network
- Motivate them with *clear pathways towards recognition*
- *Recognize and credential their learning* as they work with the network
- *Celebrating together the impact* that we have on people's lives and the web

Recognition and Rewards Strategy

Recognition and Rewards Strategy needs to enable and then accelerate these **network effects** by

A. Incentivizing participation in the movement and mission
B. Encouraging active contribution – big and small – in the network opportunity we provide (MozFest, Hive, etc.)
C. Recognizing the learning that takes place, in every interaction, as emerging leaders work with the network
D. Celebrate the impact of our supporters, as they create opportunities for us to magnify our reach and results

Recognition and Rewards Design Principles

A. Acknowledge contributions – big and small – from all across the network
B. Accommodate complexity of programs, and yet keep framework simple to understand
C. Accommodate the entire lifecycle of a participant – from initial movement participant to a celebrated champion
D. Acknowledge wide range of contributions from a range of contributors without adding significant evaluation overheads
E. Celebrate and recognize not only what contributors do but also what they learn and the leadership they demonstrate

Recognition and Rewards Objectives

- **Increase reach:** Attract, retain and embed participants within the movement
- **Encourage active participation:** Ensure participants actively participate in big and small ways
- **Celebrate results:** Reward and recognize impactful translation of activities into results
- **Celebrate learning:** Reward and Recognize what participants learn, and demonstrate having learned, in every interaction
- **Scale:** Create levers to scale our impact, reach and learning exponentially

3. Relevant Background

Background: Motivations

Why do people want recognition:

- Career Prospects
  - Based on
    - Technical Skills
    - Behavioral Competencies
    - Functional Competencies
  - *High premium on exclusivity; more scarce, more valuable*
- Belonging to a Community
  - *Premium on who else is in there*
- Contribution to a Movement
  - *Not effected by others that are present; largely an intrinsic value that can be supplemented by external recognition etc*

Background: How

Various Incentivization Methodologies/Triggers

- Automatic
  - Action taken = reward gained.
  - Published, transparent criteria
  - Good, as an example, for technical skills and behaviors
- Assessed/Evaluated (Reviewer)
  - Action taken and assessed; reward after some gating mechanism of verification
  - Published criteria but whether met or not is decided by a reviewer
  - Examples include Leadership, Collaboration, Communication
- Assessed/Evaluated (Multiple Reviewers)
  - Action taken, assessed and reviewed by multiple reviewers; might include 360 or at least peer reviews
  - Reward issued after a gating mechanism or verification by a number of people
  - Published criteria but whether met or not is decided by reviewers
  - Examples include program leadership

Background: Network Participants

- Involved in a broad range of activities
  - Organizing, teaching and hacking
- Different degrees of separation from the network (e.g. Science Fellows vs participants in a HIVE event)
- Undertake *paid* or *voluntary* activities
  - Should paid activities that are *core requirements* be incentivized (e.g. code contribution by MoCo coder)
  - Should activities that are *formally required* (e.g. as part of a fellowship) be incentivized

4. The Mozilla Rewards and Recognition Landscape

Mozilla and the Recognition Puzzle

Tasks

Leadership Skills

Outcomes

What to **recognize?**

Leadership Competencies

Behavioral Competencies

Skills

Outputs

Long Term Impact

Technical Skills

Mozilla and the Recognition Puzzle

Tasks

Contribute to Movement

Outcomes

Leadership Skills

Career Prospects
(Premium on exclusivity)

What to **recognize?**

Why participants want **recognition?**

Leadership Competencies

Behavioral Competencies

Community Belonging
(Premium on who else is there)

Skills

Outputs

Long Term Impact

Technical Skills

Mozilla and the Recognition Puzzle

Tasks

Contribute to Movement

Outcomes

Evaluated
(Group)

Leadership Skills

Career Prospects
(Premium on exclusivity)

Triggered
(Automatic)

What to **recognize?**

Why participants want **recognition?**

Leadership Competencies

Behavioral Competencies

How to **recognize?**

Evaluated
(Peer)

Community Belonging
(Premium on who else is there)

Evaluated
(single person)

Skills

Outputs

Long Term Impact

Technical Skills

4. Towards a Proposed Model

The Three Layers of What is Important

1

Inputs | Activities | Outputs | Outcomes | Impact

2

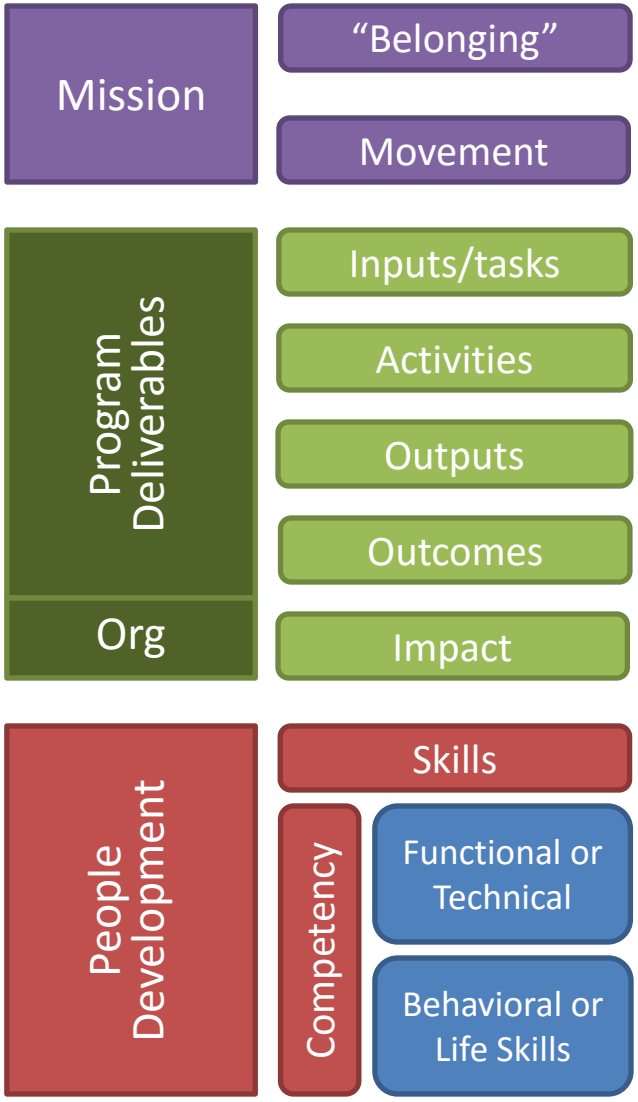
Skills | Competencies

Functional or Technical | Behavioral or Life Skills

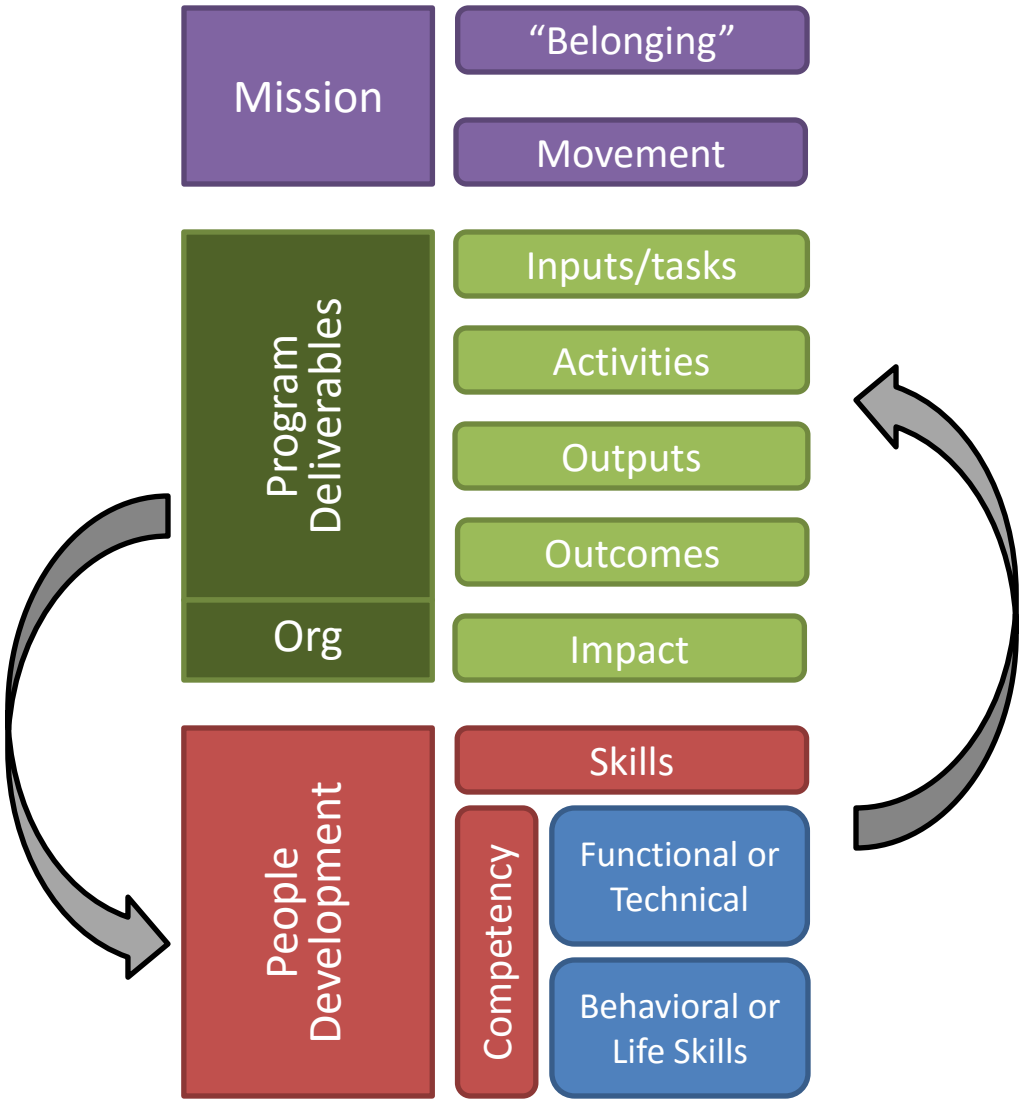
3

Community Belonging | Part of a Movement

The Three Layers .. An Alternate View

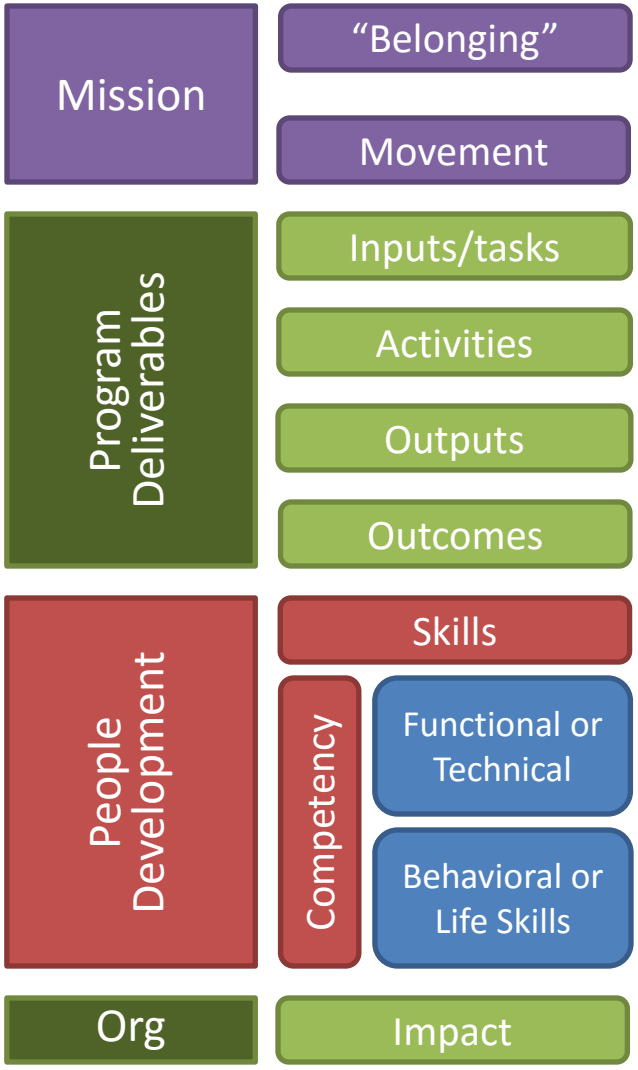


Simultaneous Learning and Doing



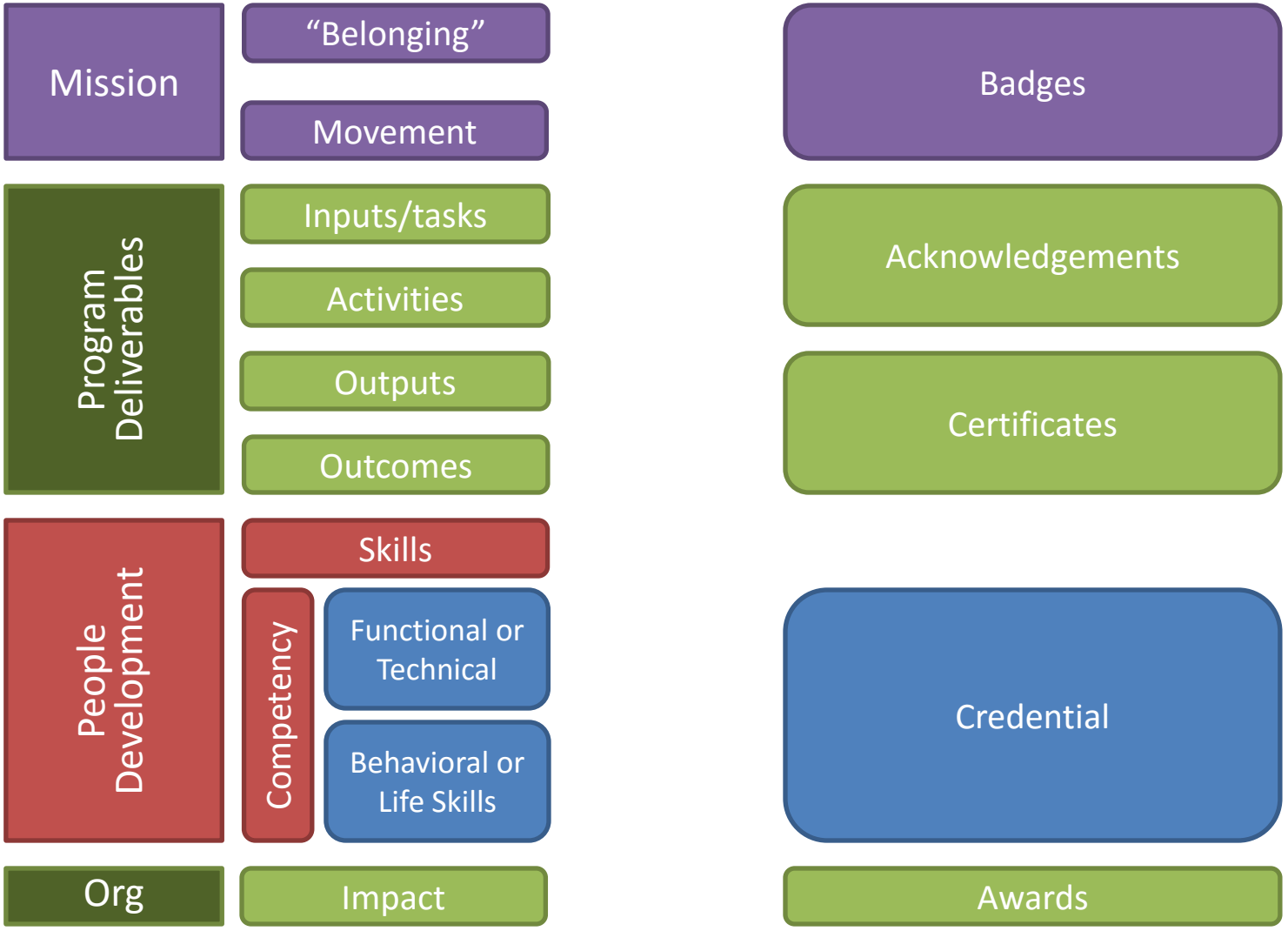
Learn the Mozilla Way

The “Important Things” Tower



The “Important Things” Twin Towers

Simplified Recognition Structure



Proposed Structure vs Objectives

Objectives:

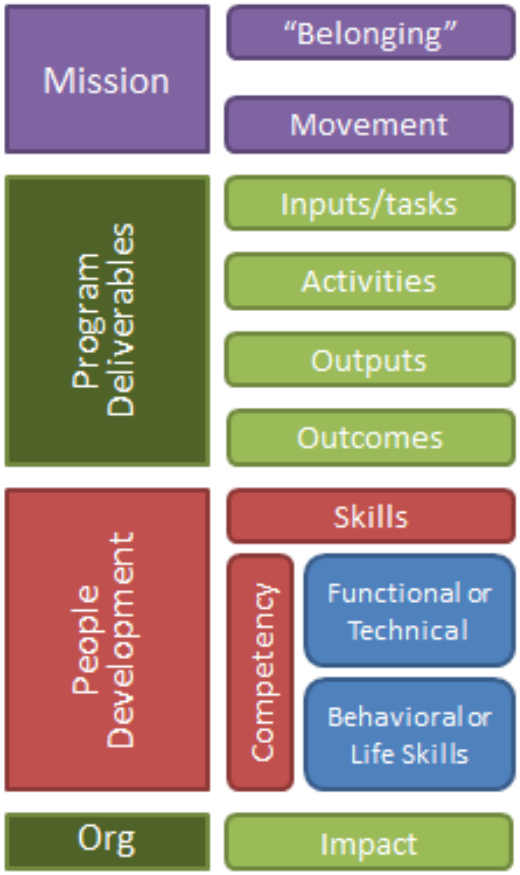
1. Increase reach: Attract, retain and embed participants within the movement

2. Encourage active participation: Ensure participants actively participate in big and small ways

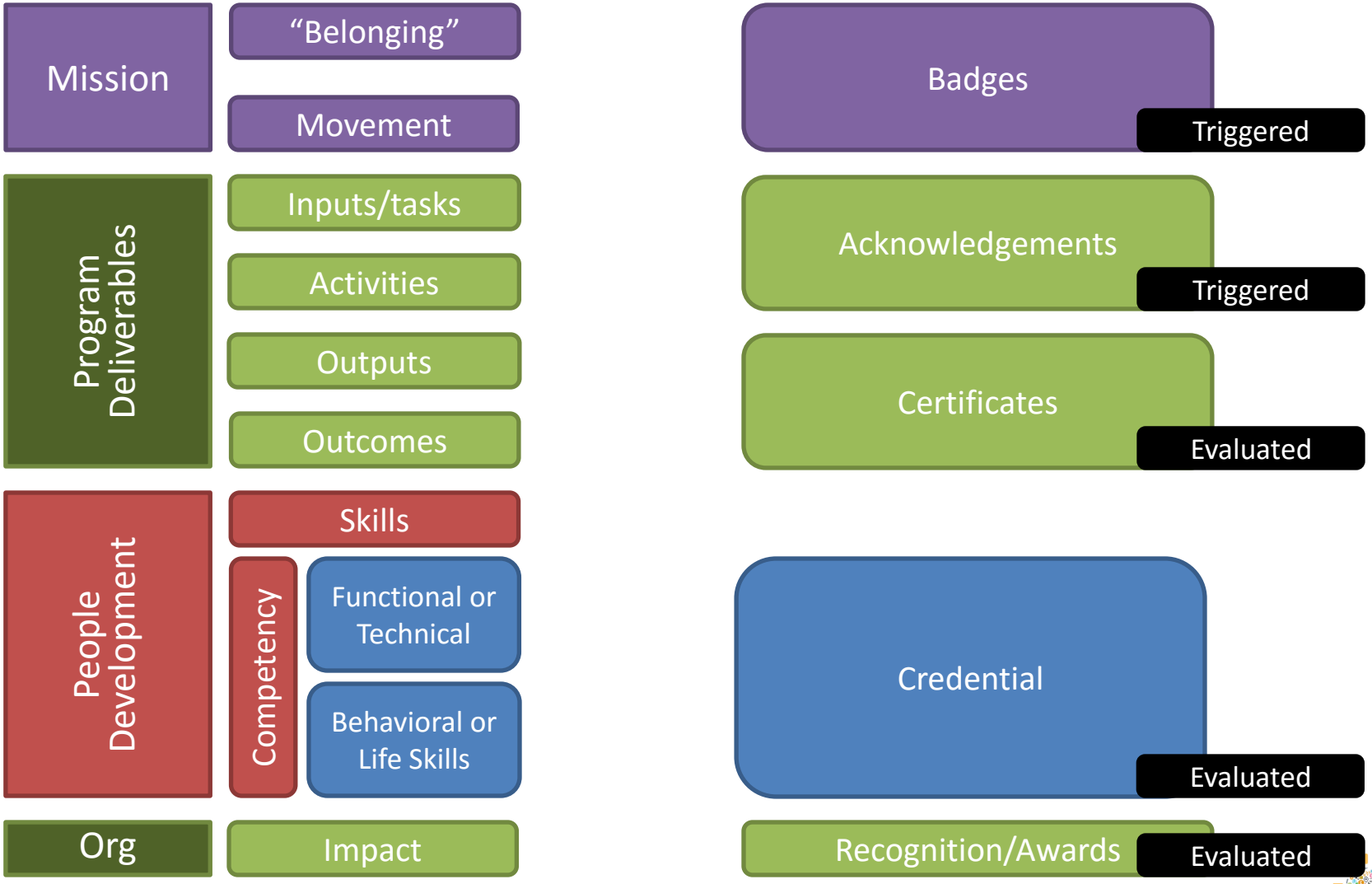
3. Celebrate results: Reward and recognize impactful translation of activities into results

4. Celebrate learning: Reward and recognize what participants learn, and demonstrate having learned, in every interaction

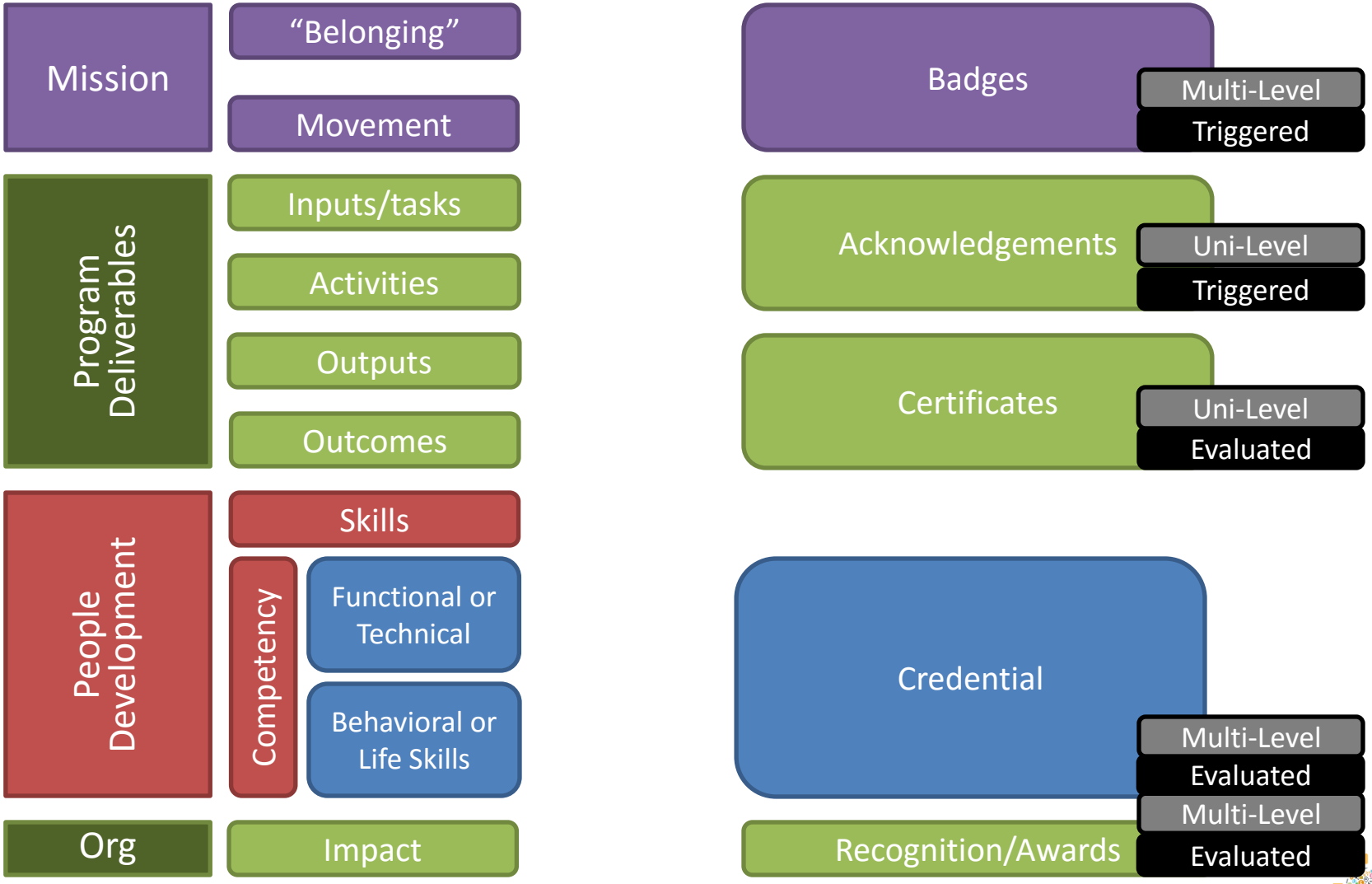
5. Scale: Create levers to scale our impact, reach and learning exponentially



Proposed Recognition Structure .. Contd

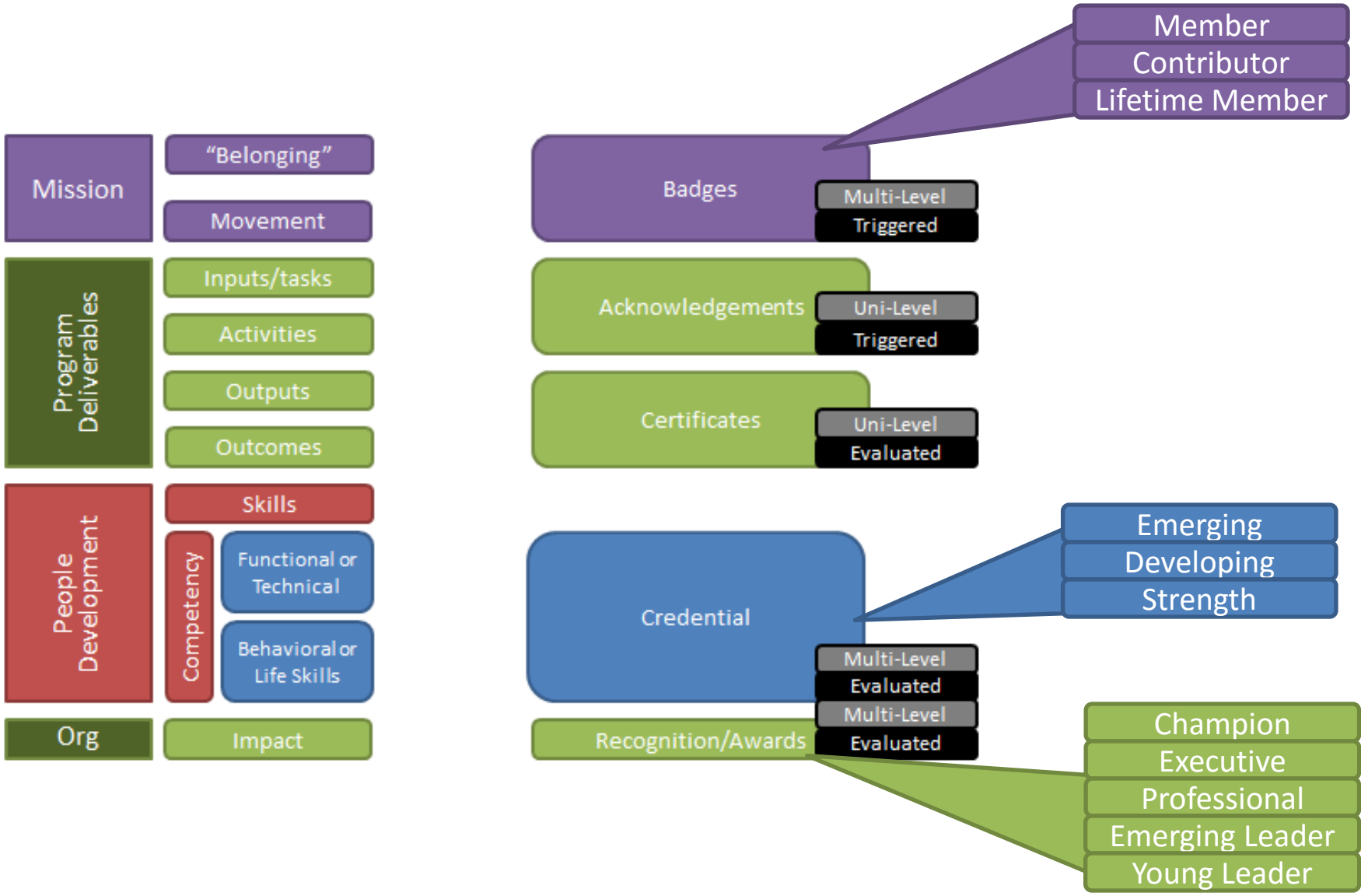


Proposed Recognition Structure .. Contd



5. The Proposed Model

Proposed Recognition Structure



Translating Structure to Framework

Translate the proposed structure to an organization-wide framework,

- which builds on evaluation frameworks for each recognition type, with clear
  - Criteria
  - Evidence
  - Activities

  Corresponding to each “level”

Translating Structure to Framework

Mission

"Belonging"

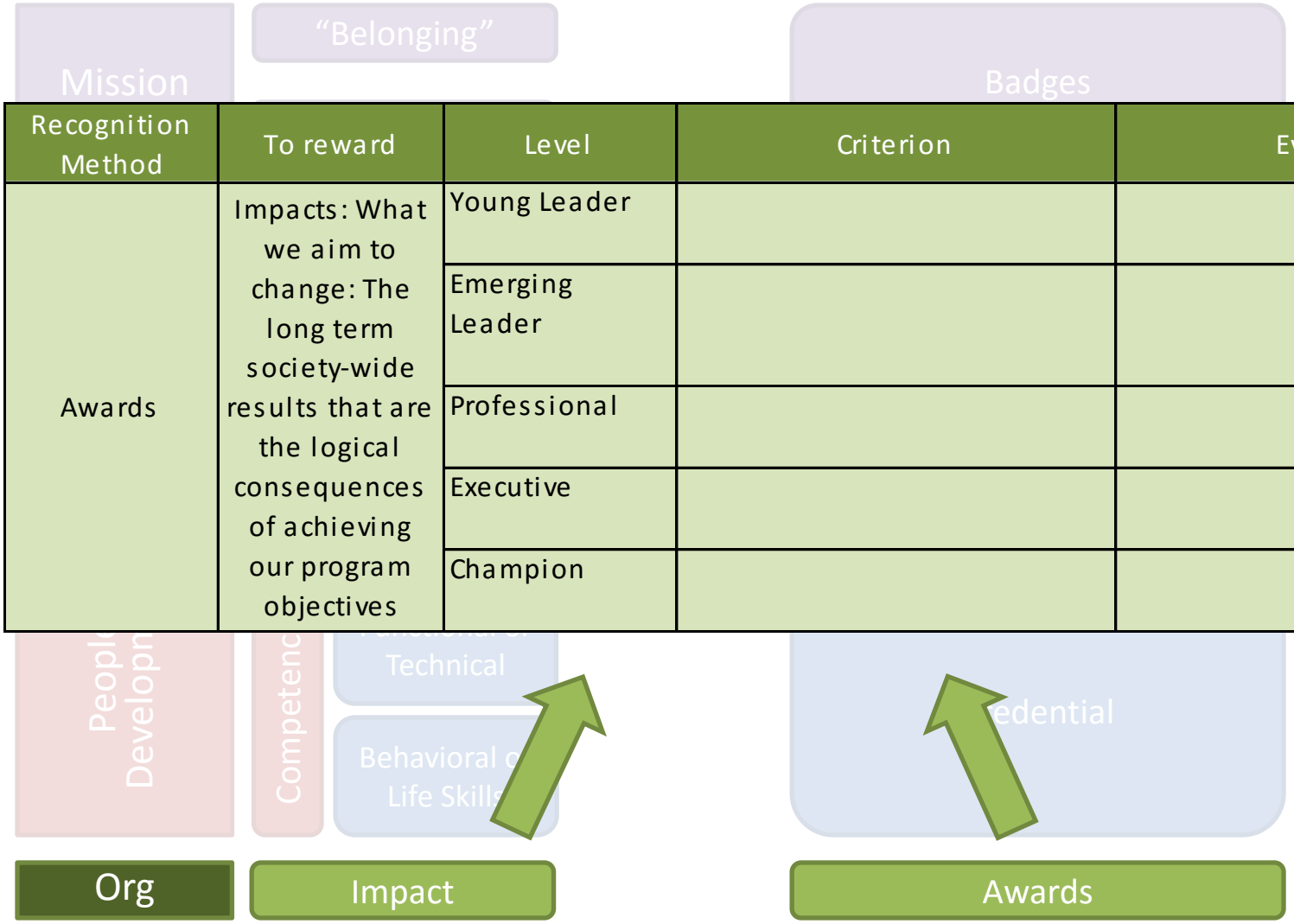
Movement

Badges

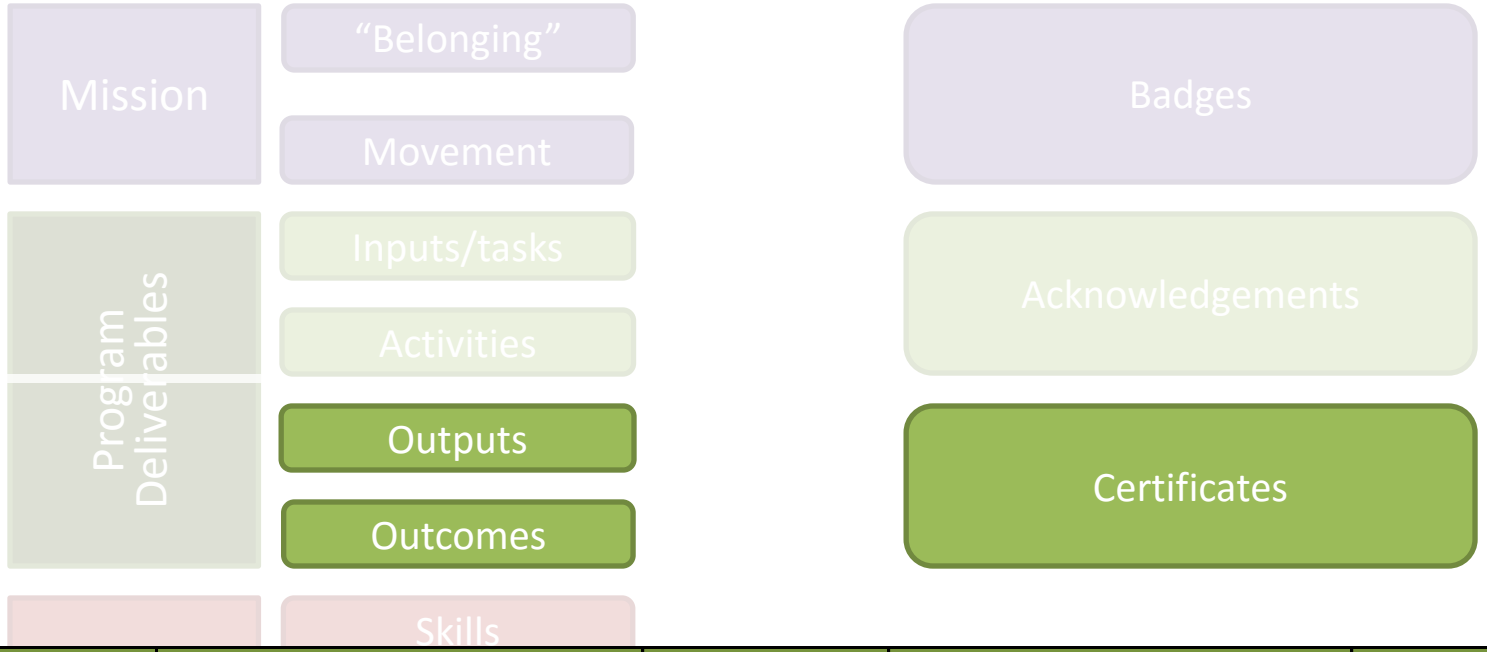
Recognition Method	To reward	Level	Criterion	Evidence
Badges	Community, Belonging and Participation in the Movement	Member	Invited - and signed up - to email list	Email list subscription confirmation
		Participant	Participated in - and supported - at least three Mozilla events or campaigns; Email list for six months or more	1. Email list subscription confirmation 2. Online verification of participation in campaigns or attendance at event
		Contributor	Participated in - and supported - at least five Mozilla events or campaigns; Email list for a year or more; contributed financially	1. Email list subscription confirmation 2. Online verification of participation in campaigns or attendance at events; or 3. Confirmation of donation
		Community Leader	Participated in - and supported - at least ten Mozilla events or campaigns; Email list for three years or more; contributed financially upto a certain threshold	1. Email list subscription confirmation 2. Online verification of participation in campaigns or attendance at events; or 3. Confirmation of donation above threshold

Translating Structure to Framework

Recognition Method	To reward	Level	Criterion	Evidence
Awards	Impacts: What we aim to change: The long term society-wide results that are the logical consequences of achieving our program objectives	Young Leader		
		Emerging Leader		
		Professional		
		Executive		
		Champion		



Translating Structure to Framework



Recognition Method	To reward	Specific Instance	Criterion	Evidence
Certificates	(1) The final products or goods and services produced for delivery; or (2) The medium-term results for specific beneficiaries that are a logical consequences of achieving specific outputs	Program Delivery		
		Program Execution		

Translating Structure to Framework

Credentials

Competency	Skills/ Knowledge	Evidence	Emerging	Developing	Developed (Badge)
Creativity	Innovates: Generates, connects, synthesizes, transforms, and refines ideas.	Videos/audios of brainstorming, quick prototyping, and/or other idea generating sessions to demonstrate facility with the process. Documentation of a wide ranging list of ideas of solutions to a specific problem, concept or construct. Reflections/journals of contributions to the process to demonstrate its contours and development. Documentation on the form or content of one's own. Upload of the final novel product. Documentation of feedback to the final product and/or discussion boards, collaboration on the project. Demonstration of research that shows that this project is different from what exists. Infographics, flowcharts, or other documentation of the process that was used to create the product.	Minimal ability to engage/contribute to original idea generation.	Develops some original ideas, products or services, but could develop more with better use of ideagenerating techniques.	Uses idea-generating techniques to develop original ideas, products or services.
			Stays strictly within the guidelines of the assignment or project.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Synthesizes various information and transforms ideas or solutions into new forms.
			Has difficulty making connections between ideas.	Begins to show evidence of the ability to draw, build, and explain connections between ideas.	Draws connections between ideas using a variety of organizational techniques, such as categorization, prioritization, or classification.
			Makes limited revisions that rarely advance or improve the quality or quantity of ideas.	Makes revisions, but has difficulty translating feedback into action items to sufficiently advanced and/or improve the quality and quantity of ideas.	Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience.
	Communicates: Conveys ideas to others effectively.		Presents ideas in isolation without evidence of categorization or prioritization.	Articulates own ideas and summarizes or restates others' ideas	Compares other's' ideas to own ideas to identify similarities and differences in the approach to the task or other elements of the design.
			Ideas are not articulated clearly either verbally or in writing.	Communicates some new ideas both verbally and in writing, but the volume is not sufficient to spark a creative process.	Able to clearly articulate verbally and in writing original ideas to intended audience.
			Presentations are text-based without visual representations of information.	Adds some interesting touches to presentation media.	Creates visually engaging presentation media.
	Takes risks: may include personal risk (fear of embarrassment or rejection) and risk of failure.		Acknowledges alternate, divergent, or contradictory perspectives or ideas, but does not take positions that are not already supported by a group.	Takes comfortable risks (for instance: in group situations or when the outcome is nonthreatening) in expressing perspectives or ideas or in project creation.	Incorporates new approaches that may be untested and potentially risky in the final product.
			Reproduces an exemplar, but does not demonstrate independent thinking.	Demonstrates some independence in going beyond the guidelines of the assignment.	Seeks out and follows through on untested and potentially risky directions or approaches in the final product.

Other potential competencies

- ***Communication***
- ***Collaboration***
- ***Creativity***
- ***Problem Solving***
- Teamwork
- Initiative
- Dependability
- Judgment
- Integrity
- Leadership
- Critical Thinking
- Learning How to Learn

Already Included

Proposed

Program Inputs for Acknowledgments, Certificates and Competencies

Program Leadership Asked For …

1. The 3-5 prioritized activities or inputs that you would want to be acknowledged and recognized as part of your program.
These are activities or inputs that can be easily observed, and recognized without the need for evaluation of quality. Examples that come to mind are (1) inviting 10 or more other participants/volunteers, (2) securing venue for a training event, etc.

2. The 3-5 prioritized outputs or outcomes that you would want to be acknowledged as part of your program.
These are outcomes that are a logical consequence of successful execution of program objectives, that would be recognized after evaluation of quality/completion by peers, team leaders, funding partners or others. Examples include (1) 'successful' hosting of a HIVE event (2) 'successful' representation of the value of Open Science as part of a fellow's outreach etc.

3. The 3 prioritized competencies that a participant can be expected to have demonstrated in the delivery of specific program objectives or outcomes.
The idea is that network participants demonstrate specific competencies every day as they engage in the day-to-day activities of the programs that they are engaging with. What are the 3 competencies that network participants in your program demonstrate? What is the evidence that they have developed those competencies? What are the criteria? Who would need to verify that the participants demonstrated that particular competency?

Program Responses: Acknowledgments

Program	Input/Activities to acknowledge
OpenNews	1. Sharing experiences on a community call
	2. Sharing experiences through a Source post
	3. Opening up a project - posting code on github
	4. Opening up a project - welcoming new contributors
	5. Building connections: hosting an event
	6. Opening up a project - welcoming new contributors
	7. Opening up a project - making an introduction
	8. Opening up a project - mentoring
Advocacy	1. Localising advocacy/petition pages
	2. Participating in convenings
	3. Recruiting or organizing events
Open Researcher - Digital Skills Observatory	1. Participating in study design and reflections (thinking about research questions, interventions)
	2. Running a digital skills training module and documenting it
	3. Participating in analysing data
	4. Contributing to documenting research insights and case studies
Hive	1. Inviting 10 or more other participants/volunteers
	2. Securing venue for a training event
	3. Regular attendance to (95% of) meetups, gatherings or calls
	4. Presenting/sharing work and opportunities at a meetup, gathering or call;
	5. Submission/Publication of a blog post or project portfolio page;
Clubs	1. Completing Mozilla Club Captain Interview - http://bit.ly/1SbGiNx
	2. Completing Mozilla Club Captain trainings
	3. Submitting their pledge to teach - http://soapdog.github.io/your-first-month-as-a-club-captain-guide/
	4. Mozilla Club Captain creating their club team of mentors and volunteers
	5. Mozilla Club Captain finding a venue for their club events
Science Lab	1. Contributing to a project on Collabora
	2. Teaching a lesson at a Study Group
	3. Completing a Working Open Workshop
	4. Starting a Study Group
	5. Forking the repo
	6. Creating your landing page
	7. Promoting your event
	8. Inviting 10 participants
	9. Running a project on Collaborate
	10. Coaching a volunteer through their first pull request on your project
	11. Securing a venue for a sprint (local or global)

Program Feedback: Actionable Data

Program	Input/Activities to acknowledge	Evidence	Trigger for Acknowledgment
OpenNews	1. Sharing experiences on a community call	Call Log Entries	Call Log?
	2. Sharing experiences through a Source post	Log of posting	?
	3. Opening up a project - posting code on github	Log of posting on GitHub	Automated notification?
Advocacy	2. Participating in convenings		Automated Attendance Records?
Digital Skills Observatory	3. Participating in analysing data		Log of participation?
Hive	1. Inviting 10 or more other participants/volunteers		Automated Log of Invitations?
	3. Regular attendance to (95% of) meetups, gatherings or calls		Automated Attendance Records?
	4. Presenting/sharing work and opportunities at a meetup, gathering or call;		Call logs or minutes?
Clubs	1. Completing Mozilla Club Captain Interview - http://bit.ly/1SbGiNx	Interview completed online	Completion Log
	2. Completing Mozilla Club Captain trainings	Completed training	Automated notification from training system
	3. Submitting their pledge to teach - http://soapdog.github.io/your-first-month-as-a-club-captain-guide/	Pledge submission	Automated notification from internal system?
Science Lab	1. Contributing to a project on Collabora		Automated notification from system?

Program Responses: Certification

Program	Input/Activities to acknowledge
OpenNews	1. Having a session selected for SRCCON, MozFest, or an industry event
	2. Having code adopted by other developers or organizations than the creators
	3. Writing about an event, project, or activity, eg creating a guide to hosting hackathons or writing a reportback
	4. Effectively supporting colleagues in the field -- creating a new affinity group, hosting a discussion, sharing best practices, etc
Advocacy	1. Localizing with high quality and/or quickly (less than 24 hours)
	2. Giving constructive feedback on campaigns
	3. Taking a leadership role on a campaign in their country
	4. Leading a new idea or program (ie: privacy month in India)
Open Researcher - Digital Skills Observatory	1. Contributing meaningfully to the project by sharing local expertise about DFS or other relevant topic
	2. Uncovering meaningful research insights that helps advance the study and answer the research questions
	3. Suceeding in documenting analysis and case studies for publications and reporting
Hive	1. Continued maintenance of an existing project portfolio page or a moonshot page
	2. Successful execution of a project that activates Moonshot solutions or remixes past work
	3. Hosting a workshop to share out project work
	4. Becoming a member of the Advisory Committee (closely related)
	5. Applying for host organization membership to the Hive;
Clubs	1. Successfully running your first club event
	2. Running your fifth club event
	3. Running your tenth club event
	4. Successfully creating partnerships with local organizations or institutions
	5. Receiving support (financial, in-kind, material etc.) from others
	6. Participation in Mozilla supported campaign (Maker Party, Privacy Campaign, Int Womens Day etc)
Science Lab	1. Successfully running your first Study Group event
	2. Running Study Group sessions on a regular basis, over the course of a semester.
	3. Running Study Group sessions on a regular basis, beyond 1 semester.
	4. After a Working Open Workshop, running a 'successful' local sprint
	5. After a Working Open Workshop, posting your project to Collaborate
	6. After a Working Open Workshop, leading your project at a global sprint / MozFest
	7. Contribute to a project on Collaborate
IMLS	1. Conducting successful convenings that raise awareness and inspire action among participants about the critical need to teach others to read, write, and participate on the web
	2. Conduct rigorous assessment guidelines for 21st skill badges (credentials/badges)
	3. Conduct rigorous assessments for Web literacy 2.0 badges (credentials/badges)
	4. Recruit partners/organizations with a pre-determined number of web literacy teaching fellows

Program Responses: Competencies

Program and/or activity	3. The 3 prioritized competencies that a participant can be expected to have demonstrated in the delivery of specific program objectives or outcomes.	Summary
OpenNews	* Strengthened technical skills * Confidence in their leadership and management skills * An improved ability to create and sustain welcoming, inclusive communities -- at work, online, and at events	1. Technical Skills 2. Leadership 3. Collaboration
Advocacy	Demonstrate that they make it easier for others to join the movement, experimenting success (ie India's privacy month), taking leadership -- showing up to a government consultancy successfully (prepared with talking points, providing a debrief)	1. Collaboration 2. Leadership
Open Researcher - Digital Skills Observatory	(1) Critical thinking skills (2) Ability to observe a situation or a behavior without interfering and leading (3) Ability to analyse a behavior or situation and formulate insight statements If a person develop these skills, it will be visible by the quality and the quantity of reflections and insights they collect, that are aligned with our research questions and the general purpose of the study.	1. Critical Thinking
Hive	1 Inclusive Practices: engaging to maximize a diversity of participation and leading discussion groups to manage barriers to participation; 2 Design Thinking: clearly synthesizing a set of symptomatic issues with a well articulated root-cause problem statement, identifying criteria of a good solution, designing and testing prototypes within constraints; 3 Working Open: continuous documentation and information maintenance, web-accessible hosting or materials, and active sharing; • design thinking and working open evidence can be easily captured in existing portfolio and moonshot page structure; This can be easily verified by Hive staff or community members; • Inclusive practices and working open evidence is visible in moonshot working group consistent engagement and growth; This is best verified by community members and peers; • All three are evidenced in proposal submissions to the Hive fund; These are verified by Network and Fund staff;	1. Diversity 2. Design Thinking 3. Collaboration
Clubs	•Leadership and responsibility. They have demonstrated this by taking the imitative to run a club and ensure that club has on-going events. Responsibility can be seen by supporting the club, creating strategies for it and ensuring it's growth. •Organization and management. This is everything from creating a team, to finding a place, to setting up the place, to recruiting participants, to managing people at the event. •Communication. Sharing the club is a vital role and includes creating blogs, reporting on events, getting press, communicating with Mozilla/mentors/participants/partners etc. •Other potentials (teamwork, models inclusive/diverse environments, 'teach like mozilla', engagement through mobilizing people, people management, initiative, self-confidence). I'm super tempted to add a forth that talks specifically to running an event like Mozilla which is participatory, engaging, active, fun. •For all competencies to do with Club Captains, Regional Coordinators would be the ones verifying that they have successfully demonstrated these competencies.	1. Leadership 2. Organization and Management 3. Communication 4. Convene-Like-Mozilla

Program Leader Responses

Program and/or activity	3. The 3 prioritized competencies that a participant can be expected to have demonstrated in the delivery of specific program objectives or outcomes.	Summary
IMLS	- earn Mozilla issued web literacy 2.0 credentials/badges as a result of participating in Mozilla train-the-trainer PD - teach others core web literacy 2.0 skills and issue credentials/badges - become a champion of the open web by participating in various public awareness campaigns and related Mozilla events (i.e. MozFest)	1. Open Web Champion
Science Lab	• Leadership and responsibility: Participants demonstrate this by taking ownership of a project, program, or hyper-local group to ensure that activity is continuous and diligent. Membership in the Fellows' Program, or the Open Leadership Cohort seeks to further distinguish strong candidates. Responsibility can be seen by leading a study group call, maintaining an active project on Collaborate, or running a recurring event. • Organization and management: Our open source training and mentorship focuses on project and community management, including contributor guidelines, roadmaps, how to build and sustain momentum, and more. Participants should leave with a better sense of how to organize and set up their project to encourage contributorship and reuse. • Commitment to collaboration and open practice: Study Groups and Collaborate projects are ways to demonstrate and practice building and learning in a community. This includes defense of open science thought in blogposts/call attendance, or in practical commitment to a Collaborate project, Science Study Group, or regional community. • Coding and Communication. Building projects is only one component of ideal participation; it's also about engaging a community in your project and communicating your goals, needs, and mission to an audience broader than your local community.	1. Leadership 2. Organization and Management 3. Collaboration 4. Convene-Like-Mozilla

Next Steps

1. **Populate Framework for Organization-Wide Incentives ('Badges' and 'Rewards')**
   - At MoFo level, agree criteria, evidence and measurements for badges (recognition for community/belonging) and rewards (recognition for impact)
2. **Use info provided by programs to create <u>acknowledgement</u> and <u>certification</u> plan**
   - At each program level
     - Work with program owners to finalize criteria and evidence (and evidence source) for the 3-5 desired activities to be acknowledged or rewarded

Next Steps

3. **Implement acknowledgement and certification and model for one or two programs to iron out problems, and then scale across programs**
4. **Harmonize on competence definitions, criteria and evaluation points**
   - to ensure **uniform, and equivalent recognition** of competencies through involvement in individual programs; and
   - create evaluation framework for the competencies that are agreed to be included, and for whom evaluation framework was not established previously

Questions, comments, threats ☺ etc

Appendix

Program Leader Responses

Program and/or activity	1. The 3-5 prioritized activities or inputs that you would want to be acknowledged and recognized as part of your program.	2. The 3-5 prioritized outputs or outcomes that you would want to be acknowledged as part of your program.	3. The 3 prioritized competencies that a participant can be expected to have demonstrated in the delivery of specific program objectives or outcomes.
OpenNews	**Sharing experiences** * on a community call * through a Source post **Opening up a project** * post code on github * welcoming new contributors **Building connections** * hosting an event * making an introduction * mentoring	* having a session selected for SRCCON, MozFest, or an industry event * having code adopted by other developers or organizations than the creators * writing about an event, project, or activity, eg creating a guide to hosting hackathons or writing a reportback * effectively supporting colleagues in the field -- creating a new affinity group, hosting a discussion, sharing best practices, etc	* Strengthened technical skills * Confidence in their leadership and management skills * An improved ability to create and sustain welcoming, inclusive communities -- at work, online, and at events
Advocacy	Localising advocacy/petition pages, participating in convenings, recruiting or organizing events	Localizing with high quality and/or quickly (less than 24 hours), giving constructive feedback on campaigns/taking a leadership role on a campaign in their country/leading a new idea or program (ie: privacy month in India)	Demonstrate that they make it easier for others to join the movement, experimenting success (ie India's privacy month), taking leadership -- showing up to a government consultancy successfully (prepared with talking points, providing a debrief)

Program Leader Responses

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Open Researcher - Digital Skills Observatory	(1) Participating in study design and reflections (thinking about research questions, interventions, hypotheses etc) (2) Running a digital skills training module and documenting it (3) Participating in analysing data (4) Contributing to documenting research insights and case studies	(1) Having contributed meaningfully to the project by sharing local expertise about DFS or other relevant topic (2) Uncovering meaningful research insights that helps advance the study and answer the research questions (3) Succeeding in documenting analysis and case studies for publications and reporting	(1) Critical thinking skills (2) Ability to observe a situation or a behavior without interfering and leading (3) Ability to analyse a behavior or situation and formulate insight statements If a person develop these skills, it will be visible by the quality and the quantity of reflections and insights they collect, that are aligned with our research questions and the general purpose of the study.

Program Leader Responses

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Hive	Examples that come to mind are (1) inviting 10 or more other participants/volunteers, (2) securing venue for a training event, etc. In descending order of sophistication/complexity: 1. Regular attendance to (X% of) meetups, gatherings or calls; 2. Active Slack participant; 3. Presenting/sharing work and opportunities at a meetup, gathering or call; 4. Submission/Publication of a blog post or project portfolio page; 5. Leading a Moonshot project/discussion group;	1. Continued maintenance of an existing project portfolio page or a moonshot page; 2. Successful execution of a project that activates Moonshot solutions or remixes past work; 3. Hosting a workshop to share out project work; 4. Becoming a member of the Advisory Committee (closely related); 5. Applying for host organization membership to the Hive;	1) Inclusive Practices: engaging to maximize a diversity of participation and leading discussion groups to manage barriers to participation; 2) Design Thinking: clearly synthesizing a set of symptomatic issues with a well articulated root-cause problem statement, identifying criteria of a good solution, designing and testing prototypes within constraints; 3) Working Open: continuous documentation and information maintenance, web-accessible hosting or materials, and active sharing; • design thinking and working open evidence can be easily captured in existing portfolio and moonshot page structure; This can be easily verified by Hive staff or community members; • Inclusive practices and working open evidence is visible in moonshot working group consistent engagement and growth; This is best verified by community members and peers; • All three are evidenced in proposal submissions to the Hive fund; These are verified by Network and Fund staff;

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Clubs	•Completing Mozilla Club Captain Interview - http://bit.ly/1SbGiNx •Completing CC trainings •Submitting your pledge to teach - http://soapdog.github.io/your-first-month-as-a-club-captain-guide/ •Creating your club team of mentors and volunteers •Finding a venue for your club events	•Successfully running your first club event •Running your fifth club event •Running your tenth club event •Successfully creating partnerships with local organizations or institutions •Receiving support (financial, in-kind, material etc.) from others •Participation in Mozilla supported campaign (Maker Party, Privacy Campaign, Int Womens Day etc)	•Leadership and responsibility. They have demonstrated this by taking the imitative to run a club and ensure that club has on-going events. Responsibility can be seen by supporting the club, creating strategies for it and ensuring it's growth. •Organization and management. This is everything from creating a team, to finding a place, to setting up the place, to recruiting participants, to managing people at the event. •Communication. Sharing the club is a vital role and includes creating blogs, reporting on events, getting press, communicating with Mozilla/mentors/participants/partners etc. •Other potentials (teamwork, models inclusive/diverse environments, 'teach like Mozilla', engagement through mobilizing people, people management, initiative, self-confidence). I'm super tempted to add a forth that talks specifically to running an event like Mozilla which is participatory, engaging, active, fun. •For all competencies to do with Club Captains, Regional Coordinators would be the ones verifying that they have successfully demonstrated these competencies.

Program Leader Responses

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IMLS	- # partners interested in, in conversation, and/or in process of using/adapting the web literacy map 2.0, curriculum, training, and credential bundle. - # of partners, individuals, organizations excited and interested in 21C skills badges and making 21C learning count towards college and career readiness - diversity of current and potential partnerships - # of partnerships who are engaged in getting web literacy skills to their constituents to improve their success in life, and ultimately become champions for the open web.	- # of successful convenings that raise awareness and inspire action among participants about the critical need to teach others to read, write, and participate on the web - rigorous assessment guidelines for 21st skill badges (credentials/ badges) - rigorous assessments for Web literacy 2.0 badges (credentials/ badges) - # of partners/ organizations with xx number of web literacy teaching fellows	- earn Mozilla issued web literacy 2.0 credentials/badges as a result of participating in Mozilla train-the-trainer PD - teach others core web literacy 2.0 skills and issue credentials/badges - become a champion of the open web by participating in various public awareness campaigns and related Mozilla events (i.e. MozFest)

Program Leader Responses

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Science Lab	**Contributing:** • Contributing to a project on Collaborate • Teaching a lesson at a Study Group • Completing a Working Open Workshop **Leading:** • Starting a Study Group • forking the repo, • creating your landing page, • promoting your event, • inviting 10 participants • Running a project on Collaborate • coaching a volunteer through their first pull request on your project • Securing a venue for a sprint (local or global)	• Successfully running your first Study Group event • Running Study Group sessions on a regular basis • ... over the course of a semester, • ... beyond 1 semester. • After a Working Open Workshop, • Running a 'successful' local sprint • Posting your project to Collaborate • Leading your project at a global sprint / MozFest • Contribute to a project on Collaborate	• Leadership and responsibility: Participants demonstrate this by taking ownership of a project, program, or hyper-local group to ensure that activity is continuous and diligent. Membership in the Fellows' Program, or the Open Leadership Cohort seeks to further distinguish strong candidates. Responsibility can be seen by leading a study group call, maintaining an active project on Collaborate, or running a recurring event. • Organization and management: Our open source training and mentorship focuses on project and community management, including contributor guidelines, roadmaps, how to build and sustain momentum, and more. Participants should leave with a better sense of how to organize and set up their project to encourage contributorship and reuse. • Commitment to collaboration and open practice: Study Groups and Collaborate projects are ways to demonstrate and practice building and learning in a community. This includes defense of open science thought in blogposts/call attendance, or in practical commitment to a Collaborate project, Science Study Group, or regional community. • Coding and Communication. Building projects is only one component of ideal participation; it's also about engaging a community in your project and communicating your goals, needs, and mission to an audience broader than your local community.