Community of Practice Taxonomy
Validation Questionnaire Results

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TERMS OF USE

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KEYWORDS

Community of Practice; Taxonomy; Typology; Co-creation; Learning; Knowledge Sharing

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[1] The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

Preamble

ACT is a Horizon 2020 project that involves universities, research centers and research funding organizations with the aim to advance institutional change for gender equality in the European Research Area.

The ACT project will provide resources to support and sustain Communities of Practice – collaborating groups of practitioners, academics and experts-, who implement gender equality actions, especially for addressing known inequalities in three fields: gender bias in human resource management (i.e. recruitment, retention and career progression); gender imbalance in decision-making processes; and strengthening the gender dimension in R&I content and teaching.

The ACT project website is available under https://www.act-on-gender.eu

Introduction

The draft taxonomy has been based upon the Conceptual Framework of the ACT project which provides an overview regarding the principal publications on Communities of Practice (Palmén et al. 2019). It has been complemented and revised specifically consulting with existing attempts to create a Community of Practice (CoP) typologies. Among the early classifications one can find the work by Dubé, Bourhis, and Jacob (2003) (see also Dubé, Bourhis, and Jacob 2005; Hara 2008). The most important dimensions along which CoPs differ are:

- their demographics (purpose, maturity)

- organizational context (setup process, professional/organizational boundary crossing, degree of institutionalized)

- membership characteristics (size, geographic dispersion, selection of members)

Amin and Roberts (2006) on the other hand distinguish four types of CoPs:

- task/craft based. "They may also be mediated by particular artifacts, tools or work environments, requiring the development of kinaesthetic and aesthetic knowledge through the repeated practice of certain tasks under close supervision from core members of the community." Repeated practice of core tasks under the supervision from core members.

- professional communities with a well established canon of knowledge that has been acquired through lengthy periods of training (e.g. nursing). Professional communities have specialized expert knowledge acquired through prolonged periods of education and training.

- expert / creative communities are rather concerned with creating new knowledge. They dispose of specialized and expert knowledge, including standards and codes whose purpose is to extend a given knowledge base. Rapidly changing knowledge is key.

- virtual communities compared to communities which meet largely via face-to-face.

Koliba and Gajda (2009) aim to give CoPs an empirical grounding. Their typology distinguishes between:

- goals and relationships of learning

- mode and quality of knowledge transfer

- degree of formalization

- strength of coupling which refers to the nature of the social bonds.

Pattinson, Preece, and Dawson (2016) on the other hand give a slightly different typology mainly in relation to "innovation" capability of a Community of practice:

- enablers of learning for innovation

- situated platforms for professional occupations

- dispersed collaborative environments

- governance structures designed for purpose.

Based on those initial inputs a 2-level draft taxonomy has been developed which was validated via an online questionnaire.

An invitation to respond to the questionnaire on a Community of Practice Taxonomy was distributed among Consortium partners of the ACT project and Community of Practice members. Overall, the survey has received a total of 22 hits. There are 15 partial responses, i.e. respondents started the survey but did not press the final submit button.

2.   Getting started

To understand better the profile of respondents, three initial questions were launched.

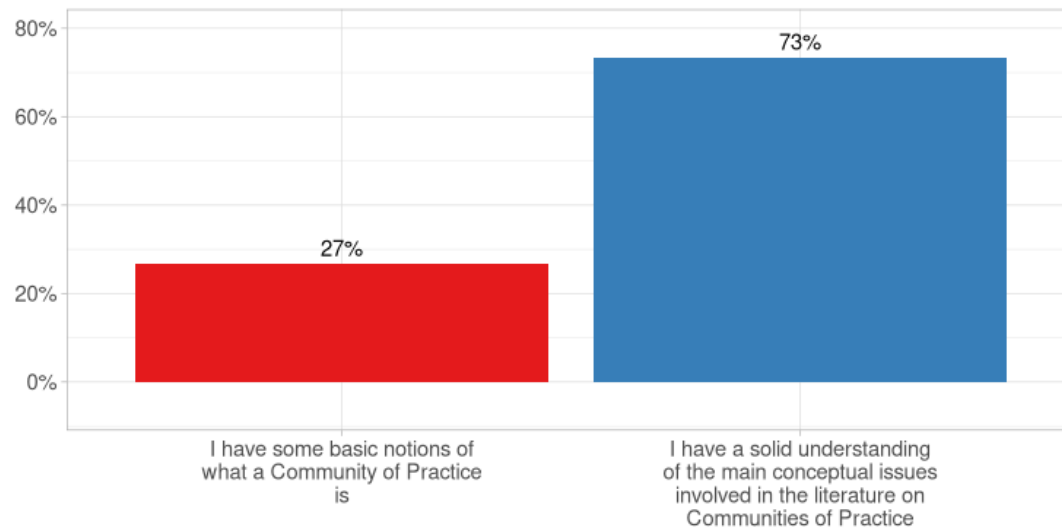### 2.1.   How familiar are you with the concept of Community of Practice?

Figure 2.1: How familiar are you with the concept of Community of Practice?

Table 1: How familiar are you with the concept of Community of Practice?

	count	%	% valid	% cum
I have a solid understanding of the main conceptual issues involved in the literature on Communities of Practice	11	50.00	73.33	73.33
I have some basic notions of what a Community of Practice is	4	18.18	26.67	100.00
I don't know what a Community of Practice is	0	0.00	0.00	100.00
(Missing)	7	31.82	NA	NA

As can be seen from the responses, more than two-thirds have experience with the concept of a Community of Practice, as expected to be the case in the context of the ACT project. The responses therefore can be considered as relatively informed and based upon first-hand experiences or solid background knowledge.

2.2.   Have you ever participated in a Community of Practice? If yes, in what role?

As the second figure demonstrates, responses are distributed between the CoP facilitators, Leaders and to a lesser degree CoP members.
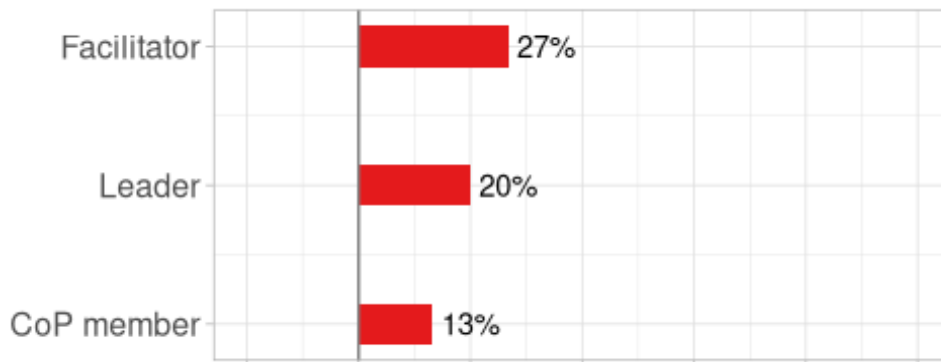
Figure 2.2: Have you ever participated in a CoP?

2.3.   Please provide up to 5 search terms that you hypothetically would use to discover resources on Communities of Practice in general.

The following table shows a list of all search terms provided by respondents.

Table 2: Open Search Terms

Terms
bottom-up
check list
co-creation
collaboration
collaborative communities
collective design /co-design

Terms
collective work
communities exchange
communities of practice
Communities of Practice OR CoP
community building
community knowledge
community management
community of practice
Community of practice
Community of Practice
Community of Practice
concern
CoP
CoP development
COP resources
CoP theory
COP tools
defining domain
domain
domain of knowledge
enganged knowledge
equality practitioner
equlity support OR gender equlity support
Etienne Wenger
exchange of experience
exchange of knowledge
exchange of practice
expertise
facilitating a CoP
gender equlity community
gender equlity support network
group practices

Terms
interorganisational collaboration
knowledge
Knowledge Networks
knowledge sharing
knowledge sharing
learning
learning community
learning system
learning teams
managing membership
measuring outcomes of CoPs
membership
methods for collaboration
network
network
principles/activities
shared knowledge
shared knowlegde
sharing of experience
social learning system
Support
theory
wenger

In order to analyze the terms, word stems are created by removing plural endings, stop words (like "a", "on", etc.) and converting all words to lower case. By creating word stems it will be easier to see the most frequently used terms. Table 3 shows all word stems that have been introduced at least twice.

When comparing the previous table with the following one, it is apparent that terms that have been used only once are predominantly generic terms such as "tool", "resource", "measure",

"method", "up". These terms are used to qualify specific activities or characteristics of CoPs but do not designate their substantive feature.

Table 3: Word stems of indicated search terms

Word stems of open search terms	n
communiti	13
knowledg	9
cop	8
practic	8
learn	5
share	5
collabor	4
equl	4
exchang	4
network	4
support	4
domain	3
gender	3
co	2
collect	2
experi	2
manag	2
membership	2
system	2
theori	2
wenger	2

As the previous table indicates, the most frequently used search terms are related to:

- community", its abbreviation "CoP" and its associated activities such as "collaboration", "support", "membership", "management", "collective", "co-creation / co-design", "network";

- "knowledge" and its associated activities such as "sharing", "exchanging", "learning", "theory", "domain";

- "practice"

As will become apparent in the next section, these terms map well on the 1st level terms used in the taxonomy.

"Equality" and "gender" were frequently used search terms. However, these are not considered as specific to the topic of Community of Practice itself - as CoPs can be dedicated not only to gender equality but to any other domain of interest. A CoP taxonomy in this sense needs to be combined with other taxonomies that cover for example scientific disciplines or specific dedicated topics such as gender equality (see for example Gender & Science Taxonomy hosted on GenPORT or EIGE's Gender Equality Glossary).

This also touches upon the usage of "domain" as a top-level keyword which was suggested several times in the open search terms as well. As a top-level term, it would mean to include subject-specific second-level terms which is not possible (see previous paragraph). However, "domain" can be included as second-level term simply capturing those aspects of CoPs which deal for example with the finding or negotiation of a shared interest (domain).

Although prominent authors ("wenger") can be used as search term, this will not be included in the taxonomy itself.

3   Top Level Terms

Top-level terms should capture broad but substantial ideas about Communities of Practice. Each term hosts subordinate terms which will be presented in the next section. Top-level terms should be mutually exclusive and clear in their meaning.

3.1   Comments on top-level terms

3.1.1   Governance and management

Options include "facilitation", "coordination", "management". Neither "coordination" nor "governance" was used in the named search terms; "facilitation" once.

This will be aligned with the 2nd level taxonomy terms which includes a sub-term "Facilitation and moderation" (see next chapter).

Table 4: Comments on 'Governance and management'

G01Q01.SQ002.
not sure if management or coordination
ok
facilitation and management (seems less top down)
Is this about managing a CoP or is it about how CoPs can work in/ with government and management? This is unclear
clear

3.1.2   Knowledge and learning

Consulting the listing of the most frequent search terms, "knowledge" and "learning" clearly should be maintained. The collective aspect could be strengthened adding the "sharing" term which has been indicated more frequently than "exchange".

This will be aligned with the 2nd level terms which include "Knowledge management (sharing)" (see next chapter)

Table 5: Comments - Knowledge and learning

G01Q01.SQ003.
do we mean domain here? then it should be "Knowledge area" - this is different to learning which I might put with practice... learning through 'doing'...
also planning
ok
knowledge exchange and learning
Maybe explain that it is about knowlede sharing and mutual learning, not just learning alone
clear

3.1.3 Community and collaboration

"Community" is the central research term for CoPs and should not be replaced with less common terms such as "mutual engagement". "Consensus" is an outcome of a collaboration or a characterization of an aspect of a community. "Sharing" has been used in the previous term.

Table 6: Comments - Community and collaboration

G01Q01.SQ004.
exchange
ok
Clear
Prefer: mutual engagement and consensus
sharing?

3.1.4 Practice

"Practice" refers to the third key term of Communities of Practice. As such it is different from knowledge and not specific to organizational practice. It's a key term of the CoP literature which is hard to further qualify further as top-level term. It will become clearer in relation to the second-level terms (see next chapter)

Table 7: Comments - Practice

G01Q01.SQ005.
knowledge
ok
unclear what this refers to - organisational practice? practical experiences?
I think that is clear
Prefer: participation and collaboration
clear

3.2   Which top-level terms are missing?

When asked about additional top-level terms, respondents should consider that each top-level term should contain 5 or more subordinate terms. "Domain" is not included as top-level term since subject areas are very diverse and specific. Classifying the area of joint interest of CoPs requires additional, dedicated taxonomies such as for example scientific disciplines or the subject areas related to gender equality (see for example Gender & Science Taxonomy hosted on GenPORT or EIGE's Gender Equality Glossary).

Table 8: Comments

G01Q02
Best practices
transformation?
governance and management are they are not going to much to each other? sustainability would be nice to have
CoP development/ lifecycle Facilitation
I just would add "creation" or "co-creation" to "Practice".
Principles and purpose Identity and interest Collaboration and innovation

"Best practice" is different from the CoP concept of "Practice" which is simultaneously broader (because there are also bad practice) as well as specific (in the sense that it refers to a shared repertoire).

"Transformation" is too generic.

The rest of the provided keywords are covered largely as second-level terms (see next chapter) or have been added (e.g. "Identity and learning").

4   Second-level Terms

For each top-level term of the Communities of Practice taxonomy there is a sub-set of corresponding secondary items. The list of secondary terms should be clear and mutually exclusive.

4.1   Comments on second-level terms

4.1.1   Governance and management

4.1.1.1 Leadership

Leadership to a certain degree overlaps with the next items on "facilitation". These two could be merged to capture the different aspects that deal with the coordination, leadership or facilitation issues of CoPs. By merging, the ambiguity regarding "influencing Leadership" in terms of organizational management level would also be avoided.

Suggested change: Merge with "Facilitation and moderation" to "Facilitation, coordination, leadership"

Table 9: Comments - Leadership

G02Q01.SQ001.
cooperation democratic relationship ok Again, is this about leadership in the CoP, or is it about how CoPs can influence leadership? Leadership, values, structure

4.1.1.2 Facilitation and moderation

This item could incorporate suggestions from the top-level recommendations and incorporate "coordination" which is clearer than "moderation". The "leadership" item will be merged.

Suggested change: "Facilitation, coordination, leadership"

Table 10: Comments - Facilitation and moderation

G02Q01.SQ002.
ok
resources

4.1.1.3 Power relations

This term is not about specific causes or areas of power relations (e.g. gender) but power relations within small groups as such. It is thus more specific than "interactions and relationships" at large because it captures the hierarchical nature of some relations but less specific regarding the type of hierarchy (gender or race for example).

Table 11: Comments - Power relations

G02Q01.SQ003.
power and gender relations
no
I am not sure about the meaning of power relations in this context
prefer: interactions and relationships

4.1.1.4 CoP embedding

Suggested change: Replace "Embedding" with more specific: "Context (organizational, political, cultural)"

Table 12: Comments - CoP embedding

G02Q01.SQ004.
political context, tensions
ok
CoP context (organisational, regional, cultural)
Cop embeddign and change processes

4.1.1.5 Formal versus informal organizing

Suggested change: Take out explicit opposition and rephrase "Formal and informal organizing"

Table 13: Comments - Formal versus informal organizing

G02Q01.SQ005.
ok

4.1.1.6 Strategy and goal setting

"Design" was mentioned repeatedly in other comments section which could be used to replace "goal setting". By using "vision" we maintain a reference to "goal setting".

Suggested change: "Strategy, vision and design"

Table 14: Comments - Strategy and goal setting

G02Q01.SQ006.
methodology
ok
Decision-making

4.1.1.7 CoP evaluation

Suggested change: "Monitoring and evaluation"

Table 15: Comments - CoP evaluation

G02Q01.SQ007.
CoP monitoring and evaluation
resources
ok add tangible outcomes?
Evaluation and evolution, criteria

4.1.1.8 Level of maturity, life-cycle

Suggested change: reorder for easier reading "Life-cycle and level of maturity"

Table 16: Comments - Level of maturity, life-cycle

G02Q01.SQ008.
and long-term sustanibility
ok add sustainability
prefer: expectations and performance

4.1.2   Knowledge and learning

4.1.2.1 Knowledge management (transfer, sharing, …)

All suggestions for the top-level and 2nd-level terms point in the same direction, to emphasize stronger the "mutual" or "social" aspect of knowledge and learning. This could be achieved with adding "mutual learning" to the top level term and keep leave "sharing", "exchange" for the 2nd level terms.

Suggested change: "Knowledge management (sharing, exchange, transfer)"

Table 17: Comments - Knowledge management

G02Q02.SQ001.
collaboration, mutual learning, grow,
ok
It should be clear that all of the terms refer to MUTUAL learning
co-developed too

4.1.2.2 Types of learning (situated, cognitive, …)

Types of learning or learning styles are very varied. Emphasizing the association of social learning with practice - in the context of CoPs - one possible addition could be "experiential" which also would incorporate the repeatedly suggested term "experience".

Suggested change: "Types of learning (situated, cognitive, experiential)"

Table 18: Comments - Types of learning

G02Q02.SQ002.
contextualized, systemtic, prospective
ok
also sharing experience?

4.1.2.3 Types of knowledge (tacit, codified, …)

Suggested change: "Types of knowledge (tacit, codified, strategic)"

Table 19: Comments - Types of knowledge

G02Q02.SQ003.
ok
Types of knowledge (tacit, codified, strategic, …)

4.1.2.4 Knowledge creation (creativity, innovation)

Emphasize the social aspect of creation and innovation by adding "co-creation". This was suggested several times for the top-level terms as well.

Suggested change: "Knowledge co-creation (creativity, innovation)"

Table 20: Comments - Knowledge creation

G02Q02.SQ004.
conflict management, strategic
add passion and responsible?

4.1.2.5 Knowledge preservation (canon, in-group bias)

Remains the same.

Table 21: Comments - Knowledge preservation

G02Q02.SQ005.
ok

4.1.3   Community and collaboration

4.1.3.1 Organizational scope (intra-, inter-)

Remains the same.

Table 22: Comments - Organizational scope

G02Q03.SQ001.
ok

4.1.3.2 Professional and disciplinary scope

"Disciplinary" in this context refers not so much how collaboration across scientific disciplines happens (inter-, cross- or trans-disciplinary)   but simply if there are more or less disciplines involved (1, 2, 3, etc.)

Table 23: Comments - Professional and disciplinary scope

G02Q03.SQ002.
interdisciplinary
ok

4.1.3.3 Geographic scope, spatial reach

Remains the same.

Table 24: Comments - Geographic scope

G02Q03.SQ003.
ok

4.1.3.4 Inter-CoP collaboration (landscape of practice)

"Mutual learning" has been captured in the previous top-level term "Knowledge and mutual learning". "Levels of formality" are captured as a specific 2nd level term under "Governance and management".

Table 25: Comments - Inter-CoP collaboration

G02Q03.SQ004.
mutual learning
ok
levels of formality

4.1.3.5 Social bonds (i.e. trust, engagement, conflict)

Remains the same.

Table 26: Comments - Social bonds

G02Q03.SQ005.
diversity
ok
identities, norms

4.1.3.6 Membership characteristics & processes

Remove "processes" as this is too generic and unclear to what it refers. There is also a slight ambiguity regarding "membership" which refers to the type of membership that is possible in a CoP (e.g. more or less formalized) versus the characteristics of its members (e.g. young professionals). This item refers to the latter, since formal/informal type of membership is covered under "Governance and management".

Suggested change: "Member characteristics"

Table 27: Comments - Membership characteristics

G02Q03.SQ006.
& processes is too broad maybe it needs another category : tools and processes
open to new knowledge, overcome resistances, individualistic positions
slightly unclear to me what this means
Membership characteristics is clear - but I am not sure what processes mean in this context
motivations? commitment?

4.1.3.7 CoP characteristics

Remove this term as it is too generic and mostly captured via many other 2nd level terms. "CoP Age" is covered by the "life-cylce" and "sustainability" terms. A qualifier that is still missing is "CoP size" but it is probably too specific as to constitute a 2nd level entry.

Suggested change: Remove item.

Table 28: Comments - CoP characteristics

G02Q03.SQ007.
interaccion, collaboration, mutual learning, planning and evauation of goals ,
specify more
is not mutualy exclusive to organisational scope, disciplinary scope etc.
It seems a bit like all of the other aspects mentioned here are CoP characteristics, so that might be a bit unclear
This term is a bit unclear - apart from what is already codified below, whare are the characteristics?
identity and shared objectives

4.1.3.8 Medium (virtual, face-to-face)

Suggested change: "Communication channel (virtual, face-to-face)"

Table 29: Comments - Virtual, face-to-face

G02Q03.SQ008.
I would say: communication channels (medium is quite broad)

G02Q03.SQ008.
both
better call in real life

4.1.4 Practice

4.1.4.1 Organizational change

Although CoPs are not restricted to organizational contexts, a large part of the learning but also management literature deals with CoPs in organizations, be it academic institutions, private firms or associations such as NGOs. "Mechanisms to foster change" is too generic since it is not clear if this refers to the CoP internal evolution (e.g. life-cycle) or to the wider environment. "Mediation, conflict" are capture via "Social bonds" term.

Table 30: Comments - organizational change

G02Q04.SQ001.
mediation, conflicts resolutions, planning short and long terms strategies
ok
isn't that too close to content?
mechanisms to foster change

4.1.4.2 Boundary objects

"Boundary spanning objects" refer to a specific type of literature (e.g. used by Grounded Theory approach but also by Actor-Network Theory) and examines how certain material artifacts serve as seeds around which a (diverse) community forms and gets articulated. Without knowing this literature it is hard to understand the term; however, it captures a central role of material and immaterial artifacts in relation to the practice aspect of a community which should be maintained as it also provides bridges to these different types of neighboring publications. Boundary objects can be anything, such as for example a Gender Equality Plan, a certain data monitoring tool.

Table 31: Comments - Boundary objects

G02Q04.SQ002.
better specify
?
This is unclear to me
context?

4.1.4.3 CoP outcomes

This item might be seen to overlap with the "CoP monitoring and evaluation" if outcome is understood along the lines of "output, outcome, impact". Hence it should stress the material or immaterial outcomes produced by a CoP - which then overlaps to a large degree with the "shared repertoire".

Suggested change: remove and merge with the "Shared repertoire (tools, stories, products)"

Table 32: Comments - CoP outcomes

G02Q04.SQ003.
new knowledge and practices, cooperation, new perspectives of crucial topics,
ok
and needs

4.1.4.4 Habit and routines

Practice has been defined as "Shared repertoire of communal resources". It crystallizes experience and shared knowledge. "The repertoire of a community of practice includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice." (Wenger 1998:83)

This 2nd level term captures the behavioral routines and habits of a shared repertoire. It is complemented by the concept/artifact items of shared repertoire (see next paragraph)

Suggested change: "Shared repertoire (behaviors, habits, routines)"

Table 33: Comments - Habits and routines

G02Q04.SQ004.
responsabililty, cooperation , cocreation
not clear for me
roles and rules?

4.1.4.5 Material culture

Practice, understood as shared repertoire, revolves around all types of artifacts (material and immaterial) which can serve as boundary objects to bind a diverse group of people together. Instead of using a very generic and broad term of "culture" or quite specific term such as "boundary object", it is probably clearer to use "shared repertoire" but focus on the second list of elements: "The repertoire of a community of practice includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice." (Wenger 1998, p. 83).

Suggested change: "Shared repertoire (tools, stories, artifacts)"

Table 34: Comments - Material culture

G02Q04.SQ005.
maybe someting related to symbolic or inmaterial culture or outcomes
not clear for me
?
and resources?

4.2   Are there any subordinate terms that are missing?

Consider that these terms should refer to the substantive knowledge issues regarding Communities of Practice.

Table 35: Comments - Missing

G02Q05
no
CoP success factors

Suggested change: "Success factors" has been added as 2nd level term to "Governance and management"

5 Classification of resources

In the third and last section, respondents were asked to tag three resources with terms from the proposed CoP taxonomy. The resources were described briefly by their abstract and could be consulted online. In case respondents felt that any term was missing to adequately capture the content, an open text box was provided.

5.1 Resource 1

Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C., & Wenger-Trayner, B. (Eds.). (2014). Learning in Landscapes of Practice: Boundaries, identity, and knowledgeability in practice-based learning. Abingdon and New York: Routledge.

Figure 5.1: Frequency of classification terms used for resource 1

Comments on selected keywords:

Table 36: Comments on selected taxonomy terms for resource 1

Term	Comment
Professional & disciplinary scope	the design of professional or vocational learning
Social bonds (i.e. trust, engagement, confidence	identity and the experience of practitioners

Additional keywords provided:

Table 37: Comments

G03Q01add
grounded knowledge
no

5.2   Resource 2

Cambridge, D., & Suter, V. (2005). Community of Practice Design Guide: A Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education. EDUCAUSE Learning Initiative (ELI) & Virtual Learning Environment (VLE). https://bit.ly/3lF3LMc
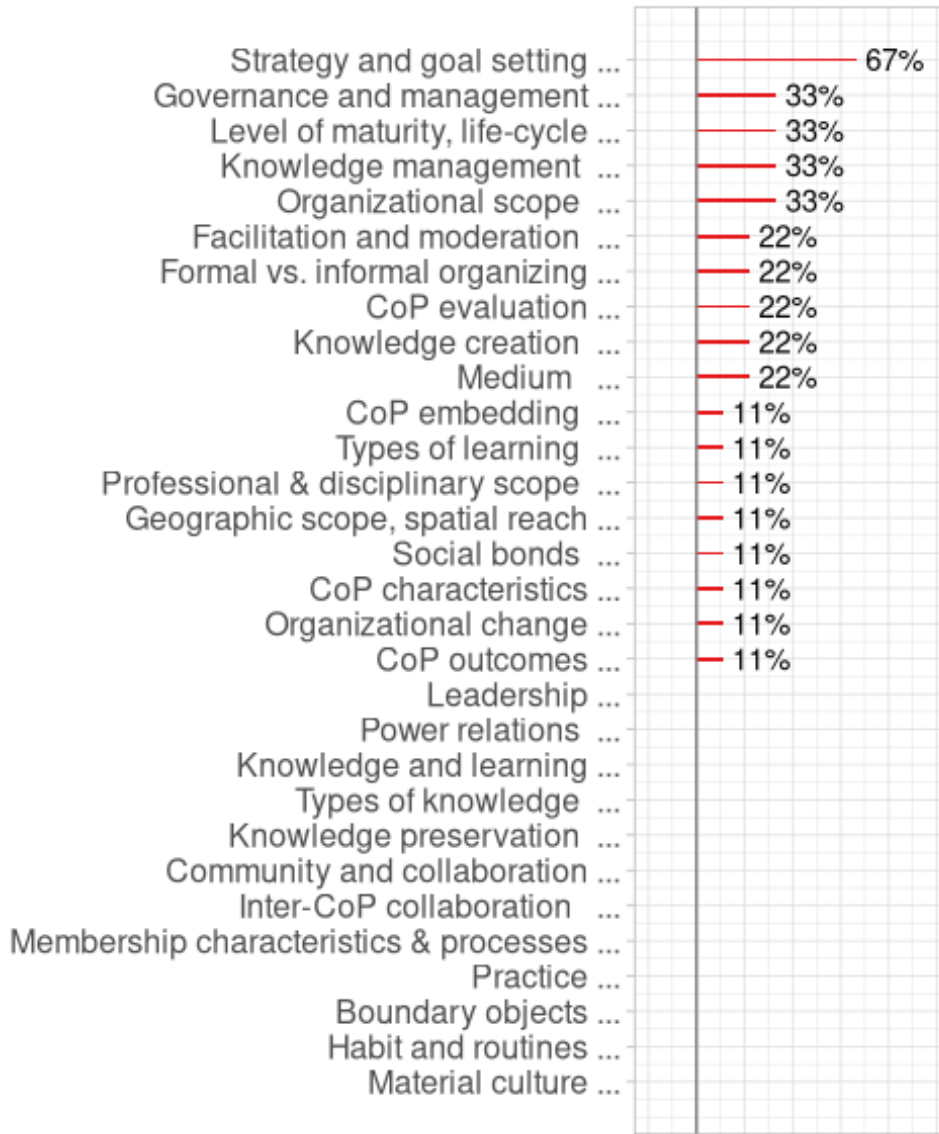

Figure 5.2: Frequency of classification terms used for resource 2

Comments on selected keywords:

Table 38: Comments

Term	Comment
CoP embedding	Stating in which types of organisations the CoP approach has been used
Strategy and goal setting	defining, designing, launching…
Level of maturity, life-cycle	Growing the CoP, launching the CoP…
Medium (virtual, face-to-face)	Works for both types

Additional keywords provided:

Table 39: Comments

G03Q02add
Structure and design
no
CoP design

The references to design have been incorporated into "Strategy and goal setting".

5.3   Resource 3

Cordery, J. L., Cripps, E., Gibson, C. B., Soo, C., Kirkman, B. L., & Mathieu, J. E. (2015). The Operational Impact of Organizational Communities of Practice: A Bayesian Approach to Analyzing Organizational Change. Journal of Management, 41(2), 644–664. https://doi.org/10.1177/0149206314545087
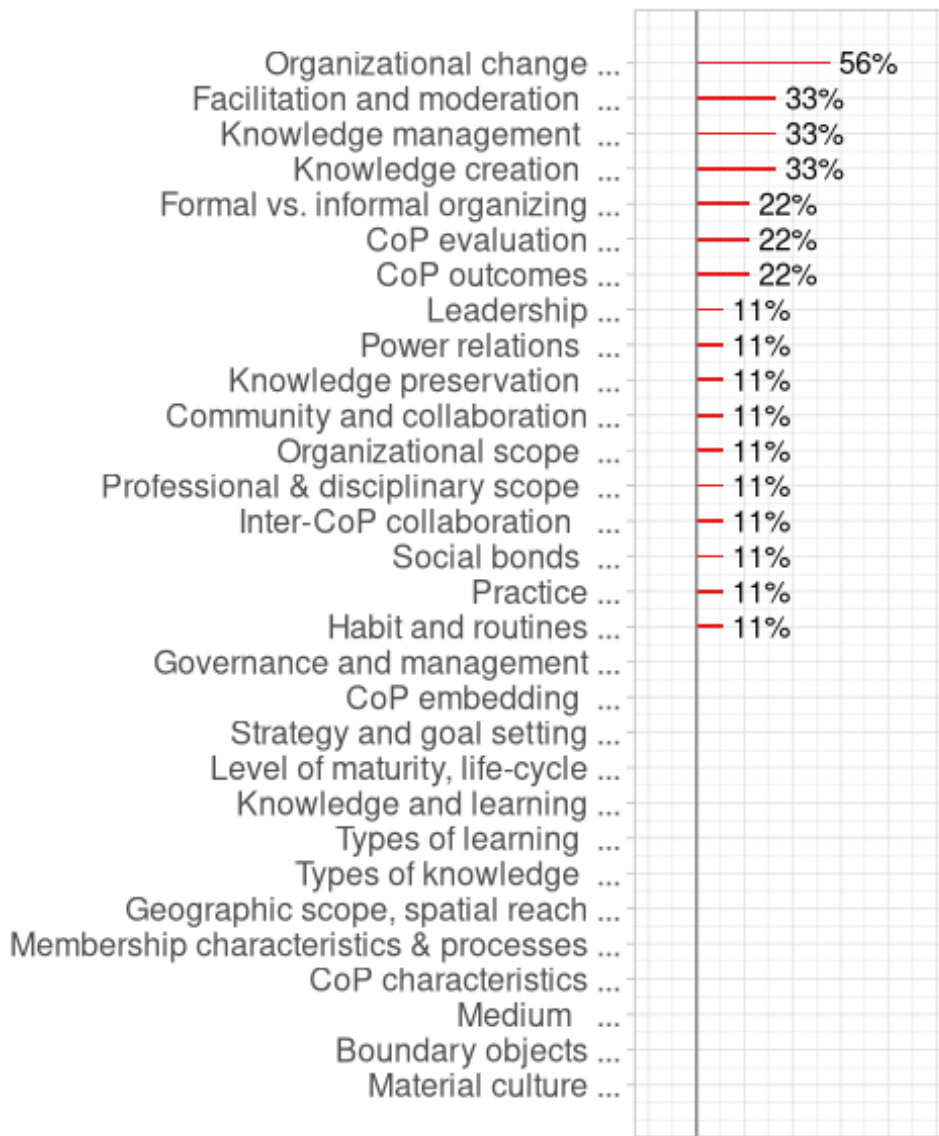
Figure 5.3: Frequency of classification terms used for resource 3

Comments on selected keywords:

Table 40: Comments

Term	Comment
Leadership	If it means how CoPs influence leadership
Facilitation and moderation	CoPs benefit from facilitation

Additional keywords provided:

Table 41: Comments

G03Q03add
Peer learning
no

5.4   Comparison between three resources

It seems that the proposed taxonomy terms discriminate well between the three resources. Selecting the 5 most used terms for each resource, there is little overlap. None of the first three terms overlap while there are some terms starting from the 4th position onwards are used between the resources.

Resource 1	Resource 2	Resource 3
Types of learning	Strategy and goal setting	Organizational change
Professional and disciplinary scope	Governance and management	Facilitation and moderation
CoP embedding	Level of maturity, life-cycle	Knowledge management
Knowledge creation	Knowledge management	Knowledge creation
Facilitation and moderation	Organizational scope	Formal vs. informal organizing

6   Revised Community of Practice Taxonomy

Incorporating the suggested changes of the previous chapters, the revised taxonomy looks like follows:

6.1.   Governance and management

Considering all comments for the top-level and second-level terms suggests the following adjustments:

- to keep the top-level term "Governance and management" since "facilitation" is captured as second level term. "Governance" is a more generic term than "facilitation" or "coordination" - it captures not only those activities but also the tools used or rules established for that purpose, such as for example a "Memorandum of Understanding". An option would be to convert "management" to a related verb such as "steering" in order to avoid the confusion mentioned earlier regarding a collaboration of CoPs with institutional management. However, a large part of the CoP literature can be found in business management journals, hence the term "management" actually reflects this ambiguity in terms of   a) CoPs as a management instrument inside firms and b) the management of a CoP itself.

- second-level missing terms are "sustainability" which is also related to another suggestion to include "success factors". Both could be used as a single new entry "Sustainability and success factors"

Incorporating the other suggested changes for the second-level terms of the previous chapters, the following cluster of terms can be established:

Governance and management

- Facilitation, coordination, leadership
- Power relations
- Context (organizational, political, cultural)
- Formal and informal organizing
- Strategy, vision and design
- Monitoring and evaluation

- Life-cycle and level of maturity
- Sustainability and success factors

6.2. Knowledge and mutual learning

Considering all comments for the top-level and second-level terms suggests the following adjustments:

- Incorporate the social aspect of learning and knowledge more explicitly. This means to change "Knowledge and learning" to "Knowledge and mutual learning" to emphasize the social aspects of learning

- "Knowledge management (sharing, exchange, transfer)" now incorporates "exchange" often used also during the open search terms in relation to experience and knowledge.

- A new term is added given the importance of "identity" aspects to learning. "Identity" has been mentioned several times in the comments. "Identity and learning" is added under this parent term following Wenger (1998) and Wenger-Trayner et al. (2014).

- Another additional term is "Domain." This central term is included as a second-level term into the taxonomy in order to avoid specifying possible sub-divisions (related for example to gender equality, scientific disciplines, etc.).

Knowledge and mutual learning

- Knowledge management (sharing, exchange, transfer)
- Types of learning (situated, cognitive, experiential)
- Types of knowledge (tacit, codified, strategic)
- Knowledge co-creation (creativity, innovation)
- Knowledge preservation (canon, in-group bias)
- Identity and learning
- Domain, shared interest

6.3. Community and collaboration

The top-level term on community and collaboration was the least problematic. Only small changes are introduced in the wording of some second-level items ("Member characteristics" and "Communication channel")

Community and collaboration

- Organizational scope (intra-, inter-)
- Professional and disciplinary scope
- Geographic scope, spatial reach
- Inter-CoP collaboration (landscape of practice)
- Social bonds (trust, engagement, conflict)
- Member characteristics
- Communication channel (virtual, face-to-face)

6.4. Practice

The top-level item on "Practice" was the most problematic, both in terms of a single top-level item and also its corresponding second-level terms. The attempt was made to orient the terms closer to the original meanings used by the CoP literature and sub-divide "Shared repertoire" into its behavioral component on the one hand and its conceptual/tools component on the other.

One further suggestion would be to incorporate "Resistance" which relates to the experience of "organizational change" but also to the behavioral aspects of "shared repertoire". In the practice based approach to knowledge, "resistance" also refers to the "mangle of practice" which precisely is apparent through the materiality of the world becomes apparent when intentional actions break down, encounter resistance, obstacles, and become problematic (Pickering 1995).

Practice

- Organizational change
- Boundary objects
- Shared repertoire (behaviors, habits, routines)
- Shared repertoire (tools, stories, products)
- Resistance

7 References

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Wenger-Trayner, Etienne, Mark Fenton-O'Creevy, Steven Hutchinson, Chris Kubiak, and Beverly Wenger-Trayner, eds. 2014. Learning in Landscapes of Practice: Boundaries, Identity, and Knowledgeability in Practice-Based Learning. Abingdon and New York: Routledge.

ACT - Community of Practice Taxonomy

This survey presents a draft taxonomy to classify resources on Communities of Practice. It tries to cover the substantial subject areas that are specific to CoPs. This draft taxonomy has 2 levels: 4 top-level terms and 26 subordinate terms. Terms need to be mutually exclusive and clear.

The questionnaire contains three exercises to assess if the proposed terms are sufficiently precise and cover the main themes related to Communities of Practice. To answer this questionnaire will take approx. 10 minutes.

The revised taxonomy will be made available on GenPORT as a static taxonomy when uploading new resources related to Communities of Practice.

There are 16 questions in this survey.

Getting started

How familiar are your with the concept of Community of Practice?

❶ Choose one of the following answers
Please choose only one of the following:

◯ I don't know what a Community of Practice is

◯ I have some basic notions of what a Community of Practice is

◯ I have a solid understanding of the main conceptual issues involved in the literature on Communities of Practice

Have you ever participated in a Community of Practice? If yes, in what role?

❶ Check all that apply
Please choose all that apply:

☐ CoP member

☐ Facilitator

☐ Leader

☐ Other:

Please provide up to 5 search terms that you hypothetically would use to discover resources on Communities of Practice in general.

Top-level terms

Please take a look at these top-level terms, all of which refer to Communities of Practice in a broad sense. These terms should be mutually exclusive and clear in their meaning.

Top-level terms should capture broad but substantial ideas about Communities of Practice. Each term hosts subordinate terms which will be presented in the next section. Considering this basic level, do you think that any term is unclear or should be more precise? Please comment on each specific term with concrete suggestions or alternatives.

Which top-level terms are missing? When thinking about additional top-level terms, consider that each top-level term should contain 5 or more subordinate terms.

Note that "Domain" is not included as top-level term since subject areas are very diverse and specific. Classifying the area of joint interest of CoPs requires additional, dedicated taxonomies such as for example scientific disciplines or the subject areas related to gender equality.

Is there any major subject area specific to Communities of Practice that is not covered by one of these 4 listed top-level terms?

Please write your answer here:

2nd level terms

For each top-level term of the Communities of Practice taxonomy there is a sub-set of corresponding secondary items. Please take a look at the following list of secondary terms. These should be clear and mutually exclusive. You can provide comments to each term.

Governance and management

Knowledge and learning

Community and collaboration

Practice

Are there any subordinate terms that are missing?

Consider that these terms should refer to the substantive knowledge issues regarding Communities of Practice.

Please note that this taxonomy of CoP terms needs to be complemented with other taxonomies that cover for example the type of resource (e.g. journal article, best practice example, toolkit, guidance, manual, policy recommendations, etc.), related subject areas (e.g. domain such as gender & science), or sector (e.g. governmental, NGO, etc.). Terms should be specific and exclusive to the knowledge field of Communities of Practice.

Please write your answer here:

Classification of resources

In the following section we ask you to tag three resources with terms from the proposed CoP taxonomy. The resources are described briefly by their abstract and can be consulted online. If you consider that any term is missing to adequately capture the content, there is a free text field at the end of each question.

Please select up to four keywords from the provided list for the following resource.

Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C., & Wenger-Trayner, B. (Eds.). (2014). Learning in Landscapes of Practice: Boundaries, identity, and knowledgeability in practice-based learning. Abingdon and New York: Routledge.

"If the body of knowledge of a profession is a living landscape of practice, then our personal experience of learning can be thought of as a journey through this landscape. Within Learning in Landscapes of Practice, this metaphor is further developed in order to start an important conversation about the nature of practice knowledge, identity and the experience of practitioners and their learning. In doing so, this book is a pioneering and timely exploration of the future of professional development and higher education. The book combines a strong theoretical perspective grounded in social learning theories with stories from a broad range of contributors who occupy different locations in their own landscapes of practice. These narratives locate the book within different contemporary concerns such as social media, multi-agency, multi-disciplinary and multi-national partnerships, and the integration of academic study and workplace practice. Both scholarly, in the sense that it builds on prior research to extend and locate the concept of landscapes of practice, and practical because of the way in which it draws on multiple voices from different landscapes. Learning in Landscapes of Practice will be of particular relevance to people concerned with the design of professional or vocational learning. It will also be a valuable resource for students engaged in higher education courses with work-based elements."

❶ Comment your answers.

❶ Please select from 1 to 4 answers.

Please choose all that apply and provide a comment:

☐ Habit and routines

- [ ] CoP outcomes

- [ ] Boundary objects

- [ ] Organizational change

- [ ] Practice

- [ ] Medium (virtual, face-to-face)

- [ ] CoP characteristics

- [ ] Membership characteristics & processes

- [ ] Social bonds (i.e. trust, engagement, conflict)

- [ ] Inter-CoP collaboration (landscape of practice)

- [ ] Geographic scope, spatial reach

- [ ] Professional & disciplinary scope

- [ ] Organizational scope (intra-, inter-)

- [ ] Community and collaboration

- [ ] Knowledge preservation (canon, in-group bias)

☐ Knowledge creation (creativity, innovation)

☐ Types of knowledge (tacit, codified, ...)

☐ Types of learning (situated, cognitive, ...)

☐ Knowledge management (transfer, sharing, ...)

☐ Knowledge and learning

☐ Level of maturity, life-cycle

☐ CoP evaluation

☐ Strategy and goal setting

☐ Formal vs. informal organizing

☐ Material culture

☐ CoP embedding (organizational-, regional-, cultural context)

☐ Power relations

☐ Facilitation and moderation

☐ Leadership

☐ Governance and management

You can comment on the selected terms if needed to indicate doubts or alternative terms.

Any additional keywords for the above resource?

Please write your answer here:

Please select up to four keywords from the provided list for the following resource.

Cambridge, D., & Suter, V. (2005). Community of Practice Design Guide: A Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education. EDUCAUSE Learning Initiative (ELI) & Virtual Learning Environment (VLE). https://bit.ly/3lF3LMc

Abstract

This guide provides a practical approach to creating communities of practice (CoPs) based on experiences working with corporations, nonprofits, associations, government organizations, and educational institutions. It provides a structure to help clarify the most important design elements that go into defining, designing, launching, and growing CoPs both online and face-to-face.

❶ Comment your answers.
❶ Please select from 1 to 4 answers.
Please choose all that apply and provide a comment:

☐ Governance and management

☐ Leadership

☐ Facilitation and moderation

☐ Power relations

☐ CoP embedding (organizational-, regional-, cultural context)

☐ Formal vs. informal organizing

☐ Strategy and goal setting

- [ ] CoP evaluation
- [ ] Level of maturity, life-cycle
- [ ] Knowledge and learning
- [ ] Knowledge management (transfer, sharing, ...)
- [ ] Types of learning (situated, cognitive, ...)
- [ ] Types of knowledge (tacit, codified, ...)
- [ ] Knowledge creation (creativity, innovation)
- [ ] Knowledge preservation (canon, in-group bias)
- [ ] Community and collaboration
- [ ] Organizational scope (intra-, inter-)
- [ ] Professional & disciplinary scope
- [ ] Geographic scope, spatial reach
- [ ] Inter-CoP collaboration (landscape of practice)
- [ ] Social bonds (i.e. trust, engagement, conflict)

- ☐ Membership characteristics & processes

- ☐ CoP characteristics

- ☐ Medium (virtual, face-to-face)

- ☐ Practice

- ☐ Organizational change

- ☐ Boundary objects

- ☐ CoP outcomes

- ☐ Habit and routines

- ☐ Material culture

Any additional keywords for the above resource?

Please write your answer here:

Please select up to four keywords to tag the following resource:

Cordery, J. L., Cripps, E., Gibson, C. B., Soo, C., Kirkman, B. L., & Mathieu, J. E. (2015). The Operational Impact of Organizational Communities of Practice: A Bayesian Approach to Analyzing Organizational Change. Journal of Management, 41(2), 644–664. https://doi.org/10.1177/0149206314545087

Abstract

Organizations are increasingly making use of communities of practice (CoPs) as a way of leveraging the dispersed knowledge and expertise of their employees. One important way in which CoPs are predicted to benefit organizations is by facilitating the transfer of best practices. In this study, we examined the impact of the introduction of global CoPs on changes made to operational procedures in three refineries operated by a multinational company over a period of more than 5 years. We used a Bayesian change point detection model to assess the probability that changes in the rate of adoption of new and revised operational procedures occurred following the introduction of CoPs. The results confirmed our predictions, providing support for the idea that CoPs benefit organizations by contributing to the development of better operational routines and demonstrating the utility of Bayesian techniques for assessing the impact of complex organizational change.

❶ Comment your answers.
❶ Please select from 1 to 4 answers.
Please choose all that apply and provide a comment:

☐ Leadership

☐ Facilitation and moderation

- [ ] Power relations

- [ ] CoP embedding (organizational-, regional-, cultural context)

- [ ] Formal vs. informal organizing

- [ ] Strategy and goal setting

- [ ] CoP evaluation

- [ ] Level of maturity, life-cycle

- [ ] Knowledge and learning

- [ ] Knowledge management (transfer, sharing, ...)

- [ ] Types of learning (situated, cognitive, ...)

- [ ] Types of knowledge (tacit, codified, ...)

- [ ] Knowledge creation (creativity, innovation)

- [ ] Knowledge preservation (canon, in-group bias)

- [ ] Community and collaboration

- [ ] Organizational scope (intra-, inter-)

☐ Professional & disciplinary scope

☐ Geographic scope, spatial reach

☐ Inter-CoP collaboration (landscape of practice)

☐ Social bonds (i.e. trust, engagement, conflict)

☐ Membership characteristics & processes

☐ Governance and management

☐ CoP characteristics

☐ Medium (virtual, face-to-face)

☐ Practice

☐ Organizational change

☐ Boundary objects

☐ CoP outcomes

☐ Habit and routines

☐ Material culture

Any additional keywords for the above resource?

Please write your answer here:

Thank you for feedback!

Submit your survey.
Thank you for completing this survey.