PRE-FORUM WORKSHOP: Communities of Practice

Workshop Leaders:
June Kaminski & Amandah Hoogbruin

FRIDAY FEBRUARY 4, 2011, 1300 - 1600

Xi Eta Chapter of the Sigma Theta Tau International Honour Society of Nursing
16th Annual ETHEL JOHNS RESEARCH FORUM
ST PAUL’S HOSPITAL, VANCOUVER, BC
Overview of Workshop

1. Overview of CoPs Presentation with Showcase of Virtual CoPs
2. Planning a CoP Group Exercise
3. Sharing and Brainstorming
4. Q and A - Reflections
5. Summary
Presentation Summary

- Overview of CoPs
- Benefits of CoPs
- Process of developing CoPs
- Challenges of facilitating CoPs
- Showcase
- Introduce CoP Planning Exercise
- Conclusion
OVERVIEW of Communities of Practice
Overview

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

The term is new, but the practice is not.

**Example**: Groups of artists met in studios, cafes, homes to discuss and share techniques, theory, their work e.g. the Pre-Raphaelite Brotherhood (1848 – 1860) and the Impressionist Group (1870-1882).

Impressionist Painters

Over time, 15 well known painters became known as the “Impressionist Group” (Paris) who met to work on these goals:

- to take on and develop the Realism of Courbet and other painters of Barbizon who practiced outdoor painting, applying specific research about light and color effects.

- to paint and develop new themes in art that related to unique aspects of modern life (dawn of the 20th century).

- to work out a new style of vision and a pictorial representation to better account for movement and permanent changes of their era.

The group organized 8 large exhibitions and developed a style together, yet each also developed their own unique style within the Impressionist and other genres (e.g. Post Impressionist).
Key Impressionist Painters

- Camille Pissarro
- Claude Monet
- Armand Guillaumin
- Paul Cézanne
- Pierre-Auguste Renoir
- Vincent Van Gogh
Camille Pissarro (1830 – 1903) “Dean of the Impressionists”
Claude Monet (1840 – 1926) - most constant Impressionist
The term Impressionism is derived from the title of his painting Impression, Sunrise (Impression, soleil levant).
Armand Guillaumin (1841 – 1927)

Did not gain the same fame as the rest, but deeply influenced the Group itself.
Paul Cézanne (1839 – 1906) also Post Impressionist
Pierre-Auguste Renoir (1841 – 1919)

He and Monet discovered that the color of shadows is not brown or black, but the reflected color of the objects surrounding them, an effect today known as diffuse reflection.
Vincent Willem van Gogh (1853 – 1890) moved to Post-Impressionism, influenced many modern painters.
Characteristics

**DOMAIN** – A CoP has an identity defined by a shared domain of interest, e.g. Art or Nursing.

**COMMUNITY** – CoP members meet to share expertise, engage in discussion and activities, help each other, develop, brainstorm, build ties, interact and learn together.

**PRACTICE** – CoP members are practitioners. They develop a shared repertoire of resources, experiences, stories, tools: a shared practice.  

2. Wenger, Etienne. *Communities of Practice: A brief introduction.*
Jean Lave & Etienne Wenger

Looked at
Apprenticeship
Learning
Networks
formed are
CoPs =
Dynamic &
Learning for all
CoPs are applied in a variety of areas:

- Organizations
- Education
- Associations
- Foundations
- Practitioner groups
- Research groups
- Scholarly groups
- Internet community

**EXAMPLES**

- Healthcare, Corporate
- Universities, Districts
- Peer to Peer Networks
- Non profit groups
- Specialty experts
- Project or methodology
- Theorists, Developers
- Grassroots, local to international
A Snapshot Comparison

Communities of Practice, formal Work groups, teams, and informal networks are useful in complementary ways. Below is a summary of their characteristics.

<table>
<thead>
<tr>
<th></th>
<th>What's the purpose?</th>
<th>Who belongs?</th>
<th>What holds it together?</th>
<th>How long does it last?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community of practice</td>
<td>To develop members’ capabilities; to build and exchange knowledge</td>
<td>Members who select themselves</td>
<td>Passion, commitment, and identification with the group’s expertise</td>
<td>As long as there is an interest in maintaining the group</td>
</tr>
<tr>
<td>Formal work group</td>
<td>To deliver a product or service</td>
<td>Everyone who reports to the group’s manager</td>
<td>Job requirements and common goals</td>
<td>Until the next reorganization</td>
</tr>
<tr>
<td>Project team</td>
<td>To accomplish a task</td>
<td>Employees assigned by senior management</td>
<td>The project's milestones and goals</td>
<td>Until the project has been completed</td>
</tr>
<tr>
<td>Informal network</td>
<td>To collect and pass on business information</td>
<td>Friends and business acquaintances</td>
<td>Mutual needs</td>
<td>As long as people have a reason to connect</td>
</tr>
</tbody>
</table>

3. Wenger, Etienne & Snyder, William (2000). **Communities of Practice: The Organizational Frontier**
Learning in a CoP

Four steps of knowledge creation:

- **Socialization** - members identify and generate tacit knowledge.
- **Externalization** - members convert tacit knowledge into explicit understandings.
- **Combination** - members integrate explicit knowledge with each other to generate new explicit understandings.
- **Internalization** - individual members incorporate new understandings into tacitly held knowledge.

## Knowledge Exchange

<table>
<thead>
<tr>
<th>TACIT KNOWLEDGE</th>
<th>EXPLICIT KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;We know more than we can tell&quot;</td>
<td>Codified in mediums i.e. books, videos, web</td>
</tr>
<tr>
<td>Embodied expertise</td>
<td>Can be shared &amp; gained through writing, reading but requires the application of tacit knowledge to really learn how to use explicit knowledge in practice.</td>
</tr>
<tr>
<td>Deep understanding of the complexities of a domain, context</td>
<td></td>
</tr>
<tr>
<td>Interaction &amp; informal learning needed to share with others</td>
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</tr>
</tbody>
</table>
Learning in a CoP

BENEFITS

of Communities of Practice
SYNERGY!
BENEFITS OF COMMUNITIES OF PRACTICE

UNITES DIVERSE EXPERTISE

NOVICE

EXPERT

SITUATED LEARNING

COLLABORATIVE KNOWLEDGE

SUPPORTIVE ENGAGEMENT

CONNECTION “COMMON GROUND”

DYNAMIC FLUID EVOLUTION
Benefits to Organizations

- Valuable medium for developing and sharing specialist knowledge.
- Helps to avoid ‘reinventing the wheel’.
- Cuts across departmental boundaries and formal reporting lines.
- Can be more flexible than traditional organizational units.
- Generates new knowledge in response to need, problems and opportunities.
- Provides early warnings of potential opportunities and threats.
- Can be vehicles for cultural change (creating a knowledge sharing culture).
- Are usually (and ideally) self-organizing and organic.
Benefits to Members

- Access to expert help to expand horizons, gain knowledge and seek help in addressing professional or domain challenges.
- Members develop more awareness and confidence in their own personal knowledge.
- Provides a non-threatening venue to explore and test ideas or validate courses of action.
- Fosters a greater sense of professional commitment and enhances members’ professional reputations.
Promote Productive Inquiry

“CoPs exist to find answers to questions that are situated in practice. Members have a high degree of “need to know” and have found that by asking questions within the community, the responses are situated in experience and directly related to the realities of work.”

Process

of developing
Communities of Practice
Development Principles

- Design for evolution.
- Open a dialogue between inside and outside perspectives.
- Invite different levels of participation.
- Develop both public and private community spaces.
- Focus on value.
- Combine familiarity and excitement.
- Create a rhythm for the community.

Success Factors

- Respected CoP champion(s) with vision
- Member commitment
- Genuine interest in domain subject area
- Good professional relationships
- Network building activities
- Regular communication
- Sustained support, e.g. technology
Community Key Roles

• Self Organising CoPs
  – Champion
  – Expert/Thought Leader
  – Networker
  – Communicator
  – Administrator
Leadership Types in Communities

- The *inspirational* leadership provided by thought leaders and recognized experts
- The *day-to-day* leadership provided by those who organize activities
- The *classificatory* leadership provided by those who collect and organize information in order to document practices
- The *interpersonal* leadership provided by those who weave the community's social fabric
- The *boundary* leadership provided by those who connect the community to other communities
- The *institutional* leadership provided by those who maintain links with other organizational constituencies, in particular the official hierarchy
- The *cutting-edge* leadership provided by those who shepherd "out-of-the-box" initiatives.10

Challenges

of facilitating
Communities of Practice
Technology Challenges

1. Understand your Community
   - technology savvy
   - technology tolerance
   - technology factors/constraints
   - diversity of members
   - member access to technology
   - technology inventory
Technology Challenges

2. Provide Technology

- assess resources and constraints
- who will serve as technology steward?
- technology acquisition assessment
- investment and installation factors
- select acquisition strategy
- orientation strategy for members
Acquisition Strategies

1. Use what you have e.g. email, phone, F to F
2. Use free platforms e.g. Oxwall, Wikispaces
3. Build on an enterprise platform e.g. MS Sharepoint, Lotus Connections
4. Use a community platform e.g. Ning, Facebook
5. Build your own
6. Use open source software e.g. Drupal, Moodle, Joomla, Socialengine
7. Patch pieces together

KEY FACTORS
MONEY!
KNOW HOW!
NEEDS!
SUPPORT!
Interpersonal Challenges

• **POWER** – ideally, all are seen as equals
• **COMFORT** – all need to feel accepted as they are: personality, expertise, talents
• **SUPPORT** – diverse needs, e.g. access, technology, learning styles, language
• **COMMITMENT** – may vary, maintaining
• **VOICE** – diverse styles- quiet, extrovert
• **TRUST** – respect, privacy, ownership
Meeting Challenges

Management Challenge
• 1. Focus on topics important to the business and community members.
• 2. Find a well-respected community member to coordinate the community.
• 3. Make sure people have time and encouragement to participate.
• 4. Build on the core values of the organization.

Community Challenge
• 5. Get key thought leaders involved.
• 6. Build personal relationships among community members.
• 7. Develop an active passionate core group.
• 8. Create forums for thinking together as well as systems for sharing information.

Technical Challenge
• 9. Make it easy to contribute and access the community’s knowledge and practices.

Personal Challenge
• 10. Create real dialogue about cutting edge issues.

SHOWCASE of Community of Practices
CNIA

Members Only Community, open to all CNIA member

(any Canadian nurse can join group)

Software: Drupal
Also use:
WordPress
Moodle
CNHE Member Portal open to all CNHE members (any Canadian nurse can join group)

Software: Drupal
Also use: WordPress

Advocacy

Most Canadians are aware of the rising importance of the environment, ecology, global warming and climate change, species extinction, air and water quality, and many other environmental health issues. Canadian nurses can be key advocates in promoting a healthier, purer Canadian environment, and in the process, a healthier Canadian population. This section provides a space for us to address the critical issues that face us all.

Bill C-311 Climate Change Act

Despite being passed by a majority of the members of the House of Commons, the Senate shocked Canadians on Nov 16th and defeated Bill C-311, the Climate Change Accountability Act. This is the only time in the past 70 years that the appointed Senate has defeated a bill passed by the elected House of Commons without allowing for full consideration or debate. This is the only time in the past 70 years that the appointed Senate has defeated a bill passed by the elected House of Commons without allowing for full consideration or debate.

From our Executive Board

The Board wishes all of our current and future members a very HAPPY HOLIDAYS.

How to Get Involved

There are several benefits in joining the CNHE/IISE Group. An especially important one is that you gain access to a network of environmental health professionals interested in advancing evidence-based environmental health principles as national standards of nursing practice, education, research and policy.

Another key benefit is that you will gain access to our "Members Only" Portal and privileges. You also save fees for our Conferences including travel and room costs.
KWANTLEN
BSN FACULTY
COMMUNITY
(open to all BSN Faculty)

Software:
Drupal
Also use: Moodle
INSPIRE.NET
Professional Network
MSFHR funded

(BC nurses can apply to join)

Software: Custom

Welcome to InspireNet.ca!
Welcome message

We are a network of researchers, practitioners, policymakers, educators and students working together to improve nursing health services. To explore this website, use the navigation links on the left hand side and the Search tool. Join InspireNet to keep up to date on fresh web content and to join the discussion and Action Teams.

Connecting People, Ideas and Solutions.

New feature! What's new on InspireNet's Blog?

This month InspireNet launches its blog with a post from our co-leaders entitled "So... How Do I Get Involved in Research?" The post concludes with the following questions - we look forward to your comments:

- Are you interested in using your network for nursing knowledge exchange?
- Where are you on the research pathway?
- In what ways would you like to connect with others to share knowledge about nursing health services?

Details: Read the InspireNet Blog »

New feature! What's new on InspireNet's Discussion Forum?

Nurse Empowerment Tools
NurseONE

(Open to any C.N.A. member)

Software: Custom
GANM

Global Alliance for Nursing and Midwifery

(Any specialty related nurse can join)

Software: Custom

Also use extensive Email communication

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Working Together For Health Knowledge Exchange

Are you working with countries engaged in planning and implementing programmes to improve health?

Are you concerned about how we can improve the quality of health care through effective professional development in nursing and midwifery?

GANM offers you the opportunity to join Communities of Practice dedicated to:

Sharing
- knowledge, expertise and practical experience that build the capacity of nurses and midwives to improve health

Accessing
- coherent information on what works and what doesn’t
- discussions with experts and individuals from different countries
- clear definitions of terminology, concepts and policy directives
- evidence-based tools, materials and strategies

Creating
- opportunities to share new knowledge, experience and lessons learned with local and international colleagues
- forums to ask questions, discuss issues, share opinions and work together to use our collective knowledge and experience to improve and scale up effective practices

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New Sub-Communities of Practice Begin

Please join your colleagues from around the globe in these forming communities as we dialog and share our knowledge and experience.

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Join your colleagues around the globe by registering now!

This is your opportunity to share your views, experience, expertise, lessons learned on issues that affect you and your work.
**First Nations Pedagogy Community**

(open to any one involved in Aboriginal learning)

**Software:**

Drupal

Joomla

Moodle

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**Tanshi**

The Aboriginal peoples of this Earth had their own systems of formal education prior to Colonization - systems which were highly successful. Self-Governance in education requires the development and implementation of sustainable educational systems under the full control and jurisdiction of aboriginal people based on the recognition of inherent hereditary and treaty rights, and under International law. To make Self-Governance in Education a reality, several processes need to be put into place, including sustainable funding, the preparation of aboriginal educational leaders, and the development of educational systems that meet the needs of each community.

This site is the culmination of a project funded by BC Campus that allowed two education experts, Sylvia Currie and June Kaminski, representing Nicola Valley Institute of Technology and Kwantlen Polytechnic University to create an online resource that builds on research, consultation, and community-based activities. This site provides best practices and support for online learning initiatives that are intended for aboriginal students, elders, educators, curriculum developers, and educational leaders.
BC LITERACY FORUM

(Open to all)

Software:
Online NING Community ware
BC Campus

SCOPE Community

(open to all)

Software: Moodle
NIHI
National Institutes of Health Informatics
(open to health professionals)
SOFTWARE: Custom
COLLABORATIVE BOOK AUTHOR GROUP
(Open to academics)
Software:
Wikispaces
Facebook
Email
MS Office
CANADA HEALTH INFOWAY

KnowledgeWay
And
Standards Collaborative
Support Peer to Peer Networks
(Open to health professionals)

Software: Custom
STTI

The Circle

(Open to all STTI members)

Software: Custom
Introduction:

Community of Practice
Group Planning Exercise
CoP Lifecycle Phases

1. Inquire Phase

Identify the Audience, Purpose, Goals, and Vision for the Community
2. Design Phase

Define the activities, technologies, group processes, and roles that will support the community goals.
3. Prototype Phase

- Pilot the community with a select group
4. Launch Phase

Present community to larger audience

- RECRUIT NEW MEMBERS
- COMMUNICATION PLAN
- ORIENTATION
- ESTABLISH CHARTER

Charter
- Mission
- Vision
- Goals
- Member Norms
- Agreements
5. Grow Phase

Collaborative learning and knowledge building activities, develop relationships
6. Sustain Phase

Cultivate, evaluate, redirect growth to inform future growth

- Support Infrastructure
- Build Presence
- Promote Evolution
- Sharing of Knowledge
CONCLUSIONS
CoP are valuable to Nursing

- Grounded in Individual Expertise, coupled with Group Dynamics
- Promote synergy and sharing
- Support momentum, taps each person’s knowledge and abilities as equals
- Provides a milieu for sharing and growth of explicit and tacit knowledge
- Supports innovation, synthesis, genius
“I didn't become an impressionist. As long as I can remember I always have been one.”

– Claude Monet
“Personally I would like to have pupils, a studio, pass on my love to them, work with them, without teaching them anything…

…A convent, a monastery, a phalanstery of painting where one could train together… …but no programme, no instruction in painting… …drawing is still alright, it doesn’t count, but painting – the way to learn is to look at the masters, above all at nature, and to watch other people painting..”

- Paul Cezanne
One last thought…..

“Healthy communities mature into “influence structures” or active teams of peers who demand or are asked to take on influential roles in their organizations. These teams set short- and long-term goals, establish formal roles and structures, and assume vital organizational tasks.”

– Richard McDermott