

Thinking together:

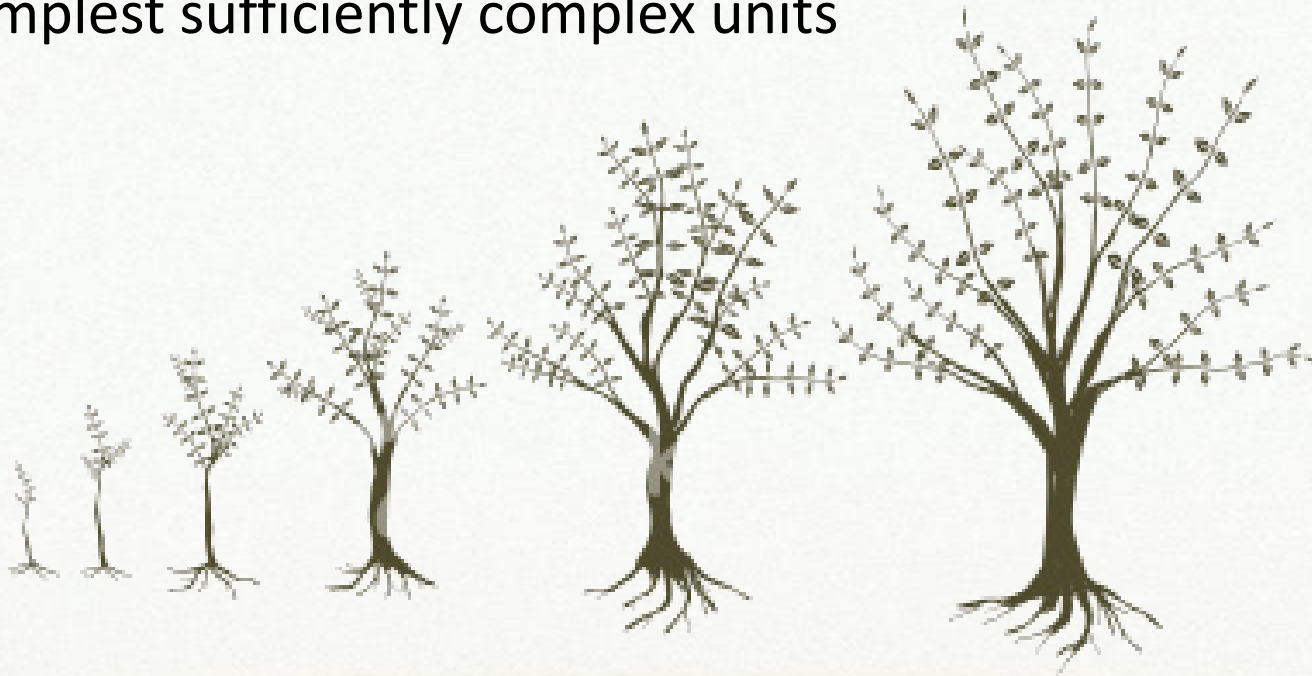
Making Communities of Practice work

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How to make CoPs work (better)?

- Learning as a formation of a person
- A way of thinking about organisations
- The simplest sufficiently complex units



The empirical research in NHS Scotland

The methodological approach

- In depth semi-structured interviews across Scotland
- Making sense of rich material using causal mapping

Bringing dementia professionals out of isolation

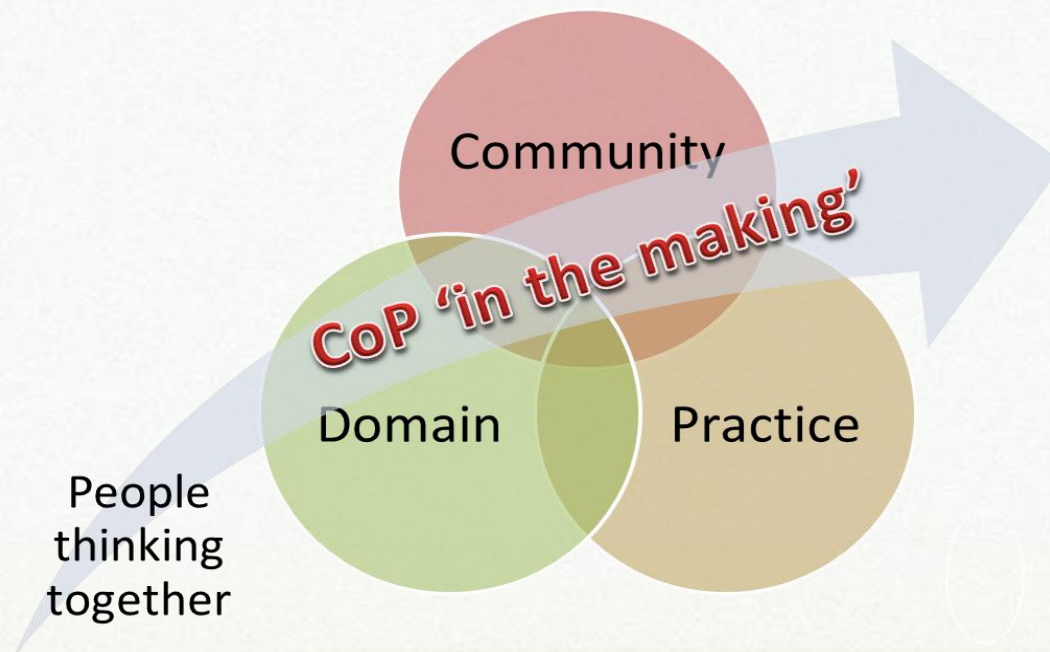
- Building a national forum for talking about dementia
- How to foster mutual engagement?

Socially learning about sepsis

- The Outreach Team
- The emergence of a hospital-based shared practice

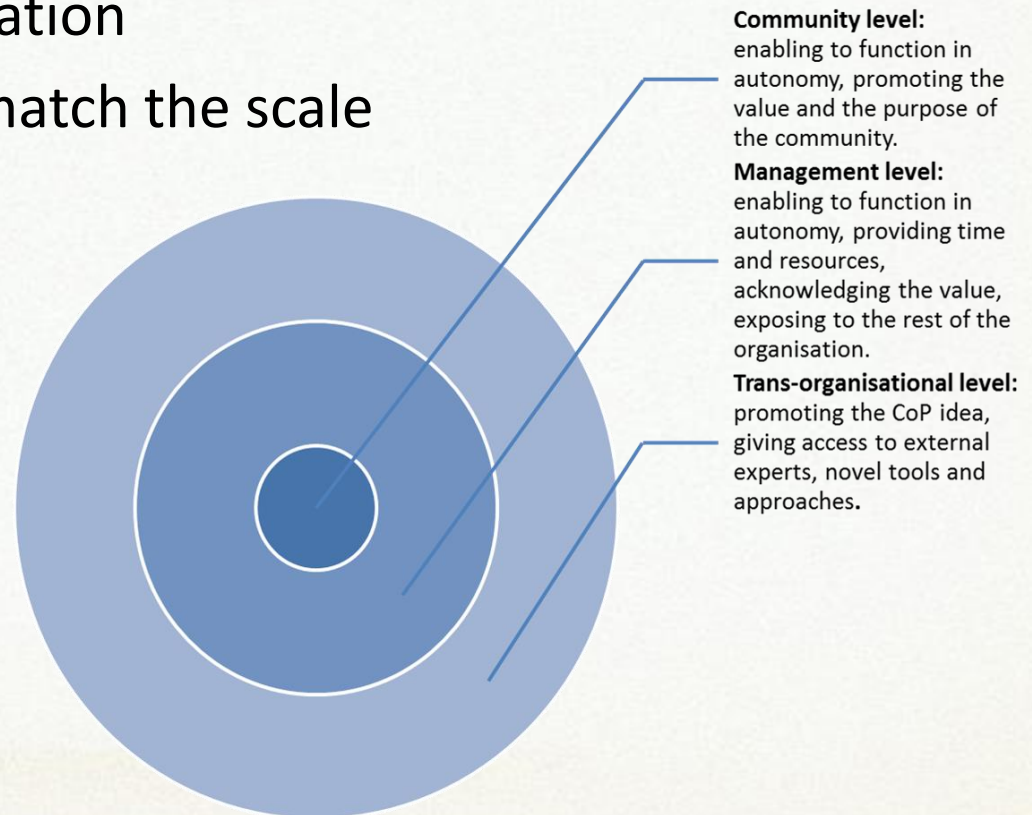
The role of thinking together

1. The process which brings CoPs to life
2. The nature of the core group in CoPs
3. Seeing CoPs' structural elements as constantly changing



To develop CoPs

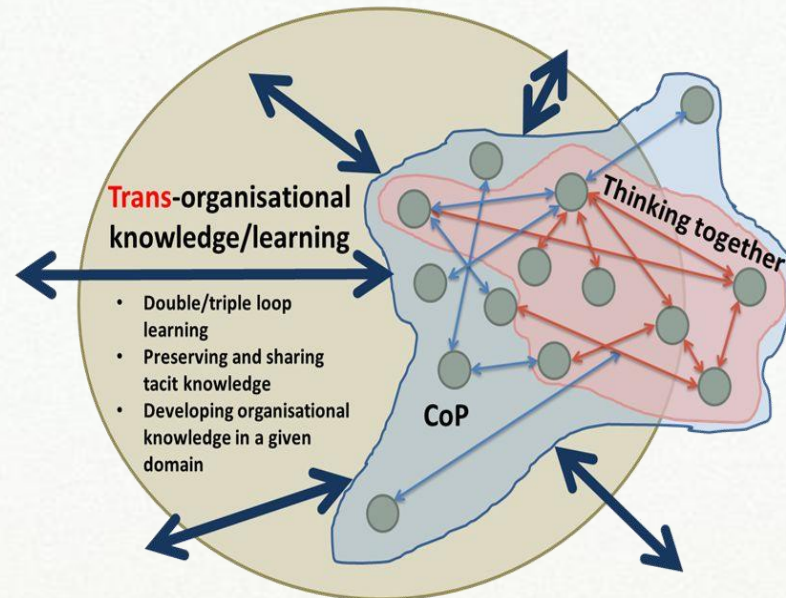
4. Potentially expensive endeavour
5. Do not impose a particular format (e.g. discussion groups)
6. Requires triple-legitimisation
7. The resources need to match the scale



The scope of CoPs

8. Taking a holistic view on regular thinking together
9. The importance of 'the community'
10. Developing trans-organisational knowledge

Legend
Small circles: the employees in each of whom resides their own, inseparable, personal knowledge.
Red double arrows: thinking together in the core of a community of practice. Pink fuzzy area: the boundary of the core group of a community of practice.
Blue double arrows: less intensive learning interactions than thinking together (e.g. casual exchange of facts). Blue fuzzy area: the knowledge-based boundary of a community of practice.
Large dark blue double arrows: trans-organisational learning as sharing tacit knowledge in social practices.
Large circle: organisational context for community of practice.



Thank you for listening!