

Communities of Practice Come of Age: Combining Insight & Experience

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For Articles, Please ask speaker

AOKM Conference
28 October 2008

Sources

- ❑ Warwick University – Knowledge & Innovation Network
 - ❑ Factors that determine community impact on performance
 - ❑ Phase 1: 1500 participants, 11 orgs, 10 industries
 - ❑ Phase 2: Open

- ❑ Henley Business School
 - ❑ Phase 1: Qualitative study: Approaches to Developing & Retaining Expertise
 - ❑ Phase 2: Thinking Tools

- ❑ Cognitive science
 - ❑ Research on expertise & expertise development in arts, sports, games & professions

Study Findings

1. Matters to the organization

- Real business issues, collective learning, full cycle

2. Connected to the organization

- Governance & expectations, useful knowledge to operations

3. Resourced

- Leader time, face to face events

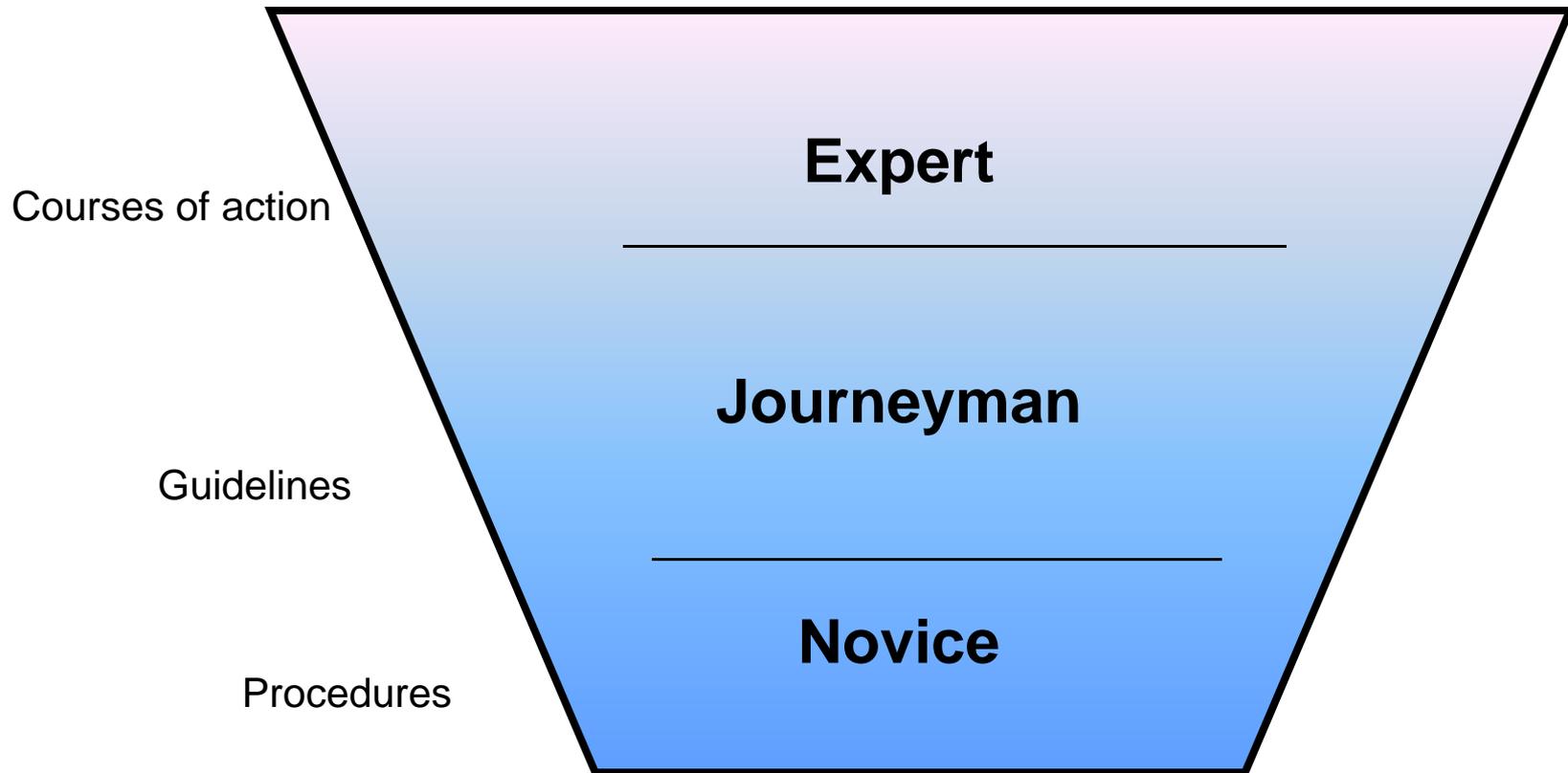
4. Effective

- Leader training, useful face-to-face meetings

What Makes a Community

- Long view of domain
- Peers
- Intentionally develop network
- Develop collective knowledge

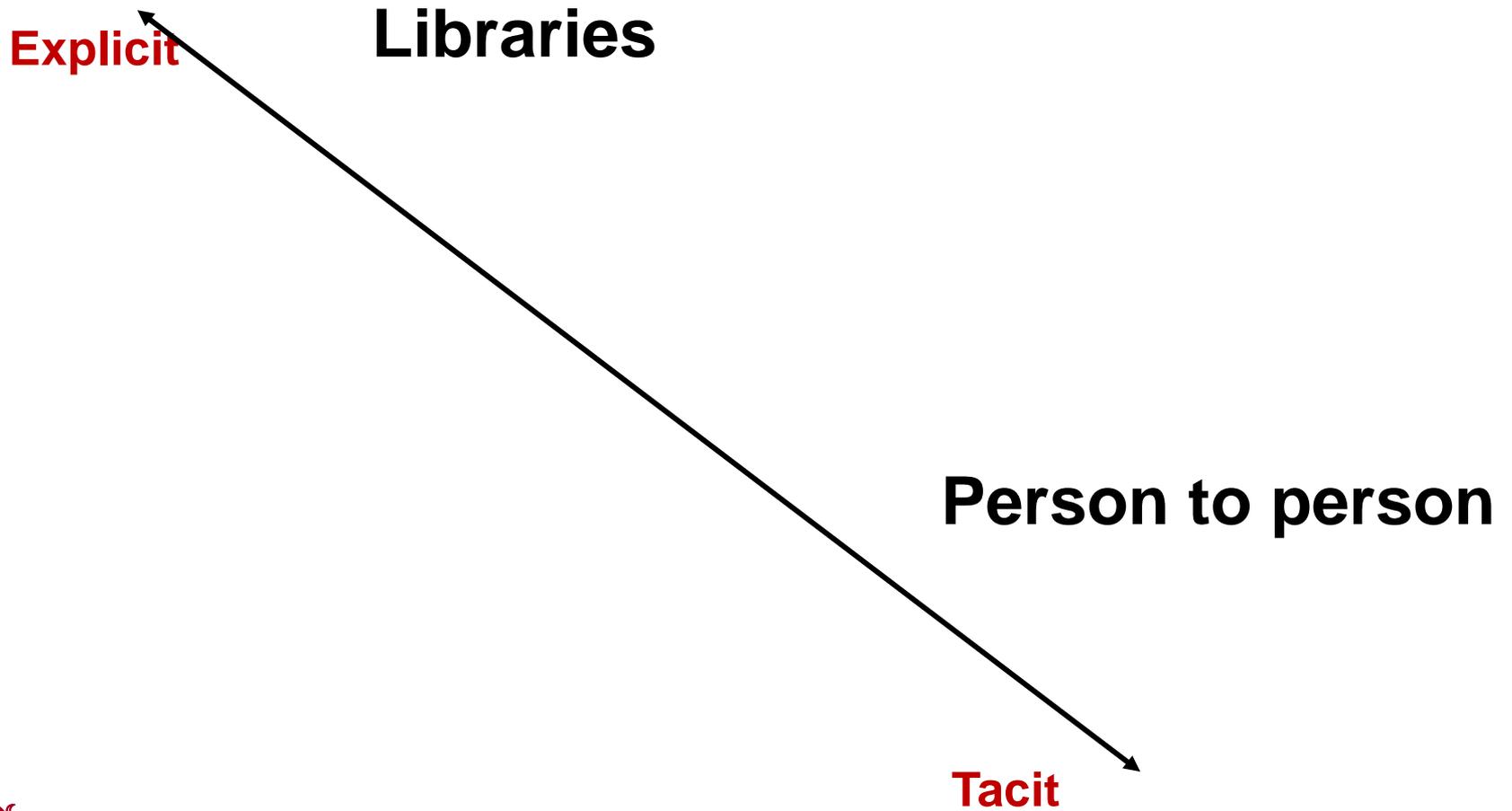
Communities Steward Development



Developing expertise is a shift in seeing



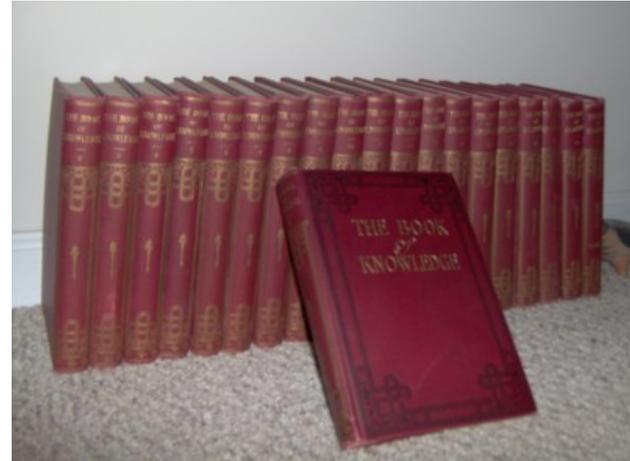
Types of Knowledge



Specific knowledge...

...known characteristics

- ❑ Technical / scientific, organizational, operational



Community Issue: Manage the explosion

Analytic knowledge...

...emerges from the sense experts make of their experience

- ❑ Processes, frameworks, guidance



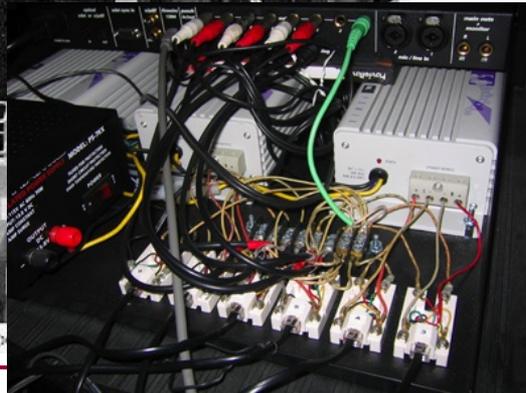
Community Issue: User's point of view

Analytic knowledge is not a description, but a tool, a scaffolding that helps us think

Know-how...



Complex equipment on p
modern consuming



...emerges from the intimacy experts have with the objects in their domain.

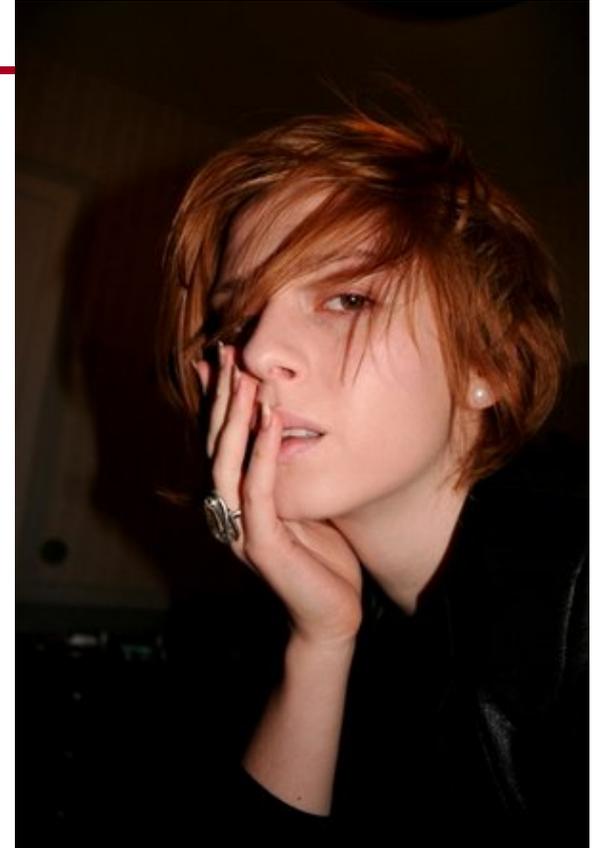
- ❑ Tips & tricks, patterns, options, cues
- ❑ Contextual

Community issue: create context for know-how

Skill...

...emerges from how an expert sees and acts in their domain, the thinking, not the thought.

- Awareness, attention, association, judgment



Knowledge slips into a habit of thinking

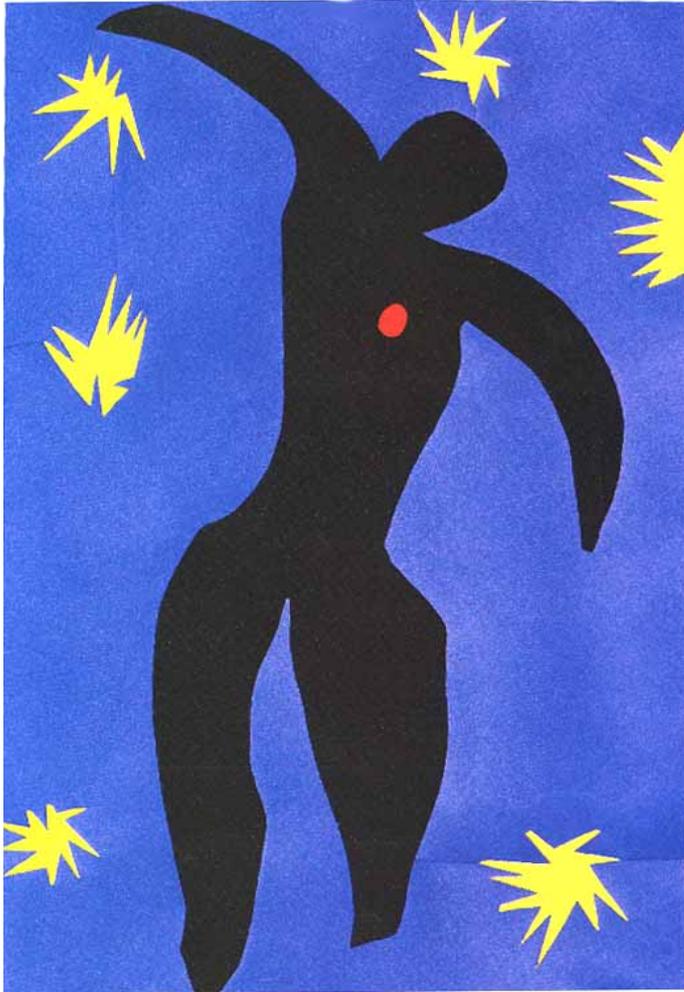
Community Issue: develop ability, not manage objects



“In experience there is both
the thought and the
thinking.”

- Pema Chodron

Research on Learning

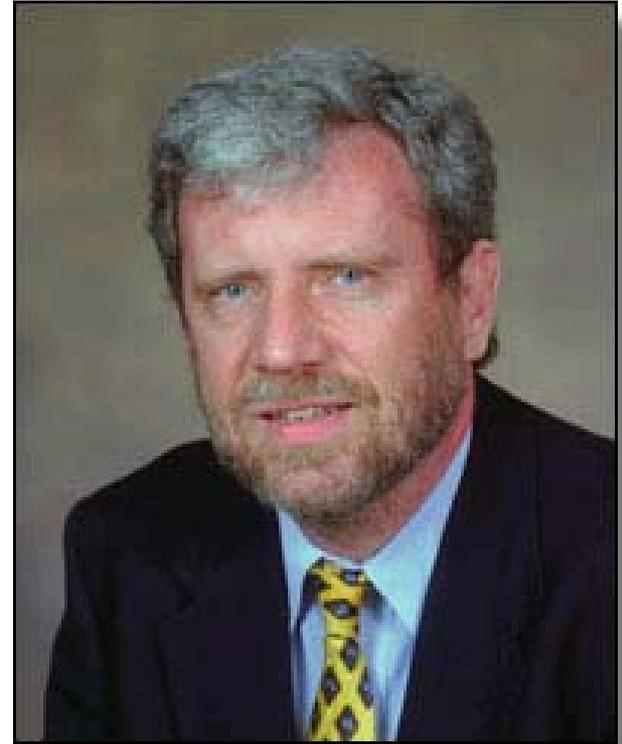


“The things that are acquired consciously permit us to express ourselves unconsciously with a certain richness.”

- Henri Matisse

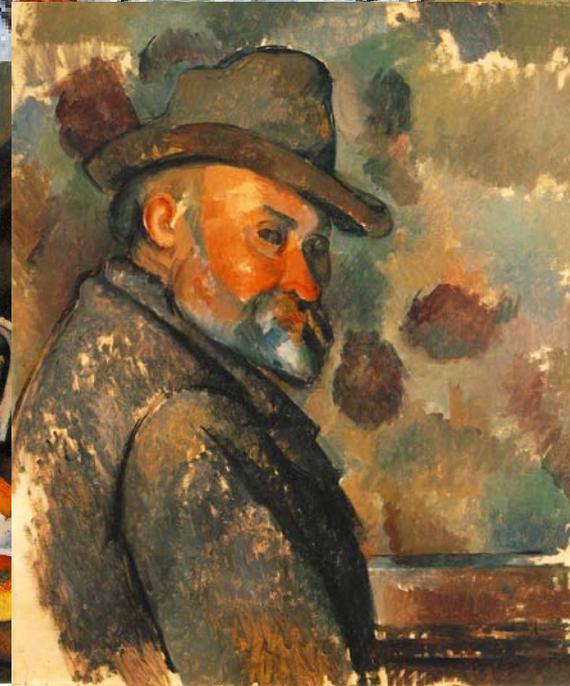
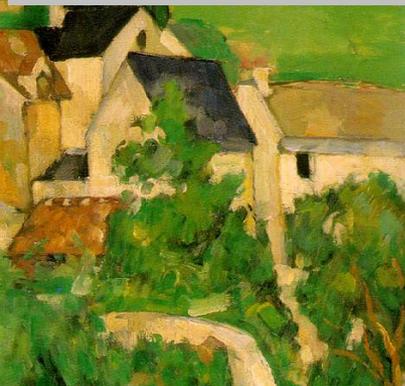
Develop Skill through Deliberate Practice

- ❑ Focus
- ❑ Repetition
- ❑ Feedback
- ❑ Reflection



K. Anders Ericsson

Every day I make a little progress
- Paul Cezanne



Learning from Practice

Master classes, cases, simulations, games

1. Situation

- Describe problem, decision, dilemma, opportunity

2. What's happening – situation awareness

- Evocative questions - Learners think aloud, Experts join
- Attention, awareness, cues, what can go wrong

3. Options

- Learners & experts connect past experience

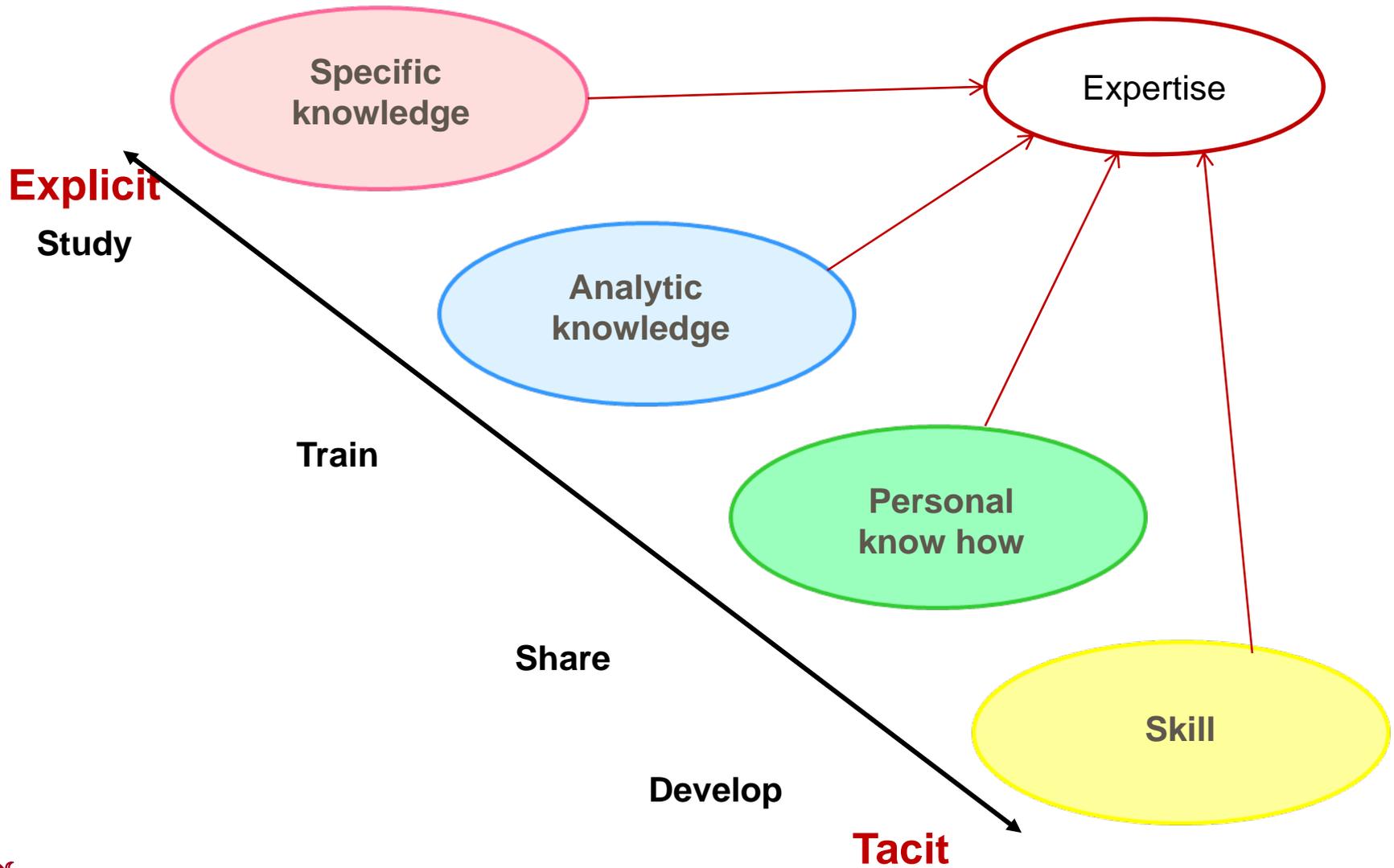
4. The judgment call

5. Make sense

- Organize, categorize, lock in knowledge structures



Types of Knowledge



“We don’t receive wisdom. We must discover it for ourselves after a journey no one can take for us or spare us, for it is a point of view about things.”

- Marcel Proust



Conclusion

1. Communities are serious, mainstream structures
2. Communities balance learning & operations
3. KM shift from knowledge to knowing
4. Km learn from science, art, research on how we know, learn and develop
5. Create opportunities to practice: think together

Thank you

Articles or Studies

- Warwick Communities
- Henley: Expertise: Thinking Tools

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