ITM 625 Course Project

Designing a Community of Practice

Comprehensive Design Document

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Table of Contents

Project Overview

Background
In today's organizations, Learning and Development (L&D) associates must have a forum for sharing knowledge and expertise to sustainable solutions for their business partners. Some companies' answer to inter-organization collaboration is forming communities of practice (CoP). CoPs are "groups of people who share a concern, a set of problems, a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott, & Snyder, 2002, p. 4). CoPs can help foster problem solving, aid in building core capabilities and competencies, help participants stay current and ahead of the field, and increase opportunities for innovation.

Problem / Issue
CoPs don't evolve overnight. They take commitment and hard work to form and sustain. Companies that have CoPs do not always recognize or understand the process for stimulating and promoting interest. The "if you build them, they will come" approach is not always successful. L&D associates can benefit from a CoP by sharing resources, best practices, tools, and research. A sustainable CoP must have dedicated leadership (e.g., sponsors) and members who can not only initialize the CoP, but who can effectively design, launch, grow, and sustain the community to meet the needs of its users.

Solution
An eLearning module will be developed that shows CoP leaders how to **design** the CoP, which includes selecting the activities and technologies necessary to meet its goals and mission and defining the roles and responsibilities of its members.   Learners will be shown a 6-phased model (based on McDermott, 2002) of how to create CoPs (Inquire, Design, Prototype, Launch, Grow, and Sustain); the focus of the module will be on the **design** phase. Future training modules will cover how to **launch, grow,** and **sustain** the CoP. Learners will practice their skills using a scenario-based assessment. At the end of the module, learners will have the opportunity to post discussion questions and success stories they have in designing their company's CoP.

Target Audience Characteristics

The target audience is comprised of associates in a Learning and Development (L&D) organization who have already identified the audience, purpose, goals, and vision for the CoP but who need help designing it. They are comprised of trainers, instructional designers, documentation analysts, learning consultants, and or training managers who share a common interest or passion for training.

They have varied knowledge and experience in learning and development; some may have been in field for over twenty years, while others are fresh out of graduate school. Their skills are also varied, for example, some may be more competent in eLearning development, while others have strengths in leading a team of trainers or instructional designers.

The target audience may be comprised of the CoP champion, sponsor, facilitator, and or community member. They helped form the initial idea behind the CoP, but need to get it off the ground.

The audience has a wide age range: Baby Boomers (1946-1964), Generation X (1965-1980), and Generation Y (1981 – 2000).   A few workplace characteristics are shown in the table[1] below:

	Baby Boomers	Generation X	Generation Y
Work Ethic and Values	Workaholics Work efficiently	Self-reliance Want structure and direction	Tenacity Goal oriented
Work is….	An exciting adventure	A difficult challenge	A means to an end
Interactive Style	Team player	Entrepreneur	Participative
Communications	In person	Direct Immediate	Email Voice mail

Learning Objectives:
Given a description of an organization and its CoP's audience, purpose, goals, vision, and core team, participants will be able to:
- Select at least three types activities that will promote community engagement support the CoP goal;
- Recommend the technology to be used to support the activities; and
- Match the roles and responsibilities to current and future team members to ensure the activities are implemented.

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[1] Adapted from *FDU Magazine Online*, Fairleigh Dickinson University, 2005.
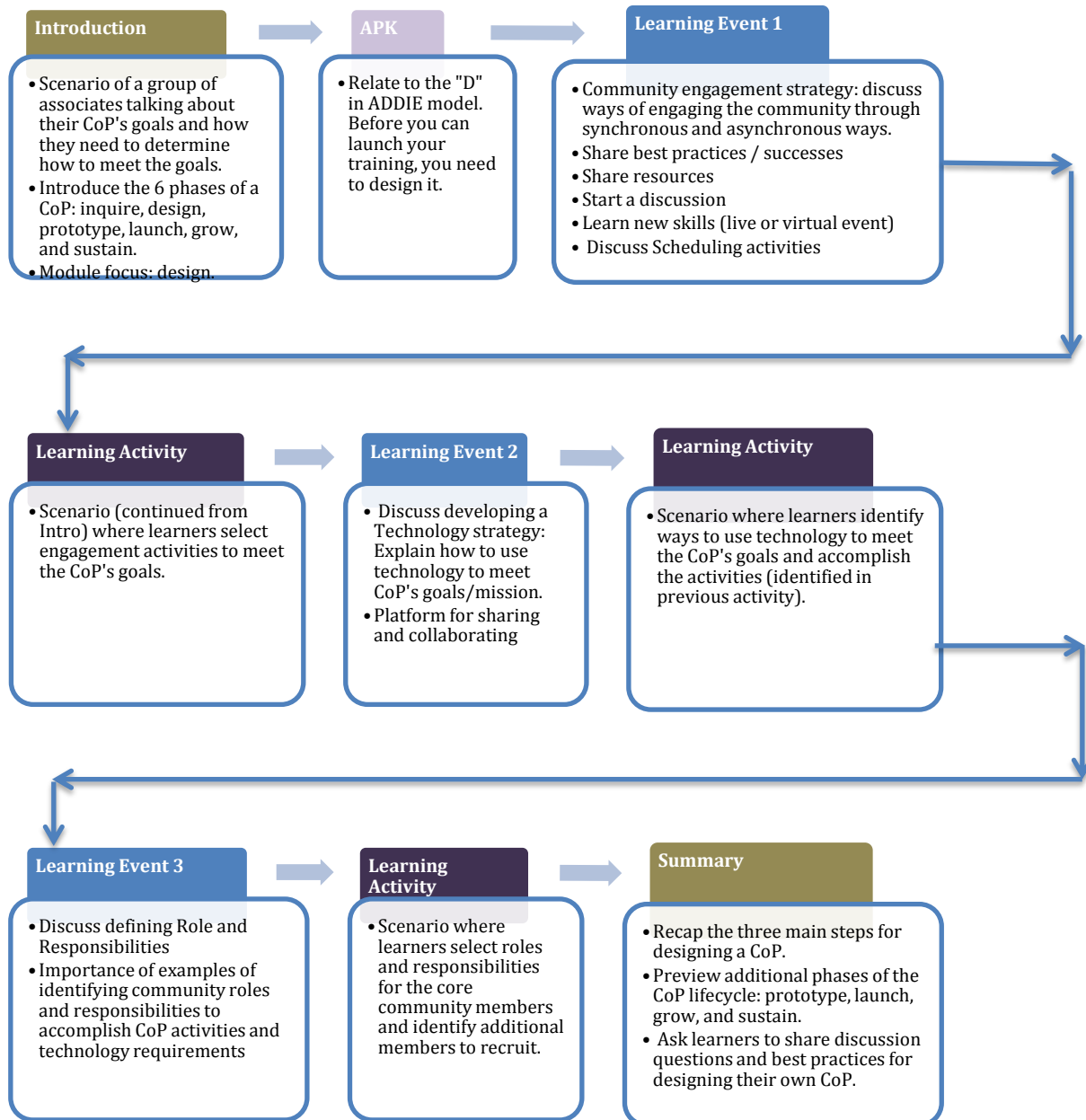
Learning Goals and Success Criteria

The goal of this module it to help L&D associates design a CoP in their organization. The learner will know they have reached the learning goal when they can do the following for their own CoP:

- Create a Community Engagement Strategy that includes
  - the activities the community members will want to carry out,
  - the types and frequency of community interactions (e.g., synchronous, asynchronous),
  - how collaborative learning can be supported,
- Develop a technology strategy that includes the technology requirements needed to meet the CoP's goals and mission; and
- Identify the roles and responsibilities of community leaders and members.

Content Strategy

What do the learners need to do	Why aren't they doing it?	How can we help them?
Develop a community engagement strategy	They don't know the components of a community engagement strategy	Provide examples of activities community members may want to carry out, e.g., participate in monthly, virtual events, annual face-to-face events, share resources, share successes and best practices, start a discussion, ask for expertise, learn new skills, and acquire new information.
Develop a technology strategy	They don't know the components of a technology engagement strategy	Provide examples of how technology can be used to support the activities.
Identify CoP roles and responsibilities	Because they don't know how to design the CoP's communication and technology strategy, they don't know what roles and responsibilities are needed.	Provide examples of roles and responsibilities that support CoP activities and technology requirements.

Module Blueprint

Introduction

- Scenario of a group of associates talking about their CoP's goals and how they need to determine how to meet the goals.
- Introduce the 6 phases of a CoP: inquire, design, prototype, launch, grow, and sustain.
- Module focus: design.

APK

- Relate to the "D" in ADDIE model. Before you can launch your training, you need to design it.

Learning Event 1

- Community engagement strategy: discuss ways of engaging the community through synchronous and asynchronous ways.
- Share best practices / successes
- Share resources
- Start a discussion
- Learn new skills (live or virtual event)
- Discuss Scheduling activities

Learning Activity

- Scenario (continued from Intro) where learners select engagement activities to meet the CoP's goals.

Learning Event 2

- Discuss developing a Technology strategy: Explain how to use technology to meet CoP's goals/mission.
- Platform for sharing and collaborating

Learning Activity

- Scenario where learners identify ways to use technology to meet the CoP's goals and accomplish the activities (identified in previous activity).

Learning Event 3

- Discuss defining Role and Responsibilities
- Importance of examples of identifying community roles and responsibilities to accomplish CoP activities and technology requirements

Learning Activity

- Scenario where learners select roles and responsibilities for the core community members and identify additional members to recruit.

Summary

- Recap the three main steps for designing a CoP.
- Preview additional phases of the CoP lifecycle: prototype, launch, grow, and sustain.
- Ask learners to share discussion questions and best practices for designing their own CoP.

Learning Environment and Delivery Analysis

The eLearning module will be hosted on a webpage (www.andreajbader.weebly.com) that will allow the learners to access the training and then post blogs and discussion questions after the training about challenges and successes they experienced designing their company's CoP. The webpage will also host Resources for the module that learners can download.

Research was conducted to determine the most effective delivery modality based on the course objectives, content, and the target audience's learning needs. The quick turnaround time for training delivery was also considered. The following lists the pros and cons of each authoring tool:

	Pros	Cons
Camtasia Studio 8	• Very good recording capabilities, e.g., recording at 30 frames per second • Excellent development and editing features, including graphics, animations, backgrounds and callouts, downloaded for free • Videos can be viewed from multiple sources, such as MP4, MOV, and WMV • Can include interactive assessments • Easy to use. • Offers free, 30-day trial	• Cost is $299 • More known for its audio and video capturing • No interactivity on screen – very linear
Jing	• Allows you to capture basic video, animation, and screen shots. • Can share videos on the web. • Has good editing capabilities. • Easy to use. • Offers a free, 30-day trial	• Videos are limited to five minutes • This course is 15-minutes long and uses one scenario/example throughout; having three 5-minute videos may be distracting. • Does not have assessment capability.
PowerPoint	• Easy to use. • Free templates to choose from, including a wide choice of characters and backgrounds • Allows for user interactivity / engagement • Can easily handle the type of assessments (matching, clicking, recommending items) and feedback.	• Can be linear compared to more traditional authoring tools like Camtasia • When shown in slide view mode, notes cannot be shown; however, this audience does not require all notes to be shown on the screen.

The first two options, Camtasia and Jing, are more suitable for an audience that doesn't require much engagement or flexibility in terms of choosing lessons. Although they are both easy to use and have high quality editing capabilities, their limitations outweigh their benefits. Given the limited development time for this project, the Learning and Development team recommends using PowerPoint to develop the training; it offers the quality graphics, animation, and user engagement that are needed for this module. The variety of PowerPoint templates allow learners to choose the lessons in any order, skipping topics that they have already mastered.

Learning Strategy

All the content to support the module objectives are concepts and have a similar presentation and application strategy as described below.
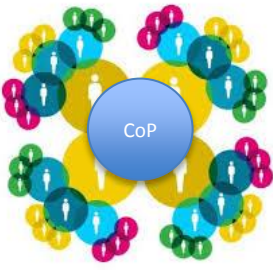
Content: Concepts	Initial Presentation	Application Strategy
1. Types of activities that promote community engagement 2. Technology to support CoP activities 3. CoP roles and responsibilities	• Begin with a scenario that provides the background for the content. • Explain the concept, providing examples. • Using the new information, provide another example, based on the initial scenario • Provide a final example based on the initial scenario.	Give learners a scenario where they apply what they learned. They will read about a company's Community of Practice (its purpose, goals, mission, etc.) and make selections and recommendations based on what they have learned.

Scenario-based learning (SBL) is based on the principles of situated learning theory which maintains that learning should take place in the context of how it will be used (e.g., at the workplace).

(SBL) can help the learners develop problem solving and creative thinking skills. It is an effective way for learners to apply what they have learned to a real (or realistic) situation. In the blog "Is Scenario-based Learning the Right Option" from Upside Learning, the authors explain how "outcomes that involve decision making based on a 'principle set' are best served with scenarios as an instructional strategy". Scenario-based learning also allows for "risk-free exploration of outcomes".

This module will use scenarios to introduce the content and to assess learners' acquisition of skills and knowledge.

Introduction

High-Level Summary					
A work scenario is introduced where two associates are wondering why their Community of Practice they started for their Learning and Development organization never got off the ground. The narrator explains that a CoP is more than just events and presents the six phases of a CoP and explains that this module will focus on *designing* a CoP. The objectives are presented.					
Script					
ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
1	00:15		Narrator	Welcome to the course, Designing a Community of Practice……How to attract people to your CoP. Use the arrow keys at the bottom of the screen to progress through the lessons. Or, click on any tab at the top, to skip to the topic of your choice.	
2	00:22	Scene 1: Office setting: Male associate (Robert) is speaking to a female colleague (Susan) who is seated in a cubicle.	Male voice	Hi Susan. Remember that Community of Practice we tried to get off the ground a few months ago for our Learning & Development organization?	
3	00:29	Scene 2: Susan stands up to speak to Robert.	Female voice	Sure Robert. We had our CoP goals, purpose, mission, target audience description and emailed everything to the L&D associates.	
4	00:35	Scene 3: Robert responds to Susan.	Male voice	And last month, we invited everyone for a CoP sponsored Lunch and Learn event, but only five people showed up!	
5	00:44	Scene fades out and image fades in.	Narrator	A community of practice, or CoP, is more than just a calendar of events. The *heart* of a community of practice is the *web of relationships* among community members.	Web of relationships

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
6	1:00	Visual of the 6 phases with arrows in between each one. Words appear one at a time. Inquire is crossed out. "Design" pops out. Other words disappear.	Narrator	A typical life cycle of a CoP involves 6 phases: inquire, design, prototype, launch, grow, and sustain. This module assumes you have completed the inquire phase, which is about establishing your CoP's mission, goal, purpose, and target audience. In this module, you will learn how to *design* your CoP.	Inquire Design Prototype Launch Grow Sustain
7	01:10	Focus in on whiteboard. ADDIE model appears vertically, with the first "D" popping out and then only the word "Design" remains.	Narrator	Similar to the way you or your associates use the ADDIE model and spend time *designing* a training course, you need to take the time to *design* your Community of Practice.	**A**nalyze **D**esign **D**evelop **I**mplement **E**valuate
8	01:01	Visual of "community engagement", "technology", and "associates"	Narrator	By carefully designing your CoP, you will ensure you have the right activities to promote community engagement, the appropriate technology to support those activities, and the applicable community roles and responsibilities for implementing the activities.	Community Engagement Technology Strategy • **Role & Responsibilities**

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
9	01:34	Three targets with arrows that enter each target as an objective is read. Objectives appear one at a time, when read.	Narrator	In this module, you will be given a description of an organization and its CoP's audience, purpose, goals, and core team. You will: Select at least three types of activities that will promote community engagement that support the CoP goal; Recommend the technology to be used to support the CoP goal and activities; and Choose the roles that team members should play to ensure the activities are implemented. Click on the targets to get started!	• Select at least three types activities that promote community engagement; • Recommend the technology that support the activities; and • Match the roles and responsibilities to team.

Community Engagement Strategy

High-Level Summary					
Introduce first component of designing a CoP: Community engagement strategy. Learners are presented with why people participate in CoPs and then learn how to answer two main questions that will help them with their engagement strategy.					
Script					
ID	**Time**	**Video and Activity Visuals**	**V.O.C.**	**Audio**	**On-Screen Text**
10	00:23	Four doors with associates knocking on them. As user clicks on a door, the script and words appear.	Narrator	People participate in CoPs for different reasons. Click on each door to learn more.	
11				Some people participate because they can make a contribution and know it will genuinely be appreciated.	(door 1)
12				Others are looking mainly to interact with peers, people who share something important.	(door 2)
13				Some members want to learn about the practice, for example, what tools work well, what lessons have been learned by master practitioners.	(door 3)
14				Others join as an opportunity to learn new technologies and approaches to perfect their craft.	(door 4)
15	00:33	4 doors	Narrator	Because a CoP is voluntary, what do you think makes one successful? (*Pause 2 seconds*) Click on the red puzzle piece to find out.	Excitement Relevance Value

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
16				It is the CoP's ability to generate enough excitement, relevance, and value to attract and *engage* members.	
17	0:050	Visual of people working together (collaborating) Words appear as they are spoken	Narrator	There are some key questions you can explore when designing a community engagement strategy. For your CoP, try to answer these questions: • What kinds of activities will generate energy and support the CoP's purpose and goal? • How will members communicate on an ongoing basis to accomplish the CoP's goal?	Community Engagement Strategy Activities Communication
18	1:08	Target with arrows	Narrator	What kinds of activities will generate energy and support? Revisit your CoP's purpose and goal and identify what tasks the members are likely to want to carry out in the community that support that purpose and goal, and how often?	What activities generate energy and support?
19	1:26	Visual of table (See appendix) As the table headings are spoken, they are highlighted and enlarged.	Narrator	This table can help you select the activities your community members may wish to engage in depending on whether the CoP purpose and goal are to build relationships, learn new skills, acquire knowledge, and / or take action. Click on any column below the goals to read the different examples of activities. Think about which activities may be appropriate for your CoP. Think of other activities that may support the goals.	

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
20	1:37	Show table and highlight the boxes as they are read.	Narrator	How will members communicate on an ongoing basis to accomplish the CoP's goal? For example, would they prefer to initiate or participate in online discussions at *any* time or a *set* time? Would members want to attend virtual or face-to-face presentations *monthly* or less often? Would members want access to online resources and best practices *at their finger tips* or at set intervals? Would members want the option of collaborating on documents or work-groups *at any time* or a *set* time? Pause for a moment and think about how the members of your CoP would want to communicate?	How will members communicate? *(insert table)*
21	3:33	Picture of a calendar		After identifying community activities and how often members will communicate, consider a tentative schedule for these activities, for example, monthly virtual presentations and quarterly, face-to-face lunch and learns.	Monthly Quarterly Daily
22	2:36	Visual of Rob and Susan writing something on a whiteboard. As the narrator reads the purpose, the words appear on board.	Narrator	Let's take a look back at Rob and Susan's Learning and Development Community of Practice. The purpose of their CoP is to provide L&D associates with a forum to exchange resources, tools, and learn new skills. The goal of their CoP is to foster collaboration and share best practices.	Purpose: • Exchange Ideas • Learn New Skills

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
23	3:02	Then the words "taking action" and "acquiring knowledge" appear to the right of the purpose and goal with arrows pointing to the purpose and goal.	Narrator	This purpose and goal align with: *taking action* (for example collaborating on documents), learning new skills (such as participating in online meetings or presentations), and *acquiring knowledge* (such as accessing online resources). The focus, at least for now, is not on *building relationships*.	Goal: • Foster Collaboration • Share best practices Taking Action Acquiring Knowledge
24	3:18	Empty room	Narrator	Rob and Susan set up a lunch and learn, which is a good example of a face-to-face networking event; however, it may *not* have been the best choice as a *first* CoP activity. What do *you* think would have been a better activity to promote engagement? *(pause)* Perhaps setting up a virtual learning opportunity, posting blogs, or sharing relevant resources or links.	Virtual learning Post blogs Shared documents
25	5:30	"Case Study Activity" as header on screen Case study appears when user clicks Table and Question appear when user clicks Feedback appears after the user submits answers.	Narrator	Now it's time to practice what you have learned by selecting the activities for a Community of Practice that would best promote engagement and support its goals. Read the following scenario. Then click when you are ready to complete the activity.	Case Study Activity Click here to read the case study. Click here to answer the question. Click on the three activities that would best promote engagement and support the CoP goal.

ID	Time	Video and Activity Visuals	V.O.C.	Audio	On-Screen Text
					When done, click here for feedback.
26				Now it's time to practice what you have learned by selecting the activities for a Community of Practice that would best promote engagement and support its goals. Click on at least three activities below that support Star Industries' CoP purpose and goal.	Feedback

Technology Strategy

High-Level Summary
Introduce second component of designing a CoP: Technology strategy. Learners are presented with two main questions that will help them develop a technology strategy.

Script					
ID	**Time**	**Video and Activity Visuals**	**V.O.C.**	**Audio**	**On-Screen Text**
27	0:09	Graphic of computers Words appear as they are spoken.	Narrator	After developing a community engagement strategy, you will want to identify a Technology Strategy that supports the CoP activities.	Developing a Technology Strategy
28	0:33	Visual of a dart/archery board with arrow pointing to a visual of associates at their cubicles	Narrator	First, revisit the CoP's purpose and goals and the activities it plans to implement for community engagement.	Goals Activities

29				Then identify the resources that will support the community's goals and activities. For example, coworkers, online publications, websites and training classes. Identify the method for sharing these resources and gaining access to them, such as through a face-to-face or virtual exchange, email, and online access.	
30	0:51	Image of a SharePoint site and Yammer logo	Narrator	Based on the resources and method for sharing and accessing them, determine a technology platform or platforms that would meet your CoP's needs and fit within your company's culture. Examples are: Adobe Connect, Lync, a Wiki, SharePoint, or Yammer. Click on each icon to learn more. The wiki icon shows an interesting video you won't want to miss!	SharePoint Yammer
31		Adobe Connect		Adobe Connect is a web conferencing platform that can be used for online presentations or training classes. Connect has many capabilities for learner engagement, such as polling questions, chat, voice, and whiteboard features.	

32				Microsoft Lync, which is typically used for instant messages can also be used for online presentations or training classes. It has limited capabilities for learner engagement.	
33	3:12	Insert youtube video:		A wiki allows users to jot down ideas, brainstorm, and collaborate in an open space. It is an effective tool for knowledge management. Click play to view an example of a company that developed a wiki to help its employees share knowledge, expertise, and best practices.	
34		SharePOint		SharePoint is a document management system *and* a content management system. Users can store and edit documents and also use wikis, blogs, calendar of events and other free-form items.	
35		Yammer		Collaboration software such as Yammer - a private social network, offers businesses a platform for sharing information *and* making connections.	

36	3:32	Visual of Rob and Susan writing something on a whiteboard. Key words (e.g.., Exchange Resources) appear as they are spoken.	Narrator	Let's return to Rob and Susan's Learning and Development Community of Practice. The purpose of their CoP is to provide L&D associates a forum to exchange resources, tools, and learn new skills. The goal is to foster collaboration and share best practices.	L&D CoP Exchange Resources Learn New Skills
37	3:47	Visual of Rob and Susan writing something on a whiteboard. Learners click on whiteboard and it turns into a computer with a SharePoint site. Learners click again and see the different folders for document and link sharing.	Narrator	If they planned activities such as virtual learning opportunities, posting blogs, and sharing relevant resources or links, what would be an appropriate technology strategy to meet their CoP's purpose, goals and activities? *(pause)* Perhaps setting up a SharePoint site to show a Calendar of events, to store documents for uploading and downloading, and allow members to write blogs, and share successes and best practices?	
38	5:30	"Case Study Activity" as header on screen Case study appears when user clicks When user clicks again, the three activities from the previous activity appear on the left side of the screen	Narrator	Now it's time to practice what you have learned by recommending the technology that supports the activities you selected in the last assessment. *Click the begin button when you are ready to complete the activity.*	Click here to read the case study. Click here to answer the question. Click here for feedback.

		and a list of technology appears on the right. Feedback appears after the user submits answers.			
39				*none*	

Roles and Responsibilities

High-Level Summary
Introduce third component of designing a CoP: Roles and responsibilities.

Script					
ID	**Time**	**Video and Activity Visuals**	**V.O.C.**	**Audio**	**On-Screen Text**
40	0:08	Associates sitting around a table in a meeting room	Narrator	Once you have identified the CoP engagement activities and the technology to support them, you will define the community roles and responsibilities and assign them to members.	
41	0:25	Visual of Leaders and members Words appear as they are spoken.	Narrator	Communities of Practice can be structured in different ways. Besides the members who participate in the activities, there can be a variety of leadership roles. In fact a number of studies have found that the most important factor in a community's success lies in the abilities of the CoP's *leadership*.	Leadership Abilities = CoP success

42-46	1:10	Blackboard with roles appearing one at a time *Will describe the main roles of champion, sponsor, leader, and facilitator as written in Appendix B*		Leadership roles include: a community champion, sponsor, practice leader, and facilitator. Click on each picture to read about the responsibilities of each role.	
47	1:30	Visual of Rob and Susan		In Rob and Susan's CoP, one of them could be considered the practice leader and the other the facilitator; however, they would have to clearly define their responsibilities. Click on the copy machine to see what else their CoP needs.	
48	1:31	Visual of two other people with Rob and Susan Words appear on screen as they are read.		Their CoP needs a champion and sponsor, someone who can promote the CoP and communicate company support to the CoP and someone who can help remove any barriers.	Sponsor Champion
49-54	3:00	"Case Study Activity" as header on screen Case study appears when user clicks. Learners will be shown a list of roles and responsibilities and will match them to the current and future team members of the CoP	Narrator	Now it's time to practice what you have learned by identifying roles and responsibilities for Star Industries. Read the instructions and then click on the Begin button when you are ready to complete the activity.	Click here to read the case study. Click here to answer the question. *Match the roles and responsibilities to each team member.*

		Feedback appears after the user submits answers.			Click here for feedback.

Summary

High-Level Summary					
Revisit Rob and Susan and summarize key points.					
Script					
ID	**Time**	**Video and Activity Visuals**	**V.O.C.**	**Audio**	**On-Screen Text**
54	0:12	Rob and Susan and another person meeting with them Words appear as they are read.	Narrator	If you met with Rob and Susan to help them design their CoP, what are some key takeaways you would share with them? Click on the table to read some key points. •	Community engagement strategy Technology strategy Roles and responsibilities
55-58	0:26	Same scene with Rob and Susan Show questions one at a time when they are read.	Narrator	You may share with them the three main steps for designing a CoP: 1. Ensuring they have the right activities to promote community engagement, 2. Identifying the appropriate technology to support those activities, and 3. Selecting the applicable community roles and responsibilities for implementing the activities. Click on each graphic to read some key points of each step.	• What activities will generate energy and support the CoP goal? • How will members communicate to accomplish the CoP goal?

59	0:46	Same scene with Rob and Susan Show questions one at a time when they are read.	Narrator	Designing a CoP will not guarantee Rob and Susan's CoP is a success. They will still have to complete the other phases: • Prototype, • Launch, • Grow, and • Sustain.	
60	0:51	Same scene with Rob and Susan Show text as it is read.	Narrator	And part of this process is to revisit the activities and technologies put into place to ensure they are still meeting the needs of the community.	
61	1:02	Show phases of the CoP and highlight each one as it is read…and fade the ones already read	Narrator	Regardless of your role in the CoP – champion, sponsor, leader, or facilitator, each member must actively and continually generate interest in the CoP by demonstrating its value.	
				In the true spirit of a community, return to the Weebly website and post a comment about how you plan to improve the design of your CoP. Check back regularly, to view other people's posts. Share your success stories or best practices. And after you design your CoP, come back to the website to learn how to prototype, launch, grow, and sustain your CoP!	

Appendix A: Types of Community of Practice Activities Based on Purpose and Goal[2]

Build Relationships	Learn New Skills	Acquire Information	Take Action
Participate in online meetings /chat	Participate in online meetings	Participate in online meetings	Participate in online meetings
Initiate or participate in online discussions	Initiate or participate in online discussions	Initiate or participate in online discussions	Initiate or participate in online discussions
Access to member networking profiles	Participate in Web conferencing	Access to online resources	Collaborate on documents
Access to member directory	Access to Web-site links	Access to Web-site links	Check-in and check-out files
Participate in face-to-face networking events	Attend presentations	Attend presentations	Initiate or participate in work-groups

Appendix B: CoP Roles and Responsibilities

Role	Responsibility
Champion	Ensures and articulates a valid purpose of the CoP; promotes the cause and contributions of the CoP; stimulates interest in the CoP; communicates company support to the CoP, communicates the contributions of the CoP to the formal organization
Sponsor	Communicates the company's support for a community. May help remove barriers that obstruct community's progress (e.g., time, funding). Helps establish mission and expected outcomes for the community. Provides a strategic steer.
Practice Leader	Person accountable for ensuring community functions according to its mission, purpose and goals. Involved in start-up and growth of community and in developing and maintaining community processes.
Facilitator	Facilitates the linkages and relationships between the members and oversees any community output. Main tasks: Build membership Maintain activity and energy Manage discussions Manage relationships

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[2] Adapted from Etienne Wenger, Richard McDermott, & William Snyder, Cultivating Communities of Practice: A Guide to Managing Knowledge (Boston, MA: Harvard Business School Press, 2002).