



Motivation and participation in communities of practice (CoPs) and their relationship with knowledge transfer in the Andalusian public administration

Cristina Mayor-Ruíz^{1*} , Elena Hernández-de-la-Torre¹ ,
Cecilia Azorín² , Sandra González-Miguel³ 

¹University of Seville (Spain)

²University of Murcia (Spain)

³Francisco de Vitoria University (Spain)

*Corresponding author: crismayr@us.es, ehf@us.es
cmaria.azorin@um.es, sangonmig@hotmail.com

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Abstract

Purpose: This article examines professional communities of practice (hereinafter, CoPs) as platforms that catalyse professional knowledge transfer. It explores the role of these groups as key spaces for collaborative learning and the transfer of expertise in professional contexts. Drawing on a theoretical framework that integrates contemporary definitions and emerging typologies, such as virtual, transdisciplinary, and extended communities, the study highlights the potential of CoPs to create applied learning environments in which motivation and participation act as drivers of innovation and professional improvement. The research focuses on analysing how these two factors influence the generation of professional knowledge, giving rise to learning in practice, product design, and the transfer of professional knowledge. The evidence gathered suggests that a favourable organisational climate, together with high levels of engagement, enhances participants' productivity and professional development. This study makes an empirical contribution to the field by linking the internal dynamics of CoPs to their contextual impact on the improvement of work-related and training practices.

Design/methodology/approach: Data collection focused on six CoPs selected on the basis of a questionnaire. A total of 58 individuals belonging to these groups participated (representing a 25.7% response rate). The selection criteria emerged from a cluster analysis that identified three sectors (or three types of CoPs), which served as the basis for conducting focus group interviews. The selection was not primarily based on numerical representativeness, but rather on alignment with the team types identified through the cluster analysis. This approach aimed to enhance the diversity of perspectives and increase the interpretative depth of the qualitative findings by capturing nuances specific to each CoP profile.

Findings: The present study shows that participants in CoPs not only seek to improve their individual competencies but also to strengthen synergy within their work environment. The creation of professional support networks, enables professionals to exchange experiences, address shared challenges and develop strategies for the continuous improvement of services. Their potential transcends borders and sectors, constituting a transferable model for strengthening both professionalisation and the adaptive capacity of public institutions.

Contributions and results: CoPs facilitate the acquisition of knowledge and promote horizontal collaboration and collective intelligence, which are essential for innovation and organisational efficiency. They constitute a mechanism for competency development, collaboration, and the transformation of professional practices.

Limitations: The study's limitations are primarily related to the sample. Participant availability constrained the possibility of expanding the sample size. In the public administration context, staff mobility across territories is common, which meant that some CoP coordinators were not in the same workplace at the time of data collection.

Practical implications: CoPs offer the capacity to deliberately create and manage knowledge and transfer it to the workplace, thereby reducing the gap between theory and practice and strengthening professional development and expert knowledge.

Social implications: Human relationships and their impact on the work environment strengthen social and collective intelligence, increase commitment to the community, and foster a sense of belonging and perceived usefulness of the outputs produced.

Originality/value: CoPs bring about changes in professional practices and enable improvements to be consolidated and integrated into everyday work routines. The development of structured procedures standardizes processes, enhances efficiency, and optimises resource management.

Keywords: Communities of practice, Professional development, Knowledge transfer, Social participation, Horizontal collaboration

Jel Codes: M11, M53, M54

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1. Introduction

In recent years, it has been argued that one of the main challenges facing organisations lies in effectively leveraging and managing the knowledge of the people who are part of them (Gómez-Rodríguez, 2024), as well as in promoting the transfer of informal learning (Barrera-Corominas, 2018), strengthening networked forms of work (Azorín, 2022; Bastos & Mourão, 2025; De-la-Hoz, 2025), and fostering the development of professional communities of practice (hereinafter, CoPs) as a strategy that makes a difference in terms of motivation and participation (EDO, 2018). Numerous definitions of CoPs have been proposed throughout their development; however, three have been chosen for their clarity in framing the concept. First, the perspective offered by Brooks et al. (2024: p.p. 2) is particularly relevant, as they describe CoPs as “groups of people who come together to learn from each other, can galvanize knowledge sharing, learning and innovation, thereby improving organisational performance and competitiveness.”

On the other hand, in more general terms, the definition proposed by the Instituto Cervantes (2024: p.p. 1) presents CoPs as spaces for interaction and mediation in which groups of professionals with shared interests reflect on their professional practice, support one another, and jointly develop outputs that help them grow and improve, and ultimately strengthen their professionalisation. This learning modality is aimed at professionals who are interested in continuing to learn, contributing their knowledge and skills to their community, working with others, and sharing experiences, enabling them to collectively to go further and develop higher-quality outputs.

In more concise terms, CoPs have been defined as groups of people brought together by a shared activity, who exchange knowledge, share a passion for their work, and have a desire to learn or improve their practice (Nicolini

et al., 2022). From this perspective, individuals may belong to one or several CoPs at any given time (whether in the family, workplace, neighbourhood, school, or university), which enables learning from others and collaboration in addressing shared problems (Chaparro, 2022).

With regard to the characteristics that emerge from CoPs, Wenger and Wenger (2015) highlight: 1) *domain* (the topic that brings members together), linked to a shared area of interest; 2) *community* (within which learning flows), associated with the construction of relationships and interactions that enable learning from one another; and 3) *practice* (with all that this entails in terms of resources, experiences, tools, forms of knowledge, and the professionals involved). In this regard, Jiménez and O’Neill (2024: p.p. 29) acknowledge that any organisation or workplace has practices, domains of knowledge, and communities of employees. However, the role of communities of practice enables these three dimensions to come together and support employee success, learning, and the adoption of key practices.

Regarding the existing variants and typologies of CoPs, particular attention should be paid to *virtual communities of practice* (VCoPs), which make use of digital media to carry out their activities, training experiences, and professional development processes (Schrire et al., 2024). These communities foster ecosystems shaped by the interactions that take place among their members, in which the exchange of experiences, information, knowledge, and collaborative learning is commonplace. Another variant is *transdisciplinary communities of practice* (TDCoPs), which consist of groups made up of heterogeneous profiles whose interconnection is based on a shared interest and who address problems through the perspectives offered by their respective disciplines (Coundill et al., 2015). In addition, within the field of education, Stoll and Kools (2017), and more recently Bolívar and Domingo (2024), refer to the need to establish *extended professional communities of practice* (EPCPs). Furthermore, CoPs themselves may be considered a type of network, as the members of these groups reflect a philosophy similar to that of *professional learning networks*, in which innovation and the exchange/transfer of knowledge are among their main objectives (Azorín & Hernández, 2024). When viewed in this way, CoPs act as the core of a broader constellation of agents and communities (Hofius, 2023). According to Pantaleón et al. (2024: p.p. 314), “communities of practice (CoPs) aim to provide services and skills to associated communities, while establishing links to communicate acquired knowledge to broader groups of people.” This perspective has led authors like Glas and Martel (2024) to examine the boundary work that surrounds CoPs, an area that has so far received limited scholarly attention.

In recent literature, few studies have focused on motivation and participation within CoPs in relation to knowledge transfer. Accordingly, the research question guiding this study examines *how motivation and levels of participation in CoPs influence the generation of professional knowledge and its transfer*.

To date, research interest has focused more extensively on the relationship between motivation and participation, as illustrated by Arzumanyan et al. (2024), who argue that the higher the level of participation within this setting, the greater the motivation and expectations associated with the community. Consequently, the more individuals receive from the community, the more they are willing to contribute to it. Likewise, the aforementioned authors conclude that people involved in such communities find motivation to participate when the activity generated around them is perceived as useful, whether for learning something new, solving a personal problem, or expanding their network of contacts. However, there are still few studies that examine motivation and participation in CoPs in connection with knowledge transfer, which constitutes the research gap tackled in this study.

In short, CoPs promote practice-based learning, as well as the identification of strategies and procedures aimed at improving the professional competencies of those involved and their performance at work, with the ultimate goal of delivering high-quality services. Indeed, one of the challenges facing learning across contexts is addressing the gap between theory and practice. In fact, the practical applicability of what is learned is therefore essential, which explains the emphasis on applying acquired knowledge in practice (Adler, 2008).

The key strength of CoPs, compared with other knowledge management mechanisms, lies in their potential to facilitate “applied learning environments” that foster knowledge transfer and exchange. In this sense, CoPs are highly effective tools for knowledge transfer, as they promote the integration of learning into everyday practice by applying newly acquired strategies, ideas, and knowledge in the workplace (Pantaleón et al., 2024). The

opportunities generated by CoPs encourage professionals to play a more active and efficient role within their institution through the joint construction of knowledge and its impact on the improvement of professional practice (Bolívar & Domingo, 2024).

The evidence indicates that a positive work climate, an optimal level of socialisation, and job-related motivation are factors that influence knowledge transfer and employee productivity (Macías & Vanga, 2021). In summary, the exchange of knowledge that takes place in these collaborative spaces, namely CoPs, enhances participants' levels of participation, satisfaction, and motivation, and leads to improvements in their work contexts (Venkatraman & Venkatraman, 2018).

2. Literature Review

2.1. Essential Contributions of CoPs

Communities of Practice (CoPs) originated in the United States in the 1990s and have since expanded across the business sector, as well as within international institutions that have identified this approach as promising course of action (Bicchi, 2024). The concept of CoPs encompasses a set of key ideas that contribute to understanding their scope and relevance, facilitating engagement among diverse actors interested in innovation and the improvement of professional practice.

One of the central aspects of CoPs is the combination of experience and passion within informal relationships. In their early conceptualisations, Wenger and Snyder (2000) defined CoPs as informally constituted groups whose regular interaction and shared passion foster collective learning. In this regard, the regularity and informality of these relationships facilitate the exchange of knowledge among members (Wenger, 2014; Lave, 1992; Gairín et al., 2022).

The exchange of ideas represents another key element: CoPs enable connections among individuals, effective collaboration, and the joint resolution of problems. The sharing of knowledge, interests, and experiences not only promotes innovation but also enhances organisational efficiency (Wenger, 1998; Gairín, 2015; Pan & Leidner, 2003; Gómez, 2024; Garzón, 2020; Huang et al., 2013; Fullan, 2016; Wenger & Wenger, 2015).

Collaborative learning within CoPs promotes the continuous improvement of professional practice by providing an appropriate structure for sharing both explicit and tacit knowledge (Weingärtner & Estevão, 2024; Brooks et al., 2024).

Likewise, the model of horizontal collaboration offered by CoPs contrasts with traditional hierarchical organisations, fostering a collective and non-competitive group dynamic that enhances the construction of transdisciplinary knowledge (Gómez, 2024; Valbuena & Acero, 2023; Azorín & Fullan, 2022; Rowe et al., 2023; Rossignoli et al., 2024).

The following section presents, in general terms, the key characteristics required for the effective development of CoPs:

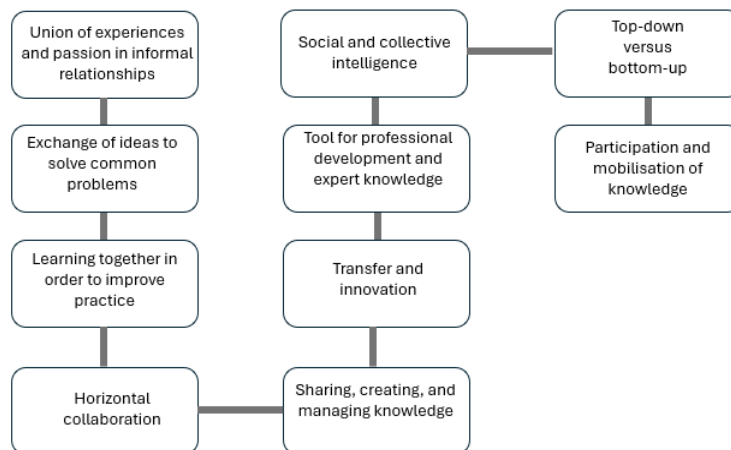


Figure 1. Main features of CoPs

Moreover, CoPs function as highly effective strategies for sharing, creating, and managing knowledge within the contexts in which they operate, articulating dynamics that deliberately support the generation and materialisation of new forms of knowledge (Bicchi, 2024; Gairín, 2015).

Knowledge transfer and innovation constitute a central aspect of CoPs, as they seek to apply acquired knowledge to the workplace, thereby helping to bridge the gap between theory and practice and activating processes of organisational transformation (Barrera-Corominas, 2016; Adler, 2008; Pantaleón et al., 2024; Hempenstall, 2019; Barrera-Corominas, 2014).

Professional development and the consolidation of expert knowledge are identified as key benefits of belonging to a CoP, as they facilitate access to specialised resources, support the overcoming of challenges, and enable the identification of opportunities for continuous learning (Richard et al., 2014; Kumar et al., 2024; Guadarrama, 2024; Van-Wyk, 2005).

The dimension of social and collective intelligence fostered by CoPs should also be acknowledged, as it enhances group enrichment and the creation of support networks, thereby facilitating adaptation and innovation in collaborative environments (Cheruiyot et al., 2024; Lévy, 2004; Goleman, 2006).

Among implementation models, the approaches proposed by Wenger et al. (2002) stand out, as they examine how to cultivate CoPs in order to create knowledge and share best practices. This perspective implies a top-down orientation aimed at achieving the expected benefits. However, Bicchi (2024) adopts a more open view of this field of intervention, allowing for the emergence of networks from the bottom up as well. Bicchi refers to two main approaches for analysing CoPs: *interpretative* (which views CoPs as organic, spontaneous, and informal entities associated with a bottom-up model) and *performative* (which conceptualises CoPs as cultivated, formal structures linked to a top-down model).

Finally, the value of participation and knowledge mobilisation is reflected in the members' willingness to share, innovate, learn, and jointly transform their professional practices, thereby consolidating the role of CoPs as bridges for the systematic exchange and transfer of knowledge.

2.2. Contextualisation of CoPs in the Andalusian Public Administration

The well-known 70:20:10 rule, popularised by McCall in 1988 and later adopted by human resources professionals (Johnson et al., 2018), distinguishes three types of learning (experiential, social, and formal), highlighting the relevance of informal learning in the transfer of knowledge acquired in the workplace. However, organisational investment in training tends to focus excessively on formal learning, relegating informal and social learning to a secondary role, a situation that is also observed within public administrations. According to this model, 70% of what people learn comes from tackling challenging tasks in the workplace, while only 10% derives from formal learning through structured programs. The remaining 20% corresponds to informal learning that occurs through relationships with others, such as supervisors or colleagues. Despite this distribution, a large proportion of organisations allocate most of their training budgets to formal learning. In this respect, public administrations are no exception to this reality.

The Andalusian case is representative for the study of CoPs within the public administration. Valbuena and Vernaza (2023) identify the stages of the CoPs life cycle as creation, cohesion, maturity, and stability. The research is situated at the assessment stage (during the period 2022-2024), following the completion of the CoP implementation strategy, which allows for an in-depth analysis of the influence of motivation and participation on the generation and transfer of professional knowledge.

The transfer of informal learning has become an essential feature of CoPs within public administration, influencing day-to-day operations and promoting organisational transformation through collaboration, interaction, and the creation of new knowledge among staff (Barrera-Corominas, 2018; Mailloux & Lacharité, 2020; Martínez & Muñoz, 2015; Lidman, 2024).

In conclusion, the research presented here is grounded in the experiences of the key actors involved, whose contributions provide insight into the practices, motivations, and outcomes associated with participation in CoPs.

This perspective helps to clarify the impact of this strategy on professional development and knowledge transfer within the Andalusian public administration.

2.3. Contextualisation of CoPs at the International Level

Recent research has examined the role of CoPs in multilateral organisations and public administrations across different regions, highlighting both similarities and contrasts in relation to collaborative learning, knowledge transfer, and innovation in public service management. For example, authors such as Bicchi (2024), Bueger et al. (2024), and Tiekou and Yakohene (2024) emphasise how CoPs facilitate intergovernmental coordination processes in contexts as diverse as the European Union, the ASEAN, and the UN. In these settings, the negotiation of knowledge and interaction among experts from different countries have made it possible to address complex problems and articulate effective responses in cross-border policy domains.

At the conceptual level, current models complement traditional organic and bottom-up analyses with a performative, top-down approach, making it possible to compare experiences across public sectors in different countries and to explain the emergence of CoPs in diverse institutional settings. In countries such as France and Canada, digital transformation and change management initiatives have strengthened virtual communities of practice, expanding the scope of professional collaboration and driving adaptive learning processes and innovative solutions in the delivery of public services.

The development and consolidation of Communities of Practice (CoPs) in public administration has become a global trend, with diverse experiences documented across Europe, America, Asia, and Oceania. In countries such as the United Kingdom, Canada, and Australia, CoPs have been formally integrated into public management and employee training processes, creating spaces for the systematic transfer of knowledge and for innovation in service delivery.

The UK stands out for its promotion of CoPs in the health and education sectors, integrating collaborative approaches into change management and the implementation of good practices within the NHS and the British school system (Wenger, 2014; Venkatraman & Venkatraman, 2018). Canada and Australia, in turn, have promoted hybrid models of virtual and face-to-face communities, fostering the co-creation of solutions in public policy and local administration (Lidman, 2024; Mailloux & Lacharité, 2020).

Within the European context, the European Commission promotes a culture of learning and interinstitutional collaboration through initiatives such as the “CoP Playbook” and programs like the Open Government Partnership, with Spain and Portugal serving as reference cases in the incorporation of CoPs for the implementation of open government and transparency policies. Italy and France have also developed networks of professional communities within local public administration, particularly in the areas of health, education, and territorial management (Bicchi, 2024; Corbett-Etchevers et al., 2024).

In Latin America, countries such as Chile, Mexico, and Colombia have articulated CoP experiences in public innovation through regional initiatives coordinated by multilateral organisations such as CLAD and SEGIB. These programs have focused on the training of public servants and the exchange of good practices, demonstrating positive outcomes in collaborative management and the development of institutional capacities.

In Asia, the ASEAN along with countries such as Singapore and Japan, has promoted the creation of Communities of Practice in the technology sector and in the development of artificial intelligence and e-government policies. Authors such as Tiekou and Yakohene (2024) document the advantages of these initiatives in terms of knowledge transfer and multilevel governance.

Contemporary international literature, with contributions from authors like Wenger et al. (2002), supports the view that CoPs enable rapid adaptation to regulatory changes, the effective integration of informal learning, and innovation in public management. The international context thus shows that CoPs constitute a cross-cutting strategy that is replicable and adaptable to different administrative models and organisational cultures.

3. Methodology

The aim of this study is to explore how members’ motivation and participation in CoPs influence knowledge transfer and the practical changes derived from such participation. Data collection was qualitative in nature and

was carried out through focus group interviews. The study focuses on six CoPs selected on the basis of a prior questionnaire. The results of this questionnaire are not reported in this article; rather, the data were solely used to establish the selection criteria for the groups through a cluster analysis, which identified three groups (or three types of CoPs). The qualitative instrument was therefore applied to CoPs representing each of these groups.

In an initial phase, a self-assessment questionnaire with closed-ended response options was administered to examine the work carried out within these working groups. The questions addressed motivations for participation, expectations, time commitment, facilitating factors, leadership, compliance with commitments, the usefulness of the final output, conflicts, and institutional support. Based on the questionnaire results, a Pearson correlation analysis, a principal component factor analysis, and a cluster analysis were conducted.

To address the proposed objective from a qualitative perspective, the study relies on cluster analysis, as this technique allows for classification of homogeneous subjects or variables and thus the identification of the degree of similarity among them. The method applied was the “farthest neighbour” approach, with standardised variables (Z-scores). This method was considered the most appropriate because it maximises the distance between clusters, ensuring clearly differentiated groups of CoP and, therefore, making them particularly suitable for the selection of cases to be interviewed. Farthest-neighbour clustering is an algorithm commonly used in practice to group data points by exploring the most distant points. As a result of this process, three cluster groups (three types of CoPs) were identified based on four differentiating criteria:

Criterion	Cluster 1	Cluster 2	Cluster 3
Expectations	Met (4.12)	Highly met (4.64)	Met (4.25)
Participation	Moderate (3.65)	Moderate-high (3.87)	High (4.14)
Institutional support	Moderate (3.43)	Quite a lot (4.04)	Quite a lot - very much (4.40)
Visibility	Barely visible (2.73)	Fairly visible (3.76)	Somewhat visible (3.58)

Table 1. Identified clusters in CoPs

3.1. Sample

In 2017, the Instituto Andaluz de Administración Pública (IAAP) launched the “*En comunidad*” project to support collaborative work and the development of CoPs within the Andalusian public administration. These communities were formed by technical staff who voluntarily joined the initiative and self-organised to produce innovative knowledge that was, at the time, needed to improve their plans or services (Sánchez-Bursón, 2018).

The project began with the establishment of 22 CoPs. In its first year, 220 individuals from eight different regional departments participated, generating 22 outputs (including manuals, protocols, guides, and workshops). At present, 57 CoPs are in operation, involving a total of 536 members, which reflects the scale of participation in this collaborative initiative.

The questionnaire was completed by 225 individuals belonging to 25 CoPs within the Andalusian public administration that had completed the training process. At the time the study was conducted, 47 CoPs were in this situation, of which 53.1% responded to the questionnaire. For the purposes of this article, six CoPs were selected, ensuring representation across clusters: one CoP from Cluster 1, four from Cluster 2, and one from Cluster 3.

The size of the CoPs included in the study varied. Three of the groups had fewer than 10 members, while the remaining three had fewer than 16. The cities in which these CoPs operate also varied, with two based in Málaga, one in Seville, one in Jaén, one in Granada, and one group working across different territorial offices. In terms of their areas of activity, two CoPs focus on environmental issues, two on dependency-related services, one on health, and one on social policies.

To organise the focus group discussions, facilitators of each CoP were contacted, as the high level of mobility within public administration made it difficult to contact all members individually. These facilitators then contacted the members of their respective groups and invited all those who were available to participate.

Participation in the focus groups ranged from four to five individuals, except for one group in which only two participants took part.

	Number of CoP members	CoP title	City	Field of action	Focus group participants
Cluster 1					
I19F-PC31	5	Bienvenida al Feader	Seville	Environment and Energy	3 women 2 men
Cluster 2					
I19F-PC36	7	Valora + 2019	Málaga	Dependency	5 women
I19F-PC38	9	Zona de impacto: trabajo en comunidad	Jaén	Social Policies	2 women
I20F-PC09	10	Intervención en violencia de género durante el embarazo, parto y posparto (EPP)	Málaga	Health	4 women
I19F-PC16	11	Energiat (Energy and Environment)	Delegations territorial	Environment and Energy	1 woman 3 men
Cluster 3					
I21F-PS62	16	Aplic@Va	Granada	Dependency	3 women 2 men
Total	58				25 (18 women, 7 men)

Note. The names of the Communities of Practice are presented in their original Spanish to preserve their official denomination.

Table 2. Participating CoPs

3.2. Instrument

To address the proposed objective, a focus group interview was conducted with this sample (included in the Appendix). The instrument comprised eight thematic areas with a total of 41 questions. The dimensions covered included participants' initial involvement in the CoP, the relevance of the topic addressed, the working style and methodology, the learning outcomes achieved, the difficulties encountered, the supports and resources available, and, finally, the results obtained and outputs produced.

3.3. Data Analysis

The category system developed for the analysis consisted of 19 categories, grouped within each of the thematic areas. Qualitative data analysis was conducted using MaxQDA24, software designed for qualitative content analysis.

Dimension	Category	Subcategory	Code	Definition
Descriptive	0. Focus group participants	Presentation	PRES	Descriptive data on the members of the CoP
1. Initial involvement in the CoP	1.1 Participation and motivations	1.1.1 Information about the CoP	INFO	Information about how and by whom the participant learned about the CoP.
				Moment at which the participant became aware of the CoP.
		1.1.2 Motivations	MOTI	Reasons that prompted participation in the CoP.
				Expectations and objectives when joining the CoP. Relevance of the CoP topic to the participant's daily work.

Dimension	Category	Subcategory	Code	Definition
2. Understanding of the CoP's topic	2.1 Relevance of the topic	2.1.1 Perception of the issue	PROB	Degree of understanding of the central issue or topic addressed by the CoP.
		2.1.2 Connection to professional life	CONE	How the CoP topic relates to daily work responsibilities.
3. Culture and participation	3.1 Working style and leadership	3.1.1 Structure and organisation	ESOR	Characteristics of the working style within the CoP.
				How decisions are made in the CoP.
		3.1.2 Leadership	LIDE	Degree of member involvement in the CoP.
				Roles and functions of the leader or facilitator within the CoP.
4. Relationships and communication within the group	4.1 Communication and collaboration	4.1.1 Interpersonal relationships	RELIN	Shared participation and distributed leadership among members.
				Degree of effectiveness and quality of communication among members.
		4.1.2 Conflict and resolution	CONRES	Level of cooperation and collaboration within the CoP.
				Existence and nature of conflicts within the CoP.
5. Working methods	5.1 Methodology and organisation	5.1.1 Frequency and type of meetings	REUN	Methods and strategies used to resolve conflicts.
				Purpose of meetings (planning, evaluation, etc.).
		5.1.2 Tasks and responsibilities	TARE	Frequency and format of meetings (face-to-face, virtual).
				Purpose of meetings (planning, evaluation, etc.).
6. Difficulties and expectations	6.1 Obstacles and coping strategies	6.1.1 Difficulties encountered	DIFIC	Types of activities and tasks carried out within the CoP.
				Barriers encountered, such as time constraints, resource limitations, or lack of support.
		6.1.2 Coping strategies	ESTSU	Methods used for teamwork and coordination.
				Methods and strategies used to overcome difficulties.
7. Learning outcomes	7.1 Knowledge transfer	7.1.1 Sources of learning	APREN	Resources and support provided by the institution for the CoP.
				How learning was applied in professional practice.
		7.1.2 Changes in professional practice	CAMB	Support received from supervisors within the organisational hierarchy.
				Modifications in professional practice resulting from participation in the CoP.
8. Support and resources	8.1 Institutional support and resources	8.1.1 Institutional support	APIN	Support received from colleagues and other CoP members.
				Support received from supervisors within the organisational hierarchy.
		8.1.2 Peer support	APCOL	Tangible results and outputs generated by the CoP.
				Degree of visibility and impact of the product within the organisation.
9. Outputs and results	9.1 Outcomes achieved	9.1.1 CoP output	PRODU	Personal effects of participation in the CoP (e.g., promotion or satisfaction).
				Organisational changes and improvements resulting from CoP outcomes.
		9.1.2 Personal and institutional impact	IMPA	Personal effects of participation in the CoP (e.g., promotion or satisfaction).
				Organisational changes and improvements resulting from CoP outcomes.

Table 3. Category system

The qualitative analysis conducted was structured around three types or dimensions: comparative analysis, thematic analysis, and analysis of relationships between codes. The codes used in this article to address the proposed objective were: Motivations (MOTI), Sources of learning (APREN), Changes in professional practice (CAMB), and Connection to professional life (CONE). The three types of analysis undertaken are defined as follows:

With regard to the Comparative Analysis: it consists of comparing the participants' experiences according to their motivations (code MOTI) and examining how these influence knowledge transfer (code APREN) and changes in professional practice (code CAMB).

With regard to the Thematic Analysis: it involves identifying recurring themes in participants' motivations and expectations, as well as their relationship with learning and changes in practice.

With regard to the Analysis of Relationships between Codes: it examines the connections among the codes of motivation, participation, learning, and changes in practice in order to identify patterns and determine whether direct links exist between motivation and impact on professional practice.

4. Results

The analysis of the interviews conducted across the different professional communities of practice yielded a set of findings related to participants' motivations, learning experiences, and changes resulting from their involvement. It also sheds light on how participation in these communities has enabled improvements in professional practice and in daily work activities related to knowledge transfer. As indicated previously, the results are presented on the basis of three main types of analysis: comparative, thematic, and analysis of relationships between codes.

4.1. Comparative Analysis

Participants' experiences within these working groups vary considerably in relation to **motivation** and their level of involvement in the CoPs. In some cases, motivation is primarily grounded in **vocation** and awareness, for example, in areas such as health, where a shared care-related reality serves as a common link, with the group as a whole describing themselves as *"trainers in the reform process"* (COP9). Another noteworthy motivation is the need to *"have a clear procedure for processing services"* (COP16), as well as the aspiration to embody the profile of an *effective public servant* in order to prevent professional isolation. As expressed in one comment, this involves *"learning to collaborate across Departments, which is ideal"* (COP31). Likewise, within these groups, when working collaboratively, **commitment** emerges as a form of motivation, as reflected in statements such as *"people get involved, commit themselves, and there are no dropouts,"* or *"the usefulness of the output encourages people to engage"* (COP38), highlighting the value of collective work. For this reason, participation in CoPs, as noted by participants, *"precisely enables motivation for participation"* (COP62), supported by the importance attributed to expressing opinions and working toward a shared solution. This is perceived as a personal motivation that *"activates commitment [...] doing something different, exciting, and innovative [...] being useful, contributing, adding value"* (COP62).

With regard to **participation** and **learning**, participants highlight that the work carried out within CoPs constitutes *"a learning space to review procedures"* from a professional perspective in order to develop a practical guide (COP9). Another learning outcome mentioned was the establishment of roles in *participation*, that is, *"what we were going to do in future meetings, teamwork, basically"* (COP16), as well as *"collaborative work, preparing the ground, nurturing the environment, the quality of coexistence,"* since in practice they are collaborating continuously (COP31). Another key contribution is the practical usefulness of what was learned, as reflected in the following comment: *"they were very useful to me because I could later apply them in my own work, to reflect on our daily practice and systematise it,"* as well as *"group work and sharing ideas"* (COP36). Participants also emphasised the creation of a tangible output, stating that *"a product was developed in which everyone who formed part of the Community participated in its design"* (COP38), thus promoting the shared construction of the final output. They also referred to the development of **social competencies** linked to **group facilitation**, such as *"confidence, relating to others,"* noting that it *"greatly enriched us professionally because, in a systematic way, we saw how we could influence and generate a response to shared problems; I realised how much knowledge is lost if it is not given a voice"* (COP38). In this regard, one participant stated, *"I learned many things from my colleagues that interested me greatly; for me, it was a significant learning experience"* (COP62). This philosophy and way of working can foster progress within working groups and encourage the adoption of alternative approaches to learn something new from colleagues.

With regard to the **changes** and **connections** with professional life that have occurred through this way of working, including the **exchange** and **transfer** of knowledge, it is important to note that these have progressed over time, since, as one participant states, *"small modifications have gradually been introduced, although we would have liked*

it to be something more widespread and faster” (COP9). Likewise, it is worth highlighting that in one working group the following was stated:

Parallel working groups were set up, promoted by the director, to produce outputs that were incorporated into the applications being developed in the central services, a foundational document [...] the main learning outcome from all of this is teamwork. A procedure, a program that I believe is now applied by everyone (COP16).

This statement confirms the value of the main change achieved. The sense of **belonging** to the working group is reflected in *“the absence of hierarchy; the feeling that we are all equals; working as a team; not overusing meetings when they are not necessary; being here for whatever you need, and applying this philosophy in day-to-day work”* (COP31).

Another important change highlighted is the **systematisation** of practice, that is, *“being more efficient because it saved time each day, because I used it in my daily practice; you learn other ways of doing things, you learn to be more effective by systematising your work and organising it”* (COP36). Alongside this systematisation, participants also emphasized the application of a **consensus-based working method** among all members: *“we have learned this way of working, we have become aware of the work we do and of the opportunities for improvement, identifying our starting point, analysing it, and working to improve it; otherwise, we risk losing something very valuable”* (COP62).

Among the key findings of the comparative analysis of the relationships between codes, the following were identified:

- Motivation fosters vocation, which leads to both personal and collective commitment.
- Commitment is manifested in active participation, group facilitation, and the capacity to generate change.
- Through participation, learning and the development of social competencies are strengthened.
- These processes generate connections, the exchange of ideas, and knowledge transfer.
- The entire experience becomes systematised, enabling the construction of a working method that promotes consensus and consolidates a sense of belonging within communities of practice.

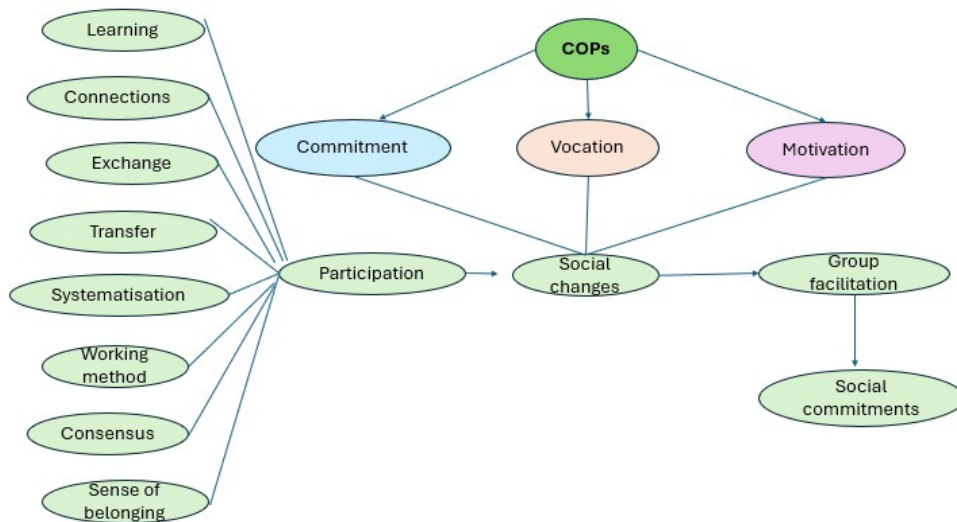


Figure 2. Learning and social participation dynamics

4.2. Thematic Analysis

Among the recurring themes highlighted by participants in the CoPs, it is important to point out several aspects already mentioned previously, such as members’ **vocation for public service**, **commitment to the groups** to which they belong, collective work, and positive participation within the group with full freedom. In relation to the flow and exchange of knowledge resulting from the **transfer** process inherent in this work, involvement in this collaborative environment has been a key factor,

It has helped me improve a great deal; even ideas that were put forward and discussed in our day-to-day work have been enriching on a personal level. We quickly got in touch with other people working in the field and contacted other institutions that are also working on the issue (COP9).

The **quality** of group relationships has been a constant throughout the work, thereby fulfilling members' professional expectations, as previously noted "it activates commitment [...] being useful, contributing, adding value" (COP62). Among the themes identified, **roles in participation** also stand out, that is, "*what we were going to do in future meetings, teamwork, basically*" (COP16). Closely linked to participation is what participants describe as a sense of **belonging** to the working group, a way of working based on "non-hierarchisation," where everybody considers themselves equal in group work, "*that I am here for whatever you need, applying this philosophy in your daily work*" (COP31). This theme is connected to the "added value" that it brings to the quality of well-executed and consensual work.

In their comments, participants also emphasise that working within the CoP has created a learning space grounded in a **professional perspective** and consistently oriented toward the practical usefulness of what has been learned and implemented, producing outputs that are valuable for professional performance. "*Work within the CoP is fundamentally grounded in a professional perspective aimed at developing a practical guide*" (COP9). The small modifications that have emerged from the product developed have contributed to professional development: "*a foundational document, the learning derived from all this, a procedure, a programme that I believe is now applied by everyone*" (COP16).

In conclusion, this significant change is fundamentally linked to the idea of systematising practice in order to **improve** professional performance, that is, "you learn other ways of doing things, you learn to be more effective by systematising your work and organising it" (COP36). This working methodology has helped participants become aware of the tasks they have carried out and the possibilities for improvement, reflecting on the reality of the "*starting point, in order to analyse it and improve it; we are learning something very valuable*" (COP62). The transfer of knowledge from what has been learned to the workplace is evident when participants state that "*I apply it daily with everyone we work with, and there are almost 18 of us*" (COP31), adding that involving other groups is "*interesting in order to standardise the way of working*" (COP36).

Work within the CoP helps professionals systematise their work through participation and **teamwork**, contributing transformative and innovative ideas that can be applied in their professional practice, thereby generating an impact in terms of knowledge transfer. In this sense, **commitment** is regarded as essential and as an opportunity to improve daily working conditions, saving time and enhancing communication among colleagues through the use of tools and outputs that standardise ways of working (COP62).

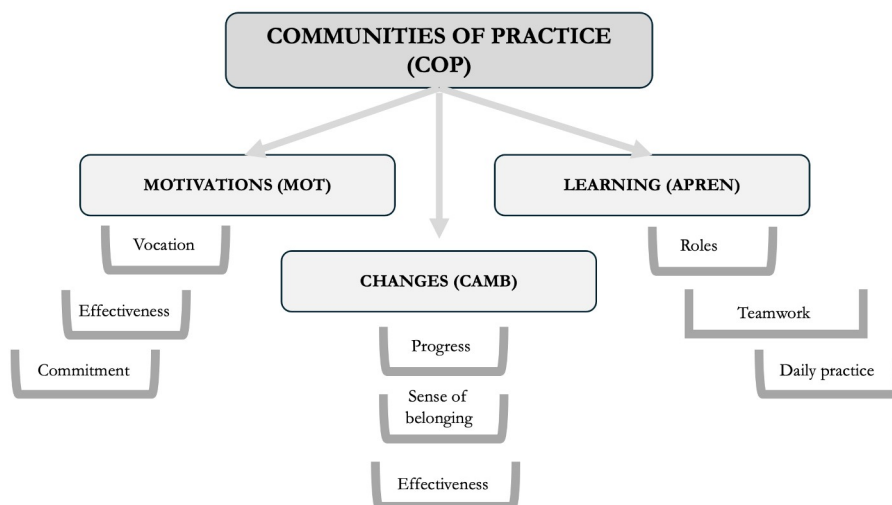


Figure 3. Professional perspective, commitment, and improvement

Among the key findings of the thematic analysis of relationships between codes, the following were identified:

- The professional perspective is the central axis guiding the behaviour and decisions of the groups.
- From this orientation emerge three pillars: vocation for public service, commitment to the groups, and collective work.
- These pillars are interrelated with other concepts, such as vocation as a driver of knowledge and values transfer; this transfer, together with commitment, enhances the quality of work: and collective work defines roles, fosters continuous improvement, and reinforces commitment.
- All of this strengthens the sense of institutional and professional belonging.

4.3. Analysis of Relationships Between Codes

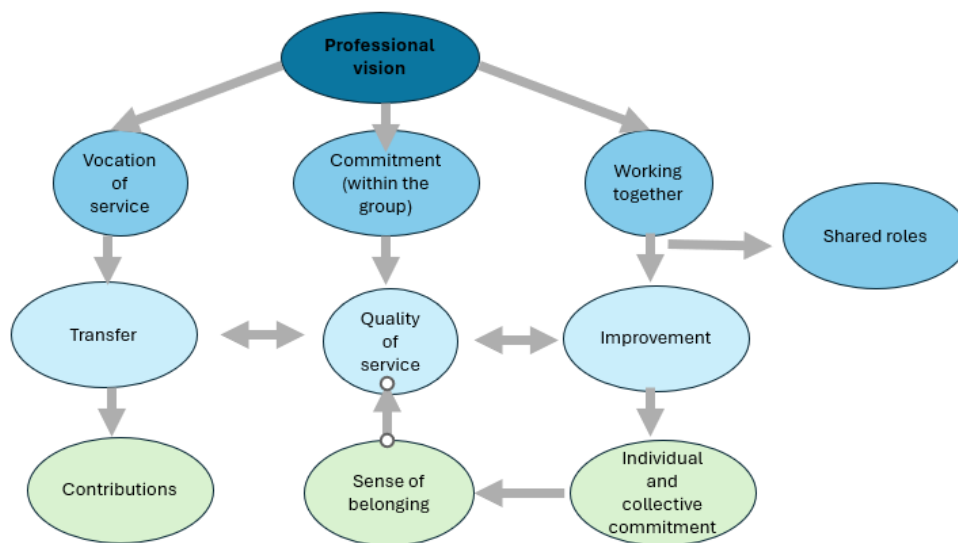


Figure 4. Categories and codes analysed

Figure 4 illustrates the connections identified among the codes analysed.

The relationships and links among the different codes related to motivation, participation, learning, and changes/impact on professional practice are evident in the interviews conducted with the various CoPs. The significance of these relationships between codes, as highlighted in this study, lies in the association between motivation and participation in fostering learning within CoPs and their connection to knowledge transfer and the development of a useful output. Figure 4 presents the indicators underlying each code. These groups that have committed to collective work and have participated actively have learned new ways of working and have built learning spaces that have contributed to professional improvement. They have developed a working methodology that helps sustain the changes achieved over time, preventing the isolation often associated with individualised work practices. Commitment to group work enhances motivation and learning and promotes changes at the professional level.

Figure 5 illustrates the dynamics and functioning of CoPs and how their participants experience motivation, learning, and changes in their professional practice. Through participation in these communities, individuals find reasons that encourage their involvement, such as vocation, the need for clear procedures, collaboration, and commitment to the community. This interaction fosters learning, which translates into spaces for reviewing practices, establishing roles, working collaboratively, and sharing knowledge.

The knowledge acquired within CoPs not only contributes to improving daily practice but also generates significant changes in ways of working. These changes can be observed in the systematisation of processes, improvements in efficiency, the creation of new procedures, and the strengthening of a sense of belonging within the group. Over time, recurring themes have been identified, including commitment, equality in group work, and innovation in professional practice.

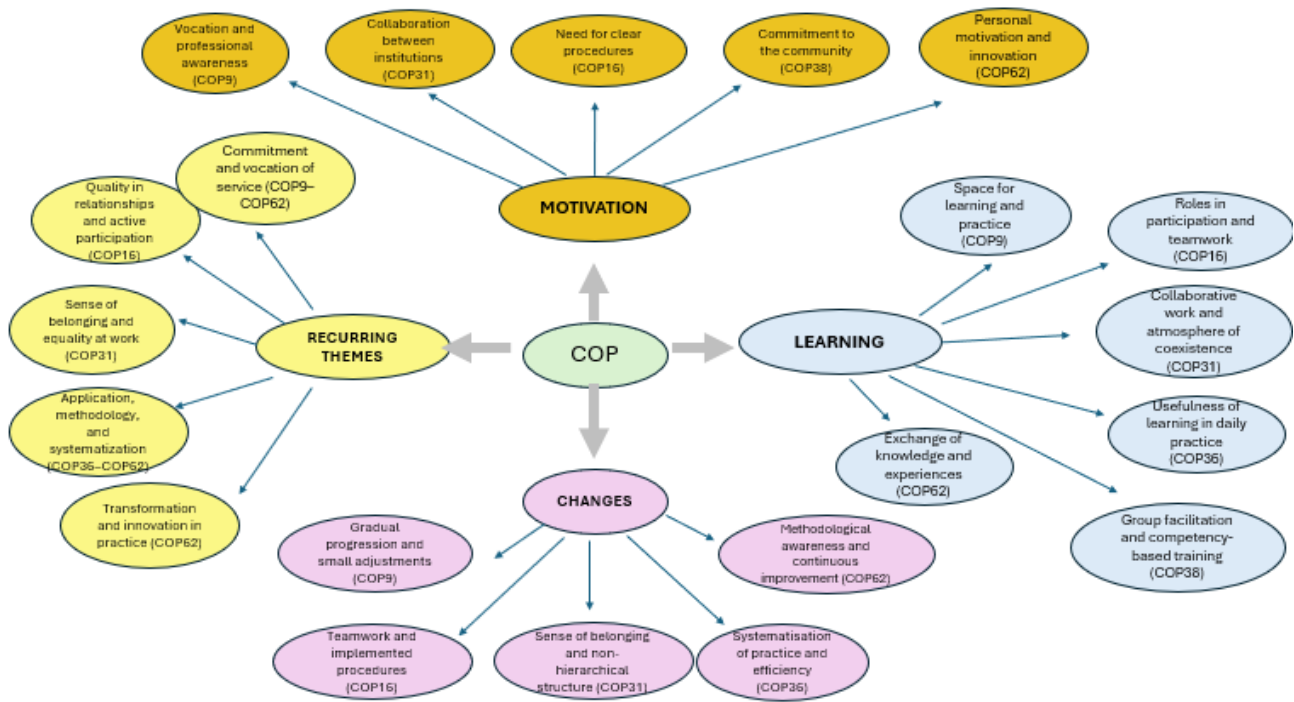


Figure 5. Relationships within CoPs

4.4. Outputs Generated by the CoPs

Among the outputs generated by the CoPs, *reports* predominate, followed by guides and manuals. Studies, catalogues, and procedures are less frequently represented. Teams tend to choose output formats that provide a comprehensive and formal description of the issues addressed. Reports are primarily used to systematise information and present detailed analyses, while guides and manuals offer specific guidance.

With regard to output *quality*, most documents present a clear structure that facilitates understanding and use by readers and end users. Other outputs, to a lesser extent, lack a clearly defined structure in their planning and presentation. In terms of the *clarity* and *relevance* of the justification for their work, some teams begin with a clear and precise rationale, whereas others do not adequately explain the problem they aim to address. This situation affects the usefulness and relevance of the output, limiting its applicability and making evidence-based decision-making more difficult. Strengthening the argumentation and contextual framing of reports and guides would help address this issue.

The *objectives* and *development* of content proposed in the documents are generally appropriate. With regard to content, most outputs address the topics thoroughly and justify decisions through reflective and well-founded analysis; in other cases, however, the content is presented concisely, with limited analytical and practical applicability. Regarding the level of detail in *procedures* and *resources*, a notable strength is the detailed and specific description of procedures. Resources are generally presented extensively and clearly in most cases, although in some instances certain documents remain insufficiently developed.

With regard to *evaluation* and *improvement mechanisms*, the absence of evaluation stands out in half of the outputs. Some address evaluation clearly and extensively, while others do not present mechanisms for assessment, representing a significant shortcoming for continuous improvement and team feedback. Regarding proposals for improvement, most outputs include specific suggestions (such as the need for training or document updates, periodic review by the teams, or the enrichment of guides, etc.). However, some outputs do not include improvement proposals, thereby limiting their evolution and adaptation to new contexts or professional challenges.

The overall assessment is positive, most outputs are rated as “Excellent Output” or “Good Output,” while only one is considered in need of improvement. This highlights the quality of the outputs evaluated and indicates

areas for improvement in justification, content development, and, above all, in the presentation and design of evaluation processes.

In conclusion, the findings indicate that the teams generally produce well-regarded documents with appropriate structure and objectives; however, they need to strengthen the justification, enrich content development, and establish mechanisms for evaluation and continuous improvement. This progression would not only enhance quality but also increase the usefulness and impact of the outputs in the professional and/or academic contexts for which they are intended.

5. Discussion

The present study on participation in CoPs has made it possible to analyse the close relationship between motivation and participation arising from the transfer and exchange of knowledge that takes place within these settings.

The evidence obtained is consistent with findings from previous research on CoPs (conducted in different contexts, both virtual and face-to-face) and demonstrates that *motivation* plays a crucial role in members' involvement and participation. This constitutes a determining factor for continuity and commitment within these spaces (Arzumanyan et al., 2024; Fayeze et al., 2023).

Another relevant aspect within the motivation process is the configuration of the profile of the effective public servant, who should be characterised by the capacity to avoid professional isolation and foster interinstitutional collaboration. In the field of education, in this regard, Hattie (2011) found that when professionals work in teams, make use of collaborative procedures, hold high expectations, seek robust pedagogical approaches, evaluate their progress, and learn from it, this leads to improved educational outcomes, which he termed “collective efficacy,” the most influential factor affecting learning and one that can reasonably be extrapolated to the context of CoPs. This, in turn, relates to the concept of “collaborative professionalism,” in which professionals contribute to the group, share and generate strong ideas, engage in collaboration, while maintaining their own autonomy (Hargreaves & O'Connor, 2020).

In this sense, the findings of the present study show that participants in CoPs not only seek to improve their individual competencies but also to strengthen synergy within their work environment. The creation of professional support networks, based on teamwork and mutual trust, enables professionals to exchange experiences, address shared challenges, and develop joint strategies for the continuous improvement of services (Azorín & Hernández, 2024; Jones et al., 2023).

Furthermore, the results indicate that the existence of clear procedures for service processing facilitates *participation* in CoPs. A lack of information regarding administrative and collaboration processes may generate uncertainty and discourage professionals' involvement. Thus, clarity in procedures not only enhances the internal organisation of CoPs but also optimises resource management and collective decision-making. Consequently, well-defined rules and methodologies ensure more equitable and efficient access to collaborative work spaces, fostering an environment in which communication and cooperation constitute fundamental pillars (Mendoza, Torres & Sarmiento, 2021).

With regard to *knowledge transfer and exchange*, it has been confirmed that CoPs provide a structure for sharing knowledge that adapts to the specific context of participants. This exchange of both explicit and tacit knowledge contributes to the improvement of professional practice. In this direction, Weingärtner and Estevão (2024) confirm that CoPs promote effective process improvement by supporting the implementation of evidence-based proposals. CoPs foster a horizontal organisational structure that, as noted, encourages collaboration and, in particular, the exchange of ideas through cooperative work developed from the outset. This collaborative model, as indicated by Gómez (2024) and Valbuena and Acero (2023), is essential for addressing social challenges and enhancing professional practice. The group's collective and collaborative capacity, rather than a hierarchical structure, enables greater effectiveness in problem-solving and in the generation of innovation.

On the other hand, the study highlights the capacity of CoPs to deliberately create and manage knowledge, which aligns with the work of Bicchi (2024) and Gairín (2015), whose research emphasises that CoPs function as

knowledge management tools, facilitating not only the exchange of ideas but also the creation of new knowledge and its practical application in the workplace. Knowledge transfer is therefore confirmed as one of the primary purposes of CoPs. Indeed, previous experiences in the field, such as those reported by Barrera-Corominas (2016) and Pantaleón et al. (2024), underscore that CoPs are excellent mechanisms for transferring knowledge acquired to the workplace, acting as drivers of innovation.

The findings also present CoPs as instruments for professional development and the consolidation of expert knowledge, which is consistent with the results obtained by Richard et al. (2014) and Kumar et al. (2024), who describe CoPs as professional development strategies for sharing resources, acquiring new knowledge, and obtaining peer feedback. Ultimately, as argued by Cheteni and Umejesi (2025), these communities catalyse professional growth and the identification of opportunities, which are essential for continuous improvement, progress, and innovation.

In line with the findings, CoPs can be understood as a “professional learning space” in which the development of a tangible output supports participants’ professional growth. For their part, Cheruiyot et al. (2024) and Goleman (2006) emphasise the importance of human relationships and their impact on the work environment. CoPs foster a setting in which individuals collectively share, develop, and apply their knowledge, thereby enhancing organisational efficiency. This relates to what has been termed collective impact, which occurs in organisations that implement such practical application (Donohoo & Forbes, 2025).

The comparative analysis suggests that the Andalusian experience aligns with international practices. In Latin America, initiatives supported by CLAD and SEGIB have strengthened public innovation through CoPs (Chile, Mexico, Colombia). In Asia, countries such as Japan and Singapore have integrated CoPs into artificial intelligence and e-government policies. In Europe, notable experiences in knowledge management within universities and public administrations stand out (Bicchi, 2024; Corbett-Etchevers et al., 2024). This comparative dimension strengthens the external validity of the findings and confirms the cross-cutting nature of the CoPs model across diverse cultural contexts.

From a theoretical perspective, the findings reinforce the relevance of situated learning approaches and collective intelligence, showing how individual motivations (vocation, commitment, recognition) are articulated with collective dynamics of knowledge generation. From an organisational perspective, it is evident that horizontality and flexibility in CoPs promote institutional effectiveness and innovation, inviting a reconsideration of public management models. Finally, from a practical standpoint, the results demonstrate that learning transfer within CoPs translates into concrete changes in procedures, methodologies, and professional culture.

6. Limitations and suggestions

The main limitations relate to the sample. Participants’ availability prevented its expansion. Within public administration, territorial mobility among staff is common, and as a result, some CoP coordinators were not located in the same workplace at the time of the study. The analysis of CoPs opens new avenues for research, highlighting the need to evaluate their long-term impact on institutional performance beyond the specific outputs they produce.

7. Conclusions

The study provides in-depth insight into how motivation and participation within CoPs directly affect the flow of knowledge generated in institutional settings such as public administration. Unlike other research that focuses exclusively on CoPs as spaces for collaboration or innovation, this study offers empirical evidence on the relationship between the main motivations and factors that lead members to participate in these contexts, as well as their direct connection to knowledge transfer and exchange. In this regard, it can be concluded that the internal mechanisms link participants’ subjective involvement (motivation, commitment, vocation) with tangible outcomes for professional improvement and, consequently, organisational development.

Commitment to the community is another factor that stands out in participants’ motivation. Active involvement in collaborative processes generates a sense of belonging and reinforces the perceived usefulness of the output being developed within the CoPs. When participants perceive that their work has a tangible impact on solving

real problems, their motivation increases and participation becomes more sustained. In this context, teamwork and the definition of shared objectives become essential elements for ensuring the continuity and success of collaborative initiatives.

From the perspective of learning transfer, CoPs are consolidated as spaces conducive to the review of procedures, the development of practical guides, and the systematisation of knowledge. One of the main contributions of participation in these communities is the opportunity to access a learning space in which participants can exchange experiences, discuss shared challenges, and collectively construct innovative solutions. The flexibility of CoPs allows professionals to adapt their prior knowledge to new methodologies, thereby facilitating the incorporation of good practices into their daily performance.

The establishment of roles within CoPs is another relevant factor for teamwork and effective collaboration. The distribution of responsibilities enables each participant to contribute their strengths and expertise, generating an organisational structure that optimises group efficiency. Moreover, the applicability of the knowledge acquired translates into the capacity to reflect on daily practice and systematise the learning achieved. In this way, professionals can integrate new strategies into their everyday work, enriching their professional experience and enhancing the impact of their performance.

Within collaborative learning, the development of outputs through group participation is a key element in fostering creativity and innovation. The joint production of materials, protocols, or methodologies ensures that initiatives developed within CoPs are more inclusive and representative of the diversity of participants' experiences. Collaboration in knowledge generation also reinforces the sense of community and promotes collective ownership of the results among all group members.

Regarding changes in professional practice, it is observed that the gradual progression of modifications generates a significant long-term impact. Although changes may be incremental, their sustained implementation allows improvements to become consolidated and effectively integrated into everyday work routines. The establishment of structured procedures is a determining factor in standardising processes, improving efficiency, and optimising resource management. When practices are designed and applied systematically, their sustainability is ensured and the likelihood of inconsistencies in task execution is reduced.

The sense of belonging within CoPs also plays a significant role in generating positive changes in professional practice. A collaborative environment grounded in equality and non-hierarchisation fosters active participation and the exchange of ideas without structural barriers. This type of setting facilitates innovation and the development of more inclusive strategies adapted to the real needs of professionals and the communities with which they work.

The implementation of methodologies oriented toward continuous improvement is essential to ensure the ongoing updating of professional practices. Critical analysis and reflection on processes make it possible to identify opportunities for improvement and adapt strategies to changes in the environment. The periodic review and evaluation of implemented actions ensure that CoPs remain dynamic and effective spaces for professional and organisational growth.

From a theoretical perspective, the study confirms that training alone is not sufficient to guarantee transfer; social networks are required in which professionals find purpose, recognition, and a sense of belonging. From an organisational standpoint, CoPs are shown to consolidate cultures of horizontality and collaboration, mitigating isolation and fostering sustained innovation. From a practical perspective, the findings demonstrate that CoPs contribute to the development of useful guides, protocols, and methodologies, with a tangible impact on daily work.

In practical terms, these contributions are vital for planning public policies on continuous training and professional growth. The analysis reveals that CoPs function as effective tools for translating learning into real improvements, such as methodological procedures and new collaborative practices, an effect that is strengthened by autonomy, clear structure, and horizontal culture. The study's recommendations may be useful for establishing and sustaining future CoPs, highlighting the importance of institutional recognition, structural support, and the careful cultivation of internal group culture. Specifically, the recommendations are as follows:

- For public policy leaders: CoPs should be integrated as instruments of institutional innovation, promoting regulatory frameworks that recognise and sustain their continuity.
- For continuous professional development: it is recommended to incorporate work within CoPs as a structural strategy for professional updating, acknowledging the value of situated learning and peer exchange.
- For organisational management: it is advisable to promote horizontal structures, allocate dedicated time and resources to CoPs, and establish evaluation systems that make it possible to measure the impact of their outputs and learning processes.

In conclusion, the Andalusian experience confirms that CoPs are not merely spaces for professional socialisation, but genuine catalysts for innovation and continuous improvement. Their potential transcends borders and sectors, constituting a transferable model for strengthening both professionalisation and the adaptive capacity of public institutions.

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Authors' contributions

Cristina Mayor-Ruíz: funding acquisition, project administration, methodology, data curation, supervision, writing review and editing.

Elena Hernández-de-la-Torre: conceptualization, formal analysis, investigation, software, visualization and writing original draft.

Cecilia Azorín: conceptualization, writing original draft, writing review and editing.

Sandra González-Miguel: data curation, formal analysis, software, writing and review editing.

Data availability

Data included in the article itself or supplementary material

Use of Artificial Intelligence

No artificial intelligence was used in the preparation of this article.

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Appendix: Focus Group Interview Guide

Questions / Expected Responses		
Questions	Specific aspects to be addressed in the response	Axis of inquiry
<p>To begin, we would like each of you to introduce yourselves</p> <p>Academic background: Name and age Years working in public administration Position held at the time the CoP was developed</p>	Years in the public administration; Community of reference; level and type of training, etc.	Identities
<p>1. Let's begin with how you became involved in the Community and how you experienced that initial stage:</p> <p>How did you first learn about the CoP? Who informed you, and when? What motivated you to participate in the CoP? What expectations did you have when you joined the CoP? How would you describe how the CoP functioned?</p>	Explore the process of integration into the Community of reference: how the participant became aware of it, how they joined, why they decided to do so, and what motivated them. It is also important to gather information about their perception of how the Community functions, not only from their personal perspective, but also how they believe it is perceived by other members, as well as the broader external perception among non-participants.	Beginning of participation in the CoP
<p>2. Regarding the work topic and your level of understanding, we would like to know: The CoP emerged because a problem was identified....</p> <p>How do you understand the problem that became the focus of the CoP? What level of relevance or importance did this topic have for you? Was it urgent or simply important? Why did you want to participate in the CoP? How was the CoP topic related to your daily work or responsibilities?</p>	Explore all aspects relevant to the Community's topic of work, the participant's level of understanding of it, and the relationship between this topic and the functions and/or responsibilities associated with their professional role.	Understanding the CoP topic
<p>3. Next, how would you define the Community's working style? Was there a clearly defined way of working, or did it vary depending on the different individuals and groups?</p> <p>Who led the CoP? The facilitator? In what specific aspects? (Convening meetings, making proposals, drafting reports, administrative tasks...) Which person(s) had the greatest influence over decision-making? Were there different levels of commitment among members? Can you identify any significant event that occurred within the group? Were there any dropouts or dissenting members (people who disagreed with what was being done)? How were communication and collaboration managed within the group? How did you feel as part of the group? Were there any conflicts or moments of crisis? How were they resolved?</p>	<p>Values and guiding principles of the Community</p> <p>Identity traits</p> <p>Identification of the dominant culture</p> <p>Explore the leadership exercised within the Community, as well as how relationships are established among its members. Issues related to potential conflicts, their resolution, moments of crisis, roles assumed during these processes, and communication dynamics are also relevant areas to examine.</p> <p>Possible dissenting or non-aligned members, etc.</p>	Relationships and participation
<p>4. We would now like to explore aspects related to the working methodology followed:</p> <p>How did you usually work? How often did you meet? Was there an agenda? Were key topics defined? What types of tasks were carried out during meetings and outside them? (Readings, attending or organizing talks with experts, gathering information from other stakeholders...) What type of meetings did you hold (face-to-face, virtual, or mixed)? What were these meetings held for, and what typically took place during them? (Discussion, reviewing tasks, planning...)</p>	Explore the Community's working methods, seeking to elicit specific details based on participants' responses, particularly when those responses are broad or general.	Working methods

Questions / Expected Responses		
Questions	Specific aspects to be addressed in the response	Axis of inquiry
<p>5. Learning gained as a result of participation in the Community:</p> <p>What have you learned through the CoP? What were the main sources of this learning? How have you applied what you learned in your daily work? What changes have occurred in your work as a result of your participation in the Community?</p>	<p>Explore what participants have learned through their involvement in the Community, whether learning transfer has taken place, and identify any possible changes in values or perspectives resulting from their participation. This involves addressing the specified questions while probing whether changes occurred and, if so, which ones, as a consequence of the learning acquired.</p>	Learning obtained
<p>6. Once their expectations when joining the Community have been specified, we are now interested in knowing what difficulties they have encountered and whether they were related to those expectations:</p> <p>What difficulties did you face? (Time, resources, support...) What strategies were used to overcome these difficulties? How did these difficulties relate to the fulfilment of your expectations?</p>	<p>Expectations were already specified in the initial stage of the Community. At this point, the aim is to explore the difficulties that have emerged over time, how attempts were made to address them, whether they were overcome, and what relationship may exist between these difficulties and the initial expectations.</p>	Difficulties and expectations
<p>7. Before concluding, we would like to explore the Supports and Resources:</p> <p>How did the institution respond to the CoPs? What support and resources were made available to the Community? How did the hierarchical superiors respond? Was there any feedback or review from others? (supervisors, experts...) What support and resources were provided to the Community? What type of support did you receive from colleagues? Were there any other sources of support?</p>	<p>We are interested in identifying the types of support available to the Community, as well as the resources at its disposal and their most relevant sources.</p>	Supports
<p>8. Finally, we would like to discuss the results achieved and the outputs produced:</p> <p>What output did you achieve? Was it what you expected? In what ways? What happened to that output? What was its level of visibility within the institution? And what was its level of impact? What was it used for, and what improvements did it bring at institutional, group, and personal levels? What personal repercussions did your participation in the CoP have? (Remuneration, promotion...) How do you perceive the long-term results of the CoP for the organisation and for yourself personally? Lastly, into what specific improvement proposals were the changes translated?</p>	<p>The aim is to explore the results achieved and how they are assessed. It is also important to examine in detail their level of impact and their consequences across different dimensions (personal, professional, group, and institutional). This involves addressing the specified questions while probing whether changes have occurred, and if so, which ones, as a result of the Community's functioning in the processes described. In other words, each question should be followed by further inquiry into whether the situation remained the same over time or changed due to the processes and outcomes generated. Responses should reflect each interviewee's individual experience, although participants may also be invited to share their perceptions of what occurs within the CoP more broadly.</p>	Outputs and results

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