# Concept Maps

## Idea In Short

Executives, strategy teams and organizational designers who want to improve decision quality, accelerate knowledge transfer and reduce the cost of misalignment should deploy concept mapping as a standard tool in strategic planning, knowledge management and capability development. Concept maps were developed in 1972 by education professor Joseph D. Novak and his research team at Cornell University as a method for representing the structure of knowledge explicitly — not just its content. The organizational case for concept mapping is grounded in evidence. Concept maps produce moderate-to-large effect sizes in knowledge retention, with research reporting Cohen's d values of 0.7–0.8 for improved comprehension compared to conventional methods. The decision is direct: make concept mapping a standard practice in your strategy, learning and knowledge management functions. The return on that decision compounds across every initiative it touches.

Novak developed concept mapping during a 12-year longitudinal study at Cornell beginning in 1971, tracking how children acquired and changed their understanding of science concepts1. Novak's team found that interview transcripts of children's scientific understanding were too difficult to analyze for systematic changes in conceptual knowledge. They needed a visualization method that made the structure of knowledge — not merely its surface content — legible and comparable across time. Concept mapping was the solution.

Novak's framework rests on the cognitive psychology of David Ausubel, whose most cited contribution to educational theory is this:

> The most important single factor influencing learning is what the learner already knows. Ascertain this and teach accordingly

Ausubel's assimilation theory holds that new knowledge becomes meaningful only when it connects to existing cognitive structures. Concept maps make those cognitive structures visible — enabling teachers, coaches and organizational designers to see exactly where a learner's or team's existing understanding is strong and where the gaps lie.

In 1984, Novak and D. Bob Gowin published Learning How to Learn, which became the primary reference text for concept mapping practice and was translated into nine languages. From 1987, Novak collaborated with Alberto Cañas at the Florida Institute for Human and Machine Cognition [IHMC], integrating concept mapping with digital tools and ultimately developing CmapTools — software now used in schools, universities, corporations, governmental and non-governmental agencies worldwide.

## Structural Architecture of a Concept Map

A concept map is not a flowchart, a mind map or an organizational diagram. It is a specific representational form with a defined structure. Novak and Cañas describe it as a graphical tool for organizing and representing knowledge, consisting of concepts enclosed in boxes or circles connected by labeled arrows that form propositions. Each connection between two concepts, combined with its linking word, forms a complete statement — a proposition — that carries a discrete and verifiable unit of meaning. This propositional structure is what distinguishes concept maps from looser visual thinking tools.

The map typically organizes concepts in a hierarchical structure, with the most general, inclusive concepts at the top and progressively more specific concepts descending below them. This hierarchy mirrors the structure of expert knowledge, which is organized around high-level principles that subsume and relate lower-order details. A concept map built by an expert in any domain will show a denser, more integrated hierarchy than one built by a novice — a structural difference that makes the maps directly useful as diagnostic tools for assessing knowledge depth, not just knowledge breadth.

The defining element that separates concept maps from most other diagramming tools is the "cross-link": a connection between concepts in different sections of the hierarchy that reveals unexpected relationships between knowledge domains. Novak identified cross-links as the primary indicator of creative or integrative thinking. In organizational contexts, cross-links in a strategic concept map surface the non-obvious connections between business units, competitive dynamics and resource constraints that linear strategy documents

systematically obscure.

## Concept Mapping vs. Mind Mapping

Executives frequently conflate concept maps with mind maps and the distinction matters practically. Both tools use visual, node-based structures, but they differ in purpose, structure and analytical power.

Mind maps, popularized by Tony Buzan in the 1970s, radiate from a single central concept and branch outward in an unconstrained free-association structure. They are optimized for brainstorming and idea generation — contexts where the goal is breadth of associations, not structural precision. Concept maps, by contrast, are hierarchically organized, bidirectionally labeled and propositionally structured — designed to represent the logical relationships between concepts, not simply their co-occurrence in the thinker's mind.

In practical terms, a mind map produces an inventory of associations; a concept map produces a knowledge model. A strategy team that uses a mind map to brainstorm competitive threats generates a list. The same team using a concept map generates a structured account of how those threats relate to each other, to organizational capabilities and to strategic options — a knowledge artifact that directly supports decision-making rather than merely populating it. For strategy, knowledge management and organizational learning applications, concept maps deliver analytical value that mind maps cannot replicate.

## Organizational Applications

Concept maps apply across four organizational functions where knowledge structure determines outcome quality: strategic planning, knowledge management, learning and development and stakeholder alignment.

In strategic planning, concept maps provide a format for making the assumptions behind a strategy explicit and testable. A strategy document communicates decisions; a strategy concept map communicates the causal logic connecting environmental conditions, organizational capabilities, strategic choices and expected outcomes. When the assumptions change — as they do in volatile markets — a concept map makes it immediately visible which parts of the strategy are affected and which remain intact. Linear

strategy documents offer no equivalent diagnostic capability.

In knowledge management, concept maps capture the expert knowledge of individuals and teams in a form that can be transferred, challenged and updated. A 2003 study published in the Journal of Knowledge Management documented an industrial case study in which concept mapping was used to build organizational knowledge maps, concluding that the methodology provides a practical and transferable approach to capturing and representing knowledge in complex organizational settings. In contexts where expert attrition is a strategic risk — as it is in engineering, consulting and financial services organizations — concept maps represent one of the most efficient tools for converting tacit expert knowledge into explicit, transferable organizational assets.

In learning and development (L&D), concept maps serve both as design tools and as learning artifacts. As design tools, they allow L&D professionals to map the conceptual structure of any learning domain before designing instruction, ensuring that the sequence and emphasis of training content matches the actual knowledge architecture of expert practitioners rather than the administrative convenience of curriculum designers. As learning artifacts, concept maps that participants construct during training generate evidence of comprehension depth that post-training tests cannot match — they reveal whether learners understand the relationships between concepts, not merely whether they can recall them in isolation.

In stakeholder alignment, concept maps externalize the mental models of different participants in a shared challenge. Strategy workshops and cross-functional planning sessions routinely fail not because participants lack knowledge but because their knowledge is organized around incompatible assumptions that no one has made visible. Having each participant independently map their understanding of a shared challenge — and then comparing the maps — surfaces incompatibilities, identifies shared ground and focuses productive dialogue on the specific structural disagreements that matter.

## Evidence Base

The research base supporting concept mapping spans more than five decades and multiple disciplines. A systematic review conducted following Preferred Reporting Items for Systematic Reviews and Meta-Analyses [PRISMA] guidelines and registered on PROSPERO, published in 2025, examined six randomized controlled trials [RCTs] comparing concept

maps against conventional instruction. Four of the six trials reported significantly higher assessment scores in concept map groups. The study reporting the most robust effect size — Ho et al. (2014) — found Cohen's d values of 0.7–0.8 for improved comprehension outcomes in concept map groups2.

An earlier meta-analysis of concept mapping research, spanning educational and organizational applications, found mean effect sizes of 0.46 across studies — a moderate effect that represents consistent, replicable improvement over conventional instruction and knowledge transfer methods. The pattern holds across multiple learning domains, age groups and organizational contexts — a generalizability that is rare in educational research and significant for organizational practitioners who need tools that work across culturally and contextually diverse populations.

A 2025 article in ScienceDirect applying concept mapping to deep learning program design confirmed that the structured relational representation of knowledge in concept maps activates cognitive processing at the level of schema formation — not merely declarative recall — and that this depth of processing is the mechanism through which improved retention effects are produced3. That mechanism — concept maps forcing the learner to make relationships explicit rather than passive — is precisely why the tool transfers from education into organizational knowledge management with its effectiveness largely intact.

## Deploying Concept Maps Effectively

Organizations deploy concept maps most effectively when they treat map construction as a collaborative, iterative process rather than a solo documentation exercise. The act of building the map generates most of the learning value — forcing participants to articulate relationships, resolve ambiguities and commit to explicit propositional claims rather than comfortable approximations. A concept map built by a committee that has argued about every linking word is more analytically valuable than a polished map produced by one expert working alone.

CmapTools, distributed freely by IHMC, supports collaborative digital concept mapping with real-time co-editing, nested maps and web-based sharing. For organizations with distributed teams or complex knowledge domains, CmapTools enables the construction of multi-level knowledge architectures where high-level concept maps link to more detailed sub-maps — creating a structured, navigable representation of organizational knowledge

that static documents cannot replicate.

The discipline concept mapping imposes on organizational thinking is the same discipline that distinguishes high-quality strategic analysis from strategy theater: it forces participants to say exactly what they mean and to make every claim about cause and effect explicit, labeled and therefore challengeable. Organizations that build this practice into their standard strategic and learning processes develop a compounding advantage in decision quality that is difficult for competitors who rely on unstructured documentation to close.


- 1The Origins Of The Concept Mapping Tool And The Continuing Evolution Of The Tool; Information Visualization, 5(3), 175–184
- 2Efficacy Of Mind Maps And Concept Maps In Enhancing Academic Performance; PubMed. (2025)
- 3Applying Kolb's Experiential Learning Cycle For Deep Learning;ScienceDirect


## Summary


Concept maps, developed by Joseph D. Novak at Cornell University in 1972, are hierarchically structured visual diagrams that represent knowledge as labeled propositional relationships between concepts. Grounded in Ausubel's assimilation theory and supported by meta-analytic evidence showing effect sizes of 0.46–0.80, they deliver measurable improvements in knowledge retention, strategic clarity, stakeholder alignment and organizational knowledge transfer.