

Carnegie Mellon University
 Tepper School of Business

Organizational Learning
47-899

Mini 3, Spring 2026, Room 5219
 Tuesday/Thursdays 2:00-3:50 PM

Professor Linda Argote

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Syllabus

Description

The course focuses on the processes and outcomes of organizational learning. The course begins with an analysis of models of group and organizational learning. Theoretical models and empirical findings are then presented about knowledge creation, retention and transfer. We will read “classics” as well as recent work from a variety of disciplines. The main goal of the course is to enhance your ability to do research. A secondary goal is to enhance your ability to constructively critique research.

Requirements

There are three requirements for students taking this course. First, active participation in class discussion is expected. Second, each student must prepare a review (around 2 pages) of two articles and present the reviews to the class. The review should analyze the authors’ theory, methods, and findings. Not only will these reviews help you hone your analytic skills, the reviews will also enable you to become an effective reviewer for journals, an important professional skill. Third, a research proposal of 10-15 pages is required. Your proposal should identify and define an interesting research question as well as specify hypotheses and very briefly describe the method that you would use to test your hypotheses. You will have an opportunity to present your proposal to the class for feedback. It is my hope that you will ultimately conduct the study that you propose.

Class Schedule

January 13
Tuesday

Background Reading

Argote, L., Lee, S., & Park, J. (2021). Organizational Learning Processes and Outcomes: Major Findings and Future Research Directions. *Management Science*, 67(9), 5399-5429.

January 15
Thursday

Organizational Learning Theory

Argote, L. (2013). *Organizational learning: Creating, retaining and transferring knowledge*. Springer (Chapter 1).

Argote, L., & Miron-Spektor, E. (2011). [Organizational learning: From experience to knowledge](#). *Organization Science* 22(5), 1123-1137.

Levitt, B., & March, J. G. (1988). [Organizational learning](#), *Annual Review of Sociology*, 14, 319-340.

**January 20
Tuesday**

Organizational Learning: Behavioral Theory of the Firm

Cyert, R.M. & March, J. G. (1963). *A behavioral theory of the firm*. Englewood Cliffs, NJ: Prentice Hall (Chapters 7* and 9*).

Argote, L., & Greve, H. R. (2007). A Behavioral Theory of the Firm-40 Years and Counting: Introduction and Impact. *Organization Science*, 18, 337–349.

**January 22
Thursday**

Organizational Learning and the Organizational Context

Edmondson, A. (1999). [Psychological safety and learning behavior in work teams](#). *Administrative Science Quarterly*, 44, 350-383. *

Gavetti, G., Levinthal, D., & Ocasio, W. (2007). Perspective---Neo Carnegie: The Carnegie School's Past, Present and Reconstructing for the Future. *Organization Science*, 18(3), 523-536.*

Levinthal, D. A., & Newark, D. A. (2023). Putting the Individual in the Organizational Context: A Carnegie Perspective on Decision Making. *Frontiers in Psychology*, 14,1165713.*

**January 27
Tuesday**

Organizational Experience

Dahlin, K., Chuang, Y., & Roulet, T. (2018). [Opportunity, motivation and ability to learn from failures and errors: Review, synthesis and ways to move forward](#). *Academy of Management Annals*, 12(1), 252–277. *

Denrell, J., & March, J. G. (2001). Adaptation as information restriction: The hot stove effect. *Organization Science*, 12, 523–538. *

Stan, M., & Vermeulen, F. (2013). [Selection at the gate: Difficult cases, spillovers and organizational learning](#). *Organization Science*, 24(3), 796-812. *

**January 29
Thursday**

Embedding and Retaining Knowledge

Argote, L. (2013). *Organizational learning: Creating, retaining and transferring knowledge*. Springer (Chapters 3 & 4).

Cohen, M. D., & Bacdayan, P. (1994). [Organizational routines are stored as procedural memory: Evidence from a laboratory study](#). *Organization Science*, 5(4), 554-568. *

Sundaresan, S., & Guler, I. (2025). Algorithmic recommendation tools and experiential learning in clinical care. *Organization Science*, 36(5), 1786-1802.*

**February 3
Tuesday**

Transactive Memory

Brandon, D. P., & Hollingshead, A. B. (2004). Transactive Memory Systems in Organizations: Matching Tasks, Expertise, and People. *Organization Science* 15 (6), 633-44.*

Ren, Y., & Argote, L. (2011). [Transactive memory systems 1985-2010: An integrated framework of dimensions, antecedents and consequences](#). *Academy of Management Annals*, 5(1), 189-229. (background reading)

Argote, L., & Ren, Y. (2012). [Transactive memory systems: Micro foundations of dynamic capabilities](#). *Journal of Management Studies*, 49(8), 1375-1382.

Argote, L., Guo, J., Haan, K., Rosengart, M., Teng, C., & Kahn, J. M. (in press). Transactive memory systems and hospital trauma resuscitation team performance: Shared experience in action teams. *Organization Science*.

**February 5
Thursday**

Transactive Memory

Lewis, K., Belliveau, M., Herndon, B., & Keller, J. (2007). Group Cognition, Membership Change, and Performance: Investigating the Benefits and Detriments of Collective Knowledge. *Organizational Behavior and Human Decision Processes* 103 (2), 159-78.*

Argote, L., Aven, B., & Kush, J. A. (2018). The effects of communication networks and turnover on transactive memory and group performance. *Organization Science*, 29(2), 191-201.

Lazar, M., Miron-Spektor, E., Chen, G., Goldfarb, B., Erez, M., & Agarwal, R. (2022). Forming entrepreneurial teams: Mixing business and friendship to create transactive memory systems for enhanced success. *Academy of Management Journal*, 65 (4),1110-1138. *

**February 10
Tuesday**

Knowledge Transfer

Argote, L. (2013). *Organizational learning: Creating, retaining and transferring knowledge*. Springer (Chapter 6).

Darr, E. D., Argote, L., & Epple, D. (1995). [The acquisition, transfer and depreciation of knowledge in service organizations: Productivity in franchises](#). *Management Science*, 41, 1750-1762.

Kane, A. A., Argote, L., & Levine, J. (2005) [Knowledge transfer between groups via personnel rotation: Effects of social identity and knowledge quality](#). *Organizational Behavior and Human Decision Processes*, 96, 56-71.

**February 12
Thursday**

Knowledge Transfer

Argote, L. (2024). Knowledge transfer within organizations: Mechanisms, motivation and consideration. *Annual Review of Psychology*, 75(1), 405-431.

Reagans, R., & McEvily, B. (2003). [Network structure and knowledge transfer. The effects of cohesion and range.](#) *Administrative Science Quarterly*, 48, 240-264.*

Reagans, R. E., Volvovsky, H., & Burt, R. S. (2023). Shared language in the team network-performance association: Reconciling conflicting views of the network centralization effect on team performance. *Collective Intelligence*, 2 (3), 1-18.*

**February 17
Tuesday**

Knowledge Transfer

Argote, L., & Ingram, P. (2000). [Knowledge transfer in organizations: A basis for competitive advantage in firms.](#) *Organizational Behavior and Human Decision Processes*, 82 (1), 150-169.

DiStefano, G., & Micheli, M. R. (2023). To stem the tide: Organizational climate and the locus of knowledge transfer. *Organization Science*, 34 (6), 2436-2463.*

Ringov, D., Asija, A., Joseph, J., & Szulanski, G. (in press). Dual demands, attention, and organizational learning: Spatial and temporal replication of routines in scaling organizations. *Organization Science*.*
<https://doi.org/10.1287/orsc.2022.16528>

**February 19
Thursday**

Aiming for a Successful Journal Experience and a Productive Career

**February 24
Tuesday**

Presentation of Research Proposals

*** Candidates
for Article
Presentations**

Suggested Reading

Group and Organizational Learning

- Anderson, E. G., & Lewis, K. (2013). A Dynamic Model of Individual and Collective Learning Amid Disruption. *Organization Science*, 25(2), 356-376.
- Argote, L. (2012). Organizational learning and knowledge management. In S. Kozlowski (Ed.) *Oxford Handbook of Industrial and Organizational Psychology*.
- Argote, L. (2013). *Organizational learning: Creating, retaining and transferring knowledge*. Springer (Chapters 2 and 5).
- Argote, L., & Greve, H. R. (2007). A Behavioral Theory of the Firm-40 Years and Counting: Introduction and Impact. *Organization Science*, 18, 337–349.
- Argote, L., Gruenfeld, D., & Naquin, C. (2001). Group learning in organizations. In M. E. Turner (Ed.), *Groups at work: Advances in theory and research* (pp. 369-411). Lawrence Erlbaum.
- Argote, L., Guo, J., & Park, J. (in press). Organizational learning and knowledge transfer. *Oxford Bibliographies on Management*. Oxford University Press.
- Argote, L., & McGrath, J. E. (1993). Group processes in organizations: Continuity and change. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (Vol. 8, pp. 333-389). New York: Wiley.
- Argote, L., & Ophir, R. (2002). Intraorganizational learning. In J. Baum (Ed.), *Companion to organizations*. Blackwell.
- Argote, L., & Todorova, G. (2007). Organizational learning. In Hodgkinson, G. & Ford, K. J. (Eds). *International review of industrial and organizational psychology* (Vol. 22, pp. 193-234).
- Argyris, C. (1992). *On organizational learning*. Cambridge, MA: Blackwell Business.
- Argyris, C. (1996). Unrecognized defense of scholars: Impact on theory and research. *Organization Science*, 7, 79-87.
- Audia, Pino G., and Henrich R. Greve. *Organizational Learning from Performance Feedback: A Behavioral Perspective on Multiple Goals: A Multiple Goals Perspective*. Cambridge: Cambridge University Press, 2021.

- Beane, M. (2019). Shadow learning: Building robotic surgical skill when approved means fail. *Administrative Science Quarterly*, 64, 87-123.
- Beckman, C. M., & Lee, H. J. Social comparison and learning from others. In *The Oxford Handbook of Group and Organizational Learning*, ed. L Argote, JM Levine, pp. 315-36. Oxford: Oxford University Press.
- Billinger, Stephan, Nils Stieglitz, and Terry R. Schumacher. Search on Rugged Landscapes: An Experimental Study. *Organization Science* 25, no. 1 (2014): 93-108.
- Bunderson, J. S., & Sutcliffe, K. M. (2003). Management team learning orientation and business unit performance. *Journal of Applied Psychology*, 88(3), 552–560.
- Burt, Ronald S., and Ray E. Reagans. (2022). Team Talk: Learning, Jargon, and Structure Versus the Pulse of the Network. *Social Networks* 70, 375-92.
- Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35, 128-152.
- Crossan, Mary M., Henry W. Lane, and Roderick E. White. (1999). An Organizational Learning Framework: From Intuition to Institution. *Academy of Management Review* 24, no. 3: 522-37.
- Desai, Vinit M. (2015). Learning through the Distribution of Failures within an Organization: Evidence from Heart Bypass Surgery Performance. *Academy of Management Journal* 58, no. 4: 1032-50.
- Desai, V., & Madsen, P. (2022). Take Your Time? How Activity Timing Affects Organizational Learning and Performance Outcomes. *Organization Science* 33 (3), 1707-23.
- Dutton, J. M., & Thomas, A. (1984). Treating progress functions as a managerial opportunity, *Academy of Management Review*, 9, 235-247.
- Edmondson, A. C., Dillon, J. R., & Roloff, K. S. (2007). Three Perspectives on Team Learning, *The Academy of Management Annals*, 1(1), 269- 314.
- Fang, C. (2012). Organizational learning as credit assignment: A model and two experiments. *Organization Science*, 23(6), 1717-1732.
- Fang, C., J. Lee, M.A. Schilling. 2010. Balancing exploration and exploitation through structural design: The isolation of subgroups and organizational learning. *Organization Science*, 21 625-642.
- Fiore, S. M., Smith-Jentsch, K. A., Salas, E., Warner, N., & Letsky, M. (2010). Towards an understanding of macro cognition in teams: Developing and defining complex collaborative processes and products. *Theoretical Issues in Ergonomics Science*, 11(4), 250-271.
- Gavetti, G., Greve, H. R., Levinthal, D. A., & Ocasio, W. (2012). A Behavioral Theory of the Firm: Assessment and Prospects. *Academy of Management Annals*, 6(1), 1-40.

- Gavetti, G., & Warglien, M. (2015). A model of collective interpretation. *Organization Science*, 26(5), 1263-1283.
- Goodman, P., Wilson, J.M., & Cronin, M. (2007). Group learning. *Academy of Management Review*, 32(4), 1041-1059.
- Greve, Henrich R. *Organizational Learning from Performance Feedback: A Behavioral Perspective on Innovation and Change*. Cambridge: Cambridge University Press, 2003.
- Greve HR, Gaba V. 2020. Performance feedback in organizations and groups.
- Common themes. In *The Oxford Handbook of Group and Organizational Learning*, ed. L Argote, JM Levine, pp. 315-36. Oxford: Oxford University Press.
- Guo, J., Argote, L. Kush, J. A., & Park, J. (2023). Communication networks and team performance: Selecting members to network positions. *Frontiers in Psychology*, 14.
- Haunschild, P. R., & Sullivan, B. N. (2002). Learning from complexity: Effects of accident, incident heterogeneity on airline learning. *Administrative Science Quarterly*, 47, 609-643.
- Hinsz, V.B., Betts, K.R., Sanchez-Manzanares, M., & Tindale, R.S. (2020). [How interacting groups remember: Implications for learning by groups and organizations](#). In Argote, L., & Levine, J. M. (Eds.), *Handbook of Group and Organizational Learning*. Oxford: Oxford University Press.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2, 88-115.
- He, T., Minervini, M. S., & Puranam, P. (2024). How Groups Differ from Individuals in Learning from Experience: Evidence from a Contest Platform. *Organization Science*, 35(4), 1512-1534.
- Ingram, P. (2002). Interorganizational learning. In J. Baum (Ed.), *Companion to organizations*. Blackwell.
- Huckman, R. S. & Pisano, G. (2006). The firm specificity of individual performance: Evidence from cardiac surgery. *Management Science*, 52, 473-488.
- Klimoski, R., & Mohammed, S. (1994). Team mental model: Construct or metaphor? *Journal of Management*, 20, 403-437.
- Koçak, Özgecan, Daniel A. Levinthal, and Phanish Puranam. "The Dual Challenge of Search and Coordination for Organizational Adaptation: How Structures of Influence Matter." *Organization Science* 34, no. 2 (2023): 851-69.

- Lapre, M. A., & Nembhard, I. M. (2010). Inside the organizational learning curve: Understanding the learning process. *Foundations and Trends in Technology, Information and Operations Management*, 4(1), 1-103.
- Lee, S., & Park, J. (2024). Giving up learning from failures? An examination of learning from one's own failures in the context of heart surgeons. *Strategic Management Journal* 45, no. 10: 2063-2094.
- Levine, J. M., & Argote, L. (2020). [Organizational Learning: Past, Present and Future](#). In Argote, L., & Levine, J. M. (Eds), *Handbook of Group and Organizational Learning*. Oxford: Oxford University Press.
- Levitt, S. D., List, J. A., & Syverson, C. (2013). Toward an understanding of learning by doing: Evidence from an automobile assembly plant. *Journal of Political Economy*, 121(4), 643-681.
- Luciano, M.M., Bartels, A.L., D'Innocenzo, L., Maynard, M. T., & Mathieu, J. E. (2018). Shared team experiences and team effectiveness: Unpacking the contingent effects of entrained rhythms and task characteristics. *Academy of Management Journal*, 61(4), 1403-1430.
- Madsen, P. & Desai, V. (2010). Failing to learn? The effects of failure and success on organizational learning in the global orbital launch vehicle industry. *Academy of Management Journal* 53(3), 451-476.
- March, J. G. (1991). [Exploration and exploitation in organizational learning](#). *Organization Science*, 2, 71-87.
- March, J.G. (2010). *The ambiguities of experience*. Ithaca, NY: Cornell University Press.
- Maslach, David, Oana Branzei, Claus Rerup, and Mark J. Zbaracki. (2018). Noise as Signal in Learning from Rare Events." *Organization Science* 29, no. 2: 225-46.
- Maula, Markku, Koen H. Heimeriks, and Thomas Keil. (2023). Organizational Experience and Performance: A Systematic Review and Contingency Framework. *Academy of Management Annals* 17, no. 2: 546-85.
- Miller, Kent D., Brian T. Pentland, and Seungcho Choi. (2012). Dynamics of Performing and Remembering Organizational Routines. *Journal of Management Studies* 49, no. 8: 1536-58.
- Miner, A. S., & Meziar, S. J. (1996). Ugly duckling no more: Pasts and futures of organizational learning research, *Organization Science*, 7, 88-99.
- Moliterno, Thomas P., Nikolaus Beck, Christine M. Beckman, and Mark Meyer. "Knowing Your Place: Social Performance Feedback in Good Times and Bad Times." *Organization Science* 25, no. 6 (2014): 1684-702.
- Koçak, Özgecan, Daniel A. Levinthal, and Phanish Puranam. "The Dual Challenge of Search and Coordination for Organizational Adaptation: How Structures of Influence Matter." *Organization Science* 34, no. 2 (2023): 851-69.

Park, S., & Puranam, P. (2021). Self-confirming biased beliefs in organizational “learning by doing.” *Complexity*, Vol. 2021. Article ID 8865872, Wiley.

Park, Sanghyun, Cleotilde Gonzalez, and Phanish Puranam. "Decision Centralization and Learning from Experience in Groups." *Management Science* (2023).

Posen, H.E., Keil T., Kim S., & Meissner F.D. (2018). Renewing research on problemistic search—A review and research agenda. *Academy of Management Annals*, 12(1), 208-251.

Puranam, P. & Maciejovsky, B. (2020). [Organizational structure and organizational learning](#). In Argote, L., & Levine, J. M. (Eds), *Handbook of Group and Organizational Learning*. Oxford: Oxford University Press.

Raveendran, Marlo, Kannan Srikanth, Tiberiu Ungureanu, and George L. Zheng. "How Do Performance Goals Influence Exploration-Exploitation Choices?". *Organization Science* (2023).

Reagans, R., Argote, L., & Brooks, D. (2005). Individual experience and experience working together: Predicting learning rates from knowing what to do and knowing who knows what. *Management Science*, 51, 869-881.

Rosenkopf, L. & McGrath, P. (2011). Advancing the conceptualization and operationalization of novelty in organizational research. *Organization Science*, 22(5), 1297-1311.

Schulz, M. (2002). Organizational learning. In J. Baum (Ed.), In J. Baum (Ed.), *Companion to organizations*. Blackwell.

Van der Vegt, G.S., & Bunderson, J. S. (2005). Learning and performance in multidisciplinary teams: The importance of collective identification. *Academy of Management Journal*, 48, 532-547.

Weick, K. E., & Sutcliffe, K. M. (2006). Mindfulness and the quality of the organizational attention. *Organization Science*, 17, 514-524.

Creating Knowledge

Argote, L. & Kane, A. A., (2003). Learning from direct and indirect experience in organizations: The effects of experience content, timing and distribution. In P. Paulus, & B. Nijstad (Eds.) *Group Creativity* (pp. 277-303). New York: Oxford University Press.

Beckman, C. M., & Burton, M.D. (2008). Founding the future: Path dependence in the evolution of top management teams from founding to IPO. *Organization Science*, 19, 3-24.

Choi, H. S. & Thompson, L. (2005). Old wine in a new bottle: Impact of membership change on group creativity. *Organizational Behavior and Human Decision Processes*, 98, 121-132.

- Dunbar, K. (1995). How scientists really reason: Scientific reasoning in real-world laboratories. In R. J. Sternberg & J. E. Davidson (eds.), *The Nature of Insight* (pp. 65-395). Cambridge, MA: MIT Press.
- Edmondson, A.C., Bohmer, R. M., & Pisano, G. P. (2001). Disrupted routines: Team learning and new technology implementation in hospitals. *Administrative Science Quarterly*, 46, 685-716.
- Eisenhardt, K. M., & Tabrizi, B. N. (1995). Accelerating adaptive processes: Product innovation in the global computer industry. *Administrative Science Quarterly*, 40, 84-110.
- Ely, R. J. & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46, 22-273.
- Gino, F., Argote, L., Miron-Spektor, E., & Todorova, G. (2010). First get your feet wet: When and why prior experience fosters team creativity. *Organizational Behavior and Human Decision Processes*, 111(2), 93-101.
- Hargadon, A. B. & Bechky, B.A. (2006). When collections of creatives become creative collectives: A field study of problem solving at work. *Organization Science*, 17, 484-500.
- Hollingshead, A. B. (1998). Communities, learning and retrieval in transactive memory systems. *Journal of Experimental Social Psychology*, 34, 423-442.
- Lant, T. K., Milliken, F. J. & Batra, B. (1992). The role of managerial learning and interpretation in strategic persistence and reorientation: An empirical exploration, *Strategic Management Journal*, 13, 585-608.
- Miner, A. S., Bossoff, P., & Moorman, C. (2001). Organizational improvisation and learning: A field study. *Administrative Science Quarterly*, 46, 304-337.
- Miron-Spektor, E., Emich, K., Argote, L., & Smith, W. (2022). Conceiving Opposites Together: Cultivating Paradoxical Frames and Epistemic Motivation Fosters Team Creativity. *Organizational Behavior and Human Decision Processes*, 171, Article 104153.
- Nonaka, I. & von Krogh, G. (2009). Tacit Knowledge and Knowledge Conversion: Controversy and Advancement in Organizational Knowledge Creation Theory. *Organization Science*, 20(3), 635-652.
- Paulus, P. B., & Yang, H. (2000). Idea generation in groups: A basis for creativity in organizations. *Organizational Behavior and Human Decision Processes*, 82, 76-87.
- Taylor, A., & Greve, H. R. (2006). Superman or the fantastic four: Knowledge combination and experience in innovative teams. *Academy of Management Journal*, 49, 723-740.

Embedding and Retaining Knowledge

- Agrawal, A., & Muthulingam, S. (2015). [Does organizational forgetting affect vendor quality performance? An empirical investigation.](#) *Manufacturing & Service Operations Management*, Articles in Advance, 1–18.
- Argote, L., Beckman, S. L., and Epple, D. (1990). The persistence and transfer of learning in industrial settings. *Management Science*, 36, 140-154.
- Argote, L., & Guo, J. (2016). [Routines and transactive memory systems: Creating, coordinating, retaining and transferring knowledge in organizations.](#) *Research in Organizational Behavior*, 36, 65–84.
- Austin, J. R. (2003). Transactive memory in organizational groups: The effect of content, consensus, specialization and accuracy on group performance. *Journal of Applied Psychology*, 88, 866-878.
- Benkard, C. L. (2000). Learning and forgetting: The dynamics of aircraft production. *American Economic Review*, 90, 1034-1055.
- Brandon, D. P., & Hollingshead, A.B. (2004). Transactive memory systems in organizations: Matching task, expertise and people, *Organization Science*, 15, 633-644.
- Ching, K., Forti, E., & Rawley, E. (in press). Extemporaneous coordination in specialist teams: The familiarity complementarity. *Organization Science*.
- Contractor, N., Monge, P., & Leonardi, P. M. (2011). Multidimensional Networks and the Dynamics of Sociomateriality: Bringing Technology Inside the Network. *International Journal of Communication*, 5, 682-720.
- Faraj, S., L. Sproull. 2000. Coordinating expertise in software development teams. *Management Science*, 46, 685-716.
- Feldman, M.S. & Pentland, B. T. (2003). Reconceptualizing organizational routines as a source of stability and change. *Administrative Science Quarterly*, 48, 94-118.
- Gersick, C., & Hackman, J. R. (1990). Habitual routines in task-performing groups. *Organizational Behavior and Human Decision Processes*, 47, 65-97.
- Hollenbeck, J. R., Ilgen, D. R., Segoe, D. J., Hedlund, J., Major, D. A., and Philips, J. (1995). Multilevel theory of team decision making: Decision performance in teams incorporating distributed expertise, *Journal of Applied Psychology*, 80, 292-316.
- Hollingshead, A. B. (1998). Retrieval processes in transactive memory systems. *Journal of Personality and Social Psychology*, 74, 659-671.
- Jain, A., & Kogut, B. (2013). Memory and organizational evolvability in a neutral landscape. *Organization Science*, 25(2), 479-493.
- Josselyn, S. A., & Tonegawa, S. (Jan. 3, 2020). [Memory engrams: Recalling the past and imagining the future.](#) *Science*, 367, eaaw4325. DOI:10.1126/science.aaw4325

- Kush, J. A., Aven, B., & Argote, L. (2024). A text-based measure of transactive memory strength. *Small Group Research*, 75(1), 405-431.
- Lewis, K. (2003). Measuring transactive memory systems in the field: Scale development and validation. *Journal of Applied Psychology*, 88(4), 587-604.
- Lewis, K., & Herndon, B. (2011). Transactive memory system: Current issues and new directions. *Organization Science*, 22(5), 1254-1265.
- Lewis, K., Lange, D., & Gillis, L. (2005). Transactive memory systems, learning, and learning transfer. *Organization Science*, 16(6), 581-598.
- Leonardi, P. M. (2014). Social Media at Work: Toward a Theory of Communication Visibility. *Information Systems Research*, 25(4), 796-816.
- Levinthal, D., & Rerup, C. (2006). Crossing an apparent chasm: Bridging mindful and less mindful perspectives on organizational learning. *Organization Science*, 17, 502-513.
- Liang, D. W., Moreland, R., & Argote, L. (1995). Group versus individual training and group performance: The mediating role of transactive memory. *Personality and Social Psychology Bulletin*, 21, 384-393.
- Majchrzak, A., Jarvenpaa, S. L., & Hollingshead, A. B. (2007). Coordinating expertise among emergent groups responding to disasters. *Organization Science*, 18, 147-161.
- March, J. G., Schulz, M., & Xhoiu, X. (2000). *The dynamics of rules: Studies of change in written organizational codes*. Stanford, CA: Stanford University Press.
- Mell, J.N., Van Knippenberg, D., Van Ginkel, W. P. (2014). The catalyst effect: The impact of transactive memory on team performance. *Academy of Management Journal*, 57 (4), 1154-1173.
- Moorman, C., & Miner, A. S. (1997). The impact of organizational memory on new product performance and creativity. *Journal of Marketing Research*, 34, 91-106.
- Moreland, D., Argote, L., & Krishnan, R. (1998). Training people to work in groups. In R. S. Tindale, Heath, L., Edwards, J., Posvac, E. J., Bryant, F. B., Suarez-Balcazar, Y., Henderson-King, E., & Myers, J. (Eds.), *Theory and research on small groups*, New York: Plenum.
- Nelson, R. R., & Winter, S. (1982). *An evolutionary theory of economic capabilities and behavior* (Chapter 5). Cambridge, MA: Harvard University Press.
- Sparrow, B., Liu, J., & Wegner, D. M. (2011). [Google effects on memory: Cognitive consequences of having information at our fingertips](#). *Science*, 333(6043), 776-778.
- Sutton, R. I., & Hargadon A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41, 685-718.
- Rao, R., & Argote, L. (2006) Organizational learning and forgetting: The effects of turnover and structure. *European Management Review*, 3, 77-85.

- Todorova, G., Argote, L., & Reagans, R. (2008). Working alone or working together: The effects of individual motivation and group identification on transactive memory systems and team performance. *Best Paper Proceedings of the Academy of Management*.
- Ton, Z., & Huckman, R.S. (2008). Managing the impact of employee turnover on performance: The role of process conformance. *Organization Science*, 19(1), 56-68.
- Ren, Y., Carley, K. M., & Argote, L. (2006). The contingent effects of transactive memory: When is it more beneficial to know what others know? *Management Science*, 52, 671-682.
- Walsh, J. P., & Ungson, G. R. (1991). Organizational memory. *Academy of Management Review*, 16(1), 57-91.
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Organizational Learning, Knowledge and Strategy

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