

Carnegie Mellon University  
Tepper School of Business

**Organizational Learning**  
**47-899**

Mini 3, Spring 2020  
Mondays/Wednesdays 1:30 PM – 3:20 PM

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## Syllabus

### Description

The course focuses on group and 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 work currently in press from a variety of disciplines.

### Requirements

There are three requirements for students taking this course for a grade. First, active participation in class discussion is expected. Second, each student must prepare a review (2-3 pages) of two articles and present the articles to the class. The review should be an analysis of the authors’ theory, methods, and findings. 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.

## Class Schedule

**January 13**  
**Monday**

**Introduction**

**January 15**  
**Wednesday**

**Organizational Learning**

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.

**January 22**  
**Wednesday**

**Organizational Learning**

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

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

March, J. G. (1991). [Exploration and exploitation in organizational learning](#). *Organization Science*, 2, 71-87.\*

**January 27  
Monday**

### **Organizational Learning and 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.\*

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

**January 29  
Wednesday**

### **Organizational Context**

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

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.\*

**February 3  
Monday**

### **Individual and Group Learning and Memory**

Beane, M. (2019). [Shadow learning: Building robotic surgical skill when approved means fail.](#) *Administrative Science Quarterly*, 64, 87-123.\*

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.\*

**February 5  
Wednesday**

### **Transactive Memory**

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.\*

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

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.

**February 10  
Monday**

### **Embedding and Retaining Knowledge**

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

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.

**February 12  
Wednesday**

**Embedding, Retaining and Transferring Knowledge**

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

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

**February 17  
Monday**

**Transferring Knowledge**

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.\*

**February 19  
Wednesday**

**Transferring Knowledge**

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.\*

Mell, J. N., DeChurch, L. A., Contractor, N., & Leenders, R. Th. A. J. (in press). [Identity asymmetries: An experimental investigation of social identity and information exchange in multiteam systems.](#) *Academy of Management Journal*.\*

Raffiee, J., & Byun, H. (Published online 2019). [Revisiting the portability of performance paradox: Employee mobility and the utilization of human and social capital resources.](#) *Academy of Management Journal*.\*

**February 24  
Monday**

**Transferring Knowledge**

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

Winter, S. G., Szulanski, G., Ringov, D., & Jensen, R. J. (2012). [Reproducing knowledge: Inaccurate replication and failure in franchise organizations.](#) *Organization Science*, 23(3), 672-685.\*

**February 26  
Wednesday**

**Presentation of Research Proposals**

**\*Candidates for Presentation**

## Suggested Reading

### Groups 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., & Levine, J. M. (Eds). (2020). *Handbook of Group and Organizational Learning*. Oxford: 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.
- Bunderson, J. S., & Sutcliffe, K. M. (2003). Management team learning orientation and business unit performance. *Journal of Applied Psychology*, 88(3), 552-560.
- Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35, 128-152.
- Denrell, J., & March, J. G. (2001). Adaptation as information restriction: The hot stove effect. *Organization Science*, 12, 523-538.
- 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.
- Egelman, C. D., Epple, D., Argote, L., & Fuchs, E. R. H. (2017). Learning by Doing in Multi-Product Manufacturing: Variety, Customizations and Overlapping Product Generations. *Management Science*.
- Fang, C. (2012). Organizational learning as credit assignment: A model and two experiments. *Organization Science*, 23(6), 1717-1732.
- Fiore, S. M., Smith-Jentsch, K. A., Salas, E., Warner, N., & Letsky, M. (2010). Towards an understanding of macrocognition in teams: developing and defining complex collaborative processes and products. *Theoretical Issues in Ergonomics Science*, 11(4), 250-271.
- Franke, N., Poetz, M.K., & Schreier, M. (in press). Integrating problem solvers from analogous markets in new product ideation. *Management Science*.
- 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.
- Gardner, H.K., Gino, F., & Staats, B. R. (2012). Dynamically integrating knowledge in teams: Transforming resources into performance. *Academy of Management Journal*, 55(4), 998-1022.
- Haunschild, P. R., & Sullivan, B. N. (2002). Learning from complexity: Effects of accident, incident heterogeneity on airline learning. *Administrative Science Quarterly*, 47, 609-643.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2, 88-115.
- Huckman, R. S. & Pisano, G. (2006). The firm specificity of individual performance: Evidence from cardiac surgery. *Management Science*, 52, 473-488.
- Ingram, P. (2002). Interorganizational learning. In J. Baum (Ed.), *Companion to organizations*. Blackwell.
- 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
- Klimoski, R., & Mohammed, S. (1994). Team mental model: Construct or metaphor? *Journal of Management*, 20, 403-437.
- 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.

- 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.
- Levinthal, D., & J. March (1993). The myopia of learning. *Strategic Management Journal*, 14, 95-112.
- 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.
- 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. 2010. *The ambiguities of experience*. Ithaca, NY: Cornell University Press.
- Miner, A. S., & Mezias, S. J. (1996). Ugly duckling no more: Pasts and futures of organizational learning research, *Organization Science*, 7, 88-99.
- 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.
- 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., 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.
- 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.
- 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.
- 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.
- 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.

Wegner, D. M. (1986). Transactive memory: A contemporary analysis of the group mind. In B. Mullen & G. R. Goethals (Eds.), *Theories of Group Behavior* (pp. 185-205). New York: Springer-Verlag.

## Transferring Knowledge

Argote, L., & Fahrenkopf, E. (2016). Knowledge transfer in organizations. *Organizational Behavior and Human Decision Processes*, 136, 146-159.

Baum, J. A. C., & Berta, W. B. (1999). Sources, timing, and speed: Population-level learning by organizations in a longitudinal behavioral simulation. In A.S. Miner & P. Anderson (Eds.), *Population-level learning and industry change, Advances in Strategic Management*, 16, 155-184.

Baum, J., & Ingram, P. (1998). Survival-enhancing learning in the Manhattan hotel industry, 1898-1980. *Management Science*, 44, 996-1016.

Birkinshaw, J., Nobel, R., & Ridderstrale, J. Knowledge as a contingent variable: Do the characteristics of knowledge predict the organizational structure? *Organization Science*, 13, 274-289.

Borgatti, S. P., & Cross, R. (2003). A relational view of information seeking and learning in social networks. *Management Science*, 49(4), 432-445.

Bresman, H. (2010). External Learning Activities and Team Performance: A Multimethod Field Study. *Organization Science*, 21(1), 81-96.

Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35, 128-152.

Greve, H. R. (1999). Branch systems and nonlocal learning in populations. In A. S. Miner & P. Anderson (Eds.), *Population-level learning and industry change, Advances in Strategic Management*, 16, 57-80.

Gruenfeld, D. H., & Hollingshead, A. B. (1993). Sociocognition in work groups: The evolution of group integrative complexity and its relation to task performance. *Small Group Research*, 24, 383-405.

Gruenfeld, D. H., Martorana, P. V., & Fan, E. T. (2000). What do groups learn from their worldliest members? Direct and indirect influence in dynamic teams. *Organizational Behavior and Human Decision Processes*, 82, 45-59.

Gupta, A., Hoopes, D. G., & Knott, A. M. (2015). Redesigning routines for replication. *Strategic Management Journal*, 36 (6), 851-871.

Haas, M. R. (2006). Knowledge gathering, team capabilities and project performance in challenging work environments. *Management Science*, 52, 1170-1184.

- Hakonsson, D., Eskildsen, J., Argote, L., Monster, D., Burton, R. & Obel, B. (2016). Exploration versus exploitation: Emotions and performance as antecedents and consequences of team decisions. *Strategic Management Journal*, 37(6), 985-1001.
- Hansen, M. (1999). The search-transfer problem: The role of weak ties in sharing knowledge across organizational subunits. *Administrative Science Quarterly*, 44(1), 82-112.
- Haunschild, P. R., & Miner, A. S. (1997). Modes of interorganizational imitation: The effects of outcome salience and uncertainty. *Administrative Science Quarterly*, 42, 472-500.
- Hwang, E. H., Singh, P. V., & Argote, L. (2015). Knowledge Sharing in Online Communities: Learning to Cross Geographic and Hierarchical Boundaries. *Organization Science*, 26 (6), 1593-1611.
- Kane, A.A., & Rink, F. (2020). Personnel movement as a mechanism for learning in groups and teams. In Argote, L., & Levine, J. M. (Eds), *Handbook of Group and Organizational Learning*. Oxford: Oxford University Press.
- Jensen, R. J., & Szulanski, G. (2007). Template use and the effectiveness of knowledge transfer. *Management Science*, 53, 1716-1730.
- Larson, J. R., Jr., Christensen, C., Abbott, A. S., & Franz, T. M. (1996). Diagnosing groups: Charting the flow of information in medical decision-making teams. *Journal of Personality and Social Psychology*, 71, 315-330.
- Liebeskind, J. P., Oliver, A., Zucker, L., & Brewer, M. (1996). Social networks, learning and flexibility: Sourcing scientific knowledge in new biotechnology firms. *Organizational Science*, 7, 420-443.
- Maslach, D., Branzei, O., Rerup, C., & Zbracki, M. J. (2018). Noise as a signal in learning from rare events. *Organization Science*, 29 (2), 225-241.
- McEvily, B., & Zaheer, A. (1999). Bridging ties: A source of firm heterogeneity in competitive capabilities. *Strategic Management Journal*, 20, 1133-1156.
- Menon, T., & Pfeffer, J. (2003). Valuing interval versus external knowledge. *Management Science*, 49, 497-513.
- Miner, A.S., & Anderson, P. (1999). Industry and population-level learning: Organizational, interorganizational and collective learning processes. In A.S. Miner & P. Anderson (Eds.) Population-level learning and industry change, *Advances in Strategic Management*, 16, 1-30.
- Nadler, J., Thompson, L., & van Boven, L. (2003). Learning negotiation skills: Four models of knowledge creation and transfer. *Management Science*, 49, 527-540.
- Phelps, C., Heidl, R., & Wadhwe, A. (2012). Knowledge, networks, and knowledge networks: A review and research agenda. *Journal of Management*, 38(4), 1115-1166.

- Powell, W. W., Koput, K. W., & Smith-Doerr, L. (1996). Interorganizational collaboration and the locus of innovation: Networks of learning in biotechnology, *Administrative Science Quarterly*, *41*, 116-145.
- Quigley, N.R., Tesluk, P.E., Locke, E.A., & Bartol, K. M. (2007). A multilevel investigation of the motivational mechanisms underlying knowledge sharing and performance. *Organization Science*, *18*, 71-88.
- Rulke, D. L., & Galaskiewicz, J. (2000). Distribution of knowledge, group network structure, and group performance, *Management Science*, *46*, 612-625.
- Song, J., Almeida, R., & Wu, G. (2003). Learning-by-hiring: When is mobility most likely to facilitate interfirm knowledge transfer? *Management Science*, *49*, 351-365.
- Szulanski, G. (1996). Exploring internal stickiness: Impediments to the transfer of best practice within the firm. *Strategic Management Journal*, *17*, 27-43.
- Tortoriello, M., Reagans, R., & McEvily, B. (2012). Bridging the knowledge gap: The influence of strong ties, and network range on the transfer of knowledge between organizational units. *Organization Science*, *23*(4), 1024-1039.
- Wang, D. (2015). Activating cross-border Brokerage: Knowledge transfer through skilled return migration. *Administrative Science Quarterly*, *60* (1), 133-176.
- Wittenbaum, G. M. & Stasser, G. (1996). Management of information in small groups. In J. L. Nye and A. Brower (Eds.), *What's social about social cognition? Social cognition research in small groups*. Thousand Oaks, CA: Sage Publications.
- Zander, U., & Kogut, B. (1995). Knowledge and the speed of transfer and imitation of organizational capabilities: An empirical test. *Organization Science*, *6*, 76-92.

### **Organizational Learning, Knowledge and Strategy**

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