Preface to the Second Edition

Research on organizational learning has increased dramatically since the first edition of my book appeared in 1999. Research on organizational learning began to accelerate in the early 1990s. In the late 1990s, research on the outcome of organizational learning, knowledge, also increased significantly. My primary goal for the second edition of the book is to incorporate these recent research developments about organizational learning and knowledge.

New developments about organizational learning and forgetting, organizational memory, knowledge transfer, and the microfoundations of organizational learning are incorporated into existing chapters. A new chapter, Chap. 2, provides a theoretical framework for analyzing organizational learning and presents evidence about how the organizational context affects learning processes and outcomes. The concluding chapter (Chap. 7 in the new edition) adds a discussion of strategic and managerial implications of research on organizational learning and knowledge for both existing and entrepreneurial firms.

Another change since my book was first published in 1999 is the increased focus on studying learning in service organizations, especially hospitals. Thus, although the first edition focused primarily on manufacturing organizations, the current edition includes more research in service settings.

Several grants from the National Science Foundation supported the work that is reported here. I thank the Decision, Risk and Management Science program, the Innovation and Organization Science program, and the Science of Science and Innovation Policy program for their support. A grant from the U.S. Army Research Institute for the Social and Behavioral Sciences also facilitated work presented here.

I would like to thank individuals whom I have had the pleasure to work with in recent years since the first edition was published: Brandy Aven, Daria Brooks, Richard Burton, Kathleen Carley, Laura Dabbish, Carolyn Denomme, Dennis Epple, Jacob Eskildsen, Erica Fuchs, Francesco Gino, Henrich Greve, Dorthe Hakonsson, Jim Herbsleb, Elina Hwang, Paul Ingram, Aimee Kane, Youngsoo Kim, Jonathan Kush, Ramayya Krishnan, John Levine, the late Joe McGrath, Bill McEvily, Ella Miron-Spektor, Dan Monster, Dick Moreland, Tridas Mukhopadyay, Ron Ophir, Borge Obel, Rukmini Devadas Rao, Ray Reagans, Yuqing Ren, Param
Singh, Gergana Todorova, and Courtney Williamson. These individuals contributed to the ideas presented here.

Most of my research was carried out at the Tepper School of Business at Carnegie Mellon University. The work benefited enormously from the interdisciplinary climate at Carnegie Mellon and also from the Groups and Organizations network at Carnegie Mellon University and the University of Pittsburgh. I would also like to acknowledge the Center for Organizational Learning, Innovation and Knowledge and the Carnegie Bosch Institute for Applied Studies in International Management, both at the Tepper School of Business, Carnegie Mellon University, for their support of conferences at Carnegie Mellon. Bill McEvily, Ray Reagans, and I organized a conference on “Managing Knowledge in Organizations: Creating, Retaining and Transferring Knowledge”; Aimee Kane and I organized a conference on “Identity, Innovation and Learning.” Both of these conferences brought leading scholars to Carnegie Mellon for an exciting exchange of ideas about learning and knowledge.

Several other institutions deserve acknowledgment. The Organization Science Winter Conference community has been a source of ideas and inspiration. The 2011 conference, which was organized by Dan Levinthal, Ray Reagans, and me and focused on organizational memory, was especially relevant for the ideas in my book. I would also like to acknowledge the Montezemolo Visiting Professorship at Judge Business School at Cambridge University and the Aarhus School of Business for their support.

Finally, I would like to thank my editor at Springer, Nicholas Philipson, for his patience and support. I would also like to recognize Jennifer Kukawa, Bonnie Schultz, and especially Rosemarie Lang for their help preparing the second edition. I close with the same dedication as the first edition, “This manuscript is dedicated to my family, Dennis and Stephen, from whom I continue to learn.”
Organizational Learning
Creating, Retaining and Transferring Knowledge
Argote, L.
2013, X, 218 p., Hardcover
ISBN: 978-1-4614-5250-8