KNOWLEDGE AND LEARNING GENERAL TRACK

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Knowledge and learning have become omnipresent terms within the discourse of organizational research (Grant, 1996; Spender, 1996), while being widely acknowledged as important strategic assets for organizations (Nonaka, 1994). Therefore, the scope of knowledge and organizational learning research has developed significantly in the last 20 years. A preoccupation with ways to use knowledge-based advantages is evident in the resource-based view, core competences and knowledge-based perspectives on organization, amongst others. Knowledge, as both an asset and activity, and learning, as a process, are considered to be of strategic importance to organizations and essential to develop and sustain competitive advantage and innovation. Despite the intensive research on organizational knowledge and strategic learning we still can find some uncharted areas in the field. Moreover, we can realize that research on organizational knowledge and learning has been differentiating in diverse but related discourses.

For example, Teece and colleagues have introduced the concept of dynamic capabilities. Based on dynamic capabilities, firms manage "to integrate, build, and reconfigure internal and external competences to address rapidly changing environment" (Teece et al., 1997). Ambidexterity as a specific form of dynamic capability (Tushman and O'Reilly, 1996) refers to March's (1991) idea of exploration and exploitation. Ambidextrous learning leads to both, efficiency in existing and innovation of novel routines. More recently, a group of researchers focus on strategies of replication (Winter and Szulanski, 2001). Replication deals with the transfer of existing organizational routines and processes to new places, it is the exploration of exploitation. The above examples can illustrate how research on knowledge and learning develops into different but still much related areas and discourses. Other examples might be research on absorptive capacity (Zahra and George, 2002) or practice-based notions on knowledge, learning and knowing (Cook and Brown, 1999).

As the scientific discourses on organizational knowledge and learning are differentiating into discrete areas, an institutional umbrella that connects diverse but related areas of research may lead to synergistic knowledge. The Strategic Interest Group 'Knowledge and Learning' is an institutional umbrella and connects the community of European and international researchers on organizational knowledge and strategic learning. The purpose SIG is to promote the creation and diffusion of knowledge in relation to knowledge and learning in organizations. The ambition is inform disciplines like strategy, entrepreneurship, organization theory, innovation and organizational behavior, but the Strategic Interest Group is also open to inputs from other disciplines including history, psychology, sociology, science and technology studies etc. It therefore aims to stimulate discussion about a variety of topics related to the way knowledge and learning. The Strategic Interest Group engages with established debates and explores emerging and new areas in the field of knowledge and learning. It also has as its focus those environments which rely predominantly on knowledge as a resource for competitive advantage, i.e. knowledge intensive firms. The SIG therefore seeks to showcase research on knowledge and learning that…

- engages with established debates (e.g., absorptive capacity, ambidexterity, communities of practice, identity, creativity),
- explores emerging and new areas (e.g., routine replication, socio-materiality, artefacts, social media, virtual clouds),
- examines the subject from a particular theoretical perspective (e.g., actor network theory, activity theory, practice-based theory),
- uses a variety of methodological approaches (e.g., social network analysis, ethnography, statistical analysis, case studies), and
- has a particular focus on sectors (e.g., management education, manufacturing, healthcare business services, and professional service firms).