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ACTIVATION TRIGGERS: RECONCEPTUALIZATION AND REVIEW

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ABSTRACT

Purpose- Businesses depend more on knowledge than other factors. Many academics have described the idea of absorptive capacity as a skill for handling outside knowledge. Since organizational phenomenon is a complex , the issue of absorptive capacity as a strategic and dynamic capability still merits further research consideration. Previous research shows that some of the variables are beyond the firm's control and moderate the effect of knowledge source and experience on absorptive capacity. The intensity of the triggers may have an impact on the firm's investment in absorptive capacity capability. The purpose of this study is to review and identify endogenous and exogenous contingencies that function as activation triggers on absorptive capacity based on the previous literature.
Methodology- The theoretical model, hypothesis, and measurement indicators for the study's variables are described in this paper.
Findings- The study of previous research shows that learning organization structure, business environment, organizational leadership, learning culture, management review, and competitive strategy play roles as moderator activation triggers in this study. According to the findings, businesses face complex and unpredictable business environment changes, as well as significant knowledge gaps. Decentralized and dynamic structures with participation in decision-making have a moderating effect on the capacity to absorb knowledge and make it easier for businesses to absorb new ideas. The results show that organizational culture fosters the development of fresh perspectives and encourages the integration of external knowledge to maximize the benefits of complementary knowledge sources. Also, the competitive strategy defines the scope and context of perception and learning. Other activation triggers that require more investigation include information technology, stakeholders, professional conduct, and research and development units.
Conclusion- Managers can explore a variety of strategic alternatives and forge competitive advantages for their companies by using activation triggers as a group of variables to upgrade existing talents and develop new capabilities of absorptive capacity.

Keywords: Absorptive capacity, activation triggers, endogenous and exogenous contingencies, knowledge.
JEL Codes: D83, L1, O32

1. INTRODUCTION

A crucial element affecting economic growth is knowledge (Qiao and Chen, 2010; Salehi, 2021), which has been and still is a contentious strategic issue (Barney, 1991; Salehi, 2021). Businesses depend more heavily than other factors on the level of knowledge (Druker, 1995; Davenport and Prusak, 1998; Murovec and Prodan, 2009; Salehi, 2021). New external knowledge is regarded as the essential component for surviving and competing in dynamic environments to which firms should adapt, improving the innovation of their products and sustaining competitive advantages (Cohen and Levinthal 1990; Hisnanick, 2016; Gray 2006; Salehi 2021). (Teece et al., 1997; Zahra and George, 2002; Chilton and Bloodgood, 2008; Wang and Wu, 2008; Camison and Fores, 2010; Salehi, 2021). As a result, the desired outcome needs a certain kind and degree of knowledge. Knowledge is a "justified true belief," according to Hisnanick (2016), which supports businesses' successful actions. According to his theory, knowledge has many sides because it can mean many different things. Hisnanick also referred to knowledge as a source that inevitably advances. Companies gain new knowledge through their internal experience and prior knowledge (Cohen and Levinthal, 1990; Salehi, 2021, Salehi, 2022).

Absorptive Capacity, a strategic capability sensitive to new information (Cohen and Levinthal, 1990: Zahra and George, 2002; Salehi, 2021) and opportunities in highly turbulent environments (Lane and Lubatkin, 1998; Zahra and George, 2002; Zhou and Wu, 2010; Camison and Fores, 2010; Martina and Javalgi, 2019; Salehi, 2021), and dynamic capability (Zahra and George, 2002; Camison and Fores, 2010; Martina and Javalgi, 2019; Salehi, 2021).

According to research trends, the topic of knowledge recruitment capacity in an organization is still important and merits further study because it helps organizations achieve innovation (Shane, 2000; Zahra and George, 2002; McKelvie et al., 2008; Salehi, 2021, Salehi, 2022); performance (Fiol and Lyle, 1985; Zahra and George, 2002; Liu et al., 2009; Harris and Liy, 2009; Salehi, 2021); and competitive advantage (Zahra and George, 2002; Andrawina et al.,2008; Liu et al.,2009; Salehi, 2021). Numerous studies on the capacity of absorptive capacity and its capacities for acquisition, assimilation, transformation, and exploitation have been published by researchers since Zahra and George.

Internal and external activation triggers were described by Zahra and George (2002) as endogenous and exogenous contingency factors that affect investment in absorptive capacity. The factors and variables that moderate the effect of knowledge resources on absorptive capacity as activation triggers are still largely unknown in this area of study (Salehi, 2021). In addition, the majority of absorptive capacity studies apply this capability as a whole and as a process of absorptive capacity while ignoring other important moderators and mechanisms that may play a significant role (Salehi, 2021). Re-reading the prior research is deemed necessary for the practical use of absorptive capacity because there is a substantial body of literature on the construct of adsorption capacity. Consequently, this paper aims to review the relevant literature on activation triggers and the factors that may have an impact on this theoretical model (Salehi, 2021).

The purpose of this study is to identify endogenous and exogenous contingencies that function as activation triggers on absorptive capacity based on the theoretical model of Zahra and George (2002) and prior literature. In order to lay the groundwork for activation triggers, the current study includes a review of the literature on knowledge, absorptive capacity, activation triggers, and their definitions (Salehi, 2021). Additionally, this piece advances the theoretical activation triggers model of (Salehi, 2021). At the end, there are conclusions with the researcher's key takeaways, implications, and suggestions for additional research (Salehi, 2021).

The following section presents a review of key related literature and the development of hypotheses. Following that, the theoretical framework was presented, and the variable criteria were explained. The findings are expounded, and finally, the discussion of the results is presented with directions for further research.

2. LITERATURE REVIEW

2.1. Knowledge Source and Complementary Experience

Businesses depend more on knowledge than other factors (Murovec and Prodan, 2009; Qiao and Chen, 2010; Salehi, 2022) to improve product innovation, maintain competitive advantages (Teece et al., 1997; Camison and Fores, 2010; Salehi, 2021), enhance service efficiency, optimize workflow, and government performance (Salehi, 2021). Knowledge, according to Hisnanick (2016), is "justified true belief," which supports businesses' effective actions. Information, according to Hisnanick, is a source that eventually advances knowledge. According to Salehi et al. (2012), new knowledge is generated through the following processes: identifying the needs of the citizenry and the broader society; identifying the broad organizational objectives; newspaper, magazine, television, and internet coverage; citizen interviews; stakeholder recommendations; surveys; group behavior; and experts or universities.

2.2. Absorptive Capacity

Many academics have described the idea of absorptive capacity as a skill for handling outside knowledge (Cohen and Levinthal, 1990; Barney, 1991; Van den Bosch et al., 1999; Hisnanick, 2016, Zahra and George, 2002; Gray, 2006; Todorova and Durisin, 2007; Zahra et al., 2009; Fabrizo, 2009; Harris and Liy, 2009; Schmidt, 2010; Camison and Fores, 2010; Zhixiong and Yuanjin, 2010; Salehi et al., 2012). It goes without saying that a company succeeds effectively when it can process and produce fresh external knowledge in challenging circumstances (Hisnanick, 2016; Salehi, 2022). The four abilities that many scholars have cited for absorptive capacity are knowledge acquisition, assimilation, transformation, and exploitation (Zahra and George, 2002). Individual learning comes first, followed by group learning, and lastly an organization learns (Cohen and Levinthal, 1990; Salehi and Asrar, 2022).

2.3. Activation Triggers

While some of the variables are beyond the firm's control, "triggers are events that encourage or compel a firm to respond to specific internal or external stimuli" (Walesh and Ungson, 1991; Zahra and George, 2002; Salehi, 2021). Activation triggers, according to Zahra and George (2002), moderate the effect of knowledge source and experience on absorptive capacity. On the other hand, Walesh and Ungson (1991); Zahra and George (2002) held that internal triggers could take the form of

organizational crises, failures, significant events, or performance issue(s) that might compel a firm to employ new strategies. However, these factors may have unfavorable consequences.

A crisis can increase a firm's efforts to realize and absorb new skills and develop new knowledge, despite having negative effects, as Kim (1998) demonstrated. Crises pose a threat to a company's viability, which is likely to spur learning and the realization of outside knowledge (Zahra and George, 2002; Salehi, 2021). Actions that could have an impact on a company's future and how it operates are known as external triggers (Zahra and George, 2002; Salehi, 2021). As a result, both internal and external triggers encourage or support a firm's efforts to look for new external knowledge. While triggers can occur in a firm's environment and range widely, they can have an impact on a firm's search for fresh external knowledge (Zahra and George, 2002; Salehi, 2021).

However, some triggers might need a different kind of knowledge that a company has never thought of, or they might be extremely challenging to understand. According to Zahra and George's hypothesis, firms plan to allocate more resources to bolstering the competencies and developing the capability of absorptive capacity as well as acquiring new external knowledge as trigger strength increases (Zahra and George, 2002; Salehi, 2021). Technology shifts are probably influenced by the basis of triggers. Additionally, it might increase spending on the acquisition of pertinent knowledge in particular fields. Therefore, a firm's investment in absorptive capacity capability may be impacted by the severity of the triggers. Additionally, it increases a company's desire to enhance performance and prevent a technological lockout (Zahra and George, 2002; Salehi, 2021).

2.2.1. Organizational Learning Structure

According to Fiol and Lyle (1985), organizational structure is a crucial factor that affects the learning process. Structure is defined as "stable role definitions that can clarify who is to perform what duties and are less precise about change" (Walesh and Ungson, 1991; Salehi, 2021). A multidimensional construct, organizational learning is distinguished by its foundational nature (Hult and Ferrell, 1997). Organizational structure is a "formal system of task and authority relationships that controls how people cooperate and use resources to achieve organizations' goals," according to Turi et al (2019). Foold (1998) made reference to openness and localness in organizational structures.

Moving decisions down the organizational hierarchy as much as possible so that local strategic business unit decision-makers deal with the full spectrum of issues is what is meant by "localness" (Hult and Ferrell, 1997). By allowing strategic business units the freedom to experiment, act on their own ideas, and take responsibility for the results, organizational learning in the global process is created, resulting in lower levels of bureaucracy and an organic organizational structure (Hult and Ferrell, 1997). Organizational learning theory contends that bureaucratization impedes learning by limiting creativity, responsiveness, timeliness, and innovativeness, whereas a lack of localness has been shown to positively influence performance outcomes of an organization under certain circumstances (Hult and Ferrell, 1997).

According to Fiol and Lyle (1985), the kind of organizational structure determines the necessary actions. While previous behaviors are reinforced in centralized and mechanistic structures, more decentralized dynamic structures tend to allow changes in beliefs and actions. Decentralized structures boost individual cognitive capacity as knowledge absorption rises, and businesses make it easier to assimilate new ideas (Fiol and Lyle, 1985). With the change in structure and form, low level formalization with democratic values encourages learning (Turi et al., 2019). However, in centralized organizations, where departments and divisions are tightly under control, decisions are made at a high managerial level (Turi et al., 2019).

When it comes to new external knowledge, openness depth and breadth both focus on how thoroughly a firm search. Customers, rivals, research institutions, regulatory bodies, higher education institutions, and governmental organizations can all be used as external search sources (Tian et al., 2020). Therefore, transparency increases a company's flexibility and knowledge base (Tian et al., 2020).

Participation is common in organizations with similar organizational structures. According to Foold (1998), this approach encourages participation in decision-making and gives people the freedom to speak and think. According to Cegarra-Navarro and Cepeda-Carrión (2008), this type of organizational structure accepts and evaluates novel and unconventional ideas. There is freedom of speech and thought, and ultimately, one viewpoint is chosen (Foold, 1998). Due to the closed organizational structure and lack of information and knowledge exchange with the external environment, this method involves the least amount of learning for the company (Foold, 1998). With this viewpoint, critical thinking and opinions develop (Foold, 1998).

Reflection is a cognitive process that aims to improve one's awareness of one's own experiences and, consequently, one's capacity to learn from them (Yang et al, 2017). Personal mastery, mental modeling, sharing visions, team learning, and systems thinking are crucial organizational learning disciplines, and all of them require reflective practice (Hilden and Tikkamäki, 2013). Understanding and reconstructing the meaning of what has been observed or accomplished are the main processes involved in reflection (Yang et al, 2017). Previous research in organizational, social, and medical psychology has suggested that reflection alters human behavior and enhances task performance, if not explicitly (Yang et al, 2017). It can also be seen that there is disagreement about the performance benefit of reflection in educational settings (Anseel et al.,

2009; Yang et al., 2017). In particular, some academics contend that in the absence of appropriate criticism or reflectional instruction, students are more likely to put forth serious thought into the wrong issues or to use the incorrect performance-improving techniques (Yang et al, 2017). One of the fundamental tenets of reflection is that it seeks to deepen the cognitive elaboration of experiential information, resulting in the necessary behavioral adjustments (Anseel et al., 2009). In his conclusion, Foold (1998) claimed that the reflective method has greater potential for knowledge acquisition.

By eschewing mechanistic structure, such dynamic organizations can foster reflective action-taking (Fiol and Lyle, 1985). Knowledge integrates and combines with various sources to advance organizational goals in a dynamic organization (Turi et al., 2019). This demonstrates that organizational structure is determined by the organization's goals and strategies (Turi et al., 2019).

In actuality, the organizational structure ought to offer frameworks for knowledge discovery, acquisition, interpretation, and application. An organization that learns can comprehend and adapt new information. The performance of knowledge acquisition and how to deal with it can be impacted by this procedure at the individual and organizational levels. Accordingly, it is hypothesized as follows.

H_1: Organizational learning structure as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

2.2.2. Business Environment

Businesses must decide whether to adapt to the dynamic and complex business environment or to give up and close their doors. According to Akpoviroro and Owotutu (2018), organizations are under pressure from the business environment in which they operate. These pressures prompt various responses from the organizations, which then seek legitimacy in an effort to survive and thrive in the environment.

Environmental dynamism refers to the unpredictability of change in environmental conditions faced by firms, while environmental complexity refers to the heterogeneity and range of an organization's activities (Ward et al., 1995). Fiol and Lyle discussed the relationship between the environment and learning in 1985. They said that complexity and dynamic environments, whether internal or external, could lead to overload and prevent learning. Environmental factors are a major source of organizational contingencies, according to organizational theorists for a long time (Ward et al., 1995). Change and stability are both necessary for learning between students and their surroundings (Fiol and Lyle, 1985; Salehi, 2021). Inefficient organizations can result from having too much stability because there is little motivation to grow and adapt.

Even though ingrained behaviours never change, a lot of change and unsettling environments also make learning challenging (Fiol and Lyle, 1985). It is essential to create and make use of this tension between constancy and change for an effective learning process. In order for learning to occur, a certain amount of pressure is required (Fiol and Lyle, 1985; Salehi, 2021).

Organizations seeking to adapt must look for specific and new external knowledge because environmental change is complicated, unpredictable, and characterized by sudden, enormous interruptions (Walesh and Ungson, 1991). Accordingly, it is hypothesized as follows.

H_2: Business environment as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

2.2.3. Organizational Leadership

Every organization's success or failure is largely dependent on its level of leadership (Saeidi et al., 2021). Organizational leadership educates followers at the individual level with new rules, new perspectives, and new feelings, preparing them to meet all unforeseen challenges brought on by environmental change (Turi et al., 2019). Leadership in knowledge-based organizations fosters internal environments that are conducive to learning and encourages it (Turi et al., 2019). Through the use of effective leadership techniques, managers can encourage learning and enforce motivation. Additionally, leadership imparts crucial practical learning abilities like individual empowerment, decision-making authority, and support (Turi et al., 2019). Accordingly, it is hypothesized as follows.

H_3: Organizational leadership as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

2.2.4. Learning Culture

Both generative learning and adaptive learning are promoted by a company with a strong learning culture. It happens when business partners are willing to challenge the learning boundary as well as the ingrained notions about their goals, target audiences, state-of-the-art technologies, or strategies (Yao et al., 2013). The collective vision, presumptions, values, norms, and beliefs that guide organizational behavior and people make up culture (Turi et al., 2019). It is a way of thinking and

understanding that is applied to the level of the individual as a learned way of perceiving and feeling about issues (Turi et al., 2019). The behavior patterns of an individual determine the culture of an organization (Fiol and Lyle, 1985; Salehi, 2021). The collective vision, presumptions, values, norms, and beliefs that guide organizational behavior and people make up culture (Turi et al., 2019). Culture can be defined as "the shared ideologies, norms, and beliefs that guide organizational decision-making" (Fiol and Lyle, 1985; Salehi, 2021). An organizational learning culture encourages staff to question ingrained paradigms, existing beliefs, and routines that would otherwise obstruct knowledge creation in global strategic alliances (Yao et al., 2013). The organizational culture fosters the development of fresh perspectives and encourages the integration of outside knowledge to maximize the benefits of complementary knowledge sources (Yao et al., 2013). Theorists of cultural cognitivism asserted that organizations with strong cultures can achieve high performance (Turi et al., 2019). This performance focuses on the culture and knowledge workers who use data and technology to advance learning within an organization (Turi et al., 2019). Accordingly, it is hypothesized as follows.

H_4: Learning culture as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

2.2.5. Management Review

According to Zahra and George (2002), the managerial role is an uncertain factor. They advocated for the idea that broader managerial roles have an impact on knowledge seeking behaviors, activation triggers, and knowledge transformation. Unlike the conventional understanding of absorptive capacity, which limited managerial responsibilities to environmental analysis and R&D spending. Walesh and Ungson (1991) assert that since managerial decisions are used to create organizational structure, organizational memory may be impacted by that structure. The top management team of a company typically makes the most important and strategic decisions, which ultimately affect organizational performance (Saeidi et al., 2021). By offering guidelines for how project participants should interact and carry out the project, management review can also improve knowledge sharing (Wang et al., 2006). They proposed that management review boosts group dynamics and interdependence, which in turn enhances learning within an organization. Accordingly, it is hypothesized as follows.

H_5: Management review as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

2.2.6. Competitive Strategy

Organizational structure, function, and learning capacity are determined by an organization's objectives and strategy (Turi et al., 2019). (Fiol and Lyle, 1985; Turi et al., 2019; Salehi, 2021). Additionally, it clarifies a learning map by giving the perception and comprehension of the environment a limit and context (Fiol and Lyle, 1985; Salehi, 2021). They claimed that a company's strategic choice determines its capacity for learning. Fiol and Lyle mentioned that strategic design determines the pace of organizational learning. The approach has an impact on organizational learning, which fosters creativity and fresh perspectives (Fiol and Lyles, 1985; Serinkan et al., 2013).

In order to affect changes in the external environment, an organization learns from previous experiments by evaluating the results and modifying their goals or actions to achieve the targets. Learning is a prominent component of organizational strategy (Turi et al., 2019). Additionally, the strategy of learning itself is a crucial component where organizations learn from their previous or current strategies by analyzing the results. Based on changes in the external environment, they modify their goals or activities to achieve them (Turi et al., 2019). Strategy is therefore believed to be a subject that merits more research because it is "strongly linked with organizational learning and development" (Turi et al., 2019). Accordingly, it is hypothesized as follows.

H_6: Competitive strategy as activation triggers moderates the relationship between knowledge source and complementarity experience and absorptive capacity.

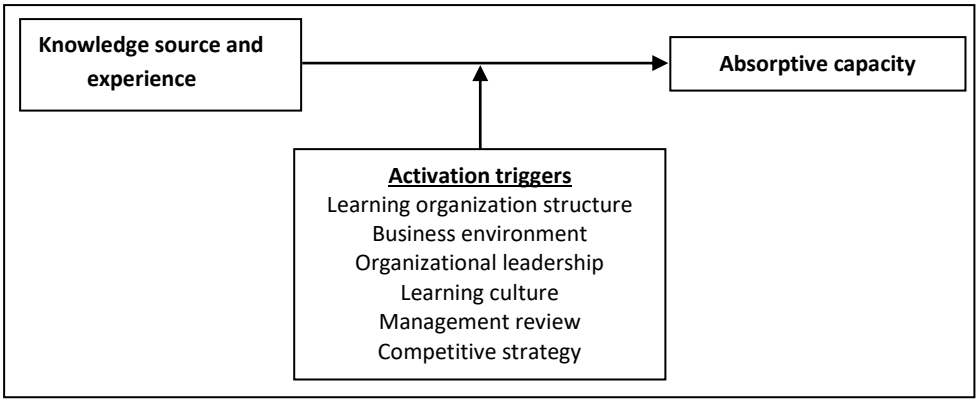
3. METHODOLOGY

This research is a review article and literature review that promotes the conceptualization of activation triggers based on previously published research on this topic. This paper gives an overview of current thinking on activation triggers and absorptive capacity. In this review article, a re-conceptualization is proposed, and the variables are identified as activation drivers based on the theoretical framework of Zahra and George (2002). According to this review article, activation triggers need for greater clarity about structure and domain.

3.1 Theoritical Model

The theoretical model of this research is based on the previous literature and the theoretical framework of Zahra and George (2002). In this research, it is expected that the variables as activation drivers moderate the effect of knowledge and experience on absorption capacity. After that, the scale items to measure each variable are presented in this section.

Figure 1: Theoretical Model



3.2. The Scale and Measurement Items

The scale items that were collected through previous research to measure the construction of activation triggers are justified in this section.

3.2.1. Learning Organization Structure

Table 1 provides a summary of the items used to measure learning organization structure. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Hult and Ferrell (1997).

Table 1: Scales Items- Learning Organization Structure

Scale		Scale Items
Openness	**Participative openness**	There is lots of room for casual "hall talk". No matter what rank or position they hold, speaking with the purchasing representatives is simple. When a need arises, we are at ease calling our purchasing representative. The purchasing agents are easily reachable. Meetings with our purchasing representative or the purchasing department can be easily scheduled by junior managers in our unit.
	Reflective openness	We are capable of influencing one another's opinions. We are dedicated to being open to having our opinions about the purchasing process change and to sharing our thoughts and feelings about it. We are always willing to challenge one another's viewpoints. We continuously assess the effectiveness of the choices we make and the actions we take over time. We are both critically evaluating each other's thoughts as well as our own regarding the purchasing process.
Localness	**Centralization**	Before almost anything, we have to consult with our purchasing representative. Until our purchasing representative approves a decision, not much can be done here. Our purchasing representative would quickly discourage us if we attempted to make our own decision. Even minor issues must be brought to our purchasing representative's attention for a decision. Our purchasing representative must give his or her approval before we make any decisions.
	Formalization	In most situations, we believe we are in charge. We are capable of taking independent actions without consulting anyone else. We are in charge of how things are carried out. We set our own rules and can pretty much do whatever we want.

	In most situations, we believe we are in charge.

3.2.2. Business Environment

Table 2 provides a summary of the items used to measure business environment. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Ward et al (1995).

Table 2: Scales Items- Business Environment

Scale	Scale Items
Business costs	Growing cost of labour Elevated material costs Rising transportation costs Increasing cost of communications Increasing utility costs Increasing rent Rising costs for health care Strong dollar value
Labour availability	Lack of managerial and administrative personnel Technician shortage Lack of office and related personnel Shortage of qualified personnel Insufficient production personnel The inability to work third shift
Competitive hostility	A fierce market environment of competition Fierce rivalry in foreign markets A small profit margin Declining demand in local market Decreased demand in the international market Generating work that meets the necessary quality standards Poor quality from the vendor

3.2.3. Organizational Leadership

Table 3 provides a summary of the items used to measure organizational leadership. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Saeidi et al (2021).

Table 3: Scales Items- Organizational Leadership

Scale	Scale Items
Organizational leadership	Considering each person separately Optimistic Influence Motivating Inspiration Cognitive Stimulation Management of Conditional Rewards by Exception Considering each person separately

3.2.4. Learning Culture

Table 4 provides a summary of the items used to measure learning culture. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Yao et al (2013).

Table 4: Scales Items- Learning Culture

Scale	Scale Items
Learning culture	Our joint venture's senior management concur that learning is the key to gaining a competitive edge. Learning as a means of improvement is one of the joint venture's core principles.

	In the joint venture, employee training is portrayed as an expense rather than an investment. In our joint venture, learning is regarded as a crucial resource required to ensure the survival of the company.

3.2.5. Management Review

Table 5 provides a summary of the items used to measure management review. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Wang et al (2006).

Table 5: Scales Items- Management Review

Scale	Scale Items
Management review	Before entering into contracts, management reviews each software development to what extent a formal procedure is used. How much do first-line managers of software development approve of their schedules and budgets? How well-equipped senior management is with a system for routinely reviewing the progress of software development projects.

3.2.6. Competitive Strategy

Table 6 provides a summary of the items used to measure competitive strategy. These measures are really addressing what one might consider the dependent variable. These variable measurement items and indicators have been investigated for measuring structure in previous studies. The scale items of this variable were suggested by Santos-Vijande et al (2013).

Table 6: Scales Items- Competitive Strategy

Scale	Scale Items
Differentiation strategy	Extensive services both before and after the sale Implementing novel marketing strategies Presenting products with differences Offering a wide range of products Highlighting the brands of the company Offering goods of excellent quality
Cost leadership strategy	Maximizing capacity usage Obtaining the best deal possible when purchasing raw materials Manufacturing modernization Enhancing the manufacturing system's productivity Reducing the cost of manufacturing

4. FINDINGS

In this paper, it is argued that attention to activation triggers is indispensable for threshold absorptive capacity and innovation. After Zahra and George's article, the issue of activation triggers in absorptive capacity has been neglected and has not been considered in research. Activation triggers as a group of variables are useful in revamping existing skills and building new capabilitiy of absorptive capacity, giving managers an opportunity to explore a wide range of strategic options and create a distinctive advantage for their firms.

The study of previous research shows that learning organization structure, business environment, organizational leadership, learning culture, management review, and competitive strategy play roles as moderator activation triggers in this study. According to the findings, businesses face complex and unpredictable business environment changes, as well as significant knowledge gaps. Decentralized and dynamic structures with participation in decision-making have a moderating effect on the capacity to absorb knowledge and make it easier for businesses to absorb new ideas. The results show that organizational culture fosters the development of fresh perspectives and encourages the integration of external knowledge to maximize the benefits of complementary knowledge sources. Also, the competitive strategy defines the scope and context of perception and learning.

5. CONCLUSION

New external knowledge is continuously cultivated in absorptive capacity. Twenty years after Zahra and Gorge, there is still a significant gap in the literature regarding research and evidence about the complex capabilities of absorptive capacity. There hasn't been much research done on the activation triggers and capability of absorptive capacity. Further research should be done on the entire model, including endogenous and exogenous contingencies. This is because the procedure and capability demand mechanisms. In this theoretical article, variables that play the role of activation triggers in the effect of absorptive capacity were identified and determined. The background of the research shows that with organizational leadership techniques and management reviews, learning and searching to absorb new external knowledge can be encouraged and strengthened. This article demonstrates that businesses face complex, unpredictable changes in the business environment as well as massive knowledge gaps. This study also shows that the type of organizational structure and participation in decision-making have a moderating effect on knowledge absorptive capacity. This means that more decentralized, dynamic structures tend to change beliefs and practices. Decentralized structures increase individual cognitive capacity by increasing knowledge absorptive capacity and making it easier for businesses to absorb new ideas. On the other hand, the organizational culture fosters the development of fresh perspectives and encourages the integration of external knowledge to maximize the benefits of complementary knowledge sources. Learning culture is a way of understanding and thinking about new discoveries and knowledge created at the individual level. This perspective shapes the presuppositions, values, norms, and beliefs of individuals and architectures the culture of learning in a firm. The competitive strategy defines the scope and context of perception and learning. In fact, the choice of strategy determines the learning capacity. Determining this scope will strengthen the firm's future creativity and innovation.

A company that wants to improve its performance and avoid further technical lockout needs to improve the absorptive capacity 's performance with new external knowledge to achieve innovation by increasing the power of the activation trigger. To stimulate and sustain innovative activities, firms need to acquire knowledge from external sources. Therefore, the firm's effectiveness in innovation is achieved through activation triggers. Effective mobilization and deployment of activation triggers are skills that executives must learn.

Numerous other factors besides activation triggers can have an impact on absorptive capacity. It is recommended that more data be gathered about these moderating variables from the extremely rich literature. Other activation triggers that require more investigation include information technology, stakeholders, professional conduct, and research and development units.

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