

**GENERATING CUSTOMER VALUE THROUGH THE BOOSTING
OF RELATIONSHIPS AND ORGANIZATIONAL
INNOVATIVENESS.**

Journal:	<i>Knowledge Management Research & Practice</i>
Manuscript ID	TKMR-2018-OA-0028.R1
Manuscript Type:	Original Article
Keywords:	relationship learning, organizational innovativeness, customer value, partial least squares
Abstract:	<p>This study aims to shed light on the question of how companies can generate customer value within the current increasingly dynamic, turbulent and hypercompetitive settings. With this purpose, we intend to examine whether relationship learning mechanisms and organizational innovativeness are actually key drivers of customer value. Concretely, this paper proposes and tests a mediation model that links relationship learning, organizational innovativeness and customer value. In order to test the research model and hypotheses posited in this study, we rely on the use of partial least squares (PLS) path-modeling, a variance-based structural equations modeling technique. We apply this technique to a sample composed by 153 innovation intensive firms based in Spain. The findings support the influence of relationship learning and organizational innovativeness in customer value.</p>

SCHOLARONE™
Manuscripts

GENERATING CUSTOMER VALUE THROUGH THE BOOSTING OF RELATIONSHIPS AND ORGANIZATIONAL INNOVATIVENESS.

Abstract

This study aims to shed light on the question of how companies can generate customer value within the current increasingly dynamic, turbulent and hypercompetitive settings. With this purpose, we intend to examine whether relationship learning mechanisms and organizational innovativeness are actually key drivers of customer value. Concretely, this paper proposes and tests a mediation model that links relationship learning, organizational innovativeness and customer value. In order to test the research model and hypotheses posited in this study, we rely on the use of partial least squares (PLS) path-modeling, a variance-based structural equations modeling technique. We apply this technique to a sample composed by 153 innovation intensive firms based in Spain. The findings support the influence of relationship learning and organizational innovativeness in customer value.

Keywords: relationship learning; organizational innovativeness; customer value, partial least squares

1. Introduction

With the aim of remaining competitive and surviving within the current hypercompetitive markets, firms ought to respond steadily to prompt and sudden changes and handle a growing set of snowballing intricacies (Loon, Udin, Hassan, Bakar & Hanaysha, 2017). Innovative companies might find it easier to cope with these competitive problems by means of developing new or novel products and services more rapidly than their competitors. That is to say, organizational innovativeness enables firms to cope with its increasingly complex setting as one of the key drivers of long-term success within the context of extremely dynamic markets (Baker & Sinkula, 2002; Acar & Özşahin, 2018).

According to Vargo and Lusch (2004), innovating entails applying specialized competencies (i.e., knowledge and capabilities) through activities, processes and routines, aimed at the mutual benefit of the actors involved. In this context, firms that truly aim to generate innovations are required to establish and reinforce relationships with their stakeholders. This corporate investment in relationship-based learning mechanisms will lead firms to learn from each other, engender new ideas, and obtain relevant feedback from other groups of interest –i.e., customers, suppliers, competitors, partners, etc.– (Leal-Rodríguez, Roldán, Ariza-Montes & Leal-Millán, 2014). Hence, companies' mutual engagement in sharing information and knowledge with their stakeholders regarding supply chain management activities, market trends, managerial policies or operational issues becomes crucial for fostering innovativeness and attaining in turn superior customer value (Martelo-Landroguez, Barroso-Castro & Cepeda-Carrión, 2011).

Several studies have assessed the influence of knowledge sharing practices on business performance (Chen & Stewart, 2010). Others have recognized the need for an efficient management of supply chain relationships and highlight cooperation between

1
2
3 stakeholders, even between competitors –coopetition– as a strategic issue (Selnes &
4 Sallis, 2003; Cheung, Myers & Mentzer, 2011; Salvatat, Géraudel & d'Armagnac, 2013).
5 However, most of these studies emphasize the assessment of the effects that cooperation
6 and innovation strategies exert on business performance. Besides, there is a scarcity of
7 works addressing the links between relationship building, firm innovativeness and
8 customer value. This paper hence firstly explores the direct impact exerted by relationship
9 learning in the generation of customer value, and secondly, assesses the indirect effect of
10 relationship learning on customer value via organizational innovativeness. Specifically,
11 we attempt to answer the following question: does a firm's involvement in relationship
12 learning mechanisms and innovativeness enhance customer value?
13
14

15
16 Therefore, this paper brings a substantial contribution to theory and practice, given that it
17 transcends prior-related research and is among the limited research works that aim to
18 examine the links between relationship learning, innovativeness and customer value. To
19 our knowledge, no previous study has joined these links within a conceptual model and
20 has empirically analyzed such relationships. Concretely, this paper posits that companies
21 might be able to boost their competitiveness within the market not only by improving
22 their competence at acquiring external knowledge from their customers via relationship
23 learning mechanisms, but also through their aptitude at reconfiguring and combining this
24 newly acquired external knowledge with its own base of resources and its knowledge
25 base, namely, by fostering its innovativeness. Hence, this study brings new contributions
26 to the literature on knowledge management, innovation and value creation, as the
27 empirical results shed light on the issue of how firms can generate customer value within
28 the current increasingly dynamic, turbulent and hypercompetitive settings. As this
29 question remains uncertain, new empirical insights and reasoning are conveyed in this
30 study jointly with important implications for academics and practitioners.
31
32

33
34 This study proposes and tests a mediation model. In order to test our research model and
35 hypotheses we rely on the use of partial least squares (PLS) path-modeling, a variance-
36 based structural equations modeling technique. We apply this technique to a sample
37 composed by 153 innovation intensive firms based in Spain. Sectors categorized as
38 innovative shape the population chosen for this study, since these industries might be
39 considered as ideal to carry out this study, given the hypercompetitive markets in which
40 they compete, which demand high doses of flexibility and rapid responses from
41 organizations (Mas-Tur & Ribeiro-Soriano, 2014)
42
43

44
45 The following paper is organized as follows. In section 2, we begin with a review of the
46 literature on relationship learning, firm innovativeness and customer value, in order to
47 clarify the definition and measurement of the distinct constructs composing the model.
48 Section 3 brings the methodology followed in this research, comprising the method,
49 measurement scales and data analysis. In fourth place we present the empirical results
50 yielded by PLS analysis, and finally, in section 5 we present the discussion of the results
51 and their main implications jointly with some limitations and suggestions for future
52 research.
53
54

55 **2. Theoretical background**

56 *2.1. Relationship learning*

57
58
59
60

1
2
3 According to Ritter (2007), the term “relationship” entails close interactions grounded on
4 shared efforts and mutual agreements. Consistently with the foundations of stakeholder
5 theory (Freeman, 1994), social capital theory (Putnam, 2000) and the relationship view
6 (RV) of the firm, which posit that inter-corporate networks and links are mainly
7 constructed on the basis of stakeholders’ reciprocal contributions to shared value
8 generation (Haslam, 2004), this paper brings the concept of relationship learning (RL)
9 into scene. In this study, we principally ground our understanding of RL on the approach
10 proposed by Selnes and Sallis (2003), who were pioneers in its conceptualization as "a
11 joint activity in which two parties strive to create more value together than they would
12 create individually or with other partners" (p. 86). In other words, RL shapes the learning
13 that takes place between the interrelations among partners (Kohtamäki & Partanen, 2016)
14 For instance, RL mechanisms might occur along supply chains (i.e., interactions between
15 a supplier and its customer), strategic alliances or other kind of partnerships and inter-
16 firm relationships. Consequently, corporations are making nowadays huge efforts to build
17 and fulfill partnerships and collaborations with particular allies that may be oriented at
18 bringing mutual benefits to both parts on the basis of long-lasting knowledge-sharing
19 relationships. Consistently with this view, Cheung et al. (2011) shape RL as a multi-
20 dimensional –second order– construct comprising three dimensions: information sharing,
21 joint sensemaking and knowledge integration. According to Mesquita, Anand and Brush
22 (2008), the combined effect of these three dimensions is expected to exert a noteworthy
23 influence upon the partners’ collaboration linkages and therefore enhance their
24 knowledge bases. This concept is also in line with the notion of social capital, described
25 by Rey-Moreno and Medina-Molina (2016) as a relational resource shaped by a wide-
26 ranging set of features including personal networks, social norms, ethical standards, trust,
27 etc. Several studies posit that social capital might enable RL, suggesting hence that a
28 greater extent of social capital leads to a higher degree of learning within the relationship
29 (Selnes & Sallis, 2003; Kohtamäki & Bourlakis, 2012).

30
31
32
33
34
35 Following the approach posited by Selnes and Sallis (2003) and Cheung et al. (2011), the
36 first dimension that determines relationship learning deals with the process of information
37 sharing between two or more entities. This action frequently becomes a starting point and
38 a critical step in the path of creating, strengthening and feeding relationship-based
39 knowledge repositories, which may in turn lead them to become more operationally
40 efficient. The second component of the RL construct is joint sensemaking. Generally, the
41 actors involved in the business relationship might present difference with regard to the
42 ways in which they grasp and perceive the same information (i.e. sensemaking), or
43 possibly do not possess the knowledge compulsory to make sense of it. Therefore,
44 according to Leal-Rodríguez et al., (2014), firms should also apply a range of mechanisms
45 aimed at boosting joint sensemaking (i.e., carrying out face to face meetings throughout
46 visit programs, strengthening informal or personal networks, and developing project-
47 based and/ or cross-functional teams). This array of instruments may help companies to
48 solve some of the problems inherent to relationship-based learning and to develop their
49 cooperative network, crafting hence joint learning areas, similar to the concept of “Ba”
50 proposed by Nonaka and Konno (1998). Finally, knowledge integration is proposed as
51 the third dimension of relationship learning. The different partners that compose the
52 network largely develop relationship-based organizational memories or repositories that
53 help them to store the relationship-specific gained knowledge. Such knowledge is meant
54 to be internally disseminated across the firm and transformed into explicit data files and
55 reports (Selnes & Sallis, 2003; Leal-Rodríguez et al., 2014).

2.2. *Organizational innovativeness*

Organizational innovativeness (OI) is broadly assumed to play a crucial role as for the consecution of competitive advantages and the enhancement of organizational performance. Nevertheless, this topic transcends the managerial literature and is encompassed by a widespread variety of scientific currents (i.e., psychology, marketing, communication, anthropology, sociology, engineering, etc.) (Johannessen, Olsen & Lumpkin, 2001). Curiously, OI is among the most critical factors in terms of its impact on organizational performance, yet management literature has emphasized the analysis of innovation outcomes and has rather disregarded innovativeness (a firm-level driver of innovation outcomes), leading to a comparatively under-researched topic (Klimas & Czakon, 2018).

It is perhaps due to the immense volume of studies regarding innovation and to the multi-layered nature of this topic that there is certain incongruence and a lack of precision with regard to its conceptual delimitation. Hence, it seems suitable to provide a succinct review or summarize of the key literature on organizational innovativeness with the purpose of delimiting its meaning, while particularly applied to the managerial field. If we attend to the etymological origin of the innovation term, it derives from Latin –“*innovare*”–, which implies the alteration of something by means of the insertion of a certain novelty. Damanpour (1991) explains innovation as the elaboration and improvement of new products, services or processes. Consistent with Porter (1990), innovating entails discovering new ways of doing what is actually commercialized. It is clear that the innovation process requires hence from the complementary stages of invention and commercialization. Therefore, we understand organizational innovativeness as the firm’s quality of being innovative and its remarked endeavor in the process of generating and applying innovative ideas, products, services, processes and methods successfully (Hurley & Hult, 1998).

At this point, it is wise and pertinent to clarify the distinction between innovation and innovativeness. On the one hand, innovation can be broadly labelled as the firm’s involvement and development of new or novel methods and technologies while performing their business activity (Loon et al., 2017). Following these authors, innovation might be regarded as any practice that is in its essence new or novel to the firm (i.e., new products or services, new equipment, new processes, new policies, new projects, and new knowledge that are in a more direct or indirect manner linked to its work routines). On the other hand, innovativeness comprises the organization’s willingness and predisposition to apply and recombine the existing resources and knowledge base into valuable prospects that might drive competitive success to the firm (Loon et al., 2017; Acar & Özşahin, 2018). Moreover, in line with Jardon (2018), OI can be considered a dynamic capability that joins a combination of cultural features, processes, resources, and capabilities focused on innovation.

There can be observed some controversy in the literature regarding the actual conceptualization of firm innovativeness: on the one hand, some scholars believe that innovation appears immediately after some novelty or new idea regarding the firm’s products, services or processes has been introduced (Zaltman, Duncan & Holbeck, 1973; Damanpour & Gopalakrishnan, 1998). On the other hand, several authors that consider that in order to reach innovation, it is not sufficient to produce such novelty or new idea, but it becomes fundamental to being able to successfully grow and apply this idea to

1
2
3 commercial purposes (Nelson, 1968; Escorsa & Valls, 1997). Therefore, while the first
4 group pinpoints innovation within the initial step, the latter only sets it at the
5 implementation phase.
6

7 8 2.3. *Customer value* 9

10 The notion of customer orientation is described by Narver and Slater (1990) as
11 companies' enhanced grasp of their costumers' needs and requests for endless superior
12 value creation (Acar & Özşahin, 2018). Namely, this concept reflects the firm's purposive
13 emphasis on satisfying customer needs. Hence, the firm's capability to recognize what
14 the client values in its specific offer of products or services, jointly with the subsequent
15 ability to create value for them and its management over time has been extensively
16 acknowledged as a central feature of corporate strategy (Drucker, 1985; Porter, 1998;
17 Slater & Narver, 1998).
18

19
20 Thus, what is exactly meant by value? Kumar and Reinartz (2016, p. 37) define perceived
21 value as "customers' net valuation of the perceived benefits accrued from an offering that
22 is based on the costs they are willing to give up for the needs they are seeking to satisfy".
23 Accordingly, these authors posit that perceived customer value of an offering
24 encompasses the accumulation of paybacks expected or experienced by the client jointly
25 with the costs inherent to them. Therefore, the fundamental characteristic of this
26 conceptualization deals with customers' choices that, *ceteris paribus*, make the most of
27 the wanted consequences or benefits and reduce coexisting concomitant undesired
28 consequences or costs (Kumar & Reinartz, 2016). Similarly, Rihova, Buhalis, Moital and
29 Gouthro (2015) view customer value as the customers' individual appraisal of the
30 compensation between the benefits they obtain and the costs or sacrifices in which they
31 incur.
32
33

34
35 Defining what the clients expect from the products or services they demand enables the
36 organization's formulation of its value proposal (Martelo-Landroguez, Barroso-Castro &
37 Cepeda-Carrión, 2013). Hence, the attainment of competitive advantages is highly
38 dependent on the firm's proficiency at generating such level of value for their clients
39 whose return surpasses the cost inherent to its creation (DeSarbo, Jedidi & Sinha, 2001).
40 Customer value has lately arisen as a topic of increasing interest both at the managerial
41 and academic spheres, since it is considered a critical source of competitive advantage,
42 the main foundation of marketing strategies, a key strategic instrument for attracting and
43 retaining customers and a proper predictor of customers' repurchasing purposes (Spiteri
44 & Dion, 2004; Martelo-Landroguez et al., 2013). The current hypercompetitive global
45 business environment has led to managers' increased awareness and focus on the
46 generation of superior customer value (Smith & Colgate, 2007), which has partly come
47 to substitute some rather incomplete concepts such as quality service or customer
48 satisfaction (Martelo-Landroguez et al., 2013).
49
50

51
52 More recently, along with authors like Prahalad and Ramaswamy (2004) and Vargo and
53 Lusch (2008), the notion of customer value has evolved towards the more advanced
54 concept of value co-creation. According to these authors, customer value creation
55 involves the process whereby companies and customer, as peers, create value jointly both
56 for themselves and for each other (Zhang, Guo, Hu & Liu, 2017). By virtue of such co-
57 creation process, both subjects develop personalized joint involvements through ongoing
58 dialogue and exchanges (Grönroos, 2008; Zhang et al., 2017).
59
60

2.4. *The link between relationship learning and customer value.*

Bearing in mind the current social-economic setting, where companies are required to work closely to their customers, suppliers and other partners, it becomes critical that they are able and certainly willing to be consciously sharing information and knowledge with them. Such knowledge interchange may lead both parts to be reciprocally augmenting their knowledge repositories and capabilities that might in turn serve them to strengthen and develop their innovative process (Leal-Millán, Roldán, Leal-Rodríguez & Ortega-Gutiérrez, 2016). With this regard, Hillman & Keim, (2001, p. 127) state that “managing relationships with primary stakeholders [...] can result in much more than just their continued participation in the firm. Effective stakeholder management-relations with primary stakeholders [...] can constitute intangible, socially complex resources that may enhance firms' ability to outperform competitors in terms of long-term value creation”.

Nowadays, customers' expertise and insights may substantially affect the process of value creation (Cossío-Silva, Revilla-Camacho, Vega-Vázquez & Palacios-Florencio, 2016). Hence, value should currently be regarded as a joint function of the actions of customers and the firm and that frequently derives from co-creation (Vargo & Lusch, 2008). Consequently, firms are nowadays encouraged to get involved in cooperative learning activities if they wish to remain competitive within a business context characterized by technological shifts and growing international competition (Chen, Lin & Chang, 2009). Organizations may enlarge their knowledge base by learning from one another as a result of their engagement in relationship learning processes with their suppliers, partners, and customers, etc. (Leal-Millán et al., 2016). Thereby, companies might cultivate and uphold the learning competence of targeted customer–supplier ties. Yet, relationship learning cannot be commanded by whichever organization, nonetheless is dependent on both parties' eagerness in such cooperative learning process (Selnes & Sallis, 2003). This is certainly in line with what Yang and Lai (2012) argue in their study on the link between RL and relational knowledge stores. These authors sustain that partners' willingness to share, infer, assimilate and store information and knowledge into relationship memories will lead both parts to a better mutual comprehension of partners needs and circumstances, to the creation of enhanced interrelationships, and to the enlargement of competitive advantage across the supply chain. In this vein, following Kohtamäki and Partanen (2016), a distinguishing feature of joint value creation is that it often takes place in the context of ongoing customer-supplier interactions.

Therefore, any firm that aims to remain competitive should in some manner or another take their customers into consideration and may hence attempt to learn as much as possible from them in order to bring together into the market an array of products or services that may lead to the maximization of customer value (Cepeda-Carrión, Martelo-Landroguez, Leal-Rodríguez & Leal-Millán, 2017). In this line, Cegarra-Navarro, Jiménez-Jiménez & Fernández-Gil (2014, p. 311) state that “the acquisition of knowledge about the customer, the fostering of long-term relationships and the sharing of activities creates value through the creation of trust, reputation and an ability to better respond to present and future customer needs”. Consistently with the knowledge-based view (KBV) of the firm, knowledge is assumed a fundamental driver of value creation. Bearing in mind that knowledge management comprises a firm's capability to gather, combine and apply knowledge from diverse sources with the aim of transforming tangible resources into value in the form of innovative products or services (Kiessling, Richey, Meng &

1
2
3 Dabic, 2009), a firm's relationships with its distinct partners should be taken into account
4 as one of those critical sources of organizational knowledge. Thus, we hypothesize
5 (Figure 1):
6

7
8 *H1: relationship learning is positively related to customer value.*
9

10 11 2.5. The mediating role of organizational innovativeness in the RL-CV link.

12
13 Consistently with the resource-based view, there exist four indicators to measure a
14 company's prospective to attain sustainable competitive advantages –value, peculiarity,
15 difficult to imitate, and difficult to substitute–. If a firm gathers cherished and unusual
16 resources, it might combine them into the development of innovative and highly valuable
17 products and services, which cannot be easily replicated by competitors, leading the firm
18 to competitive advantages achievement (Barney, 1991). In this line, Porter (1990) regards
19 innovation as the cornerstone of long-term sustainable competitive advantage attainment
20 (Acar & Özşahin, 2018). Subsequently, studies bringing empirical evidence of the
21 existence of a positive link between OI and organizational performance have profusely
22 appeared (Zhou, Yim & Tse, 2005; Lin, Peng & Kao 2008; Leal-Rodríguez, Eldridge,
23 Roldán, Leal-Millán & Ortega-Gutiérrez, 2015).
24
25

26
27 With this regard, it seems likely that increasing the amount of knowledge that a firm
28 possesses about their clients leads them to design and provide increasingly accurate and
29 appreciated products and services for its clients. Similarly, customers that increase their
30 knowledge about their suppliers are more likely to make better choices with regard to the
31 satisfaction of their own needs and requests (von Hippel, 1994). To develop and launch
32 innovative products and services, organizations might obtain highly valuable knowledge
33 from their different allies, clients and suppliers throughout their immersion in relationship
34 learning mechanisms. Besides, prior works have spotted at the positive link between
35 organizational learning and innovation outcomes (Baker & Sinkula, 2007; García-
36 Morales, Ruiz-Moreno & Llorens-Montes, 2007). Interestingly, some authors state that
37 organizational learning, namely, the process underlying companies' attainment and
38 assimilation of new external knowledge (Jimenez-Jimenez & Sanz-Valle, 2011), shapes
39 the fundamental driver of the firm's adaptability and innovativeness (Peris-Ortiz, Devece-
40 Carañana & Navarro-Garcia, 2018).
41
42

43
44 In line with Cepeda-Carrión et al. (2017), based on the knowledge-based view of the firm,
45 both knowledge and innovativeness might be regarded as key drivers of value creation.
46 In this vein, OI, namely the firm's capacity to innovate is narrowly linked to what Cohen
47 and Levinthal (1990) called absorptive capacity, meaning that organizations that combine
48 their own knowledge base with externally absorbed related knowledge will develop a
49 higher capacity to innovate, and will reach in turn competitive advantage (Hurley & Hult,
50 1998). Therefore, firms should strengthen their ability to learn from and anticipate
51 customers' needs since the current competitive scenario requires a quick response from
52 firms in order to maintain their clients and capture new ones, thus beating their
53 competitors. This way, learning from the customers stands as a critical to instrument to
54 increase customer value, as well as a fundamental step while developing innovation.
55 Hence, we posit the following hypothesis (Figure 1):
56
57
58
59
60

1
2
3 *H2: organizational innovativeness positively mediates the link between relationship*
4 *learning and customer value.*
5

6
7 -INSERT FIGURE 1 ABOUT HERE-
8
9

10 **3. Method**

11 12 **3.1. Sample and data collection**

13
14 The empirical base for this study grounds in survey data. This research is carried out at
15 the company level and the selected population are innovative sectors based in Spain. Both
16 researchers and professional experts label this industry as hypercompetitive, demanding
17 high doses of flexibility, adaptability and rapid responses from firms. This study chooses
18 the sector based on the classification provided by the Spanish National Institute of
19 Statistics (Cotec, 2009) of high and medium-high technology industries, which yields a
20 population of 2,360 companies. The instrument used to collect the data was an off-line
21 survey. Since we chose the firm as the level of analysis, senior managers were the
22 respondents of the survey. After a single mailing effort, we obtained a total of 153 usable
23 surveys, which supposes a response rate of 6.48%. The decision to choose this sector
24 roots on the fact that these firms emphasize the importance of customer value, being
25 required to continually adapt to clients' requests and specificities if they wish to remain
26 competitive.
27
28
29

30 **3.2. Measures**

31
32 All the constructs considered in this research are measured by means of the use of
33 questionnaire items derived from priorly used and validated scales (Table 1). The authors
34 implemented some adjustments required to adapt to the particular research context (i.e.,
35 translating the items to Spanish language and particular business context). Thus, we
36 conducted in advance a pilot test of the questionnaire to evaluate its content validity.
37 Seventeen items were used to measure the RL construct, as a superordinate second order
38 composite construct, adapting to this aim the scale proposed by Selnes and Sallis (2003).
39 While attempting to measure the organizational innovativeness construct this study
40 adapts the four items scale used by Hurley and Hult (1998). We measured the customer
41 value variable through the use of the three items scale proposed by Rust, Zeithaml and
42 Lemon (2001). Finally, except for the control variables –firm's size (amount of
43 employees) and seniority (number of years since its establishment)– the rest of the
44 variables are measured through a seven-point Likert type scale.
45
46
47
48

49 -INSERT TABLE 1 ABOUT HERE-
50
51

52 **3.3. Data Analysis**

53
54 The research model and hypotheses posited in this study are examined through the
55 application of partial least squares (PLS) path-modeling, a variance-based structural
56 equation modeling technique (Roldán & Sánchez-Franco, 2012). PLS allows the
57 evaluation of the reliability and validity of the constructs' theoretical measures –
58 measurement or outer model– together with the estimation of the relationships posited
59
60

1
2
3 between constructs –structural or inner model– (Barroso, Cepeda-Carrión & Roldán,
4 2010). PLS is a tool of great interest and broad applicability while aiming to assess
5 complex linkages involving a wide diversity of latent variables (i.e., unobservable
6 constructs) and manifest variables (i.e., items or indicators), comprising both direct,
7 mediated or moderated relationships (Hair, Hult, Ringle & Sarstedt, 2016; Hair, Sarstedt,
8 Ringle & Gudergan, 2017).

9
10
11 PLS is a suitable methodology for developing research within the social sciences field
12 due to the following reasons: (i) the constructs that conform our research model are
13 composites. The usage of PLS when a composite measurement model is supported has
14 been endorsed both theoretically and empirically (Rigdon, 2012; Sarstedt, Hair, Ringle,
15 Thiele & Gudergan, 2016); (ii) scales are often barely developed; (iii) data tend to be non-
16 normally distributed; and (iv) the focus is typically more on predicting dependent
17 variables than in confirmatory purposes or global fit of the model (Roldán & Sánchez-
18 Franco, 2012). This paper applies the SmartPLS 3.2.7 software to test the validity and
19 statistical significance of the measurement and structural model correspondingly (Ringle,
20 Wende & Becker, 2015).

21 22 23 24 25 **4. Results**

26
27 PLS models assessment encompasses two main steps: (i) corroborating the
28 reliability/validity of the measurement model and (ii) examining the sign and significance
29 of the relationships –paths– comprised at the structural model.

30 31 32 **4.1. Measurement model**

33
34 The analysis of the measurement model depicts satisfactory outcomes. In first place, all
35 the indicators satisfy the requisite of individual item reliability, since the outer loadings
36 are, in general, greater than 0.707 (Table 2). Only a few items were removed since their
37 outer loadings were too low. Second, all the constructs meet the requirement of construct
38 reliability, given that their composite reliabilities and Dijkstra-Henseler's indicator
39 (Rho_A) values are over the 0.7 threshold (Table 3). Third, the latent variables
40 comprising the conceptual model reach convergent validity, since their average variance
41 extracted (AVE) values surpass the 0.5 critical level (Table 3). Lastly, Table 3 reveals
42 that all the constructs under assessment attain discriminant validity accordingly with both
43 the Fornell-Larcker and the HTMT criteria (Henseler, Ringle, & Sarstedt, 2015).

44
45
46 -INSERT TABLE 2 ABOUT HERE-

47
48
49 -INSERT TABLE 3 ABOUT HERE-

50 51 52 **4.2. Structural model**

53
54 Following Hair, Sarstedt, Hopkins and Kuppelwieser (2014), this paper employs a
55 bootstrapping technique (5000 re-samples) to generate standard errors and t-statistics that
56 enable the evaluation of the statistical significance for the links comprised within the two
57 research models under consideration. Table 4 contains the main parameters obtained for
58 the structural models under study. The coefficient of determination (R^2) is assumed to be
59
60

1
2
3 the main criterion for the explained variance, which is shown in the dependent construct.
4 In Model 1, CV attains a R^2 value of 0.245, whereas in Model 2, CV reaches a R^2 value
5 of 0.270 and OI reaches a R^2 value of 0.197 (Table 4). These results ratify that the
6 structural model has adequate predictive relevance for the endogenous constructs –
7 organizational innovativeness and customer value–.
8
9

10 Table 4 includes the direct (Model 1) and indirect (Model 2) relationships hypothesized
11 between RL, OI and CV. As shown by Figure 2, all the direct links hypothesized –a, b
12 and c’– are significant. This constitutes a necessary but not a sufficient condition, for the
13 existence of an indirect effect of RL on CV via OI (Preacher & Hayes, 2008). Hence, this
14 paper follows the methodological approach suggested by Preacher and Hayes (2008) and
15 Taylor, MacKinnon and Tein (2008) to verify the actual existence of a mediation
16 hypothesis. Our model also depicts satisfactory results for the indirect effect. Following
17 Williams and MacKinnon (2008), we applied a bootstrapping technique to test the
18 mediation effect. To this aim, Chin (2010) suggests to use the model in question including
19 both direct and indirect paths, performing N-bootstrap resampling and ultimately
20 multiplying the direct paths that encompass the indirect path under assessment. The 5,000
21 resamples also generate 95% bias corrected confidence intervals (percentile) for the
22 mediator, as shown in Table 4 (Leal-Rodríguez et al., 2015).
23
24

25
26 -INSERT TABLE 4 ABOUT HERE-
27

28
29 -INSERT FIGURE 2 ABOUT HERE-
30
31

32 33 **5. Discussion and conclusions**

34
35 This paper is aimed at assessing the effects of firms’ endeavors on relationship learning
36 and organizational innovativeness on customer value, which shapes a topic that has been
37 scarcely studies in the literature. To this end it empirically assesses whether the RL-CV,
38 RL-OI and OI-CV direct links are positive and significant. Additionally, it examines
39 whether OI mediates the link between RL and CV. Our results are summarized as follows:
40 both the direct and indirect relationships posited within the research model are positive
41 and significant, providing hence empirical evidence to sustain the two research
42 hypotheses under assessment.
43
44

45
46 Thus, our empirical results are in line with the assumptions that underlie the research
47 hypotheses, suggesting that the firms’ endeavors in deploying RL mechanisms and OI are
48 key drivers of CV. These results are in accordance with the service-dominant logic theory.
49 Following Vargo and Lusch (2004), the service-dominant logic entails a shift in business’
50 priorities that leads firms to set its interest on customizing their offerings, acknowledging
51 that customers might become co-producers, and to struggle to make the most of
52 customers’ engagement in the process of customization to better fit their particular needs.
53 The service-dominant logic is thus characterized by actively involving clients within the
54 process of product or service specialization and value creation. In this vein, Prahalad and
55 Ramaswamy (2004) stress the importance of the customer-firm interaction by stating that
56 “eventually, the roles of the company and the consumer converge toward a unique co-
57 creation experience” (p. 6). Therefore, if companies concentrate on their core
58 competencies, they must build and cultivate collaborative networks and externalize
59
60

1
2
3 essential knowledge and competencies to the network. This entails that companies must
4 become cooperative –concurrently competitive and cooperative– (Day 1994), and need to
5 learn how to manage their interrelationships with customers.
6

7
8 Various works have assessed the need for an efficient management of customers'
9 knowledge and highlight customers' involvement as a strategic issue (Cheung et al.,
10 2011). Most of this research emphasizes the analysis of the effects that cooperative
11 networks and innovation strategies exert upon business performance. Nevertheless, there
12 is a lack of empirical works focused at assessing the links between relationship learning,
13 organizational innovativeness and customer value. Moreover, there is a broad range of
14 studies that address cooperative strategies and innovativeness within manufacturing firms
15 and fewer studies conducted in service industries. Concretely, the study of these issues in
16 professional services firms or consultancy companies remains scarcely assessed within
17 the literature on OI.
18

19
20 Hence, this research firstly attempts to unveil whether relationship learning and
21 organizational innovativeness could be actually considered critical drivers of customer
22 value. To this aim, this paper models the direct effect exerted by relationship learning in
23 the creation of customer value, and secondly, introduces the indirect effect of relationship
24 learning on customer value via organizational innovativeness. Results from the PLS
25 empirical analysis reveal that all the direct relationships hypothesized are positive and
26 significant (Table 4). First, we find support for the first hypothesis (H1), which links
27 relationship learning and customer value. Second, our results find evidence to sustain the
28 mediation hypothesis (H2), which states that relationship learning indirectly affects
29 customer value via organizational innovativeness. Our findings are in line with those of
30 prior-related studies, such as the one developed by Roxas, Battisti and Deakins (2014),
31 which focuses on examining the links between managerial learning, innovation and firm
32 performance in SMEs.
33
34

35
36 In conclusion, this study brings both theoretical implications. First, while there are
37 precedents in the specialized academic literature that link customer relationship
38 management (CRM) and innovation capability (Lin, Chen & Kuan-Shun Chiu, 2010) or
39 CRM practices with customers' satisfaction and loyalty (Das & Mishra, 2019; Saleh &
40 El Saheli, 2018), this paper is among the limited research works that attempt to explain
41 the links between relationship learning, innovativeness and customer value. To our
42 knowledge, no previous study has combined RL, OI and CV in a conceptual model and
43 has empirically tested these relationships. Thus, transcending prior research, this paper
44 develops a theoretical model that examines the role exerted by two drivers of customer
45 value. Concretely, this study highlights the significant role played by relationship learning
46 mechanisms on the maximization of customer value and the mediating role of
47 organizational innovativeness on the RL-CV link. Secondly, we propose that firms might
48 enhance their competitiveness within the market not only by improving their competence
49 at acquiring external knowledge from their customers via RL mechanisms, but also by
50 virtue of their ability to reconfigure and combine this external knowledge with its own
51 resources and knowledge base, leading to the fostering of its OI capability. Thus, this
52 study contributes to the existing body of research, by providing deeper explanations of
53 the mechanisms underlying the maximization of customer value.
54
55
56
57
58
59
60

1
2
3 This research work also reveals a series of managerial implications that are worth
4 highlighting. The main findings of this work may offer managers some insights regarding
5 the path to follow in order to be more competitive. Hence, this research suggests that the
6 effective management and optimization of customers' knowledge and its further
7 integration within the firm's innovative process is the direction to follow for firms aimed
8 at enhancing customer value. This conclusion is especially noteworthy in the context of
9 innovation intensive firms, which are required to offer extremely customized services to
10 their clients. In this vein, firms that share information and knowledge with their customers
11 and integrate these external insights into its own knowledge repository, will find it easier
12 to develop innovative offers that better fit customers' wishes, leading to better results in
13 terms of customers' acquisition and retention, customers' loyalty and customers'
14 satisfaction. Our results are consistent with prior-related works such as the one developed
15 by Dekoulou and Trivellas (2017), who argue that firms should enable structures aimed
16 at supporting the development of competitive advantages based on innovation, creativity
17 and business clients' relationships. In light of the empirical results derived from this
18 study, we would recommend managers in first place, to reinforce their information
19 sharing mechanisms with customers in order to exchange information regarding: products
20 and services characteristics, customers' satisfaction with such products and services,
21 changes in customers' needs and preferences, changes in the technology of focal products,
22 unexpected problems that may arise, strategic shifts and changes in corporate policies,
23 among other topics. Secondly, we urge practitioners not to limit themselves to the mere
24 exchange of information, but to build joint sensemaking arenas so that they can more
25 steadily adjust the firm's and customers' common understanding of the different issues
26 affecting their relationship. In this vein, it is especially advisable to establish joint teams
27 to solve operational problems, to promote face-to-face interactions in order to refresh the
28 personal network and smooth communication, and to periodically examine and update
29 the storage of such shared information into corporate databases. In third place, given the
30 relevance of OI, firms should emphasize the active seek of innovative ideas, as well as
31 the acceptance of product and process innovations that are derived from R&D efforts.
32 Besides, employees should be encouraged to develop new ideas, by providing incentives,
33 removing obstacles to creativity and avoiding failure penalizations. Finally, based on the
34 verification of the mediation hypothesis, we would suggest managers to focus on finding
35 externally that specific knowledge that might lead them to develop innovations that are
36 valued by customers.

37
38
39
40
41
42
43 The outcomes of this paper should be understood in light of its underlying context and
44 inherent limitations. First, it should be acknowledged that we only rely on managers'
45 perceptions, failing to have data from other collectives within the firm. Second, this study
46 only considers firms operating in a specific geographical context (Spain). Thus, scholars
47 should be cautious while generalizing these outcomes to distinct settings. Third, although
48 we provide evidence of causality, causality itself has not been proven, since following
49 Fornell and Larcker (1981), causal relationships cannot be proven, but are always
50 presumed by the researcher, who posits its direction. Concerning further research lines,
51 we aim to extend our research model by incorporating the concept of "relationship
52 memory", defined by Cegarra-Navarro et al., (2014, p. 310) as "a shared memory that
53 develops idiosyncratic routines in the form of encoded formal and informal procedures
54 and scripts for how parties have learned to do things". Perhaps this construct may exert
55 an influence –direct or indirect– in the transition from knowledge acquisition to
56 innovation generation that might be interesting to explore. Another particularly intriguing
57 path to explore is, as proposed by Vargo and Lusch (2008), the enlargement of conceptual
58
59
60

1
2
3 foundations of organizational innovativeness and performance enhancement, under the
4 framework of value co-creation and cooperative networks. There is still much to unveil
5 concerning how service firms actually innovate and adapt to the increasingly demanding
6 and better-informed clients that are proliferating these days.
7
8
9

10 **References**

11
12
13 Acar, A. Z., & Özşahin, M. (2018). The relationship among strategic orientations,
14 organizational innovativeness, and business performance. *International Journal of*
15 *Innovation Management*, 22(01), 1850009.
16

17
18 Baker, W. E., & Sinkula, J. M. (2002). Market orientation, learning orientation and
19 product innovation: delving into the organization's black box. *Journal of Market-focused*
20 *Management*, 5(1), 5-23.
21

22
23 Baker, W. E., & Sinkula, J. M. (2007). Does market orientation facilitate balanced
24 innovation programs? An organizational learning perspective. *Journal of Product*
25 *Innovation Management*, 24(4), 316-334.
26

27
28 Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of*
29 *Management*, 17(1), 99-120.
30

31
32 Barroso, C., Cepeda-Carrión, G., & Roldán, J. L. (2010). Applying maximum likelihood
33 and PLS on different sample sizes: studies on SERVQUAL model and employee behavior
34 model. In *Handbook of Partial Least Squares* (pp. 427-447). Springer Berlin Heidelberg.
35

36
37 Cegarra-Navarro, J. G., Jiménez-Jiménez, D., & Fernández-Gil, J. R. (2014). Improving
38 customer capital through relationship memory at a commercial bank in Spain. *Knowledge*
39 *Management Research & Practice*, 12(3), 310-321.
40

41
42 Cepeda-Carrión, I., Martelo-Landroguez, S., Leal-Rodríguez, A. L., & Leal-Millán, A.
43 (2017). Critical processes of knowledge management: An approach toward the creation
44 of customer value. *European Research on Management and Business Economics*, 23(1),
45 1-7.
46

47
48 Chen, L., & Stewart, R. A. (2010). The moderating effect of knowledge sharing on the
49 relationship between manufacturing activities and business performance. *Knowledge*
50 *Management Research & Practice*, 8(4), 285-306.
51

52
53 Chen, Y. S., Lin, M. J. J., & Chang, C. H. (2009). The positive effects of relationship
54 learning and absorptive capacity on innovation performance and competitive advantage
55 in industrial markets. *Industrial Marketing Management*, 38(2), 152-158.
56

57
58 Cheung, M. S., Myers, M. B., & Mentzer, J. T. (2011). The value of relational learning
59 in global buyer - supplier exchanges: a dyadic perspective and test of the pie - sharing
60 premise. *Strategic Management Journal*, 32(10), 1061-1082.

1
2
3 Chin, W. W. (2010). Bootstrap cross-validation indices for PLS path model assessment.
4 In *Handbook of Partial Least Squares* (pp. 83-97). Springer Berlin Heidelberg.

5
6
7 Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on
8 learning and innovation. *Administrative Science Quarterly*, 35(1) 128-152.

9
10 Cossío-Silva, F. J., Revilla-Camacho, M. Á., Vega-Vázquez, M., & Palacios-Florencio,
11 B. (2016). Value co-creation and customer loyalty. *Journal of Business Research*, 69(5),
12 1621-1625.

13
14 Cotect (2009). *Tecnología e innovación en España. Informe COTEC 2009*; Fundación
15 Cotec: Madrid, Spain, 2009.

16
17 Damanpour, F. (1991). Organizational innovation: a meta-analysis of effects of
18 determinants and moderators. *Academy of Management Journal*, 34(3), 555-590.

19
20 Damanpour, F., & Gopalakrishnan, S. (1998). Theories of organizational structure and
21 innovation adoption: the role of environmental change. *Journal of Engineering and
22 Technology Management*, 15(1), 1-24.

23
24 Das, S., & Mishra, M. (2019). The Impact of Customer Relationship Management (CRM)
25 Practices on Customer Satisfaction. In *Business Governance and Society* (pp. 43-54).
26 Palgrave Macmillan, Cham.

27
28 Day, G. S. (1994). The capabilities of market-driven organizations. *The Journal of
29 Marketing*, 58(4), 37-52.

30
31 Dekoulou, P., & Trivellas, P. (2017). Organizational structure, innovation performance
32 and customer relationship value in the Greek advertising and media industry. *Journal of
33 Business & Industrial Marketing*, 32(3), 385-397.

34
35 DeSarbo, W. S., Jedidi, K. & Sinha, I. (2001). Customer value analysis in a heterogeneous
36 market", *Strategic Management Journal*, 22(9), 845-857.

37
38 Drucker, P. (1985). *Innovation and Entrepreneurship*. New York: Harper & Row.

39
40 Escorsa, P., & Valls, J. (1997). *Tecnología e innovación en la empresa. Dirección y
41 Gestión*. Ediciones UPC, Barcelona.

42
43 Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with
44 unobservable variables and measurement error. *Journal of Marketing Research*, 18(1),
45 39-50.

46
47 Freeman, R. E. (1994). The politics of stakeholder theory: Some future directions.
48 *Business Ethics Quarterly*, 4(4), 409-421.

49
50 García-Morales, V. J., Ruiz-Moreno, A., & Llorens-Montes, F. J. (2007). Effects of
51 technology absorptive capacity and technology proactivity on organizational learning,
52 innovation and performance: An empirical examination. *Technology Analysis & Strategic
53 Management*, 19(4), 527-558.

- 1
2
3
4 Grönroos, C. (2008). Service logic revisited: who creates value? And who co-
5 creates?. *European Business Review*, 20(4), 298-314.
6
7
8 Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A Primer on Partial Least*
9 *Squares Structural Equation Modeling (PLS-SEM)*. Sage publications.
10
11 Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced Issues in*
12 *Partial Least Squares Structural Equation Modeling*. Sage Publications.
13
14 Hair Jr, J., Sarstedt, M., Hopkins, L., & G. Kuppelwieser, V. (2014). Partial least squares
15 structural equation modeling (PLS-SEM) An emerging tool in business research.
16 *European Business Review*, 26(2), 106-121.
17
18 Haslam, N. (2004). *Relational models theory: A contemporary overview* (pp. 3-25).
19 Laurence Erlbaum Associates. Mahwah, NJ.
20
21
22 Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing
23 discriminant validity in variance-based structural equation modeling. *Journal of the*
24 *Academy of Marketing Science*, 43(1), 115-135.
25
26
27 Hillman A. J., & Keim, G. D. (2001). Shareholders and social issue. *Strategic*
28 *Management Journal*, 2(2), 125-139.
29
30
31 Hurley, R. E., & Hult, G. T. M. (1998). Innovation, market orientation and organizational
32 learning: an integration and empirical examination, *Journal of Marketing*, 62(3), 42-54.
33
34 Jardon, C. M. (2018). Moderating effect of intellectual capital on innovativeness in Latin
35 American subsistence small businesses. *Knowledge Management Research &*
36 *Practice*, 16(1), 134-143.
37
38
39 Jiménez-Jiménez, D., & Sanz-Valle, R. (2011). Innovation, organizational learning, and
40 performance. *Journal of Business Research*, 64(4), 408-417.
41
42 Johannessen, J. A., Olsen, B., Lumpkin, G. T. (2001). Innovation as newness: what is
43 new, how new, and new to whom? *European Journal of innovation management*, 4(1),
44 20-31.
45
46
47 Kiessling, T. S., Richey, R. G., Meng, J., & Dabic, M. (2009). Exploring knowledge
48 management to organizational performance outcomes in a transitional economy. *Journal*
49 *of world business*, 44(4), 421-433.
50
51
52 Klimas, P., & Czakon, W. (2018). Organizational innovativeness and coopetition: a study
53 of video game developers. *Review of Managerial Science*, 12(2), 469-497.
54
55 Kline, R. B. (2015). *Principles and practice of structural equation modeling*. Guilford
56 publications.
57
58
59
60

1
2
3 Kohtamäki, M., & Bourlakis, M. (2012). Antecedents of relationship learning in supplier
4 partnerships from the perspective of an industrial customer: the direct effects
5 model. *Journal of Business & Industrial Marketing*, 27(4), 299-310.
6

7
8 Kohtamäki, M., & Partanen, J. (2016). Co-creating value from knowledge-intensive
9 business services in manufacturing firms: The moderating role of relationship learning in
10 supplier–customer interactions. *Journal of Business Research*, 69(7), 2498-2506.
11

12
13 Kumar, V., & Reinartz, W. (2016). Creating enduring customer value. *Journal of*
14 *Marketing*, 80(6), 36-68.
15

16
17 Leal-Millán, A., Roldán, J. L., Leal-Rodríguez, A. L., & Ortega-Gutiérrez, J. (2016). IT
18 and relationship learning in networks as drivers of green innovation and customer capital:
19 Evidence from the automobile sector. *Journal of Knowledge Management*, 20(3), 444-
20 464.
21

22
23 Leal-Rodríguez, A. L., Eldridge, S., Roldán, J. L., Leal-Millán, A. G., & Ortega-
24 Gutiérrez, J. (2015). Organizational unlearning, innovation outcomes, and performance:
25 The moderating effect of firm size. *Journal of Business Research*, 68(4), 803-809.
26

27
28 Leal-Rodríguez, A. L., Roldán, J. L., Ariza-Montes, J. A., & Leal-Millán, A. (2014).
29 From potential absorptive capacity to innovation outcomes in project teams: The
30 conditional mediating role of the realized absorptive capacity in a relational learning
31 context. *International Journal of Project Management*, 32(6), 894-907.
32

33
34 Lin, C. H., Peng, C. H., & Kao, D. T. (2008). The innovativeness effect of market
35 orientation and learning orientation on business performance. *International Journal of*
36 *Manpower*, 29(8), 752-772.
37

38
39 Lin, R. J., Chen, R. H., & Kuan-Shun Chiu, K. (2010). Customer relationship
40 management and innovation capability: an empirical study. *Industrial Management &*
41 *Data Systems*, 110(1), 111-133.
42

43
44 Loon, L. K., Udin, Z. M., Hassan, M. G., Bakar, Z. A., & Hanaysha, J. R. (2017). The
45 Power of Organizational Innovativeness in Shaping Supply Chain Operational
46 Performance. *Advanced Science Letters*, 23(9), 8579-8585.
47

48
49 Martelo-Landroguez, S., Barroso-Castro, C., & Cepeda-Carrión, G. (2011). Creating
50 dynamic capabilities to increase customer value. *Management Decision*, 49(7), 1141-
51 1159.
52

53
54 Martelo-Landroguez, S., Barroso-Castro, C., & Cepeda-Carrión, G. (2013). Developing
55 an integrated vision of customer value. *Journal of Services Marketing*, 27(3), 234-244.
56

57
58 Mas-Tur A, & Ribeiro-Soriano, D. (2014). The level of innovation among young
59 innovative companies: the impacts of knowledge-intensive services use, firm
60 characteristics and the entrepreneur attributes. *Service Business*, 8(1), 51-63.

- 1
2
3 Mesquita, L. F., Anand, J., & Brush, T. H. (2008), Comparing the resource-based and
4 relational views: knowledge transfer and spillover in vertical alliances. *Strategic*
5 *Management Journal*, 29(9), 913-941.
6
7
8 Narver, J. C., & Slater, S. F. (1990). The effect of a market orientation on business
9 profitability. *Journal of Marketing*, 54(4), 20-35.
10
11 Nelson, R. R. (1968). A diffusion model of international productivity differences in
12 manufacturing. *American Economic Review*, 58(5), 1219-1248.
13
14 Nonaka, I., & Konno, N. (1998). The concept of “Ba”: Building a foundation for
15 knowledge creation. *California Management Review*, 40(3), 40-54.
16
17
18 Peris-Ortiz, M., Devece-Carañana, C. A., & Navarro-Garcia, A. (2018). Organizational
19 learning capability and open innovation. *Management Decision*, 56(6), 1217-1231.
20
21
22 Porter, M. E. (1990). *The Competitive Advantage Of Nations*. Ed. Macmillan, London.
23 Porter, M. E. (1998), *Competitive Advantage: Creating and Sustaining Superior*
24 *Performance*, Free Press, New York, NY.
25
26 Prahalad, C. K., & Ramaswamy, V. (2004). Co-creating unique value with customers.
27 *Strategy & Leadership*, 32(3), 4-9.
28
29
30 Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for
31 assessing and comparing indirect effects in multiple mediator models. *Behavior Research*
32 *Methods*, 40(3), 879-891.
33
34
35 Putnam, R. D. (2000). Bowling alone: America’s declining social capital. In *Culture and*
36 *politics* (pp. 223-234). Palgrave Macmillan, New York.
37
38
39 Rey-Moreno, M., & Medina-Molina, C. (2016). Omnichannel strategy and the
40 distribution of public services in Spain. *Journal of Innovation & Knowledge*, 1(1), 36-43.
41
42
43 Rigdon, E. E. (2012). Rethinking partial least squares path modeling: In praise of simple
44 methods. *Long Range Planning*, 45(5-6), 341-358.
45
46
47 Rihova, I., Buhalis, D., Moital, M., & Gouthro, M. B. (2015). Conceptualising
48 customer-to-customer value co-creation in tourism. *International Journal of Tourism*
49 *Research*, 17(4), 356-363.
50
51
52 Ringle, C. M., Wende, S., & Becker, J. M. (2015). *SmartPLS 3*. Bönningstedt: SmartPLS.
53
54
55 Ritter, T. (2007). A framework for analyzing relationship governance. *Journal of*
56 *Business & Industrial Marketing*, 22(3), 196-201.
57
58
59 Roldán, J. L., & Sánchez-Franco, M. J. (2012). *Variance-based structural equation*
60 *modeling: guidelines for using partial least squares*. Research methodologies, innovations and philosophies in software systems engineering and information systems, 193.

1
2
3 Roxas, B., Battisti, M., & Deakins, D. (2014). Learning, innovation and firm
4 performance: knowledge management in small firms. *Knowledge Management Research
5 & Practice*, 12(4), 443-453.
6

7
8 Rust, R. T., Zeithaml, V. A., & Lemon, K. N. (2001). *Driving customer equity: How
9 customer lifetime value is reshaping corporate strategy*. New York: The Free Press.
10

11 Saleh, L., & El Saheli, L. (2018). The Impact of CRM Strategy on Customer Loyalty in
12 SMEs. *International Business Research*, 11(11), 37-45.
13

14 Salvetat, D., Géraudel, M., & d'Armagnac, S. (2013). Inter-organizational knowledge
15 management in a cooperative context in the aeronautic and space industry. *Knowledge
16 Management Research & Practice*, 11(3), 265-277.
17

18
19 Sarstedt, M., Hair, J. F., Ringle, C. M., Thiele, K. O., & Gudergan, S. P. (2016).
20 Estimation issues with PLS and CBSEM: Where the bias lies!. *Journal of Business
21 Research*, 69(10), 3998-4010.
22

23
24 Selnes, F., & Sallis, J. (2003). Promoting relationship learning. *Journal of Marketing*,
25 67(3), 80-95.
26

27 Slater, S. F. & Narver, J. C. (1998). Customer-led and market-oriented: let's not confuse
28 the two. *Strategic Management Journal*, 19 (10), 1001-1006.
29

30 Smith, J. B. and Colgate, M. (2007). Customer value creation: a practical framework.
31 *Journal of Marketing Theory & Practice*, 15 (1), 7-23.
32

33
34 Spiteri, J. M. and Dion, P. A. (2004), Customer value, overall satisfaction, end-user
35 loyalty, and market performance in detail intensive industries. *Industrial Marketing
36 Management*, 33 (8), 675-687.
37

38
39 Taylor, A. B., MacKinnon, D. P., & Tein, J. Y. (2008). Tests of the three-path mediated
40 effect. *Organizational Research Methods*, 11(2), 241-269.
41

42 Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing.
43 *Journal of Marketing*, 68(1), 1-17.
44

45 Vargo, S. L., & Lusch, R. F. (2008). Service-dominant logic: continuing the evolution.
46 *Journal of the Academy of marketing Science*, 36(1), 1-10.
47

48
49 Von Hippel, E. (1994). "Sticky information" and the locus of problem solving:
50 implications for innovation. *Management Science*, 40(4), 429-439.
51

52 Williams, J., & MacKinnon, D. P. (2008). Resampling and distribution of the product
53 methods for testing indirect effects in complex models. *Structural Equation Modeling*,
54 15(1), 23-51.
55

56
57 Yang, C. F., & Lai, C. S. (2012). Relationship learning from organizational knowledge
58 stores. *Journal of Business Research*, 65(3), 421-428.
59
60

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Zaltman, G., Duncan, R., Holbeck, J. (1973). *Innovation and Organizations*. Wiley, New York.

Zhang, M., Guo, L., Hu, M., & Liu, W. (2017). Influence of customer engagement with company social networks on stickiness: Mediating effect of customer value creation. *International Journal of Information Management*, 37(3), 229-240.

Zhou, K. Z., Yim, C. K., & Tse, D. K. (2005). The effects of strategic orientations on technology and market-based breakthrough innovations. *Journal of Marketing*, 69, 42-60.

For Peer Review Only

Table 1. Questionnaire scales and items

Construct	Items
Relationship learning (Information sharing) Selnes & Sallis (2003)	<ul style="list-style-type: none"> • We exchange information on successful and unsuccessful experiences with products exchanged in the relationship with partners and suppliers • We exchange information related to changes in end-user needs, preferences, and behavior • We exchange information related to changes in market structure, such as mergers, acquisitions, or partnering • We exchange information related to changes in the technology of the focal products • We exchange information as soon as any unexpected problems arise • We exchange information related to changes in the organizations' strategies and policies • We exchange information that is sensitive, such as financial performance and know-how
Relationship learning (Joint sensemaking) Selnes & Sallis (2003)	<ul style="list-style-type: none"> • It is common to establish joint teams to solve operational problems in the relationships with partners, suppliers and customers • It is common to establish joint teams to analyze and discuss strategic issues in the relationship with partners, suppliers and customers • The atmosphere in the relationship with partners, suppliers and customers stimulates productive discussion that encompasses a variety of opinions • We have a lot of face-to-face communication in this relationship
Relationship learning (Knowledge integration) Selnes & Sallis (2003)	<ul style="list-style-type: none"> • We frequently adjust our common understanding of end user's needs and behavior • We frequently adjust our common understanding of trends in technology related to our business • We frequently evaluate and, if needed, adjust our routines in order-delivery processes • We frequently evaluate and, if needed, update the formal contracts in our relationship • We frequently meet face-to-face to refresh the personal network in this relationship • We frequently evaluate and, if needed, update information about the relationship stored in our electronic databases
Organizational innovativeness Hurley & Hult (1998)	<ul style="list-style-type: none"> • Technical innovation, derived from research, is immediately accepted • The firm's management actively seeks innovative ideas • Innovation in the management of processes, projects and programmes is immediately accepted • The staff is not penalized by the development of ideas that finally do not work
Customer value Rust et al. (2001)	<ul style="list-style-type: none"> • Customers' satisfaction • Customers' loyalty • Customers acquisition

Table 2. Measurement Model: Outer loadings

Outer loadings					
Outer loadings	RL (Information sharing)	RL (Joint sensemaking)	RL (Knowledge integration)	Organizational innovativeness	Customer value
ISH1	0.866				
ISH2	0.912				
ISH3	0.758				
ISH4	0.795				
ISH5	0.819				
ISH6	0.813				
JSM1		0.907			
JSM2		0.873			
JSM4		0.799			
KI1			0.789		
KI2			0.992		
KI3			0.992		
KI4			0.992		
KI5			0.992		
KI6			0.992		
OI1				0.904	
OI2				0.938	
OI3				0.891	
OI4				0.889	
CV1					0.915
CV2					0.918

Table 3. Measurement model: Construct reliability, convergent validity and discriminant validity

Construct Reliability and Convergent Validity			
	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Relationship learning	0.834	0.895	0.741
Organizational innovativeness	0.737	0.884	0.792
Customer value	0.809	0.913	0.839
Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)			
	Relationship learning	Organizational innovativeness	Customer value
Relationship learning	<i>0.533</i>		
Organizational innovativeness	0.101	<i>0.037</i>	
Customer value			<i>0.890</i>
Discriminant Validity: Fornell-Larcker criterion			
	Relationship learning	Organizational innovativeness	Customer value
Relationship learning	<i>0.916</i>		
Organizational innovativeness	0.323	<i>0.921</i>	
Customer value	0.419	0.759	<i>0.890</i>

Notes: Rho_A: Dijkstra-Henseler’s indicator; AVE: average variance extracted. Fornell-Larcker Criterion: Diagonal elements (italics) are the square root of the variance shared between the constructs and their measures (AVE). For discriminant validity, diagonal elements should be larger than off-diagonal elements. Off-diagonal elements are the correlations among constructs. Heterotrait-Monotrait Ratio (HTMT) criterion should be under the threshold of 0.85 (Kline, 2015).

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

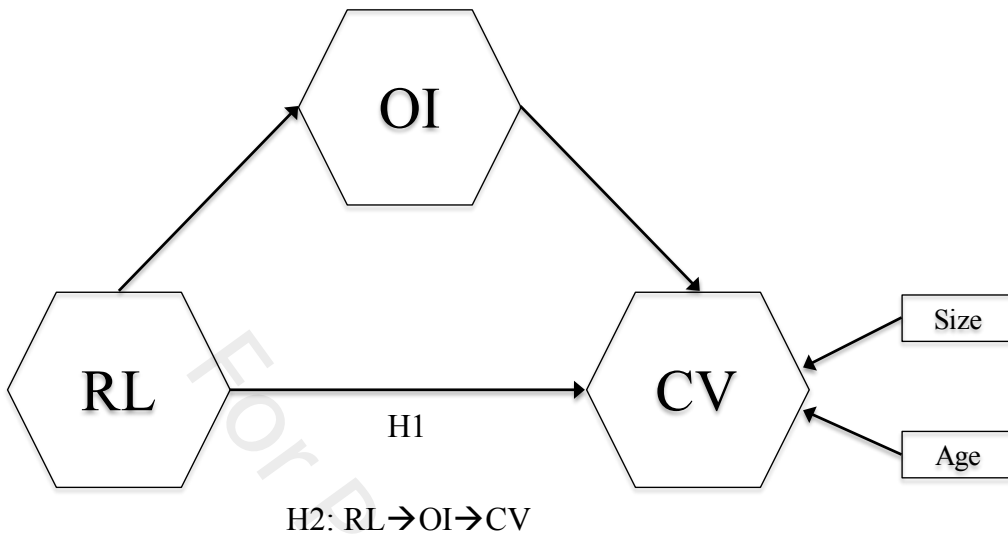
Table 4. Structural model results

Relationship	Model 1		Model 2	
	R ² CV = 0.245		R ² CV = 0.270	
			R ² OI = 0.197	
	Path coefficient (t-statistic)	p-value	Path coefficient (t-statistic)	p-value
RL→CV	0.356*** (5.018) [0.250; 0.556]	0.000	0.233*** (3.650) [0.203; 0.543]	0.000
RL→OI			0.487*** (7.729) [0.364; 0.611]	0.000
OI→CV			0.208* (2.098) [0.096; 0.501]	0.036
Indirect effect (RL→OI→CV)			0.101* (2.044) [0.005; 0.196]	0.041

Notes: t-values in parentheses. Bootstrapping 95% confidence intervals bias corrected in square brackets (based on n = 5000 subsamples). ***p b .001; **p b .01; *p b .05 (based on t(4999), one-tailed test). t(0.05, 4999) = 1.645; t(0.01, 4999) = 2.327; t(0.001, 4999) = 3.092; ns = not significant.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Figure 1. Conceptual model and hypotheses



Note: RL: Relationship Learning; OI: Organizational Innovativeness; CV: Customer Value.