Competitive Paper - IMP 2014, France

# Using Industry Workshops to Create Idea Networks for Business Model Evolution

Winie Evers[1]*
*Department of Entrepreneurship and Relationship Management*
*University of Southern Denmark, Denmark*

Sana Marroun
*School of Business*
*University of Western Sydney, Australia*

Louise Young
*School of Business*
*University of Western Sydney, Australia*

**ABSTRACT**

At the center of IMP thinking is the need for connected relationships to enable the survival and growth of firms (Hakanson & Snehota 1995). Effective relational participation involves understanding of one's own and relational partners' business models including the value they seek from their network (George and Bock, 2010). New ways of collaborating to seek opportunities and challenges are vital in order to competitively evolve the network.

This case explores a Danish advertising and communication firm looking for new ways of generating ideas in order to compete in their environment of rapid globalization and emergence of new technologies. Therefore it has facilitated a discussion of opportunities and challenges by inviting others from their network to participate in business model workshops.

The workshop process is analysed to explore: (a) how business ideas originate and change over time (b) the effectiveness of relational interaction in articulating challenges and opportunities and (c) its effectiveness in generating ideas. The data collected includes the filming of two business model workshops as well as participant interviews before and after. To gain an overview of the process of change, comparative lexicographic (i.e. semantic) analysis has been undertaken of participants' preliminary thinking, workshop discussions and resulting reflections.

Our findings highlight not only the interacting role that internal and external relationships play in developing ideas and ways to use them, but also confirms that previous experience "grounds" the generation, articulation and interpretation of business ideas (Welch & Wilkinson 2002). The stimulus of workshops and reflective interviews show change in the way participants think about relationships, as well as progression in the main issues addressed, including relationship effectiveness, actor specifics, relationship opportunities and finally relationship value. In other words, the participants' relationship conceptualizations change which in turn facilitates business model evolution. Our preliminary results indicate the centrality of specific actors and the importance of their role in this process for such evolution to take place.

Keywords: Business model, action research, relationship change, evolution of ideas

[1] wef@sam.sdu.dk. Phone: (+45) 2167 1606. University of Southern Denmark, Engstien 1, 6000 Kolding, Denmark

## INTRODUCTION

Research into the processes of managers' thinking about relationships and how this coalesces with relationships development is limited. Research instead tends to focus on description of and generalizations about how business relationships evolve. We see this in IMP case studies of particular relationships as well as in comparative, multi-case studies and in survey results. The purpose of this paper is instead to consider the ways managers work with others to create ideas and thereby build and develop relationships, how they think about this process and how relationships grow and change as a result.

There are many strands to managers' relationship thinking and associated acting within particular relationships. Previous research on relationship development indicates that managers may well draw upon general reflections and experience – considering the nature of the institution(s) with whom they are interacting and their representatives, the history of relations with these individuals and their value (e.g. Wong et al. 2010). However investigation of general thinking about and approaches to relationship evolution – as has characterised much of the relationship and network research to date – only provides limited insights. To understand the operation of the deeper relationship development processes and how they operate, direct examination of manager's behaviours of relationship building as they work with relationship partners is needed as well (Wilkinson & Young 2013). Here, our focus is on how managers use "relational specifics" – the interactions that are presently taking place and how effective these interactions are proving to be, e.g. in seeking new business ideas – to consider different aspects of a relationship and thus develop it.

To some degree both how the individuals reflect upon relationships and how they work to seek new business opportunities through their relationships, depend on how participants think about the roles of interfirm relationships generally. This thinking is an important part of the business model of an organization and the individuals engaged in the value creation that lies within it. Thus for the business model to evolve, the inter-organizational cognitions have to evolve too, as pointed out by Aspara et al. (2011, p.2). But contrary to their study which focuses on which understandings are already shared by the firm and its stakeholders, we consider the ways managers actively develop existing relationships and thereby influence these cognitions – and as a result evolve the business model of the firm (Hummel et al, 2010). The firm's business model, in conjunction with partners' models and a range of external factors, thereby guide the relational development and evolution. Consideration of business models as part of the enquiry into both the general characteristics of relationship development and, as is our focus, the more specific nature of manager's relationship development activities, has considerable value. First, the business model can provide a benchmark or general goal – it is likely to guide and/or direct the outcomes sought from relationship development. In other words it is likely to provide insight into what value is envisaged from relationships with other organisations and why. This in turn will be likely to guide relationship building activities.

In addition, business models recognize interdependence. In other words as one or more components of a business model change, the overall model changes – because the connections between the (most important) components of a model also change and the model as whole evolves Baden-Fuller & Morgan, 2010; Magretta, 2002; Hacklin & Wallnöfer, 2012). This is akin to the character of a business relationship where changes in some aspects of it alter the overall character of the relationship (and its network(s)) (Wilkinson & Young 2002). In other words a "relationship" is something that continuously changes in conjunction with the micro activities that guide it towards value creation. We argue that examination of

these activities at a micro level through time can provide important insight to the ways that relationships can and do evolve and create value.

To that end, the remainder of this paper is organized as follows. First, a review of the literature of business models is examined in conjunction with that of relationship evolution to enable consideration of how relationships and ideas about relationship progress (as per Turnbull et al. 1996 and others). In the methodology there is also a review of relevant literature about methodology, in particular the value of using process-based methods such as action research in investigating developing relationships (as per Ruzzier et al. 2006, and others). These approaches have been used in investigations of how particular relationships and relational thinking within them have evolved (e.g. Mortensen 2012). However focus has been largely on use of network pictures as a method of data capture and analysis (e.g. Abrahamsen 2011; Holmen et al. 2013). This work – a multi-method, temporally focused examination of how managers think and act to make relationships emerge – as reported in the methodology, goes beyond network pictures. This approach allows us to focus is on how managers' interactions and to gather explicit direct and indirect reflections about how those interactions change. The following section – a comparative, lexicographic analysis of participants' discourse at various stages in the relationship-building process – reflects this approach. The paper concludes with discussion of the shifting nature of manager's thinking as they work to co-develop strategic relationships and how managers can actively participate in such activity such that value is created and the implications of our findings.

## LITERATURE/THEORETICAL BACKGROUND

### Development and Evolution of Business Relationships

At the heart of the IMP research tradition is the centrality of relationships and networks in facilitating business transactions and thus economic performance. Highlighted in the foundational work is the central role that interactions play in the development of business relationships (e.g. Hakansson & Snehota 1995; Ford et al. 2003; Turnbull et al. 1996). While the IMP group focus on the business relationships of firms with other firms, there is recognition that a company is a nexus of relationships between the individuals within the organisation as well as including the relationships that these individuals have with other customers, suppliers and other organisations (Hakansson & Snehota 1995).

Relationships do not exist at a point in time (Levitt 1986). They are built through a series of interactions and transactions that are path dependent (Wilkinson & Young 2005). In other words, "Transactions between a business supplier and it customers are not isolated events that are unrelated to each other. Instead, each of these transactions takes place in a relationship and each is related to the previous experience of the companies and to what they plan for the future" (Ford et al. 2004, p. 5). Over time, the interactions of participants build the need and desire to continue particular relationships (Young & Denize 1995). In the early B2B and particularly IMP work, development of relationship commitment was seen to be impacted by factors such as trust, satisfaction, social bonds and relational investments (e.g. Anderson & Weitz 1992; Wilson & Mummalaneni 1986). In other words, development happens after some attachment has been formed. The conditions under which this attachment emerges has also been considered, e.g. the much-cited work of Ford (1980) and Dwyer, Schurr and Oh (1987) present models of relationship development which include consideration of the nature and role of "pre-relationship". In these models relationships develop and evolve as they "mature" through time and through continuing transactions - which often increase in scope and/or frequency. There, the business relationship cycle is conceptualized as a discrete process, involving the stages of initiation, development,

management and termination. However it has been noted that relationships' evolutionary paths do not always conform to these stages or to this sequence of stages (e.g. Wong et al. 2011). Nevertheless, whatever evolutionary path a relationship follows it is inevitably changing. As the relationship evolves, the expectations of the parties involved are evolving in terms of what they wish to get out of the relationship; this in turn influences the resources that they are willing to invest in building and maintaining that business relationship (Ford et.al. 2004).

## Change and Evolution of Ideas

Change is necessary to retain competitiveness in an ever changing market. Businesses must learn to react and adapt their supply chain processes, distribution channels and generally business processes as changes in consumption patterns take place (Kolter 1999). Business relationships are likely to be a catalyst for the facilitation of positive change by assisting in the discovery and creation of ideas. These ideas are created through the combining and recombining of existing ideas in new and novel ways including novel ways of interacting with relationship partners. The effectiveness of idea generation depends upon its "culture" i.e. the evolving set of ideas that the actors involved have, their skill in recognizing and communicating them and their interaction capabilities (Wilkinson & Young 2012).

This has been captured in Richard Dawkins' and others' work on "memes". This refers to those ideas which move from mind to mind influencing the connected social system within the shared culture (Dawkins 1976; Blackmore 1999). There are many factors that further influence the generation and evolution of ideas including how open minded people are in accepting new ideas, how motivated they are in combining and recombining ideas in a way that creates value and their position within a network as well as their access to resources such that creative ideas can be coupled with creative and effective implementation of them (Wilkinson and Young, 2012).

Here, we are interested in ideas about relationships and how they are formed and shared. We focus on how others' ideas about a particular relationship and relationships in general influence ones' own ideas and might ultimately influence the way the relationship functions. Ideas are generated, used and formalized to varying degrees. Ideas can be explicitly set out in business planning, positions statements and the like. But they impact firms and influence their culture and thus their functioning even if they are implicit.

## Business Models and Relationship Change

Despite the growing interest and literature on business models, there is not yet a common agreement on its definition and applicability. Yet one of the explanations of the business models popularity is its holistic nature in explaining how the activities of a firm work together to create value (Zott et al. 2011). Business models once established, become in-grained in the firm's infrastructure and culture and by increasing the understanding of the firms' and its partners' business model in collaboration, it can guide the allocation of tasks, decision-making authority and accountability (Hummel et al. 2010). Therefore a collaborative discussion of business models can offer interesting insights into firms' relationship understanding and how their relational interaction might change this understanding over time (based on Evers et al. 2012). And by doing so, evolve the business models' components regarding its relationship to customers and suppliers, taking into account that a change in one component has a lasting effect on the overall business model. (Baden-Fuller & Morgan 2010; Magretta 2002; Hacklin & Wallnöfer 2012). Therefore a business model can be considered as something that continuously changes in correspondence with the activities and relations involved in value creation. As such, we define the act of

evolving or transforming the business model, as an interactional process, affecting the contents and perceptions of it over time (Evers et al. 2012).

In our literature review we found several studies conceptualizing business models based on cases, but little attention has been given to firms' actual evolution of their business model (Aspara et al. 2011). Nenonen & Storbacka (2010) argue the purpose of the business model is to depict the managerial opportunities for a focal firm to influence value creation. If so, we need to know more about how this evolution is taking place to be able to explain how the business model can facilitate co-development of relationships. Particularly important is how managers' perceptions of the processes of business that are encapsulated in the model are shared and understood as they are evolving.

It has been argued that business models perform important bridging functions between – operational and strategic decisions and can link middle and top management (Tikkanen et al. 2005). Here, we argue that business models serve similar functions in enabling bridging – between firms but also within firms – as they facilitate communication about the nature of value that is created through relationships, the value that is sought from particular relationships, the value they would like to create from relationships in future and the ways to meaningfully participate and respond in changing relationships (Baden-Fuller & Morgan, 2010, Nenonen & Storbacka 2010). This is in line with arguments of Hacklin and Wallnöfer (2012) as to the value of exploring the dynamics usage that the business model triggers, especially when acting as a mediator of interactive strategizing episodes. This is a two-way process, as firms work together to co-develop their relationships they are co-developing their respective business models.

## METHODOLOGY

A single case study design was chosen as this enables the necessary depth of enquiry into managers' thought processes, behaviour and examination of this through time (Easton 2010). The case considers the relationship building processes with KALB, a specialist PR and Communications Company, and a number of its important partners (clients and suppliers). KALB was chosen because they were interested in developing change processes with their partners in hands-on experiential settings and in understanding the drivers of effectiveness in those processes.

KALB was founded in 2007 by the owner Marianne Kalb, with the goal of assisting larger companies effectively brainstorm their core assumptions with respect to development of PR and communication. KALB's business functions were guided by Marianne's experience of building up and managing an international PR department for the shoe manufacturer ECCO for 10 years followed by a few years at a PR agency and in the PR department at Sydbank, an international Danish bank. For KALB, Marianne obtained important customers including Kohberg, DONG Energy and Skousen. In 2009 the functions of the business expanded when Marianne formed a partnership with someone with strong marketing consultancy experience. Within a year they substantially expanded the organisation's size and doubled the business' revenue. However profits did not grow and the partners disagreed as to how to further develop the business to address this. Consequently they dissolved the partnership in 2012 with Marianne keeping the majority of the customers. At the commencement of this study in April 2013, KALB was reported to be doing fairly well. They were making a small profit again, had four employees and an effective network of external partners, who were hired as needed to work on customer projects. The firm remains strong within general PR and

communication tasks and, according to their customers and suppliers, is very competent in online social media and crises communication.
The research was designed in consultation with Marianne to meet KALB's Board's desire for usable information about the business development process. To enable exploration of managers' conscious and unconscious processes of engagement, a multi method design is used. There are two information capture contexts – personal interviews and workshops. The research sequence is: Pre Workshop 1 Interview with each participant, Workshop 1 where two relationship-building and articulation exercises are undertaken, a two-phase, Post Workshop 1 Interview, Workshop 2 where further exercises/activities are undertaken and a Post Workshop 2 interview. This research reports the first two phases and some preliminary analysis of phase three with the fourth and fifth phases currently in progress. Participants self-selected based on their interest in business development and willingness to commit to a programme of two workshops and three interviews. Choices of who to ask to participate were made to provide substantial variety in the nature of firms participating. The participant set included representatives of three of KALB's suppliers, three customers and two members of KALB itself.

## Pre Workshop 1 Interview

Pre Workshop 1 interviews with each participant had two parts. The face to face semi-structured interview focussed on each participant's perception of KALB's current business model. Questioning was guided via previously-used interview guide on business models that had been developed for research in the advertising industry (http://inno-network.com/english/). Each interview was audio recorded. A follow up, structured instrument exploring KALB's positioning was sent to informants (largely using Likert- type scales) after the interview. The questionnaire was used to enable mapping and comparison of perceptions of KALB's diversity, i.e. to check the degree to which the participants had differing perceptions of KALB's current business. (Analysis using Excel to create spider-web graphics showed differences as well as similarities, thus confirming the participants' diversity.

## Workshop 1

Workshop 1 was run with one of the authors acting as a facilitator and an assistant managing the logistics of videoing and photographing the interactions of the workshop. After introductions, the workshop participants were split into two groups, design to ensure diverse representation in each, i.e. with each including supplier, customer and focal firm representations. Two activities were then run. A relational illustration activity (developed and pre-tested in other projects at the research centre SPIRE at University of Southern Denmark, mentioned in Buur & Mitchell 2011, p. 362) involved participants each choosing three pictorial representations that best illustrated their relationship to KALB. Participants then explained their choices to their group and subsequently to all workshop participants. The exercise is a good way of getting to know each other, and of engaging in relational issues safely – as this is less confrontational and more playful than if asking directly. The second activity explored perceptions of KALB's current business model. Here, a toolbox with many different everyday objects was introduced, inspired by a similar workshop tool, developed at SPIRE (in Buur & Mitchell 2011, p. 363 as well as Buur, Ankenbrand & Mitchell 2013, p.58-59). The participants were to choose objects that made sense to them to explain the current business model of KALB and placed them onto a business model "canvas". The objects are a way of making sense of and discussing complex or abstract issues and creating a shared vocabulary in the group. After this, participants wrote one question for KALB to prioritize in

near future on post-it notes. These were hung so that everyone could view and consider during the closing plenary session.

### Follow up Interviews Post Workshop 1

Follow up interviews for Workshop 1 were conducted in two phases via phone. Prior to the first interview, a few photos from the objects on canvas session were e-mailed to informants. In 15-25 minute interviews they were asked to reflect on the second activity; specifically what they remembered only by looking at the few photos sent to them (no video access). This to assess recall of how they related to the objects and the role objects played when making sense of business model opportunities and challenges. This will allow (in future) analysis of what was recalled and comparison with the workshop videos.

Prior to the 2nd phase of the Post Workshop 1 Interview, both the group exercise and plenary session videos from workshop 1 were shared with each participant via a Drop box link. The subsequent 35-55 minute interview discussed the business model elements (based on the previously-used instrument) and the opportunities and challenges they found in the group and workshop as a whole. Both phases of the post workshop 1 interview were audio recorded.

Eight months after the first workshop, a second workshop and post workshop interviews with participants were held. The purpose of these (and a proposed third phase) is to track the further evolution of their thinking about relationships with KALB. However this paper considers the foundation of this analysis by first comparing the nature of the relational discourse of the pre and post interviews and the workshop that links them. Also considered via this comparison are changes through and after the first workshop. This is presented in the following section. Future work will contrast these findings with the discourse of subsequent workshops and their follow up interviews.

### Action Research

Exploring this two-way, co-development process requires research methods that consider the interactions between relational participants, capture their thinking about relational developments and consider evolutionary properties in play. Much of the research within IMP that considers relationship development processes relies on descriptive case study to focus on interpreting the reasons for the unfolding relationship and network (e.g. Lenny, Easton & Gilchrist 2004). While valuable, this doesn't necessarily isolate the nature and drivers of change nor does it necessarily link action and outcome. A suggested alternative when this is the focus of research is to capture the development of relationships and evolution of ideas using action research. This is particularly appropriate given that "Action research is a complex, dynamic activity involving the best efforts of both members of communities or organisations and professional researchers. It simultaneously involves the cogeneration of new information and analysis together with actions aimed at transforming the situation of democratic directions" (Greenwood & Levin 2007, p.51).

The increased interest and use of action research is highlighted in the number of publications, which illustrate the effectiveness of this method particularly in its ability to address different business issues. Action research integrates both thought and action; it allows organisations to critically reflect on their own professional processes and values, which in turn assist in implementing effective change (Luscher & Lewis 2008). This is achieved via a process of quasi experimentation (Leich & Day 2000). Research involves intervention and observation and/or measurement of the responses, i.e. the resulting change (Cooper & Schindler 2006). The flexibility of action research allows both the researcher and organisation to develop and implement a number of data collection methods, which best suit the organisation and the

business problem being addressed. There are a number of areas in business, which have benefited from the use of action research including Marketing (Knox & Bickertos 2003), Product development (Anders & Agnar 2003), Organisational change and transformation (Kotnour 2001), Information systems and E-Commerce (Goh 2002) and Accounting (Kaplan 1998).

Given the focus of this research is to identify the evolution of ideas and business model changes, action research is argued as being the most suitable as it provides a context, whereby participants learn from the actual investigation, the theoretical implications as well as the process and outcomes of a collaborative problem-solving strategy (Hult & Lennung 1980). Understanding how ideas are combined and recombined to form knowledge requires a cooperative social situation whereby the researcher and the organisation are mutually dependent on each other's skills, experiences and competencies so as to capture the complex processes around problem solving, knowledge expansion, learning and change (Hult & Lennung 1980). As discussed in this section, not only are the participant's ideas captured during the data collection phase but also the processes and changes that take place before, during and after the introduction of an experimental condition. This allowed for an understanding of what happened during the intervention (workshops and reflections taking place after the workshops), how participants responded, and how they related to each other and the ideas that were presented.

## FINDINGS

### Introduction to Lexiographic Analysis

The analysis reported in this section reports two kinds of findings. First we report the nature of discourse of our participants as they discuss their relationships. Second, we compare these to enable consideration of the evolution of informants' discourse. There are many forms of qualitative analysis that either summarize content and/or enable sense-making of the underpinning processes at work, including evolution of thought, through interpretation of content. To facilitate both, we used Leximancer text analytics software (www.Leximancer.com). This enabled us to conduct an automatic analysis, i.e. one that requires no coding from the analyst, of the conceptual content of the transcript data. The Leximancer program uses word-association information (i.e. words that are used in association with other words as indicated by proximity and pattern analysis) to elicit emergent concepts from the text (Smith & Humphreys 2006). Here, we have taken a discovery approach, first letting the list of concepts that summarize the participants' conversations with us and each other emerge automatically from the text (Cretchley et al. 2010.). This provides a completely reliable summary (as the process is deterministic) which does not reflect researcher's preconceptions. The summaries of each stage were then compared.

The preparation of text for analysis involved some translation issues as the interviews and subsequent workshops were in Danish. The Leximancer programme handles Danish because it builds the emerging concepts' thesauruses from the text provided, however not all the researchers speak Danish so some output had to be translated into English for interpretation.

### Interview and Workshop Content

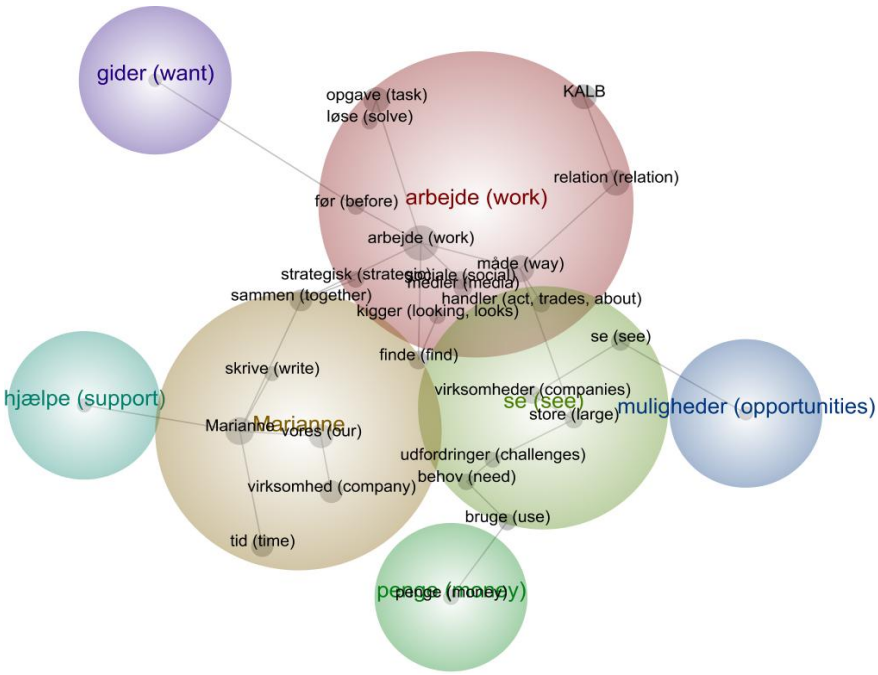
The analysis was run separately on the transcripts of the Pre-Workshop 1 interviews, the two activities that formed Workshop 1 (relationship cards and business model canvas) and the post workshop interviews. All default settings were used as these were deemed appropriate given the text was normal speech. Phase 1 is summarized in Figure 1, and Table 1 and phases

2 and 3 in Tables 2 and 3. A preliminary analysis of the post workshop interviews is presented later. In each map the concept labels are presented both in English and Danish.

Figure 1 summarizes the conceptual structure of the Pre Workshop 1 Interviews. The map shows the themes (an amalgamation of concepts that are connected - depicted in the map as large circles), their component concepts and their positions relative to each other. The central themes are "work", "Marianne" and "see". Within each of these themes are a substantial collection of concepts (which represent words that occur together). The theme of "work" includes a closely clustered group of concepts; these are "work" (as with words and concepts, themes are labelled as the most important concept within it), "strategies", "media", "way", "act", "find", "together" and "look" as parts of it. Its centrality is further indicated by the large number of concepts linked to it, the lines between concepts indicate the concept(s) they are most closely linked to. An examination of the nature of the concepts linked to "work" highlights their focus on the central activities of relationship-building –including cooperation and collaboration, e.g. as one customer noted when commenting on relationship development, "*... it was in fact a fine collaboration which was created between you and them*" and another said, *"we are a network of companies who each contribute with these core competencies"*. (Leximancer is linked to a browser which allows the nature of concepts to be explored via the discourse.) In addition, the competence of KALB is considered. As one informant said, "*there are a great many who sits out there and says, "what with those social media, what is right to do - we are anxious about it". But KALB can explain what it means to do this or that, and what the consequences are. And this actually means a lot.*"

The theme "Marianne" includes concepts of "Marianne", "our", "company" and "time" and relates to things that are connectors of relationships. (Marianne Kalb is a central part of what is perceived to be KALB and plays an important role in its functioning.) In pre workshop interviews Marianne's centrality is discussed in a number of ways.

**Figure 1: Concept Map for Pre Workshop 1 interviews**




Customers laud her skills, e.g. *"the way she works at and with getting customers, to find new openings and selling them, this she does very well. It is, of course, networking. That I think might be an advantage she has from others."* KALB staff recognize her centrality but see

both positives and negatives in this saying for example, "*Marianne is the bottleneck for development. It is the biggest barrier we have, in order to expand and become bigger ... (she needs) to be kept out of some of our stuff.... By doing so, she gets some time off to do canvassing*."

The theme "see" with its concepts of "see", "stores", "companies", "challenges", "need" and "use" relates to perceiving and initiating the activities that relationships involve. Discourse focuses around the value the small, focussed, KALB organisation provides but often links value with challenges that small scale creates, As one customer put it, "*when they are only two people, it is indeed a limitation, also by questioning how many tasks I dare as a customer to place with them.*" And one participant noted, "*It might even be significantly better with the competencies we put together here.*" But in contrast (in the workshop), a small, but not-too-small focus was sometimes seen as a strength, e.g., *"You (KALB) are really good at social media, but you add another angle to it than those who work with social media only, because you also have the communication background.*"

Four smaller, single-concept themes surround these three main themes. "Money" is close to and thus related to the themes of "see" and "Marianne". It relates to some more specific resources and resource constraints that are important influencers of relational processes. "Support" is close to "Marianne" and depicts an activity which is central to the value that Marianne is perceived to provide. "Want" is most closely related to "work" (though further away from it and less related to it than are other small concepts) and seems to relate in part to relational aspiration.

Table 1: Concept List of Pre Workshop 1 Interviews

Ranked Concepts — Export

| Name-Like | Count | Relevance |
|---|---|---|
| *Marianne* | 142 | 73% |
| KALB | 141 | 73% |

| Word-Like | Count | Relevance |
|---|---|---|
| arbejde (work) | 194 | 100% |
| opgave (task) | 136 | 70% |
| relation (relation) | 128 | 66% |
| måde (way) | 102 | 53% |
| tid (time) | 91 | 47% |
| virksomhed (company) | 88 | 45% |
| vores (our) | 76 | 39% |
| sammen (together) | 70 | 36% |
| se (see) | 47 | 24% |
| finde (find) | 37 | 19% |
| store (large) | 34 | 18% |
| virksomheder (companies) | 33 | 17% |
| bruge (use) | 27 | 14% |
| strategisk (strategic) | 22 | 11% |
| før (before) | 22 | 11% |
| sociale (social) | 21 | 11% |
| medier (media) | 21 | 11% |
| behov (need) | 21 | 11% |
| handler (act, trades, about) | 19 | 10% |
| penge (money) | 19 | 10% |
| udfordringer (challenges) | 17 | 09% |
| løse (solve) | 13 | 07% |
| kigger (looking, looks) | 12 | 06% |
| skrive (write) | 10 | 05% |
| hjælpe (support) | 9 | 05% |
| muligheder (opportunities) | 6 | 03% |
| gider (want) | 2 | 01% |

The concept list (Table 1) gives a more detailed description of the frequency with which the themes' component concepts occur in the text (which are described in a more holistic and positional way in the map). Frequently appearing concepts include the ones discussed as central to Figure 1 – "Marianne", "see", and "work". They also include the concepts task, relation and KALB. The frequencies reported in the table shows the number of two sentence blocks of text that met the necessary evidence criteria and were therefore coded as each concept. For example, the concept "task" had 136 blocks of text which contained sufficient words that are part of the concept to be so coded. The most frequent concept, "work", has 194 blocks of text (and the relevance of the concepts is computed against this). Also frequent are the concepts "Marianne" and "KALB". In other words, frequently occurring concepts represent those ideas that were discussed by participants in these pre workshop interviews and the ranked concept list reports their prominence in the text and relative importance.

The map for the discussion that occurred during the first activity of Workshop 1, relationship cards (not shown, available upon request), highlights a few similarities and considerable differences in the concepts that emerged from the pre workshop interviews and their positions. Here the themes and their concepts relate more to the people/actor elements of relationships. Central themes include, "each other", "ours", "Marianne" and "things". Each contains only a few concepts. This greater actor focus is also reflected in the theme of "Kirsten" (which contains the concepts of Kirsten, one of the participants who works with Marianne as well as Tina, a customer and Flemming, a supplier who were also active participants in this exercise).

The focus of people and aspects of relationships in part reflects the nature of the exercise being undertaken as participants seek to describe the attributes and components of KALB relationships. Concept relationships are also different. In Figure 1 the concepts of "Marianne" and "Kalb" were in different theme circles and quite distant from one another. In this phase they are close to one another and in the same theme, indicating that Marianne is being discussed more in conjunction with KALB and in more similar terms than in the pre workshop interviews. Also not only the theme but also the concept of "work" have disappeared from the map and are now part the theme and concept of "task".

Table 2: Concept list for Workshop 1 activity, relationship cards

Ranked Concepts Export

| Name-Like | Count | Relevance |
|---|---|---|
| *Marianne* | 50 | 100% |
| KALB | 40 | 80% |
| *Kirsten* | 40 | 80% |
| *Flemming* | 25 | 50% |
| *Lene* | 18 | 36% |
| *Ole* | 14 | 28% |
| *Tina* | 13 | 26% |

| Word-Like | Count | Relevance |
|---|---|---|
| vores (ours) | 32 | 64% |
| valgt (chosen) | 27 | 54% |
| forhold (relationship) | 27 | 54% |
| finde (find) | 26 | 52% |
| sammen (together) | 26 | 52% |
| hinanden (each other) | 26 | 52% |
| relation (relation) | 22 | 44% |
| kunder (customers) | 20 | 40% |
| se (see, realize) | 20 | 40% |
| tingene (things) | 18 | 36% |
| handler (acts) | 14 | 28% |
| hjælpe (support) | 14 | 28% |
| opgave (task) | 13 | 26% |
| giver (gives) | 12 | 24% |
| høre (hear) | 10 | 20% |
| unfavourable | 6 | 12% |
| favourable | 2 | 04% |

The ranked concept list for this activity, presented in Table 2, shows that there is a greater emphasis on the people of the KALB relationships than was the case for the pre-workshop interviews. This is particularly indicated by the high proportion of name-like concepts, highlighting the central role that those participating in the activities and the people in KALB have in the discussion occurring during this activity. For example, the three concepts that are indicated as the most frequent are the name-like concepts of "Marianne", "KALB" and "Kirsten".

The analysis of the discourse of the second workshop exercise, the business model canvas, differs from the previously-discussed phases. In the map (not shown, available upon request), the themes of "Company", "task" and "work" are central. "Marianne" is further from the center and is adjacent to "work" and "task", indicating she is discussed in somewhat different ways during this exercise than was the case in the pre workshop interviews and the relationship cards exercise. Many of the concepts previously within the "Marianne" theme (as was the case in Figure 1) are here included in the "company" and "work" themes. Other peripheral themes are "social", "together" and "have". The theme "Work" has concepts contained within it that are similar to those in prior analysis.

Table 3: Concept list for workshop 3 activity

Ranked Concepts — Export

| Name-Like | Count | Relevance |
|---|---|---|
| *Marianne* | 43 | 54% |
| KALB | 34 | 42% |

| Word-Like | Count | Relevance |
|---|---|---|
| arbejde (work) | 80 | 100% |
| virksomhed (company) | 41 | 51% |
| opgave (task) | 37 | 46% |
| relation (relation) | 37 | 46% |
| sammen (together) | 33 | 41% |
| tid (time) | 32 | 40% |
| vores (our) | 32 | 40% |
| måde (way) | 28 | 35% |
| give (gives) | 24 | 30% |
| store (large) | 23 | 29% |
| skrive (write) | 22 | 28% |
| udfordringer (challenges) | 21 | 26% |
| se (see) | 21 | 26% |
| løse (solve) | 19 | 24% |
| sociale (social) | 19 | 24% |
| medier (media) | 19 | 24% |
| kigger (looking, looks) | 19 | 24% |
| handler (act, trades, about) | 19 | 24% |
| finde (find) | 18 | 22% |
| penge (money) | 17 | 21% |
| virksomheder (companies) | 16 | 20% |
| før (before) | 16 | 20% |
| nødt (have) | 16 | 20% |
| muligheder (opportunities) | 15 | 19% |
| bruge (use) | 14 | 18% |
| strategisk (strategic) | 13 | 16% |
| behov (need) | 13 | 16% |
| hjælpe (support) | 12 | 15% |
| gider (want) | 12 | 15% |

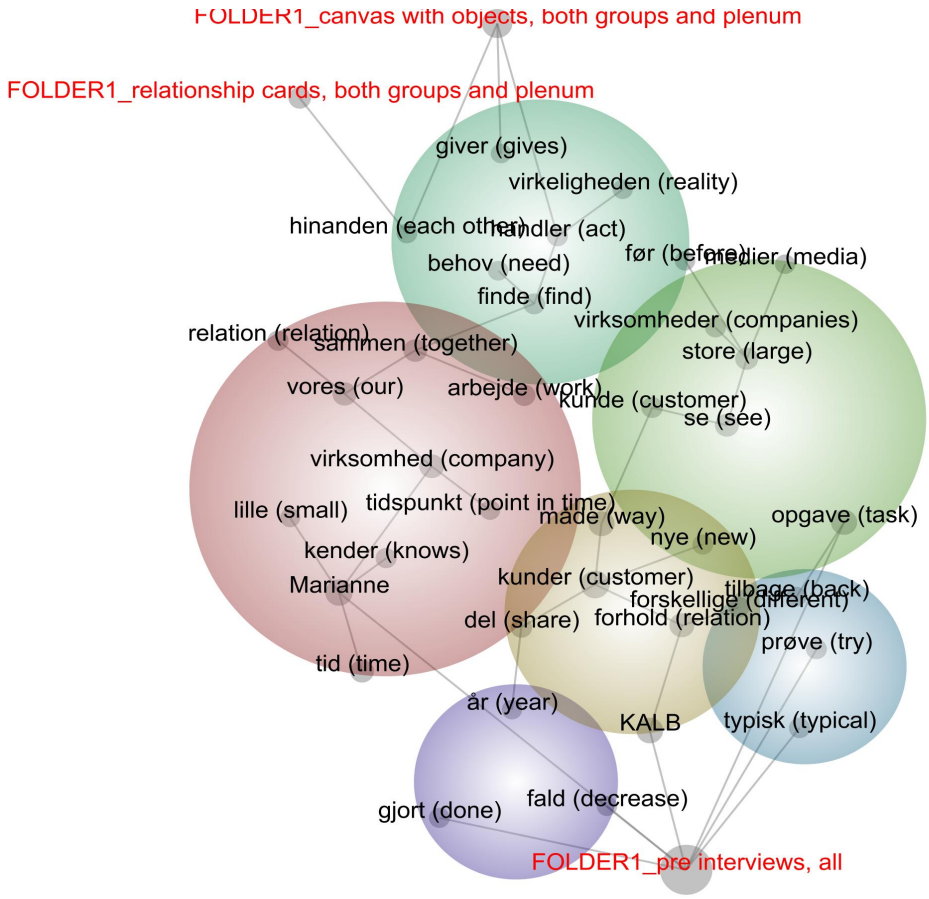
The concept list presented in Table 3 shows that the discourse that occurs while performing and discussing this activity relates more closely to the concepts from the pre workshop interviews than to those emerging during the discussion during the relationship cards activity. There is only Marianne's name in the concept list; except for "KALB" the other actor-like concepts are general and infrequently used. Instead the frequent concepts are primarily to do with work, task and relationships (e.g. "relation", "together", "our").

## Comparison of the Interviews and Workshop Activities

The previous analysis has described the broad themes that describe each phase of the discussion of KALB relationships – i.e. the interviews and the workshop activities. This gives an overview of the character of each and provides some possibility for ad hoc comparisons between them. However these comparisons are qualitative in nature and are general impressions. Another and arguably better way to compare the nature of these different activities and to do so more unambiguously is to consider them together and simultaneously. The following analysis considers what concepts emerge when the entire set of transcripts is considered. The first phase of this analysis "creates" three pseudo concepts corresponding to the first three phases, i.e. the pre- workshop interviews and the two workshop activities. Figure 2 (below) displays the map that is generated where these pseudo-concepts (each represents all the text in that phase) are positioned relative to those concepts that are most closely associated with that phase's text. This presents a somewhat different picture than does the previous analysis. First, in contrast to the previous maps' interpretations which indicated that the two activities have quite different conceptual natures with pre interviews and business model canvas being more similar to each other than to relationship cards, this map shows the two workshop activity folders as positioned close to each other and quite distant from the pre-interview folder. Second, the (specific) name concepts such as Marianne and KALB are not as prominent. Rather than being at the centre of a theme, they are part of other themes - "company" and "customer" respectively. Third, the concepts closest to the pre-interview folder are different than might be expected. The themes "try" and "customer" are closest to it rather than the theme "work" which was central in Figure 1.

The concepts sitting close to the workshop activity folders also change to some degree with the "act" theme and its concepts the most proximate to it.

Figure 2: Concept Map of all text Including Folder Tags




These differences reflect the larger body of text being analysed. There is more generality and relatively fewer concepts. As a result, a number of the previously-considered concepts have disappeared. As the default setting for Leximancer limits the number of concepts, the words in those concepts least important to the conceptual structure of the text as a whole have become part of other concepts, for example "opportunities" and "challenges" no longer appear in the map, the words that comprise them have become components of other concepts. (It also should be noted that the theme labels that were displayed in Figure 1 have been supressed in this map, this is done to enable a clearer depiction of concepts in this more complex map.)

These findings also reflect the relative amount of text generated at each stage. Table 4 below shows how many two sentence blocks of text are coded as each concept. This shows that the amount of transcribed speech (i.e. text to be analysed) for the pre workshop interviews and the business model canvas exercise were similar (1240 and 1036 two sentence blocks of text respectively) and these were much larger than for the relationship cards exercise (211 blocks). The greater scale of text means that these phases have greater weight in this combined analysis. This is reflected in the greater similarity of the Table 4 concepts to those listed in Tables 1 and 3 which summarize more text, as opposed to Table 2.

The analysis of the post workshop interviews is in progress. A preliminary map summarizing this analysis can be found in the Appendix. This preliminary analysis depicts the five phases

Table 4: Concept List for all text including Folder Tags

Ranked Concepts — Export

| Name-Like | Count | Relevance |
|---|---|---|
| *Marianne* | 205 | 17% |
| KALB | 195 | 16% |

| Word-Like | Count | Relevance |
|---|---|---|
| kunder (customer) | 218 | 18% |
| opgave (task) | 177 | 14% |
| måde (way) | 140 | 11% |
| forhold (relation) | 136 | 11% |
| virksomhed (company) | 134 | 11% |
| tid (time) | 129 | 10% |
| vores (our) | 123 | 10% |
| se (see) | 117 | 09% |
| sammen (together) | 113 | 09% |
| store (large) | 95 | 08% |
| arbejde (work) | 78 | 06% |
| kunde (customer) | 68 | 05% |
| finde (find) | 68 | 05% |
| del (share) | 62 | 05% |
| gjort (done) | 61 | 05% |
| relation (relation) | 56 | 05% |
| typisk (typical) | 53 | 04% |
| kender (knows) | 53 | 04% |
| forskellige (different) | 52 | 04% |
| prøve (try) | 51 | 04% |
| virksomheder (companies) | 50 | 04% |
| giver (gives) | 49 | 04% |
| handler (act) | 45 | 04% |
| hinanden (each other) | 44 | 04% |
| fald (decrease) | 42 | 03% |
| før (before) | 42 | 03% |
| tilbage (back) | 42 | 03% |
| nye (new) | 41 | 03% |
| behov (need) | 40 | 03% |
| tidspunkt (point in time) | 40 | 03% |
| medier (media) | 40 | 03% |
| virkeligheden (reality) | 40 | 03% |
| lille (small) | 39 | 03% |
| år (year) | 36 | 03% |

| Tag | Count | Relevance |
|---|---|---|
| FOLDER1: pre interviews, all | 1240 | 100% |
| FOLDER1: canvas with objects, both groups and plenum | 1036 | 84% |
| FOLDER1: relationship cards, both groups and plenum | 211 | 17% |

of research in a map with the folder positions indicating their conceptual content focus (the folder tags are positioned around the edge of the map and are placed closer to the other tags that are similar to it and close to the concepts that best represent its content). The pre-interview and relationship card folders are at the top of the map near the themes containing concepts of "drop", "customer", "our" and "need" and are very close to each other, indicating their conceptual similarity. The post workshop interview folders are at the bottom of the map, maximally distant from pre-interviews and relationship cards. They are linked (though are not extremely proximate) to a relationship-actor theme and a partnering theme respectively (the links are indicated by grey lines which show the strongest links between concepts). In-between is the business model canvas activity folder on the right of the map. It is linked most closely to the portion of the partnering themes that considers the generic "who" of partnering (concepts of "company", "companies" and "network".)

The resulting map is even more general than the one presented in Figure 2 with many previous concepts amalgamated; they now appear as differently labelled and somewhat new concepts. This is not surprising – the analysis includes much more text with the majority of the discourse being analysed coming from these additional phases (about 40% of text is from the second post workshop interview and 20% from the first). However there is considerable similarity to the work reported above, many of the "same" important concepts are present including "work", "task" and "relation". Concepts with new labels often reflect the same orientation, e.g. "collaboration partners".

Interpretation of the map when all phases are included highlights that the depicted themes correspond to distinct relational perspectives. These are similar to those emerging in previous interpretation but the development sequence is further highlighted, particularly when both proximity and linkage are considered. Specifically the map shows: 1) two relationship definition-oriented themes which has concepts relating to actors' and defining their roles and contain concepts of "customer", "know" and "need" (the top themes, proximate to pre-interview and relationship card folders), 2) a relationship-refining theme which contains more concepts related to specific elements of the relation defining process such as "companies", "company" and "find" (top half of concept on left in center of map, proximate and linked to business model canvas folder), 3) a relationship-effort theme that includes "relation" "see" and "difficult" and is proximate and linked to first post workshop interview (folder labelled "post interview, objects")), 4) two relationship achievement and value themes which contain concepts such as "together", "partners", "collaboration", and "large" (linked to bottom half of theme on right and in centre and to the "give" on bottom of map somewhat proximate to folder labelled "post interview, canvas") 5) Directly and

indirectly linking all of these together is the theme on the central left theme. This contains the specific actors of this relationship "Marianne" and "KALB" and the business model-oriented concept of "way" (i.e. the way things are done). Further analysis will explore these interrelationships and the nature of the concepts in greater detail.

## CONCLUSION: DISCUSSION, IMPLICATIONS AND FUTURE RESEARCH

Interpretation of proximities was undertaken to allow consideration of the way that relationship thinking might be evolving. Our analysis shows that the conceptual content of the discourse is similar in informant's pre-interview, the workshop's first and second activities and the two parts of the post workshop interviews. But there are also has clear differences. It is also indicated that there is a historical or developmental "logic" in the way relationships are considered in turn as informants progress through each phase.

However interpretation of these differences – and similarities – needs to be cautious. To some degree both are dictated by the contexts in which the information was collected and the way the participants were guided through each phase. The research design used prescribed the focus of their discussions but there were safeguards in place to limit these effects. In the interviews there was only a semi structured template guiding the discussion process and participants were encouraged to express themselves freely. In the workshop activities directions were given to participants as to how to approach the exercise but they were not guided while the activities were performed. This minimized the design and facilitator effects on what was discussed and how.

There is evidence that there is a common but evolving "relational framework" that manifests in the various research phases. The nature and importance of relationship development is signalled as is the importance of participants' relationship thinking in guiding this development. Informants' discourse supports the idea that this thinking is embedded in their business models, which in part determines the way their business relationships evolve. In the first part of the analysis this evolution is reflected in the concepts that emerged at each phase and the changing relationships of concepts to one another. The centrality of specific actors in relationships is highlighted - actors play recognizably distinct roles (as indicated by their being represented by separate and frequently-appearing concepts) but they perform recognizably common functions as indicated by the proximity of concepts that represent them on various maps. For example, actor concepts are somewhat clustered together in Figure A (lower middle part of map) showing there is similarity in the way the words that comprise these concepts are used across all the text.

Relational development elements are present within concepts such as "relation", "time", "together" and "our" which are clustered in the upper left quadrant of Figure A and by changes to their (relative) importance (as indicated in the ranked concept lists). Other work and activities that occur within relationships are captured in concepts such as "task", "work" and "way". These sit near the center of Figure A in the upper right quadrant. These are, to at least some degree, the concepts pertaining to business models and how they relate to relationships. This is particularly so for the concept "way" which is concerned with how relationships are managed. Although not a very frequently occurring concept, it is at the very centre of Figure A, indicating that it may play a pivotal role.

As has been discussed, it is possible to consider the participants' discourse in evolutionary terms. The research phases occurred in a non-overlapping sequence where it was possible and indeed encouraged to make reference to previous discussion and activities. Analysis of the proximity of concepts to the phases (tags) in Figure A shows that at different points in

time the discussions of the KALB relationships focus on different things. At the pre interview the work to be done such that relationships are effectively built is a strong focus. Then in the workshop, the specifics of relating and the more personal, actor-specific aspects are turned to. This happens while people seek descriptions/definitions of their relationships. In the second of the workshop activities, the opportunities that relationships bring are considered. In phases four and five, preliminary analysis indicates that focus is on relationship value. There is a natural logic to this progression in that the focus becomes ever-more-specific and ever-more-managerial. However as already noted, it is possible that this at least in part reflects the logic of our research design as well as or instead of evolution of participants' thinking. This needs to be further addressed in future research.

A way of addressing this at least in part is to interpret the research phases in terms of an action research quasi-experiment. The focus becomes comparing the pre-workshop interview with the post-workshop interview(s) and seeking explanations for and the processes that linked these via the workshop. The comparison of the interview phases of discourse does allow some inferences about evolution of relationship thinking. As already highlighted, the pre interviews focus on what is needed in relationships and the role that the actors play in making those things happen. The follow up interviews seem to assume needs have been defined and focus more on relationship outcomes, i.e. the value that they produce for their participants. These differences indicate an evolution in relationship thinking generally and/or thinking about the KALB relationship space. It may also reflect the continuing application of the business models of the participants to these thought processes.

We conclude that the workshop environment has produced a discernible difference in the way relationships are considered. The extent to which relationships have actually changed (or will change) is unfortunately beyond the scope of this paper. In future phases of this research this will be considered and analysis will be done using detailed comparative analysis of the content of the sequential interviews by each participant as well as via detailed co-occurrence analysis using Leximancer. A more multi-method approach is particularly appropriate as the lexicographic analysis that is our focus doesn't provide detailed content analysis but rather shows conceptual patterns contained in the order/proximity of discourse as well as the contexts in which words are used – particularly appropriate in the early phases of analysis.

Understanding as to the possible evolution of relationship thinking as a precursor to understanding relationship change has a number of important research implications. Earlier, researchers highlighted the need to recognize the evolution of relations (e.g. Ford 1980; Dwyer et al. 1987) but early work often proposed a life cycle model that professed standardised (life cycle-like) evolutionary paths. Wong et al's (2011) large scale survey and resulting relationship taxonomy illustrates both that relationships change over time in non standard ways and thus that the capture of even detailed measures at a single point in time doesn't provide much insight into a relationship's future. However Wong's research and indeed the majority of previous research in this area focus almost entirely on the way the management of and participation in relationships changes and on the resulting changes to relationship effectiveness.

Our study with its very different longitudinal method focuses on a similar problem but tackles it differently, thus obtaining additional insights. We show that the way relationships are conceptualized changes - in part because those considering them think about them differently in different contexts but also because "history matters" (Wilkinson & Young 2012). In other words, thinking about relationships itself generates change in the way they are managed, how they relate to partners and their responses to other changes imposed by others

and by the environment. This finding has a number of important implications, not the least of which is for the design and interpretation for future studies into relationship evolution. The effects of getting people to think about relationships needs to be taken into account, i.e. the process of doing relationship research changes relationship thinking to some degree, i.e. when researchers get managers to think about their relationships their queries are sowing further seeds of change. This has long been recognized (e.g. Young & Wilkinson 1997) but too often is overlooked.

Our findings also have important implications for practice. Previous work recognizes that the nature of relationship management practices can have profound effects on the way relationships are conceptualized and that this will influence the evolution of the relationship's nature and effectiveness (e.g. Young & Daniel 2007). Our study supports such findings. Here, the relationship reflection activities undertaken were engineered, benign and beneficial. However this is not always the case that relationship management is coordinated and/or positive. It can be deliberately opportunistic and/or uncoordinated with individual actions and/or the interactions among these having the potential to create considerable dysfunction (Wilkinson & Young 2005). A possible way of avoiding this is to provide a benign, beneficial and proactive setting in which to think about relationships. In this study such a setting provides KALB with considerable detail as to how their relationships are envisaged and managed and there are suggestions for improved practice. While KALB may be a special case, this is unlikely. A substantial body of previous work in a wide range of contexts (e.g. channels of distribution, HRM, social work, and psychology) indicates that a forum for discussion is likely to provide increased understanding and capability for positive action. This is reflected in the research approach used here. Such an approach provides possible directions for managers who seek better relationships via engineered and participative multi-stage encounters. And, it has the potential to create value via greater overlap in partners' business models as they discuss relational practices.

One possible way of providing further value within such a process is greater focus upon the coordination of participants' business models. We are not the first to consider this. Hacklin and Wallnöfer (2012, p. 184) conceptualize the business model as "…a tool for joint and collective strategy work". Similarly, Janssen & Kuk (2009) assert that business models can be used to create a joint understanding and vision. Effective devices that enable better relationship communication and coordination such as business model management using focused workshops similar to what has been reported and analyzed here, could play a significant role in allowing effective calibration and interrelating of business models.

The method and its findings open interesting possibilities for future research. Different concepts of relationships are examined at different times by the participants. A more extended set of contexts will enable us to more systematically consider how different and similar contexts influence the way relationships are considered as well as how through time views about relationships evolve. Subsequent analysis will consider this. Post workshop interviews are being transcribed for analysis and at least one more round of multi-activity workshops is in progress. This will provide a number of other data points that can be analysed longitudinally. Other forms of analysis to augment the overview descriptions and systematic comparisons that Leximancer has provided can also be included. In addition one or more further action research projects are needed. This will provide important insights into the degree to which these findings about evolution in relationship thinking can be extrapolated to other sets of businesses in other industries and other countries.

# BIBLIOGRAPHY


Abrahamsen, MH 2011, 'Sensemaking in Networks: Using Network Pictures to Understand Network Dynamics', in Baxter, R & Woodside, AG (ed.) *Interfirm Networks: Theory, Strategy, and Behavior (Advances in Business Marketing and Purchasing, vol. 17)*, Emerald Group Publishing Limited, pp.1-197.

Anders, D, & Agnar, G, 2003, 'Exploring the Concept of Multiple Product Development via an Action Research Project', *Integrated Manufacturing Systems,* vol. 14, no. 3, pp. 208-220.

Anderson, E & Weitz, B 1992, 'The use of pledges to build and sustain commitment in distribution channels', *Journal of Marketing Research*, vol. 29, pp. 18-34.

Aspara, J, Laberg, J, Laukia, A & Tikkanen 2011, 'Corporate Business Model Transformation and Inter-Organizational Cognition: The Case of Nokia'*, Long Range Planning* (article in press).

Baden-Fuller, C & Morgan, MS 2010, 'Business models as models', *Long Range Planning*, vol. 43, no. 2/3, pp. 156-71.

Blackmore, S 1999, *The Meme Machine*, Oxford University Press, Oxford and New York.

Buur, J & Mitchell, R 2011, The Business Modeling Lab. *, Proceedings of Participatory Innovation Conference*, Sønderborg Denmark, viewed 17th April http://spirewire.sdu.dk/proceedings/PINC-proceedings-web.pdf

Buur, J, Ankenbrand, B & Mitchell, R 2013, 'Participatory business modelling', *CoDesign*, vol. 9, no.1, pp. 55-71.

Cretchley, J, Gallois, C, Chenery, H & Smith, A 2010, 'Leximancer Conversations Between Carers and People With Schizophrenia: A Qualitative Analysis Using', *Qualitative Health and Research*, vol. 20, no, 12, pp. 1611–1628.

Dawkins, R 1976, *The Selfish Gene*, Oxford University Press.

Cooper, DR & Schindler, PS 2006, *Business Research Methods*, 11th edn, McGrath International Edition.

Dwyer, FR, Schurr, P & Oh, S 1987, 'Developing buyer-seller relationships', *Journal of Marketing*, vol. 51, pp. 11-27.

Easton, G 2010, 'Critical Realism in Case Study research'*, Industrial marketing Management*, vol. 39, no. 1, pp. 118-128.

Evers, W, Clarke, AH & Freytag, PV 2012, 'Understanding the role of business models in firms', *Industrial Marketing and Purchasing Conference* (working paper).

Ford, D 1980, 'Buyer/seller relationships in international industrial markets', *European Journal of Marketing*, vol. 14, no. 5, pp. 339-54.

Ford, D, Gadde, LE, Håkansson, H & Snehota, I 2003, *Managing business relationships*, John Wiley & Sons, Chichester.

Ford, D, Berthon, S, Brown, S, Gadde, L, Hakansson, H, Naide, P, Ritter, T & Snehota, I 2004, *The Busines Marketing Course-Managing in complex networks*, John Wiley & Sons, Chichester.

George, G & Bock, A 2011, 'The Business Model in Practice and its Implications for Entrepreneurship Research', *Entrepreneurship Theory and Practice*, vol. 35, no. 1, pp. 83–111.

Greenwood, DJ & Levin, M 2007*, Introduction to Action Research: Social research for social change*, 2nd edn, Sage Publications Inc.

Goh, MH 2002, Implementing Business Continuity Planning in an International Bank Using Action Research, in *Effective Change Management Using Action Learning and Action Research: Concepts, Frameworks, Processes and Applications,* SCU Press, Lismore, NSW.

Hacklin, F & Wallnöfer, M 2012, 'The business model in the practice of strategic decision making: insights from a case study', *Management Decision*, vol. 50, no. 2, pp. 166-188.

Hakansson, H & Snehota. I 1995, *Developing relationships in business networks*, Routledge, London.

Holmen, E, Aune, TB & Pedersen, AC 2013, 'Network pictures for managing key supplier relationships', *Industrial Marketing Management*, vol. 42, no. 2, pp. 139-151.

Hult, M & Lennung, S 1980, 'Towards a Definition of Action Research: A Note and Bibliography', *Journal of Management Studies*, vol. 17, no. 2, pp. 242-250.

Janssen, M & Kuk, G 2009, 'E-government Business Models: Theory, Challenges and Research Issues', Book chapter 1 in *E-government diffusion, policy and impact: advanced issues and practices,* IGI Global.

Kaplan, RS 1998, 'Innovation Action Research: Creating a New Management Theory and Practice', *Journal of Management Accounting Research*, vol. 10, pp. 89-118.

Knox, S & Bickerton, D 2003, 'The Six Conventions of Corporate Branding', *European Journal of Marketing*, vol. 37, no. 7/8 pp. 998-1016.

Kotler, P 1999, *Kotler on Marketing: How to Create, Win and Dominate* Markets, Free Press, New York.

Kotnour, T 2001, 'Building Knowledge for and about Large-scale Organisational Transformations', *International Journal of Operations and Production Management*, vol. 21, no. 8, pp. 1053-1075.

Leich, R & Day, C 2000, 'Action research and reflective practice: towards a holistic view', *Educational Action Research*, vol. 8, no. 1, pp. 179-193.

Lenny, P, Easton, G & Gilchrist, A 2004, A Participatory Action Research Study of Key Account Management Changes, *Proceedings of Industrial Marketing and Purchasing Conference,* Copenhagen, viewed 17th April 2014, http://www.impgroup.org/uploads/papers/4502.pdf

Levitt, T 1986, *The Marketing Imagination,* New, Expanded edn, Free Press, New York.

Magretta, J 2002, 'Why business models matter', *Harvard Business Review*, (May) pp. 86-92.

Mortensen, M 2012, 'Customer attractiveness, supplier satisfaction and preferred customer status', *Industrial Marketing Management*, vol. 41, no. 8, pp. 1206-1218.

Nenonen, S & Storbacka, K 2010, 'Business model design: conceptualizing networked value co-creation', *International Journal of Quality and Service Sciences*, vol. 2, no. 1, pp. 43-59.

Ruzzier, M, Hisrich, RD & Antoncic, B 2006, 'SME internationalization research: past, present, and future', *Journal of Small Business and Enterprise Development*, vol. 13, no. 4, pp. 476-497.

Smith, AE & Humphreys, MS 2006, 'Evaluation of unsupervised semantic mapping of natural language with Leximancer concept mapping', *Behaviour Research Methods*, vol. 38, no. 2, pp. 262-279.

Tikkanen, H, Lamberg, JA, Parvinen, P & Kallunki, JP 2005, 'Managerial cognition, action and the business model of the firm', *Management Decision*, vol. 43, no. 6, pp. 789-809.

Turnbull, T, Ford, D & Cunningham, M 1996, 'Interaction, relationships and networks in business markets: an evolving perspective', *Journal of Business & Industrial Marketing*, vol. 11, no. 3/4, pp.44 – 62.

Welch, C & Wilkinson, I 2002, 'Idea logics and network theory in business marketing', *Journal of Business to Business Marketing*, vol. 8, no. 3, pp. 27–48.

Wilkinson, I & Young, L 2002, 'On Cooperating: Firms, Relationships and Networks', *Journal of Business Research,* vol. 55, no. 2, pp. 123-133.

Wilkinson, I & Young, L 2005, 'Toward a Normative Theory of Normative Marketing Theory', *Marketing Theory*, vol. 5, no. 4, pp. 363-396.

Wilson, DT & Mummalaneni, V 1990, 'Bonding and commitment in buyer-seller relationships: a preliminary conceptualisation', in *Understanding Business Markets*, Academic Press, London.

Wong, C, Wilkinson, I & Young, L 2010, 'Towards an Empirically Based Taxonomy of Buyer-Seller Relations in Business Markets', *Journal of the Academy of Marketing Science,* vol. 38, no. 6, pp. 720–737.

Young, L & Daniel, K 2003, 'Affectual Trust in the Workplace'*, International Journal of Human Resource Management,* vol. 14, no. 1, pp. 139-155.

Young, L & Denize, S 1995, 'A Concept of Commitment: Alternative Views of Relational Continuity in Business Service Relationships', *Journal of Business and Industrial Marketing*, vol. 10, no. 5, pp. 35-46.

Young, Y & Wilkinson, I 1997, 'The Space Between: Towards a Typology of Interfirm Relations Business', *Journal of Business to Business Marketing*, vol. 4, no. 2, pp. 53-97.

Zott, C, Amit, R & Massa, L 2011, 'The business model: recent developments and future research', *Journal of Management*, vol. 37, no. 4, pp. 1019-42.

**<u>Appendix One</u>**: Preliminary Analysis of the Five Research Phases:

## Figure A: Discovery Map of Five Phases of Research