

**Service Dominant Logic Competencies; of Service Providers in Education
Sector**

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ABSTRACT

Purpose – To know the extent SDL competencies of supporting staff in the service system based (higher education sector) with organisational justice and organisational commitment as antecedents.

Design/Methodology - 575 non-teaching members of University of Jammu (UOJ) and Guru Nanak Dev University (GNDU) were contacted for data collection. Primary data is collected from the respondents of both the universities, using structured questionnaire.

Findings – The study reveals that both organisational justice and organisational commitment contribute significantly towards SDL but only at the individual level.

Originality/Value - To explore the relationship of SDL with social sciences concepts that is, organisational justice and organisational commitment.

KEYWORDS- *Service–Dominant Logic, Organisational justice, Organisational commitment, Structural Equation Modelling.*

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Service Dominant Logic Competencies; of Service Providers in Education Sector

Kotler and Roberto (1989) stated that exchange theory of social marketing is based upon behaviourism and is linked to marketing. As such, the exchange theory involves maximisation of peoples activities to attain value through social action. Thus social construction theories are used to interpret the social world and to enhance understanding of how actors on a societal, group and individual level create, realise, and reproduce social situations and structures to understand the social reality and service systems and value co-creation. Organisational members are able to learn the required knowledge, skills, attitudes and behaviours for adapting to the new job, role or culture of the workplace through successful organisational socialization process.

Higher education is emerging as a place which requires the need to use and implement marketing tools (Mihaela and Amalia 2012). The sustainability of higher education institution is achieved only by satisfying its various core stakeholders. It plays a vital role in imparting knowledge, values, and developing skills (Nandi 2014). Thus value in higher education can be determined mainly by the abilities and skills of its stakeholders (Mihaela and Amalia 2012). Further the behavioural aspect of supporting members in context to SDL has not been explored much. As such, SDL is appropriate to be applied in higher education sector, with knowledge and skill exchange which is very important to be supervised and supported by service competencies orientation (Karpen, Bove and Lukas 2009, Golooba and Ahlan 2013 and Ronald and Amelia 2014).

Introduction

Service-dominant Logic (SDL), developed by Vargo and Lusch in 2004 is a broader and comprehensive concept based on exchange of intangibles such as knowledge and skills among stakeholders (Lusch and Vargo 2008; Gronroos 2008). Vargo and Lusch (2004) claimed that SDL focuses on the application of operant resource that is, services which are the fundamental source of competitive advantage. Weigand and Jeewanie (2009) also put forth that SDL should focus on service provision rather than on viewing services as a particular kind of good that should be produced and marketed in the same way as traditional goods. Further the underlying principle of SDL considers that value is created by an organisation along with other stakeholders, instead of organisation itself (Vargo and Lusch, 2008; Karpen, Bove and Lukas 2009; Chahal and Mahajan 2014).

Karpen, Bove and Lukas (2009) remarked that SDL can be considered as a significant outcome that addresses a firm's service capability. In the same context Chahal and Mahajan

(2014), also stated that the functioning of the SDL based organisation focuses on the interaction between members of an organisation. Basically in SDL focussed system, organisational stakeholders are encouraged to work in a coordinated and transparent manner to create value. In other words it encourages members to work in a self-motivated environment, to participate in decision-making and to get regular feedback from their peers. The interaction among various members ultimately helps in building foundation for achieving the desired organisational performance. Hence SDL can be defined as value co-creation chain in which all relevant stakeholders collaborate dynamically to deliver high quality service according to the organisational goals. It can also be said that the interactive behaviour of stakeholders to deliver customer service and to create value reflect service competencies of the organisation and the manner in which it is created reflects SDL of the organisation.

The scanned literature signifies number of research gaps which need to be undertaken for grounding the conceptual framework of SDL. Lusch, Vargo and Brien (2007), Abela and Murphy (2008), Arnould (2008) Ford and Bowen (2008) and Edvardson, Tronvoll and Gruber (2011) argued that there is a need for SDL to be further worked out to gain more empirical validation. Various other scholars remarked to explore the relationship of SDL with different psychographic organisational factors. Few studies are found in the literature that theorised and measured the relationship of SDL with regard to behavioural aspects such as, justice, commitment, motivation, personality traits, emotional factors, employee satisfaction, employee orientation customer participation, human resource management etc. (Rodgers 2007, Dong, Evans and Zou 2008, Gummenson 2008, Vargo 2008, Chan, Yim and Lam 2010 and Randall, Pohlen and Hanna 2010). All these scholars recommended to study the relationship between SDL and other concepts like motivation, personality traits, emotional factors, employee satisfaction, employee orientation customer participation, human resource management etc.

Further researchers such as Littleton and Whitelock (2004), Gronoos, (2011) and McColl-Kennedy (2012) recommend to explore SDL from the stakeholder's perspective where all the members work collaboratively in a networked based organisations to create value. Liu et al. (2008) comment that SDL based on collaboration of provider and customer relationship results in creation of value only if such collaborations are involved fairly, that is based on organisational justice and organisational commitment. The same is expressed by Hazra and

Srivastava (2009) and Nga et al. (2010). In other words SDL based on collaborative relationships should provide ethical treatment to individuals in the organisations (Tatum et al. 2003). This will consequently lead to quality improvement in the long run (Hazra and Srivastava 2009, Sramek et al. 2009 and Mundhra 2010).

SDL is significant in the service dominant era and needs to be explored. Against this background, the purpose of this paper is to present the development of a psychometrically sound measure of SDL and to examine its relationship with two significant organisational factors namely, organisational justice and organisational commitment.

Review of Literature and Hypotheses Formulation

SDL

The basic tenet of SDL is that service is exchanged for service, where service is the process that applies competencies for the benefit of another and is the basis for all exchange (Vargo and Lusch, 2008, Maglio and Spohrer 2008, and Brodie, Saren and Pels 2011). Gummenson (2008), Maglio and Spohrer (2008) and Edvardson, Tronvoll and Gruber (2011) in their studies stated that the best way to achieve high level of organisational performance is through the application of service competencies and SDL, which is primarily based on knowledge and skills, also refers to the application of absorptive and collaborative competencies (Lusch, Vargo and Brien 2007, Lusch and Vargo 2008, Ordanini and Parasuraman 2010 and Edvardson, Tronvoll and Gruber 2011). Initially Ballantyne and Varey (2008), Gummenson (2008), Maglio and Spohrer (2008) and Lusch and Vargo (2008), opined that application of organisational competencies namely collaborative and absorptive competencies are pivotal for the benefit of all stakeholders and the organisation. Even Ordanini and Parasuraman (2010) remarked the significance of collaborative competencies in terms dynamic and knowledge interfaces. They stated that these competencies play vital role in enhancing the performance of the organisation.

The service orientation of an organisation based on competencies reflects SDL. Lopes and Pineda (2013) defined that SDL has a primary focus on competencies and is capable of creating value. It is seen as sharable service; skills and talent management, knowledge management and library resources (Ballantyne and Varey 2008). Even Schulz and Gnoth (2008)

suggested that sharing of new ideas and knowledge within the firm can help in improving effective interaction, organisational environment and adoption of networking system. Basically in SDL system members are encouraged to work in a transparent system to create dynamic environment, to participate in decision– making and to get regular feedback from members of the organisation. All these subsequently can help in improving the competencies of various stakeholders and lead to co-creation of value.

Based on the seminal contribution (Vargo and Lusch 2008) absorptive and collaborative competencies are pivotal for value co-creation. Absorptive competencies relate to the symmetric information and conversation among various members of the organisation which require employees to provide correct and accurate information and not to mislead any other stakeholder involved in the organisation (Lusch and Vargo 2008). Abela and Murphy (2008) and Maglio and Spohrer (2008) remarked that the application of absorptive competencies are necessary to strengthen the integration between the different parties of the organisation to co-create value. On the other hand, collaborative competencies involve all employees to collaborate with each other and to enable them to adjust with the changing vis-a-vis new environment (Lusch and Vargo 2008). Collaborative competencies focus on two way interaction between the producer or other social and economic integrators to co-create value (Ordanini and Parasuraman 2010, Randall, Pohlen and Hanna 2010 and Edvardson, Tronvoll and Gruber 2011).

The study argues that SDL when applied in the service sector encourages employees to work in collaboration while interacting with other stakeholders. In this context, Chahal and Mahajan (2014) remarked that absorptive and collaborative competencies, encourages members to work in a transparent system, to create dynamic environment and to make students participate in decision– making. They also added that these interactions will consequently enhance relations between different stakeholders and lead to value creation for the university. Chahal and Mahajan (2014) in their writing further added that collaborative competencies when adopted in the education sector encourage the faculty members to work in team- spirit in an open and fair system. Absorptive competencies enable employees to provide correct and accurate information to their colleagues and not to provide information that misleads their co-workers. These competencies when followed proficiently can enhance relations between different stakeholders

and lead to value creation for the organisation. Based on the backdrop following hypothesis is framed:

H1: Absorptive and collaborative competencies contribute significantly to SDL.

SDL and Organisational Justice

Organisational justice relates to the fair and ethical treatment of individuals in the organisations (Nga et al. 2010 and Tatum et al. 2003). It also refers to the role of fairness in individuals perception at the workplace (Shah 2010). In other words if employees perceive their exchanges with organisations as fair, they reciprocate by performing in ways that benefit the organisation (Rego and Cunha 2010). Organisational justice as three dimensional construct comprising distributive, procedural and interactional given by Greenberg (1987) is well accepted in the literature. Distributive justice refers to the fairness in firms efforts while dealing with customer problems (Casielles, Alvarez and Martin 2010). It affects employee feelings of satisfaction with their work related outcomes, such as pay and job assignments (Shah 2010). Procedural justice reflects the perceived fairness of the complaint handling process. It refers to the methods the firm uses to deal with problems in aspects such as accessibility and timing/speed (Casielles, Alvarez and Martin 2010). Unfair procedures not only make people dissatisfied with their outcomes but also lead them to reject the entire system as unfair (Ahmadi, Ahmadi and Taverh 2011). Lastly interactive justice is interpersonal in nature and attribute to employees behaviour in handling customers complaints. It includes customer perceptions about employees empathy, friendliness, courtesy, and their honesty and response capacity (Casielles, Alvarez and Martin 2010). Organisational justice based on the principle of fairness and trust enables individuals to work collectively in a SCO based system which may ultimately lead to organisational effectiveness or value creation. Hannam and Jimmieson (2002), Jahangir, Akbar and Haq (2004), Camilleri (2006), Radzi et al. (2009), Mohammad, Habib and Alias (2010), Malik and Naem (2011) and Najafi et al. (2011) remarked that interaction and collaboration of organisational members results in improving organisational performance and innovations, if such collaborations are fair, that is based on organisational justice. The nature of such relationship also reflects the role of SDL in the value creation. Thus fair collaborative customer- provider relationship results in value creation in the organisation (Liu et al. 2008). Hence following hypotheses is formulated,

H2: There is a positive relationship between Organisational justice (Distributive, Procedural and Interactional justice) and SDL.

SDL and Organisational Commitment

Organisational commitment is a psychological state that builds employees relationship with an organisation (Gatum et al. 2004). It is the relative strength of an individual's involvement in a particular organisation (Ensher, Vallone and Donaldson 2001, Somech and Bogler 2002, Chughtai and Zafar 2006, Dickinson 2009, Mogosti, Boon and Fietcher 2011 and Oyewobi, Sulieman and Jamil 2012). In other words it may be thought of as a measure of the devotion and loyalty that an employee feels towards the organisation (Mogosti, Boon and Fietcher 2011). Majority of the scholars have recognized organizational commitment as three dimensional construct comprising affective, continuance and normative commitment. This concept was developed by Allen and Meyer (1990). Affective commitment refers to the employees identification and emotional attachment with their employing organisation (Allen and Meyer 1990). Continuance commitment is the perceived cost to the employee of leaving the organisation, and may include the loss of benefits or seniority status within the organisation (Allen and Meyer 1990). The third component, normative commitment, depends on the prior attitudes and values of employees before joining the organisation (Allen and Meyer 1990). The same is also referred by (Newman, Thanacoody and Hui 2011). Commitment which is primarily based on provider- customer relationship is equally important for SDLbased organisations (Hazra and Srivastava 2009). Thus organisational commitment is also pivotal for enhancing employee commitment as employees with high organisational commitment show considerable interest to achieve organisational goals and values on behalf of the organisation (Kimpakorn and Tocquer 2007 and Oyewobi, Sulieman and Jamil 2012). Thus organisations with committed employees and customers can improve its quality and performance in the long run (Sramek et al. 2009). Hence,

H3: Organisational commitment (Affective, Normative and Continuance) positively influences SDL.

Research Context – Indian Higher Education Sector

Higher education is emerging as a place which requires the need to use and implement marketing tools (Mihaela and Amalia 2012). As such, the University of Jammu (UOJ) and Guru

Nanak Dev University (GNDU) are big and well established universities working since 1969. Thus to enhance the future growth and performance of the two Universities, the objective of higher institutes should not be only just imparting education, but to focus on network of relationships through SDL to enhance interactions. The supporting staff of the two universities are contacted for the research purpose. The hierarchy of supporting staff of both the universities is somewhat similar and included assistant registrar, section officers, senior assistant, superintendents, librarians, P.A, computer assistant, junior assistant and stenographer.

Method

Sample

Census method is used for contacting non-teaching /supporting staff of the two universities (Guru Nanak Dev University and University of Jammu) operating in northern India. Out of 575 questionnaires distributed a total of 345 questionnaires were received. 7– 10 visits were made to collect the questionnaires and the response rate came out to be 60 per cent.

Data Analysis

Descriptive statistics

Prior to analysing the data, the response score for negative items are reversed. The study identifies and removed twenty nine outliers in the data making it a total of 316 respondents. Further, the results of normal probability plots show that all the observed values are closer to the straight diagonal line and no point is strayed outside, which indicates that data are normally distributed. Moreover, the skewness and kurtosis tests suggest that majority of the values are within the acceptable range (Table 1). This further confirms that the data is normally distributed.

Data Purification

The scale development procedure (comprising of EFA, item analysis and CFA) SDL and its antecedents (organisational justice and organisational commitment) and consequences (employee productivity and value creation) are discussed construct-wise as under:

SDL

EFA run on SDL construct comprising twenty items are condensed into three factors comprising fourteen items after four runs. The items are deleted as their factor loading values were less than .5 criteria. The construct explicates 73.412% of variance after 12 iterations. The KMO=.715 and BTS (chi- square= 1858.371, df= 66 and p= .000) values reflect significant correlation among

the items. Communalities (.621 to .842) and factor loadings (.621 to .842) are also as per the criterion (Table 2). Thus the factors retained are absorptive competencies –I, absorptive competencies –II and collaborative competencies.

In the item analysis stage two items of collaborative competencies got deleted due to low SMC values. It resulted in magnificent overall alpha value of .834 of twelve items. Further, values of item-total correlation, ranged between .399 and .636 while SMC values ranged between .521 and .703. The item mean values came out to be 3.575 (Mean), item variance as .624 (Mean), whereas scale statistics reveal overall mean as 50.05 and overall variance as 38.721 (Table 3).

Following this, the application of CFA on twelve measured indicators reflected good and significant SRW (.650 to .905) (Figure 1). The critical ratios ranged between 7.018 and 15.548. All the values of fit indices are per the selected criteria (χ^2/df 3.184, SRMR .033, GFI .926, AGFI .924, NFI .962, RFI .911, IFI .973, TLI .937, CFI .973, RMSEA .073) (Table 3).

Organisational Justice

Organisational justice construct consisting of fourteen items are compressed into three factors namely, distributive justice, procedural justice and normative justice (comprising twelve items) after seven runs. Two items are deleted one each from procedural justice and interactional justice. The KMO value of .726 and BTS measure (chi-square= 1533.869, df= 21 and p= .000) indicate that the data is suitable for conducting EFA. The construct explains 68.907% of variance. The factor loadings are recorded within the range of .658 and .872 while communalities are recorded within the range of .591 and .779 (Table 2).

Organisational justice confined to twelve items reflected high cronbach alpha value of .875 with overall mean (M= 22.19) and overall variance (V=15.89). The item mean is recorded as 3.170 (Mean) and .014 (Variance) while item variance as .698 (Mean) and .028 (Variance). Moreover, range of item-total correlation between .441 and .659 and SMC between .595 and .663 provides support for the internal consistency of the scale items (Table 3).

Application of CFA on organisational justice resulted in deletion of four items due to low SRW values (Figure 2). The eight retained items reflected good model fit (χ^2/df =3.649, SRMR= .035, GFI = .977, AGFI = .919, NFI=.962, RFI= .905, IFI=.972, TLI=.929, CFI=.972) along with RMSEA (.062). The SRW values (.605 to .882) and critical ratio (8.399 – 10.104) for all the items is found to be moderately to highly loaded on the construct (Table 3).

Organisational Commitment

The construct organisational commitment comprising sixteen items are reduced to eleven items after five iterations. The items are deleted due to low factor loadings or cross loading values. The eleven retained items are clubbed into three factors namely, affective commitment, continuance commitment and normative commitment (Table 2). The construct explains 74.762% of variance, with KMO= .583, BTS (chi- square= 1533.869, df= 55 and p= .000). The values of factor loadings of all the factors (.683 to .955) and communalities (.624 to .912) are recorded as per the prescribed criteria.

In the next stage application of item analysis on eleven retained items of organisational commitment resulted in adequate degree of consistency of data as the value of cronbach alpha came out to be .758. CITC for all the items except one item of continuance commitment (.290) ‘Too much of my life would be disrupted if I decide I want to leave my department’ is retained as it is significantly supporting the construct. Further, the values of item mean as 3.285 (Mean) and item variance as .820 (Mean) along with overall scale statistics that is, overall mean (M=30.99) and overall variance (V=29.741) reflect the psychometric properties of organisational commitment scale. The SMC values are within the range of .509 and .793. No item was identified for further deletion (Table 3).

Application of CFA on three factor solution of organisational commitment identified after item analysis was used for confirmatory factor analysis. During CFA, one factor that is, normative commitment got deleted due to low standard regression weight. The final factors retained include affective commitment and continuance commitment (Figure 3). The model yielded good results ($\chi^2/df=2.199$, SRMR = .036, GFI = .990, AGFI = .973, NFI=.987, RFI=.975, IFI= .980, TLI=.964, CFI=.977 and RMSEA=.062). The item “It would be very hard for me to leave my department right now” records highest SRW values of .979 while lowest (.567) is recorded for the item “I do not feel like 'part of the family' at my organisation/department/supervisor”. The critical ratio also ranged between 5.999 and 25.353 (Table 3)

Psychometric Scale Properties

Reliability

Cronbach alpha value and composite reliability are used to examine the reliability of all constructs. SDL (.769) is found to be moderately reliable with cronbach alpha value recorded

more than the prescribed criteria. Among the two antecedents organisational commitment (.777) is found to be more reliable than organisational justice (.737).

Composite reliability: The study finds that composite reliability of SDL (.721) is moderately recorded. However composite reliability of antecedents is as per the criteria that is, .710 (organisational justice), .789 (organisational commitment),

Validity

Content validity: Content validity of the scales used in the current research is established by their origins from the extant literature. The new items that are used for the first time have been developed through review of literature and deliberations with the subject experts. Hence, a detailed questionnaire is prepared covering all the aspects SDL, organisational justice and organisational commitment. Finally, after discussing with the expert refined questionnaire is framed which consist of 50 items.

Convergent validity: The results of the study suggest the existence of convergent validity as the average variance extracted values for SCO, organisational justice and organisational commitment are above the threshold criteria of .50, as given in the table 8

Discriminant validity: The study evaluated the discriminant validity of all the measurement scales, the result of which is shown in the table 8. All values of correlation estimates are greater than square root of AVE which establishes satisfactory discriminant validity in the study

Hypotheses Results

SDL as a multidimensional Construct

The scale development procedure establishes SDL to be two dimensional construct comprising bi-dimensional absorptive competencies as absorptive competencies-I and absorptive competencies- II and collaborative competencies. As such H1 stands accepted. However collaborative competencies (SRW=.905) is found to be highly contributing towards SDL based on their SRW loadings. The absorptive competencies – I (SRW=.852) and absorptive competencies – II (SRW=.625) are moderately to highly predicting SDL (Table 3).

Individual Relationship of SDL with Antecedents

Antecedents and SDL

To examine the impact of antecedents on SDL SEM is run on individual relationships. The result reflects that both antecedents attained good model fit ranging between $\chi^2/df=4.313$ and

$\chi^2/df= 4.641$ with significant p-values and acceptable SRW values organisational justice (SRW=.673) and organisational commitment (SRW=.566). Hence hypotheses H2 and H3 are being accepted at the individual level (Table 5).

Overall Relationship of SDL with Antecedents

SEM applied to study the comprehensive relationship between two antecedents and SDL reflect that among two antecedents organisational justice (SRW=.680) is significantly and moderately predicting SDL. However organisational commitment (SRW=.251, $p= .411$) is insignificantly related to SDL. The model fitness for the consolidated relationship is poorly fit ($\chi^2/df=6.746$, RMSEA= .135) (Table 5). Hence hypotheses H2 and H3 are rejected.

Discussions and Implications

Service competencies (SC) or SDL in the education sector encourage employees to work in a networking system to promote effective interaction among various stakeholders. These interactions will create dynamic environment where all the stakeholders collaborate and participate in decision-making to get regular feedback from various members of the organisation. It will consequently enhance relation among different stakeholders and lead to value creation for the university. Employees with such competencies are able to adjust with the changes in the environment both internally and externally (Chahal and Mahajan 2014). Further it enables them to absorb new information from the various social and economic integrators such as co-workers, students, scholars, to make the education system more efficient and effective.

Absorptive and collaborative competencies of SDL contribute significantly and that too with superior SRW values ranging between .625 and .950. The model fitness is also attained which reveals that the competencies are crucial in comprehending SDL (Ordanini and Parasuraman 2010 and Edvardson, Tronvoll and Gruber 2011). The application of these competencies enable employees (supporting members) to work in a supportive environment, collaborate with co-workers and to adapt to organisational situations (Chahal and Mahajan 2014) The same is also supported by Gummenson (2008), Maglio and Spohrer (2008), Vargo and Lusch, (2008), Brodie, Saren and Pels (2011) and Edvardson, Tronvoll and Gruber (2011).

The result shows that distributive and procedural justice contributes significantly towards organisational justice. However procedural justice contributes more (SRW= .882) than distributive justice. The same is also supported by Malik and Naem (2011), Najafi et al. (2011) and Radzi et al. (2009). The reason may be that most of the employees give much importance to

the procedure rather than on the amount of pay and hikes they receive. Their focus is not more on what they receive in their hands. Further organisational justice also contributes significantly to SDL but it was rejected as model fitness was not attained Based on the aforementioned result it is proven that the perception of fairness of reward allocations and procedures received in the organisation prompts the supporting staff to reciprocate with their behavioural intentions. Thus it is important for the organisation to improve employees behaviour through organisational justice Najafi et al (2011). Employees who receive justice tend to improve and maintain communal relationships within the organisation Radzi et al. (2011). An employee who is stressed on the job is much likely to experience dissatisfaction with the job and this could lead to reactions of aggressive behaviour towards other stakeholders (Ahmadi, Ahmadi and Taverh 2011)

Among the three dimensions of organisational commitment affective commitment (SRW= .979) contributes more as compared to normative (SRW =.936) and continuance (SRW = .831). Although the employees in higher education institutions once employed are not concerned about their shifting from one organisation to another, but they do show interest for shifting from one department to another. The reason for such result may be that employees are not satisfied from their present departmental functioning. However in respect to normative and continuance commitment employees are well versed with the norms, policies and rules and regulations in the organisation and are emotionally attached to their organisation. The results of this study suggest that supporting staff should seek to increase the level of support given to them by the organisation. By implementing policies, work processes, and fair reward systems that convinces employees, that the organisation cares about the employee's well-being and values their contributions, the organisation will both increase employee self-esteem as well as their level of organisational commitment (Ucar and Otken 2010). In addition Najafi et al (2011) remarked that when employees feel that they are treated fairly by their organisation, they are probably to hold more commitment, trust, satisfaction, and control Further Angle and Perry (1981) state that to compete in the dynamic network environment, organisation should guarantee commitment for improving organisational performance Thus each individual employee within an organisation must have a sense of belief that they have necessary skills and capability to perform their work.

Limitations and Future Research

The subjectiveness in the responses of respondents would be the unavoidable limitation (due to use of primary data). Further the study needs to be explored with respect to other stakeholders in higher education like higher authorities, faculty members, scholars etc. Moreover the study also needs to be extended with respect to various other antecedents identified in the literature like motivation, personality traits, employee participation. The concept of SCO may also be examined in relation to consequences of SCO namely, employee productivity, customer satisfaction, organisational performance, value co-creation. Etc in other service areas also.

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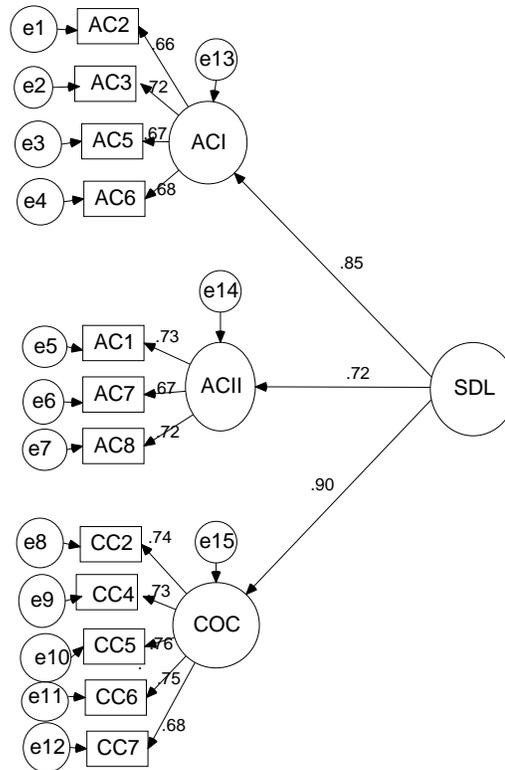
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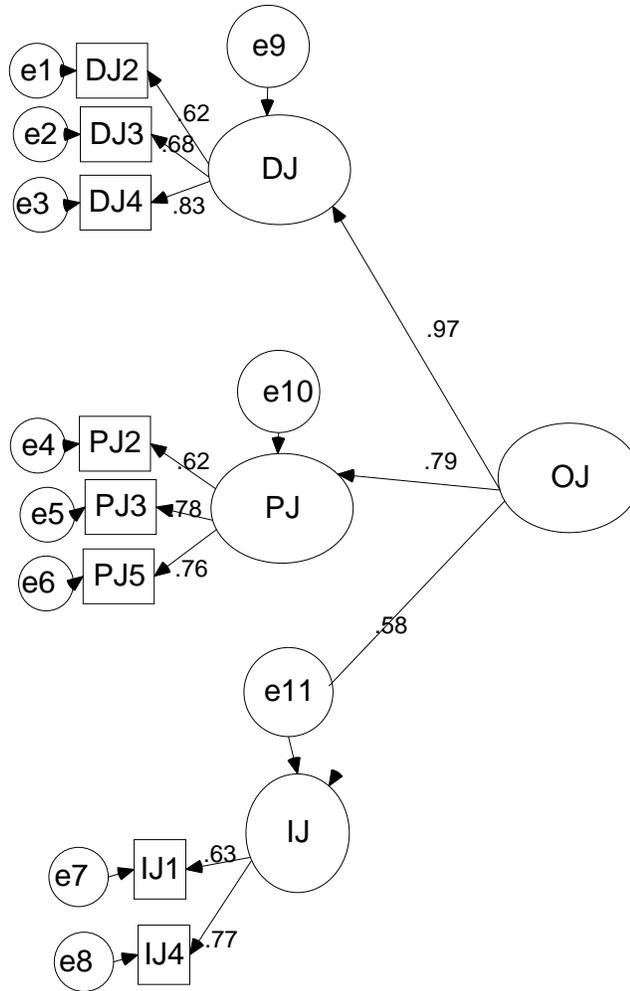
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Figures



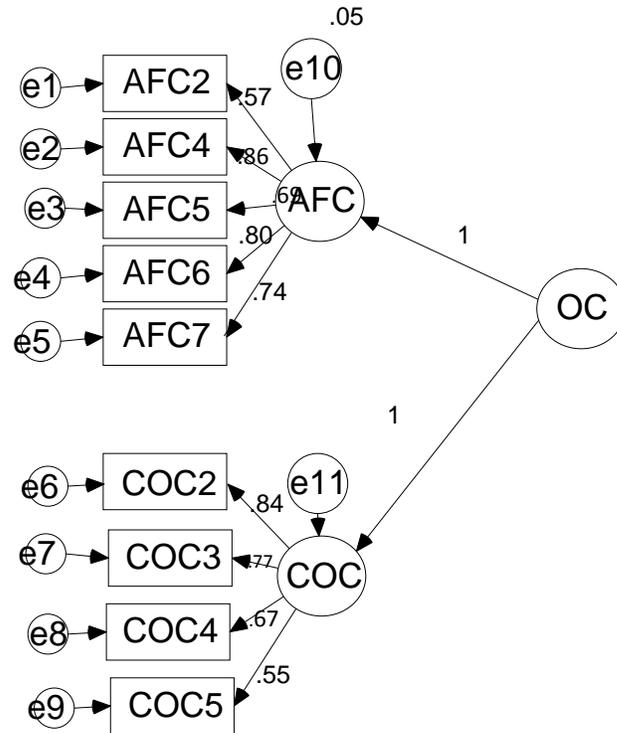
Key: SDL (Service Dominant Logic), ACI (Absorptive Competencies-I), ACII (Absorptive Competencies-II) & CC (Collaborative Competencies) are the manifest factor, and e1,e2,e3, e4, e5, e6, e7, e8, e9, e10, e11,e12, e13, e14 & e15 are the error terms of manifest variables.

Figure 1



Key: OJ (Organisation Justice), DJ (Distributive Justice), PJ (Procedural Justice) & IJ (Interactional Justice) are the manifest factor, and e1, e3, e4, e5, e6 ,e7,e8, e9, e10 & e11 are the error terms of manifest variables..

Figure 2



Key: OC (Organisation Commitment), AFC (Affective Commitment) and COC (Continuance Commitment) are the manifest factor, and e1, e2, e3, e4, e5, e6, e7, e8, e9, e10 & e11 are the error terms of manifest variables.

Figure 3

TABLES

Table 1 Descriptive Statistics

| Constructs | Mean | | Standard Deviation | | Skewness | | Kurtosis | |
|----------------------------------|-------------|-------------|-------------------------------|-------------|-----------------|--------------|-----------------|---------------|
| | Min | Max | Min | Max | Min | Max | Min | Max |
| SDL | 3.23 | 3.96 | .539 | .982 | .007 | -.872 | -.052 | -.984 |
| Organisational Justice | 3.00 | 3.44 | .636 | .960 | .047 | .859 | .011 | 1.571 |
| Organisational Commitment | 3.29 | 3.66 | .740 | .969 | -.008 | .633 | .074 | -1.725 |

Table 2 EFA Values of SDL and Antecedents

| S.N o. | Factors | Mean Range | FL Range | Communalities Range | Total No. Of Items | Items Left | Item Retained |
|----------------------------------|-------------------------------------|--------------------|--------------------|---------------------|--------------------|------------|--------------------------------------|
| SDL | | | | | | | |
| 1. | Absorptive Competencies - I | 3.23 – 3.50 | .731 -.791 | .621 -.811 | 11 | 7 | AC2,AC3, AC5,AC6 |
| 2. | Absorptive Competencies - II | 3.46 -3.79 | .624 -.881 | .678 -.842 | - | - | AC1,AC7, AC8 |
| 3. | Collaborative Competencies | 3.56 -3.96 | .670 -.811 | .675 -.788 | 9 | 7 | CC2,CC4C C5,CC6,C C7,CC8,C C9 |
| Organisational Justice | | | | | | | |
| 1. | Distributive | 3.18 – 3.31 | .658 -.868 | .630 -.779 | 5 | 5 | DJ2,DJ3,D J4, DJ5 |
| 2. | Procedural | 3.21 – 3.45 | .661 -.872 | .621 - .712 | 5 | 4 | PJ2,PJ3,P J4,PJ5 |
| 3. | Interactional | 3.14 – 3.34 | .728 -.855 | .591 .730 | 4 | 3 | IJ1,IJ2,IJ4 |
| Organisational Commitment | | | | | | | |
| 1. | Affective | 3.06 – 3.54 | .758 - .955 | .643 - .912 | 7 | 5 | AFC2,AF C4,AFC5, AFC6, AFC7 |
| 2. | Continuance | 3.15 – 3.57 | .683 - .833 | .624 - .725 | 5 | 4 | COC2,CO C3, COC4, COC5 |
| 3. | Normative | 3.06 – 3.19 | .878 - .885 | .773 - .799 | 4 | 2 | NC1,NC 2 |

Note: * Please refer Appendix- I for details of items.

Table 3 Item analysis and CFA of SDL and Antecedents

| Construct & Overall CA | Dimension | CITC Range | SMC Range | CA | SRW Range | CR Range | Model - fit Indices |
|---|-------------------------------------|--------------------|--------------------|-------------|--------------------|-----------------------|---|
| SDL .834 | Absorptive Competencies - I | .430 - .599 | .521 - .655 | .740 | .625 - .905 | 7.018 - 15.548 | $\chi^2/df= 3.184$ SRMR=.033 GFI =.926 AGFI=.924 NFI=.962 RFI= .911 IFI=.973 TLI= .937 CFI= .973 RMSEA= .073 |
| | Absorptive Competencies - II | .399 - .636 | .669 - .703 | .746 | | | |
| | Collaborative Competencies | .446 - .527 | .525 - .571 | .905 | | | |
| Organisational Justice .875 | Distributive | .441 - .527 | .595 - .658 | .833 | .605 - .882 | 8.399 - 10.104 | $\chi^2/df=3.649$ SRMR=.035 GFI =.977 AGFI= .919 NFI=.962 RFI= .903 IFI=.972 TLI= .929 CFI= .972 RMSEA= .062 |
| | Procedural | .449- .659 | .534 - .663 | .808 | | | |
| | Interactional | .471- .520 | .596 - .622 | .747 | | | |
| Organisational Commitment .758 | Affective | .312 - .373 | .572 - .793 | .876 | .567 - .979 | 5.999 - 25.353 | $\chi^2/df=2.199$ SRMR=.036 GFI =.990 AGFI=.973 NFI=.987 RFI= .975 IFI=.980 TLI= .964 CFI= .979 RMSEA= .062 |
| | Continuance | .290 - .528 | .535 - .651 | .770 | | | |
| | Normative | .322 - .501 | .509 - .626 | .780 | | | |

Table 4 Composite Reliability, Average Variance Extracted and Correlation Matrix

| Constructs | CR | AVE | Correlation | | |
|-------------------|-----------|------------|--------------------|-------------|-------------|
| | | | SCO | OJ | OC |
| SCO | .701 | .539 | .734 | - | - |
| OJ | .610 | .525 | .501 | .724 | - |
| OC | .639 | .588 | .038 | -.002 | .761 |

*Values in the diagonal of correlation matrix are the square root of AVE.

Table 5 Hypotheses Results

| Variable | Hypothesis | CR Range | SRW | Model-fitness | Accept/Reject |
|-------------------------|------------|---------------------|------|--|---------------|
| Individual Level | | | | | |
| OJ – SDL | H2 | 4.229 - 8.243 | .673 | $\chi^2/df=4.313$, RMSEA= .047, GFI=.967, AGFI=.900, NFI=.912, CFI=.931 | Accepted |
| OC- SDL | H3 | 3.184 - 5.587 | .566 | $\chi^2/df= 4.641$, RMSEA= .048, GFI= .957, AGFI=.959, NFI=.899, CFI=.930 | Accepted |
| Overall Level | | | | | |
| OJ-SDL | H2 | 5.562 | .680 | $\chi^2/df=6.746$ RMSEA= .135 | Rejected |
| OC- SDL | H3 | .314 | .251 | | |