APRENDENDO A CO-CRIAR NA ERA DA TRANSFORMAÇÃO DIGITAL

LEARNING TO CO-CREATE IN THE ERA OF DIGITAL TRANSFORMATION

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Objetivo do estudo
Este estudo investiga as interações entre a co-criação de valor, a aprendizagem experiencial e a transformação digital, com o objetivo de entender suas características, desafios e como as empresas podem aproveitar essas sinergias para aprimorar suas práticas de gestão e inovação.

Relevância/originalidade
A pesquisa preenche uma lacuna na literatura ao explorar a relação tripartite entre co-criação de valor, aprendizagem experiencial e transformação digital, áreas que normalmente são estudadas de forma isolada.

Metodologia/abordagem
Uma Revisão Sistemática da Literatura (RSL) e uma análise bibliométrica foram conduzidas utilizando o método PRISMA para examinar publicações relevantes nas bases de dados Web of Science e Scopus de 2019 a 2023.

Principais resultados
Os resultados indicam que a integração da co-criação de valor e da aprendizagem experiencial com iniciativas de transformação digital melhora a inovação organizacional, a satisfação do cliente e a eficiência operacional, destacando a importância das competências comportamentais.

Contribuições teóricas/metodológicas
O estudo contribui teoricamente ao propor um debate integrativo que conecta a co-criação de valor, a aprendizagem experiencial e a transformação digital, fornecendo uma base para futuras pesquisas Além disso, destaca o papel da liderança e a necessidade de competências interpessoais alinhadas

Contribuições sociais/para a gestão
Os achados sugerem que as empresas que adotam práticas de co-criação de valor e aprendizagem experiencial em suas estratégias de transformação digital alcançam maior competitividade, melhor colaboração com os clientes e maior capacidade de resposta às mudanças do mercado.

Palavras-chave: Co-criação de Valor, Aprendizagem Experiencial, Transformação Digital, Revisão Sistemática da Literatura, Análise Biliométrica

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Study purpose
his study investigates the interactions between value co-creation, experiential learning, and digital transformation, aiming to understand its characteristics, challenges, and how companies can leverage these synergies to enhance their management and innovation practices.

Relevance / originality
The research fills a gap in the literature by exploring the tripartite relationship between value co-creation, experiential learning, and digital transformation, areas typically studied in isolation.

Methodology / approach
A Systematic Literature Review (SLR) and bibliometric analysis were conducted using the PRISMA method to examine relevant publications in the Web of Science and Scopus databases from 2019 to 2023.

Main results
The results indicate that integrating value co-creation and experiential learning with digital transformation initiatives improves organizational innovation, customer satisfaction, and operational efficiency, highlighting the importance of behavioral competencies.

Theoretical / methodological contributions
The study contributes theoretically by proposing an integrative debate connecting value co-creation, experiential learning, and digital transformation, providing a foundation for future research. Additionally, it highlights the role of leadership and the need for soft skills aligned with digital transformation processes.

Social / management contributions
The findings suggest that companies adopting value co-creation and experiential learning practices in their digital transformation strategies achieve greater competitiveness, better customer collaboration, and enhanced responsiveness to market changes.

Keywords: Value Co-creation, Experiential Learning, Digital Transformation, Systematic Literature Review, Bibliometric Analysis

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1 Introduction

Digital transformation has become a strategic imperative for companies seeking to remain competitive in today's dynamic business environment once it impacted various industries and its influence has led to a profound shift in the way value is created and delivered (Hamidi et al., 2019; Smith & Watson, 2020). According to Jones et al. (2018), organizations have adopted a variety of digital technologies, such as artificial intelligence, big data, and the Internet of Things (IoT), to innovate their processes and business models. Simultaneously, value co-creation has emerged as a fundamental approach, where companies and customers actively collaborate to develop solutions that better meet the needs of both parties (Prahalad & Ramaswamy, 2004; Sheth, 2020).

As companies embrace digital technologies, they are exploring new avenues to engage with their customers and co-create unique experiences that generate lasting value. (Prahalad & Ramaswamy, 2004; Kumar, 2021). Digital transformation not only facilitates but is also driven by value co-creation, enabling direct customer participation in the innovation process (Ramaswamy & Ozcan, 2018).

Digital technologies have enabled the creation of interactive platforms that facilitate a complex blend of people, organizations, and information, fostering a dynamic interaction between service providers and customers (Ramaswamy & Ozcan, 2018; Hamidi et al., 2019). These interactive environments afford a multiplicity of system-environments that connect creational interactions with how experienced outcomes emerge from their underlying resourced capabilities (Ramaswamy & Ozcan, 2018).

Experiential learning plays a vital role in this ecosystem, as customers actively engage and participate in the value co-creation process. By involving customers in the design, development, and delivery of products and services, organizations can tap into their unique insights, preferences, and experiences, leading to the co-creation of value that is tailored to the customer's specific needs. In fact, experiential learning as proposed by Kolb (1984) emphasizes the importance of experience as the source of learning and development. Moreover, the knowledge obtained from these experiences allow companies to adapt and refine their practices (Garvin, 1993; Nonaka & Takeuchi, 1995).

However, the interrelationship between value co-creation, experiential learning, experiential learning, and digital transformation remains underexplored in the existing literature. This article aims to investigate these interactions to understand how companies can leverage digital transformation through value co-creation and experiential learning. Although each of these concepts has been widely studied in isolation, there is a significant gap in understanding their interconnections (Jones et al., 2018; Smith & Watson, 2020).

Given this gap, this study seeks to contribute to the field of management and business by offering an in-depth analysis of the synergies between value co-creation, experiential learning and digital transformation. The study will conduct both a bibliometric analysis and a systematic literature review. The structure of the article is organized as follows: Section 2 reviews the relevant literature on each of the key concepts, Section 3 discusses the methodology used, Section 4 presents the result analysis and Section 5 concludes with final considerations, limitations, and suggestions for future research.

2 Theoretical framework

2.1 Digital transformation

Digital transformation is defined as the profound and accelerating transformation of business activities, processes, competencies, and models to fully leverage the changes and opportunities of a mix of digital technologies and their accelerating impact across society in a strategic and prioritized way (Vial, 2019). This concept extends beyond simple digitization, which involves converting analog processes into digital ones, and requires a strategic overhaul that integrates digital technologies into all aspects of the organization (Bharadwaj et al., 2013). The transition from digitization to digital transformation marks a significant shift, as digitization focuses on efficiency and automation, while digital transformation emphasizes innovation and the creation of new value propositions through digital means (Vial, 2019; Ritter & Pedersen, 2020).

The digital transformation process encompasses a set of elements or mechanisms that position it prominently in business environments characterized by organizational change and innovation. Among these elements, the formulation of a digital strategy involves aligning digital initiatives with the organization's overall strategy, necessitating continuous adjustments based on new insights and technological advancements (Chanias et al., 2019). Effective leadership is essential for driving change and fostering a culture of innovation. Leaders must articulate a clear vision for digital transformation and motivate employees to embrace new ways of working (Facin et al., 2019).

Additionally, an organizational culture that supports digital initiatives is necessary, promoting agility, fostering a collaborative environment, and encouraging a mindset open to change and experimentation (Chanias et al., 2019). Investing in technological infrastructure is also imperative for enhancing operational capabilities and driving innovation, which includes adopting cloud computing, big data analytics, and artificial intelligence (Ritter & Pedersen, 2020). These mechanisms collectively highlight the importance of digital transformation in modern business strategies, enabling organizations to navigate and thrive amidst continuous change and innovation.

In terms of advantages or benefits, digital transformation enhances customer experiences by enabling personalized and real-time interactions through digital channels (Vial, 2019). It improves operational efficiency by streamlining processes and automating tasks, freeing up resources for strategic activities (Facin et al., 2019). Additionally, it fosters innovation and agility, allowing firms to quickly bring new products to market (Ritter & Pedersen, 2020). Embracing digital transformation also provides a competitive advantage by enabling unique value propositions and maintaining a leading market position (Chanias et al., 2019).

The primary challenges of digital transformation include overcoming cultural resistance to new technologies (Vial, 2019), addressing skills gaps through training and development (Facin et al., 2019), ensuring data security and privacy (Ritter & Pedersen, 2020), and managing the complex integration of new digital technologies with existing systems (Chanias et al., 2019). Effective change management and robust cybersecurity measures are essential to address these challenges and successfully implement digital transformation initiatives.

2.2 Co-creation

According to Galvagno and Dalli (2014), co-creation represents a joint, collaborative, concurrent, peer-like process of producing new value, both materially and symbolically. Futhermore, to Vargo and Lusch (2011), it encompasses theoretical and empirical occurrences among companies and customers which generate value through interaction. In this sense of interaction, Prahalad and Ramaswamy (2004) emphasize the innovative behavior of the

customer-supplier dyad given that it interacts and collaborate beyond the price system that traditionally mediates supply-demand relationships.

Co-creation departs from the traditional business model as the consumer becomes an active participant in both the design and development of products and services. This interaction is characterized by elements such as dialogue, access, transparency, and risk-benefit assessment (Prahalad & Ramaswamy, 2004). Sheth (2020) further advances the discussion by highlighting the evolution of customer value propositions from a focus on value in exchange to value in use. In his approach, value is realized through the customer's experience and engagement with the product or service. This shift underscores the significance of customer participation in creating meaningful and personalized experiences.

The adoption of co-creation initiatives presents numerous advantages for both firms and customers. For companies, co-creation fosters greater customer loyalty, drives innovation, and provides a competitive edge. Engaging customers in the value creation process enables firms to better tailor their offerings to meet customer needs and preferences, leading to more successful products and services (Galvagno & Dalli, 2014). For consumers, co-creation delivers a more personalized and engaging experience. Those who participate in co-creation often feel a heightened sense of ownership and satisfaction with the final product, which in turn boosts loyalty and advocacy (Prahalad & Ramaswamy, 2004). These reciprocal benefits highlight the critical role of co-creation in contemporary business strategies, enhancing both business outcomes and customer experiences.

2.3 Experiential learning

Experiential learning is a well-established approach in the realm of education and professional development that emphasizes the significance of experience in the learning process. David Kolb's Experiential Learning Theory (Kolb, 1984) has been particularly influential, offering a structured framework for understanding how individuals learn from experience. Kolb's theory posits that learning is a cognitive process involving continuous adaptation and engagement with one's environment. According to this theory, learning occurs as individuals interact with and reflect on their experiences, thereby constructing knowledge rather than merely receiving it passively (Kolb, 1984; Kolb & Fry, 1975). This theory is grounded in the idea that learning is holistic and dynamic, involving synergistic interactions between the learner and their environment.

Experiential learning, as articulated by Kolb, comprises four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages represent a cyclical process where learners move through different modes of experiencing, reflecting, thinking, and acting. This cycle underscores the complex nature of learning, highlighting that various styles and stages contribute to the overall learning experience (Kolb, 1984).

In the field of administration and business, experiential learning is particularly important for several reasons. First, it aligns well with the dynamic and practical nature of business environments, where theoretical knowledge must be applied to real-world situations. This alignment helps bridge the gap between theory and practice, a critical aspect of effective business education and professional development (Kolb, 1984). Senge (1990) emphasizes the need for organizations to foster environments where experiential learning can thrive. He highlights that organizations should facilitate continuous learning opportunities to adapt to dynamic environments. This includes creating spaces for employees to engage in reflective practices and experimentation.

Experiential learning is instrumental in developing both technical and behavioral competencies. Kolb and Kolb (2020) revisits the theoretical foundations and practical applications of ELT and underscore the importance of experiential learning in fostering critical thinking, problem-solving, and decision-making skills. By engaging in hands-on activities and reflecting on their experiences, business students and professionals develop the ability to analyze complex situations and devise innovative solutions. This capability is crucial in navigating the challenges and uncertainties of the business world (Kolb, 1984; Kolb & Kolb, 2005).

These competencies are vital for personal and professional growth in today's fast-paced, ever-changing world. Furthermore, the application of experiential learning in strategic management development programs helps assess and develop managerial competencies critical for effective leadership and organizational performance (Kolb et al., 1986).

3 Methodology

Following the introduction and theoretical framework sections, we illustrate the methodological approach implemented in this article. Opting for a Systematic Literature Review (SLR) approach, this section aims to present the main steps and choices related to the SLR phases. In accordance with Kroon and Alves (2023) and Page et al. (2021), this paper is structured by following the methodology outlined in the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) Statement (Moher et al., 2010).

The keywords were systematically selected to encompass the constructs of learning, (value) co-creation, and digital transformation. To capture the potential ramifications of these constructs, the search string was constructed using Boolean operators AND and OR as follows:

"cocreat" OR "co-creat*" AND learn* OR "experiential learn*" AND "digital transf*"*

Thus, on May 28, 2024, a "*Topic*" search was performed in the Web of Science (WoS) database, and an "*Article title, Abstract, Keywords*" search was conducted in the Scopus database. The selection of these two databases is based on their recognized importance and relevance in the field of applied social sciences (Martín-Martín et al., 2021; Visser et al., 2021; Klarin, 2024). The document type, language, and year filters were applied to both databases, restricting the results to articles and reviews written in English from the last five years (2019-2023). These restrictions reduced the sample to 30 articles in the Web of Science database and 20 articles in the Scopus database.

To eliminate duplicate articles present in both databases, the output from this phase was processed using an R script. Fifteen papers were identified as duplicates and subsequently removed from the dataset, leaving 35 articles for review. The dataset was then exported to an Excel spreadsheet for detailed examination in subsequent phases. Given the low number of articles, we rely on the argument of Linnenluecke et al. (2019) that "even though there might only be a few relevant studies, the review can still be the foundation for a discussion regarding the knowledge gap, and how a researcher intends to fill it."

Based on the objectives of our study, we established specific inclusion and exclusion criteria to evaluate the article database. After removing duplicates, the initially selected articles underwent a screening process by reviewing their titles, keywords, and abstracts. This screening aimed to exclude papers that (*i*) did not present empirical research or systematic literature reviews, (*ii*) did not address any interface between learning, co-creation, and/or digital transformation processes, and (*iii*) were not related to the fields of management or marketing. Consequently, five articles were excluded as they were not related to the fields of

business or marketing and/or could not contribute to the discussion highlighted in the problem contextualization.

Finally, the spreadsheet containing the updated list of articles served as input for (*i*) a series of bibliometric analyses conducted using the *Bibliometrix* package in R language and (*ii*) a category-based analysis aligned with the research problem. In addition to data related to the authors' names, year of publication, title, abstract, and journal title, the analysis considered additional categories such as context, level of analysis, type of research (qualitative, quantitative, or mixed-method), theoretical framework(s), data collection or analysis methods, aspects or mechanisms of learning, relationships or effects related to digital transformation, and barriers to the development of digital transformation. To analyze the articles according to these categories and highlight their potential contributions to the discussion, the articles were read in their entirety.

4 Results analysis and Discussion

As previously mentioned, while the primary objective of this study is to present a Systematic Literature Review, we also offer bibliometric insights derived from dataset analysis conducted using the *Bibliometrix* package. The term 'insight' is used deliberately here, as our aim is not to compare or confront the findings from the category analysis, but rather to highlight patterns and emerging trends in the literature.

Despite the low number of eligible articles, an annual growth rate of 51.97% can be observed over the last five years (2019 - 2023). Figure 1, which illustrates the annual scientific production, reinforces this statement. Notably, after the year 2020, during which the COVID-19 pandemic occurred, the number of articles began to increase again, showing a plateau in 2021 and 2022, and reaching its peak in 2023 with 16 papers.

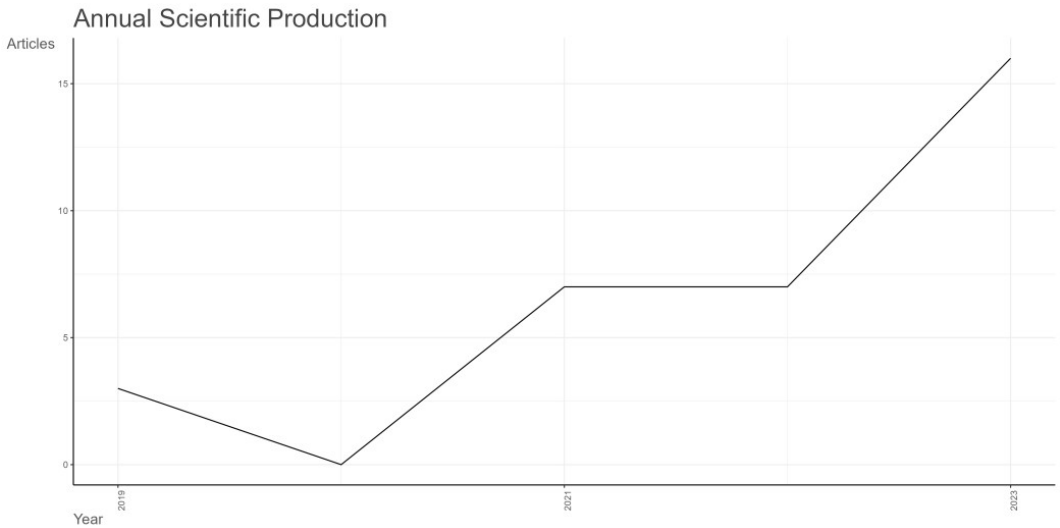

Figure 1. Annual scientific production.

Among the analyzed articles, the number of citations attributed to Matarazzo et al. (2021) stands out when compared to other works. This article has a total of 396 citations, while the other articles do not exceed 60 citations. Dugstad et al. (2019), which ranks second in the citation ranking, has 57 occurrences. Figure 2 presents the ten articles with the highest number of citations in the study. In contrast, there was no notable concentration in terms of journals. Most of the papers were published in distinct journals. Exceptions to this pattern

include the *Journal of Business-to-Business Marketing* and the *Journal of Service Management*, each with two occurrences.

The co-occurrence network analysis provided by *Bibliometrix* highlights the relationships among major constructs such as co-creation, innovation, and digital transformation, as well as themes like firm performance, big data analytics, and theoretical approaches such as dynamic capabilities. Figure 3 illustrates the co-occurrence network.

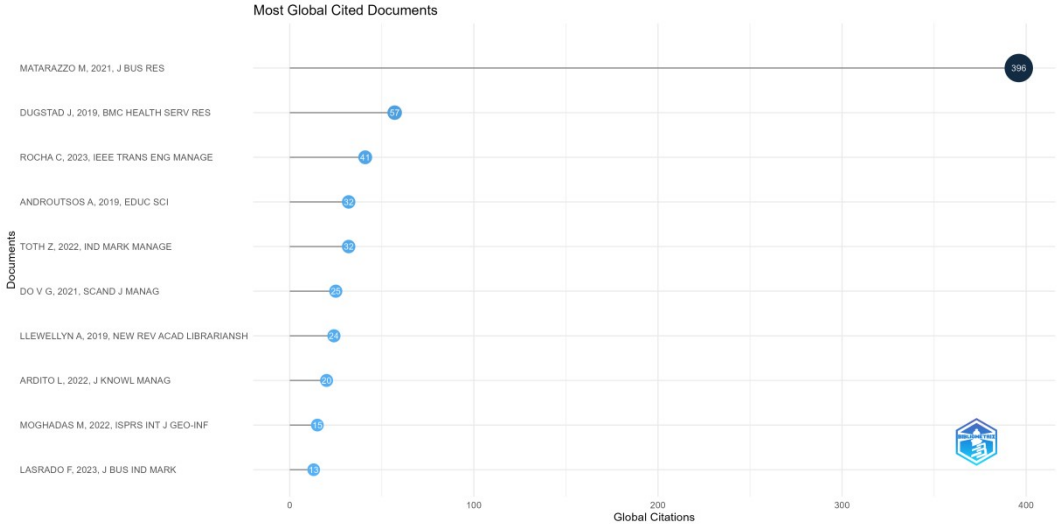

Figure 2. Total of citations per article.

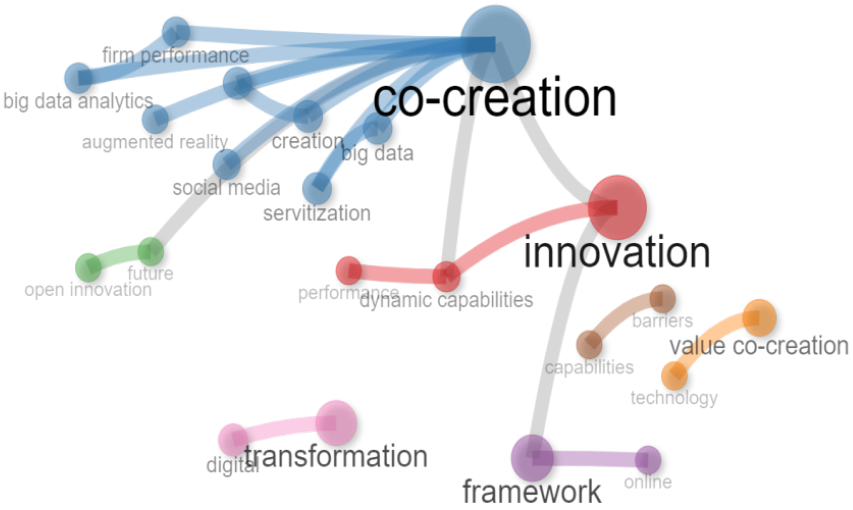

Figure 3. Co-occurrence network.

Figure 4 illustrates the thematic map constructed based on the centrality-density relationship of the articles (Ding & Meng, 2014; Hosseini et al., 2021) within the study's constructs. Its output aligns with the previous co-occurrence network, particularly in the upper quadrants. Aspects associated with dynamic capabilities and firm performance are evident in both the niche themes (themes of limited importance for the field) and motor themes (well-developed and important themes for the structuring of a research field) (Di Cosmo et al., 2021) quadrants. The motor themes quadrant exhibits a pattern of research focusing on co-creation, innovation, and emerging technologies such as big data. Conversely, the lower quadrants consolidate papers with low density concerning the opportunities associated with digital transformation processes (basic themes) and studies based on the service-dominant logic approach (declining themes).

Having presented the bibliometric insights, we now proceed to the main analysis of the article. As previously mentioned, we start from the contextualization of the problem to develop categories for analyzing the articles selected for the Systematic Literature Review. Thus, these articles were read in full, and their potential contributions were evaluated in light of categories such as methodological approach, foundational theory(ies), context (type of organization/industry), unit of analysis, aspects or mechanisms of learning, relationships or effects related to digital transformation, and barriers to the development of digital transformation.

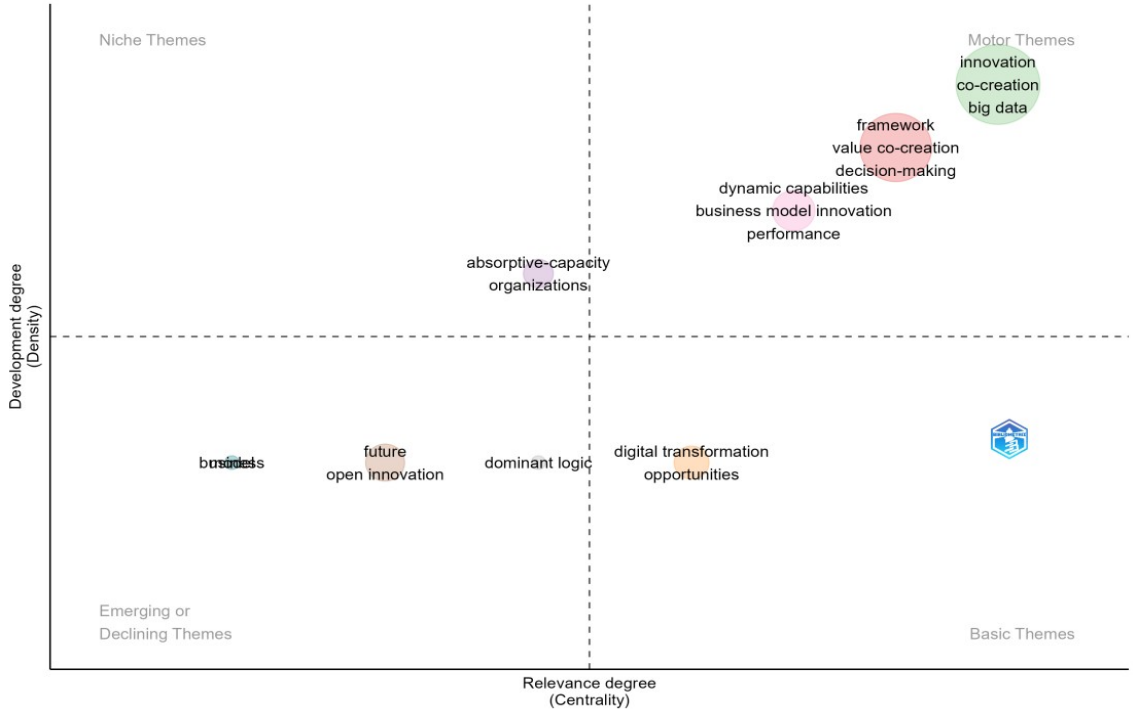

Figure 4. Thematic map.

In the context of the studies, it is noteworthy that the majority of the research papers do not concentrate on a specific type of organization or industry. For instance, Ibrahimi and Benchekroun (2023) analyze a diverse array of companies, ranging from IT services to banking and insurance sectors. This plurality of context is also evident in studies focused on the industrial sector. An example is the work of Dong et al. (2023), which investigates companies across various segments such as textile, manufacturing, electronics, software, and food and beverage. This broad scope underscores the widespread applicability and relevance of the findings across different organizational and industrial contexts.

Nevertheless, other studies aim to investigate specific contexts. Educational organizations emerge as a recurrent field of investigation (Androutsos & Brinia, 2019; Kohlgrueber et al., 2021; Magni & Sestino, 2021; Stolze & Sailer, 2021), as do healthcare (Dugstad et al., 2019; Mele et al., 2022; Kuoppakangas et al., 2023) and tourism sectors (Heshmatisafa & Seppänem, 2023; Longo & Faraci, 2023). Retail companies (do Vale et al., 2021), small and medium enterprises (SME) (Matarazzo et al., 2021), and non-profit organizations (Jong & Ganzaroli, 2023) are also considered significant *loci* of investigation.

Additionally, emphasis should be placed on papers associated with specific industry niches. Meske et al. (2021) and Ning et al. (2023) respectively discuss the adoption of digital twins and the diffusion of digital technology in the energy industry. Bosler (2021) and Chien et al. (2023) present research in the automotive industry, while Toth et al. (2022) analyze tensions in digital servitization within the aerospace context. Finally, Rocha et al. (2023)

investigate collaboration for digital transformation among industrial partners in subsidiaries of multinational companies located in Brazil.

Regarding the object or level of analysis, most papers investigate one or more processes related to digital transformation, value co-creation, or experiential learning. The process itself should not aim to solely address these constructs, although it often intersects with them. This scenario is exemplified in Ibrahimi and Benchekroun (2023), where the authors highlight the positive effect of agility on value co-creation and experiential learning in organizations undergoing digital transformation.

Consistent with this observation and the bibliometric insights (thematic map and co-occurrence network), most articles encompass some form of innovation in the processes investigated. For instance, Mele et al. (2022) discuss the implementation of cognitive assistants (and its value co-creation) within aging healthcare services. A similar scenario is presented by Chien et al. (2023), where ensemble learning practices are implemented to support the procurement process of spare parts in the automotive industry.

Our analysis did not reveal any consistent pattern regarding the theoretical frameworks utilized in the articles. However, two papers (do Vale et al., 2021; Toufaily & Zalan, 2023) employ a combination of dynamic capabilities and strategy-as-practice (Whittington, 1996), while Matarazzo et al. (2021) examines digital transformation and customer value creation through the lens of dynamic capabilities (Teece et al., 1997). Additionally, the review indicates a predominance of qualitative approaches in the analyzed sample. Only six articles utilize quantitative methods, with structural equation modeling being the primary technique employed. The qualitative papers predominantly employ case studies, semi-structured interviews, and content analysis as methodological approaches. Grounded theory also appears in conjunction with other qualitative techniques (do Vale et al., 2021; Mele et al., 2022; Jong & Ganzaroli, 2023).

The relationship between experiential learning, digital transformation and co-creation should be perceived in different aspects in the articles analyzed. Nonetheless, as highlighted in the thematic map, the prism of innovation is frequently reinforced by the authors in their conclusions. Once identified the need for continuous technological changes (reflected as the implementation of digital transformation processes) and ability to respond to market demands, authors elicit the effects of elements such as the sensing capability (Matarazzo et al., 2021) and agility (Ibrahimi & Benchekroun, 2023) associated with learning and/ or co-creation processes.

Beyond the adoption of technologies (whether emergent or established) such as digital twins (Meske et al., 2021), cognitive assistants (Mele et al., 2022), or machine learning solutions (Ebrahimi et al., 2023; Presti et al., 2023), several studies emphasize the importance of social and managerial aspects in reinforcing the interface between these constructs. Leadership and entrepreneurship emerge as two of the most recurrent themes (Androutsos & Brinia, 2019; Ebrahimi et al., 2023; Toufaily & Zalan, 2023). In this context, do Vale et al. (2021) extend the discussion by arguing that the business model for digital transformation implemented in retail companies not only relies on formal learning processes but also depends on the micro-level bricolage performed by managers. Similar results are presented by Jong and Ganzaroli (2023) as the authors defend that entrepreneurial behavior can facilitate successful digital transformation.

Our analysis not only corroborates existing literature by providing evidence that experiential learning and value co-creation serve as catalysts for digital transformation (Kohlgrueber et al., 2021; Meske et al., 2021), but it also broadens this perspective to encompass various sectors including IT consulting (Oesterle et al., 2022), healthcare (Kuoppakangas et al., 2023), and education (Kohlgrueber et al., 2021), among others. Moreover, we underscore the significance of experiential learning mechanisms (Kolb, 1984)

as a source of distinctive advantages that enhance both value co-creation and digital transformation processes within organizations.

Several papers discuss the barriers to the development of digital transformation, which can be categorized into two primary groups: the complexity of digital transformation and employee resistance to change. In the first group, Coreynen et al. (2023) argue that effective communication between enterprises and external stakeholders could mitigate barriers by providing access to valuable data. Additionally, a lack of competencies or skills related to digital transformation is highlighted as a significant barrier (Androutsos & Brinia, 2019; Kohlgrueber et al., 2021). Employee resistance, the second group of barriers, manifests in several ways. Bosler (2021) notes that resistance can be seen in the continued application of established practices, methods, or techniques that oppose the recommended changes in a digital transformation process. Similarly, Dugstad et al. (2019) observe reluctance in supporting activities, particularly in IT, which further hampers the transformation process.

5 Final considerations

Our paper presented a review of the relationship between digital transformation, value co-creation and learning using bibliometric and Systematic Literature Review approaches. Our analysis underscores the significance of experiential learning mechanisms (Kolb, 1984) as a source of distinctive advantages that facilitate both value co-creation and digital transformation processes. This is particularly evident in the implementation of cognitive assistants in healthcare (Mele et al., 2022) and ensemble learning practices in the automotive industry (Chien et al., 2023). The recurring themes of leadership and entrepreneurship (Androutsos & Brinia, 2019; Ebrahimi et al., 2023; Jong & Ganzaroli, 2023; Toufaly & Zalan, 2023) further emphasize the role of social and managerial aspects in reinforcing these interfaces.

Our findings reinforce the existing literature, demonstrating that these constructs are integral drivers of digital transformation across various sectors, including IT consulting (Oesterle et al., 2022), healthcare (Kuoppakangas et al., 2023), and education (Kohlgrueber et al., 2021). Additionally, we extend the discussion to include niche areas such as the energy industry (Meske et al., 2021; Ning et al., 2023) and the automotive industry (Bosler, 2021; Chien et al., 2023), highlighting the broad applicability of these concepts.

In terms of theoretical frameworks, our analysis did not identify a consistent pattern among the articles reviewed. While some studies employ a combination of dynamic capabilities and strategy-as-practice (do Vale et al., 2021; Toufaly & Zalan, 2023). The results points out to a predominance of qualitative research methods, with case studies, semi-structured interviews, and content analysis being the most commonly employed approaches. Only a minority of studies utilize quantitative methods, primarily structural equation modeling. This methodological trend underscores the complex and context-specific nature of digital transformation processes, which often require in-depth qualitative analysis to uncover nuanced insights.

The study also reveals several barriers to the successful implementation of digital transformation. These barriers can be categorized into two main groups: the complexity of the digital transformation process (also reflected as the lack of competences or skills related to digital transformation) and employee resistance to change. Once again, we highlight the critical role of the experiential learning in mapping, assess and develop the skills needed to face both digital transformation as well as value co-creation challenges. Furthermore, we advocate that experiential learning processes in line with a proper change management approach would assist organizations in overcoming employee resistance. Once it requires a

strategic approach that includes not only technical training but also initiatives aimed at changing organizational culture and enhancing employee engagement.

Despite the valuable insights provided by this study, certain limitations must be acknowledged. The primary limitation is the relatively small number of articles selected for the literature review. This limited sample size may not adequately capture the full range of research and perspectives available on the intersections between digital transformation, value co-creation, and experiential learning. As a result, the findings might not fully represent the broader academic discourse on these topics.

To address these limitations and enhance the understanding of these critical concepts, future research should consider several approaches. First, increasing the sample size would provide a more comprehensive overview of the literature, ensuring a more robust representation of existing research. Additionally, exploring a wider range of analytical categories, such as cultural factors and market dynamism, could yield deeper insights into the mechanisms driving digital transformation, value co-creation, and experiential learning. Finally, comparing different mechanisms of learning and value co-creation, whether focused on collaboration between organizations and stakeholders or centered on the customer, would further elucidate the dynamics at play in these processes.

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