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1 *Review*

2 **A Literature Review of Inter-organisational** 3 **Sustainability Learning**

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8 **Abstract:** Sustainable development goals (SDGs) have become increasingly important for today's
9 firms as they build sustainability strategies that integrate SDGs into their core activities. Addressing
10 these goals collaboratively, in line with SDG 17- partnerships for the goals, has gained momentum,
11 hence the growing literature on sustainability-oriented partnerships. However, addressing SDGs
12 through partnerships is not straightforward. For firms, contributing to SDGs through alliances and
13 partnerships requires building environmental capabilities and embracing new value frames; in
14 other words, going through the complex process of inter-organisational learning. This paper
15 reviews the literature on sustainability-oriented partnerships with a focus on the inter-
16 organisational learning process. As a result of the review, a model of inter-organisational
17 sustainability learning is presented. This model captures: the different levels and types of the inter-
18 organisational learning process; partner and partnership characteristics that impact learning; the
19 environmental conditions that set the conditions for learning to take place; the catalyst and
20 inhibitors of learning; and finally firm-level, partnership-level, and system-level outcomes of inter-
21 organisational sustainability learning. This model expands and re-organises the existing scholarly
22 conversation about inter-organisational learning in the context of sustainability-oriented alliances
23 and partnerships and offers a learning-based understanding of sustainability partnerships to
24 practitioners. Based on the review, the paper proposes ideas for future research and contributes to
25 the development of a future research agenda in the area of sustainability-oriented alliances and
26 partnerships.

27 **Keywords:** inter-organisational learning; sustainability; SDGs; collaboration; capabilities; value
28 frames
29

30 **1. Introduction**

31 Sustainable development goals (SDGs) “aim the combination of economic development,
32 environmental sustainability and social inclusion” and they can only be addressed with the efforts of
33 the private sector [1]. According to some scholars [2] these goals “present both a significant
34 opportunity and a significant challenge [for the private sector]: an opportunity as it brings the benefits
35 of additional finance, technology, skills and innovation from the business sector; and a challenge in
36 that it bestows unprecedented power and expectations on business as a development agent
37 purposely seeking to deliver sustainable development outcomes”. Overcoming these challenges
38 requires the development of capabilities that address and integrate sustainable development into the
39 core business and also a deeper engagement with value frames that promote sustainable
40 development [3,4]. Several scholars highlighted that partnerships facilitate a platform to address
41 complex and systemic issues highlighted in the different SDGs collectively [5-7].

42 SDG 17, partnerships for the goals, invites the private sector to implement SDG 1-16 through
43 collaboration with other societal actors to create value for nature and society by sharing knowledge,
44 expertise, technology and financial resources [8]. Collaborative partnerships trigger inter-

45 organisational learning processes which lead to the development of new capabilities that would help
46 businesses to address sustainability concerns internally [9]. Furthermore, they enable cognitive
47 changes in the private sector to embed sustainability into the core through frameshifts that take place
48 in such collaborations [10,11]. Indeed, Agarwal, *et al.* [12] proposed that partnerships with various
49 stakeholders can help firms “shift from using a narrow business case approach to aligning their core
50 activities with broader societal values and interests”.

51 This paper positions itself in this area of inter-organisational sustainability learning that takes
52 place in alliances and partnerships formed to tackle SDG-related challenges. The objective, herein, is
53 to re-organise the pre-existing work on sustainability-oriented alliances and partnerships with a focus
54 on the inter-organisational learning process, its antecedents, and its outcomes. The paper, therefore,
55 uses a systematic review of 122 academic articles to provide a thorough and comprehensive review
56 of the field.

57 The review results in a model which includes the following categories: partner and partnership
58 characteristics that impact the learning process; the environmental conditions that set the conditions
59 for learning to take place; the catalyst and inhibitors that impact learning; and finally firm-level,
60 partnership-level, and system-level outcomes of learning. This model organises the existing literature
61 on inter-organisational sustainability learning. Furthermore, the model demonstrates how different
62 theoretical approaches and concepts fit together, as opposed to competing when it comes to
63 explaining the process of inter-organisational sustainability learning.

64 This paper contributes to the literature on sustainability-oriented alliances and partnerships.
65 This contribution is thanks to the model and the future research agenda built in the paper because of
66 the synthesis of different theoretical approaches and concepts that help us explain the complex
67 phenomenon of inter-organisational sustainability learning. Furthermore, the model also contributes
68 to the work of sustainability practitioners who manage alliances and partnerships by demonstrating
69 what factors help them enhance inter-organisational learning and partnership performance.

70 The remainder of this paper is structured as follows. The theory section summarises the
71 literature on SDGs, partnerships for SDGs and inter-organisational learning in the business context.
72 The following methods section introduces the stages of the systematic review, as well as the role of
73 the metaphor in re-organising the existing literature. The findings section introduces a model that
74 shows the antecedents and outcomes of the inter-organisational learning process in the context of
75 sustainability. The future research section outlines research gaps in the field based on the review and
76 provides a path for further research. Finally, the conclusions section draws on the contributions of
77 this paper to theory and practice.

78 2. Theory

79 2.1. Sustainable Development Goals (SDGs) in the Business Context

80 Sustainable development goals (SDGs) define 17 global targets for all types of organisations to
81 address sustainability issues ranging from healthcare to fighting inequalities to climate change
82 [13,14]. SDGs are positioned to cover the triple bottom line of sustainability (economic,
83 environmental, social) and address concerns to do with people’s well-being, planetary boundaries
84 and an inclusive notion of prosperity [7,14]. The private sector has already played an essential role in
85 determining what these goals should be [2,15-17]. Moving forward, the private sector now has a
86 crucial role in addressing the goals, re-designing business models, developing capabilities,
87 accommodating resources and shifting their mission from profits to the wellbeing of the planet and
88 people [2,15-17].

89 SDGs already impact the private sector, as we see some firms’ innovative products and services
90 address SDGs, while other firms are changing their business models to align their core business with
91 the SDGs [15]. While some SDGs are easier for the private sector to address, such as SDG 8,
92 sustainable and inclusive growth, other SDGs may be too complex to be addressed by a single actor
93 alone [7]. Therefore, SDG 17, partnerships for the goals, emphasises that the first sixteen goals need

94 to be addressed by different constituents of the system; hence, partnerships between different societal
95 actors [18].

96 Building sustainability-oriented partnerships only became a goal in 2015 when the agreement
97 on the SDGs was made. However, research on sustainability-oriented partnerships has been growing
98 since the 1990s both in the social [19,20] and the environmental sustainability domains [21-24]. Recent
99 studies on SDGs in the business context suggest that a “way to enhance the strategic relevance of the
100 SDGs is to engage in a proper portfolio of cross-sector and intra-sectoral coalitions or partnerships”
101 [7]. These portfolios consist of two distinct types of collaborations: inter-firm alliances and cross-
102 sector partnerships [25,26].

103 2.2. *Inter-firm Alliances and Cross-sector Partnerships*

104 Inter-firm alliances are defined as “a form of organisational arrangement for ongoing
105 cooperative relationships among firms” [27]. In other words, alliances are “voluntary arrangements
106 [between firms] involving durable exchange, sharing, or co-development of new products and
107 technologies” [28]. Alliances are viewed as a hybrid form of governance “between markets and
108 hierarchy that occur when transaction costs associated with a specific exchange are too high for an
109 arm’s-length market exchange but not high enough to mandate vertical integration” [28,29]. This
110 explanation sets the transaction cost economics motivation for formations of inter-firm alliances
111 [30,31]; however, this is not the only rationale for why alliances exist.

112 Others explain how alliances help firms access resources [32], acquire knowledge [33], and
113 develop new capabilities [34,35], thanks to inter-firm interactions. Furthermore, alliances help firms
114 comply with institutional norms, values and regulations and legitimate their actions using alliance
115 arrangements [36]. Inter-firm alliances can occur between suppliers and customers in the firm’s value
116 chain [37,38], with competitors [39] or various other innovation partners from different industries
117 [40]. They may take a form whereby the partners share equity, as in the case of joint ventures, or a
118 non-equity form whereby partners have a legal agreement, such as a memorandum of understanding,
119 which clarifies the roles of partners and the boundaries of the alliance [30,41].

120 Cross-sector partnerships are “vehicles to mediate the changing roles and perceived
121 responsibilities of what are commonly referred to as the three primary institutional sectors of society:
122 government, business, and the civil sector” [42]. Firms engage in cross-sector partnerships with
123 similar motivations to that of inter-firm alliances. Existing literature also studies cross-sector
124 partnerships through the transaction-cost economics lens [43], resource and knowledge-based views
125 [44], capabilities [45], and finally compliance with institutional norms, values and regulations, and
126 legitimate their actions [46].

127 This paper reviews the literature on both inter-firm alliances and cross-sector partnerships in the
128 context of sustainability, since research shows that they both play a crucial role in firms addressing
129 SDGs [7]. Though it is crucial to highlight that there are some differences in inter-firm alliances and
130 cross-sector partnerships.

131 First and foremost, the partner type, in other words the heterogeneity of partners’ organisational
132 forms, resources and capabilities, are different in these two distinct categories of engagement [47].
133 Due to the embeddedness of both partners in the private sector, inter-firm partners are often
134 conceptualised as constituting lesser diversity in comparison to cross-sector [10,47].

135 Second, it is often assumed that public, private and civil sectors are dominated by different logics
136 [46,48-52]. The differences in dominant logics lead partners to focus on different value objectives and
137 introduce further challenges for the partnership [53,54].

138 Third, other than the differences in organisational forms, resources, capabilities, institutional
139 logics and value objectives, some cross-sector partnerships are often identified with altruistic
140 partnership motivations, aiming to impact systemic and societal grand challenges that go beyond
141 self-interest [10]. However, this may not apply to all cross-sector partnerships, as some may not focus
142 on sustainability challenges [55].

143 In sum, these differences would indeed have an impact on inter-organisational learning
144 processes, which are the focus of this paper.

145 2.3. Inter-Organisational Learning in the Business Context

146 Organisational learning and learning organisations have long been discussed in the domain of
147 organisation studies [56-64]. This literature discusses how organisations store knowledge in their
148 memory [65]. Organisations absorb knowledge from external knowledge sources and transfer such
149 knowledge internally [66]. They learn to change behaviours and even organisational cognition and,
150 as a result, develop new capabilities and mental models [67]. Organisations need to learn because
151 they need to fit the external environment [68]; in other words, co-evolve with the institutional
152 environment and settings [69].

153 The literature on organisational learning could be categorised into two realms depending on the
154 knowledge or value sources [70]. If the learning takes place across different teams and functions
155 within an organisation, then this learning or knowledge transfer is often referred to as *intra-*
156 *organisational* [70]. If the knowledge sources are external to the organisation, such as in the case of
157 networks, alliances, consultants, suppliers, customers, then this learning is often referred to as *inter-*
158 *organisational learning* [70]. The focus of this paper is on the latter, inter-organisational learning, and
159 there are several ways in which it differs from intra-organisational learning.

160 Inter-organisational learning is often described as a paradoxical process due to the competitive
161 tensions between the knowledge partners [71-73]. In other words, if two inter-firm partners are
162 engaged in an alliance, scholars observed firms engaging in a competition to outlearn their partner.
163 Indeed, some argue that “creating a successful alliance learning environment is the exception rather
164 than the rule” [74]. Inkpen lists several “explanations for the failure to learn: the alliance knowledge
165 was undervalued; the necessary knowledge connections’ were not put into place; the nature of the
166 knowledge itself made learning difficult; the parent corporate culture did not support learning” [74].

167 Some studies focus on barriers of inter-organisational learning and highlight that the “fear of
168 loss of ownership, fear of loss of control of knowledge, and fear of loss of competitive edge”
169 negatively affect the creation of a learning environment in an inter-organisational setting [75]. In a
170 similar vein, others highlight that “the dynamics of power, opportunism, suspicion, and asymmetric
171 learning strategies can constitute processual barriers to collective knowledge development” [76].
172 Generally, explicit knowledge is easier to be acquired from a partner than tacit knowledge [73].
173 However, “if there is access to, and recombination of, diverse knowledge in a network, it might be
174 difficult to establish barriers to protect the competencies that each network member has in various
175 knowledge fields” [73]. Moreover, the power imbalance between engaged parties may also create
176 difficulties in establishing “inter-firm routines and the sharing of knowledge” [73].

177 In response to the barrier of partner opportunism and the fear of losing a competitive edge, the
178 literature proposes governance mechanisms to ensure the protection of parties and social capital to
179 improve their relationship. Two distinct forms of governance are relational governance and
180 contractual governance [77]. Scholars highlight that when partners have relational governance based
181 on competence trust which refers to “the confidence in the abilities of the other party to perform its
182 share of the workload in an exchange”; then they are more likely to be engaged in learning [77].
183 Besides, governance through formal contracting also aims to protect parties and outline the roles and
184 responsibilities of each party involved; hence “formal written contracts accomplish learning
185 objectives by specifying the obligations and expected duties of partners” [77].

186 Other scholars have identified that social capital, defined as “the aggregate of resources
187 embedded within, available through, and derived from the network of relationships possessed by an
188 individual or organization” is also an important factor in catalysing the learning process [78]. Indeed,
189 scholars propose that in networks, thanks to the availability of social capital between network
190 members, inter-organisational learning is facilitated further in comparison to that of inter-firm
191 alliances [78].

192 Social capital becomes important in inter-organisational transfer, not only because of possible
193 partner opportunism but also because access to knowledge is more difficult outside the firm
194 boundaries. Outside the firm boundaries, there is an additional issue that will affect the learning
195 performance: cognitive distance or proximity [79-82].

196 Cognition “denotes a broad range of mental activity, including proprioception, perception,
197 sense-making, categorization, inference, value judgments, emotions, and feelings, which all build on
198 each other” [81]. Differences between organisations in terms of cognition lead to cognitive distance
199 amongst partners [81]. Nooteboom shows that there is an inverted-U shaped relationship between
200 cognitive distance and innovation performance [81]. This means that there is an optimal cognitive
201 distance and “the challenge then is to find partners at sufficient cognitive distance to tell something
202 new, but not so distant as to preclude mutual understanding” [81].

203 Cognitive distance shows that firms learn something new if they already have an existing
204 knowledge and value base that will allow them to learn, which is a concept called ‘absorptive
205 capacity’ [66,72,83,84]. Absorptive capacity is a dynamic capability that consists of the following
206 processes: recognising the value of new, external information, assimilating it, and applying it to
207 commercial ends [85]. As a dynamic capability, absorptive capacity helps to create, extend or modify
208 a firm’s resource base and develops other organisational capabilities [67,84,85]. Therefore, there is “a
209 recursive relationship between organisational learning and absorptive capacity, where increased
210 learning in an area can enhance a firm’s knowledge base and help to build greater absorptive
211 capacity, which in turn can improve learning” [86].

212 Absorptive capacity is necessary but not sufficient for inter-organisational learning to take place.
213 For knowledge transfer to take place between partners, partners would also need to have a
214 disseminative capacity, defined as the “ability of knowledge holders to convey knowledge in a way
215 that a recipient can comprehend it and put it into practice”[87]. In other words, disseminative
216 capacity is “ a combination of the sender’s ability to codify and articulate knowledge, the sender’s
217 willingness to share knowledge, and the sender’s propensity to create and use opportunities for
218 knowledge acquisition by the receiver” [88].

219 Above, different conditions for learning to take place in an inter-organisational setting are
220 outlined, and the impact of different factors are briefly summarised. Other than the above-
221 summarised conditions for learning to take place in an inter-organisational setting, it is important to
222 highlight that not all learning can be conceptualised in the same way. Crucially, learning can be
223 exploratory and exploitative learning [67,89-92], single or double-loop learning [93]; or higher-level
224 and lower-level [62]. These different levels and types of learning are defined in Table 1.

225 Table 1 Levels and Types of Learning

	Definition
Exploitation vs Exploration	<p>"Exploration includes things captured by terms such as search, variation, risk-taking, experimentation, play, flexibility, discovery, innovation. Exploitation includes such things as refinement, choice, production, efficiency, selection, implementation, execution" [64].</p> <p>In other words, exploration is "the pursuit of new knowledge, of things that might come to be known", exploitation is "the use and development of things already know" [94].</p>
Single-loop vs Double-loop	<p>While single-loop learning occurs "whenever an error is detected and corrected without questioning or altering the underlying values of the system", double-loop learning occurs "when mismatches are corrected by first examining and altering the governing variables and then the actions" [95].</p>
Lower-level learning vs Higher-level learning	<p>“Lower-level learning occurs within a given organizational structure; a given set of rules. It leads to the development of some rudimentary associations of behaviour and outcomes, but these usually are of short duration and impact only part of what the organization does. It is a result of repetition and routine and involves association building...</p> <p>“Higher-level learning, on the other hand, aims at adjusting overall rules and norms rather than specific activities or behaviours. The associations that result from higher-level learning have long term effects and impacts</p>

	on the organization as a whole. This type of learning occurs through the use of heuristics, skill development, and insights. It, therefore, is a more cognitive process than is lower-level learning, which often is the result of repetitive behaviour" [62].
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Based on the learning levels and types summarised in Table 1, it is possible to conceptualise two distinct categories of learning outcomes: changes in capabilities, routines, and organisational behaviour and changes in mental models, values and beliefs [96].

229

230

For the first category of outcomes, this paper focuses on the concept of organisational capabilities which can be defined as the existing repertoire of the possible actions of the groups and organisations. Otherwise, the "routinised processes that are embedded in the organisation" [97]. Depending on the level and type of learning, organisations can refine and leverage existing capabilities or develop new capabilities using the knowledge acquired from partners [98,99].

234

235

For the second category of outcomes, this paper focuses on the concept of 'value frames' which refers to perceptions of value that guide different sustainability organizational level interpretations and priorities in terms of economic, environmental and social value creation and preservation [11,48,100,101]. Through higher-level learning, changes or shifts in value frames are also expected [102,103].

239

240

The newly developed capabilities or shifted frames are expected to improve a firm's performance in two ways. First, it may help firms develop combinative capabilities that help a firm's innovativeness and, as a result, its competitiveness [69]. Second, firms would also develop capabilities to manage alliances [34,104,105] and alliance portfolios [106], which would improve their partnership performance or success.

244

245 3. Methods

246

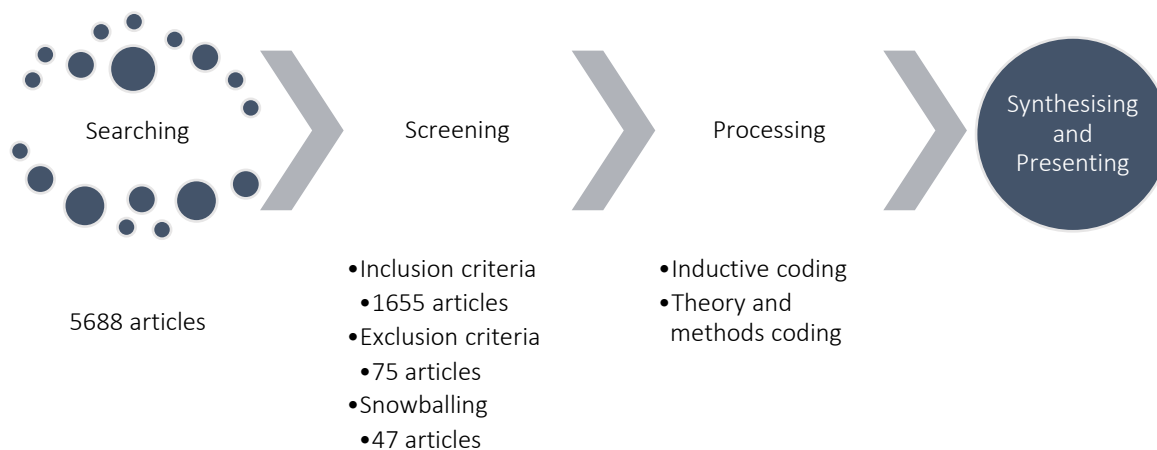
The objective of this study is to re-organise the pre-existing work on sustainability-oriented partnerships and alliances with a focus on the inter-organisational learning process, its antecedents, and outcomes. Therefore, this article takes a systematic approach to review the existing literature on inter-organisational learning in the context of sustainability-oriented alliances and partnerships.

249

250

A systematic literature review research helps to identify, evaluate and synthesise the existing body of completed and recorded work produced by scholars in a systematic way guided by a reproducible method [109]. The review includes the following stages: searching for academic articles in databases, screening the articles found based on an inclusion and exclusion criteria, processing the selected articles through qualitative content analysis and coding, synthesising and presenting the review findings. Figure 1 summarises the stages followed in the systematic review.

255



256

257

Figure 1 Stages Followed in the Systematic Review

258 In the searching stage, the Web of Science Database is selected to gather articles in the field. Web
259 of Science provides access to a wide range of journal articles that are both within business and
260 management and sustainability domains, and is commonly used for systematic review purposes
261 [110]. It is necessary to identify keywords that will make up the search string to conduct a thorough
262 and comprehensive review of a field [111,112]. The critical keyword categories for the searching stage
263 are identified as learning, partnerships, and sustainability. The keywords in each category are
264 selected in line with previous studies. For instance, for learning keywords such as knowledge
265 development, knowledge acquisition, knowledge absorption are also searched in line with prior
266 studies in the field [9,83]. For sustainability, keywords such as green and eco-friendly, or social
267 responsibility are used to cover the broad literature in the field. Even though the terms have slightly
268 different meanings, scholars use of these terms have been converging, and at times they have been
269 used interchangeably [113]. Finally, for partnerships, keywords such as alliance, cooperation,
270 partnering, and collaboration are also used [114,115]. As a result, the search string below is generated
271 with AND/OR Boolean operators:

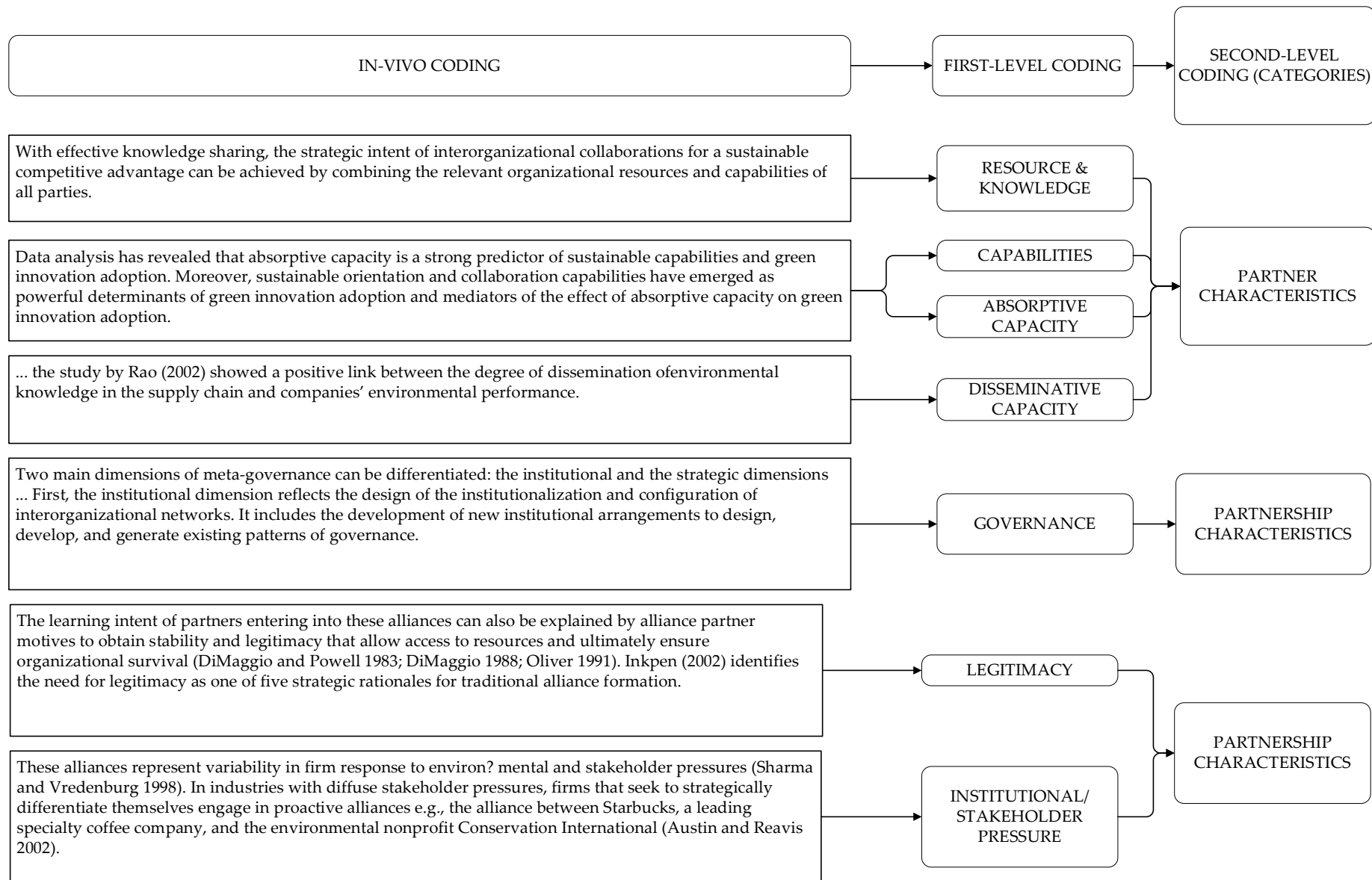
272 (*"sustainability" OR "sustainable" OR "CSR" OR "corporate social responsibility" OR "green" OR*
273 *"eco-friendly"*) AND (*"collaboration" OR "collaborative" OR "partnership" OR "partnerships" OR*
274 *"partners" OR "partnering" OR "partner" OR "cooperation" OR "alliance" OR "alliances" OR "joint*
275 *venture"*) AND (*"knowledge development" OR "knowledge absorption" OR "absorptive" OR "capability*
276 *development" OR "frame shift" OR "knowledge transformation" OR "knowledge exploitation" OR*
277 *"knowledge assimilation" OR "knowledge acquisition" OR "learning" OR "transformation"*)

278 This string of keywords used to search the Web of Science database for academic articles
279 included that this content be in the English language and that all years are available. This search
280 yielded 5688 articles. These articles were screened based on two sub-processes: inclusion of articles
281 only from relevant research fields, and exclusion of articles which contain the search string but in a
282 different context. First, as an inclusion criterion, the following four Science and Social Science Index
283 categories are selected to provide coverage of journals that are both in the business and management
284 and sustainability fields [9]: Green and Sustainable Science Technology, Environmental Studies,
285 Management and Business. Application of this inclusion criterion yielded a sample of 1655 articles.

286 Second, as an exclusion criterion, the scope of the current study is used. Within the 1655 articles,
287 some studies referred to 'sustainability of partnerships' or 'financial sustainability of businesses'
288 within business and management studies but were not about environmental or social sustainability
289 issues. Other studies focused on sustainability partnerships but did not consider partnerships with
290 businesses. Instead, they focused on cities, local authorities, communities and NGOs and their
291 sustainability partnerships with each other whereby business actors were not among the partners or
292 the study did not provide learning opportunities for the business context, which is the focus of this
293 paper. As a result of this screening of 1655 articles, 75 articles were identified from the Web of Science.

294 Furthermore, to further check if any relevant articles were missed in the searching and screening
295 phases, recent reviews on the topic have been used for snowballing. One of these review articles were
296 about capability development in the context of sustainability, which included a subset of articles that
297 studied capability development through collaborations [9]. Another review article was about value
298 frames, which included a subset of articles that studied frameshifts through collaborations [48].
299 Finally, one study was providing a general overview of environmental collaborations [116], and
300 another was providing an overview of the role of stakeholder engagement for environmental
301 innovations [4]. After cross-checking the references of these previous review papers, 47 other relevant
302 articles were identified.

303 Overall, 122 articles formed the review database for this study. The review was conducted using
304 qualitative content analysis and coding on NVivo 12 Plus. Inductive two stage coding is used on
305 NVivo to identify patterns within the review articles. This coding resulted in the categories presented
306 in Figure 2 and 3. In Figure 2, the coding process is demonstrated with some examples for the
307 development of each category.



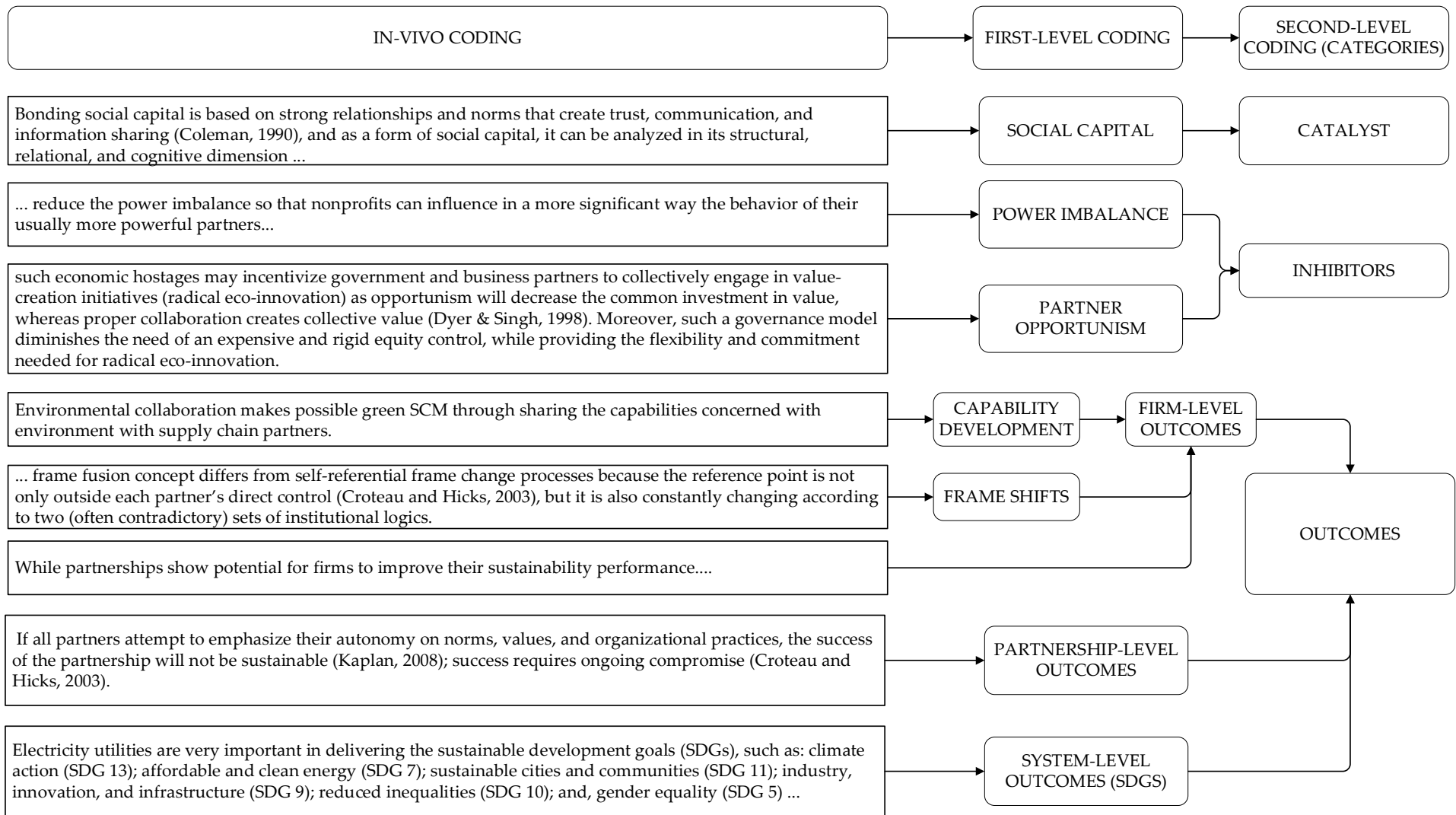


Figure 2 The Coding Process with Examples

309
310
311



312 In addition to the coding mentioned above, articles are also coded in the following areas: theories
313 and methods, types of partnerships (inter-firm vs cross-sector) and SDGs, (see Table in the
314 Appendix). The coding concerning SDGs was conducted using a study which describes the role of
315 businesses in addressing SDGs [7]. The theories and methods were coded based on the relevant
316 sections of the papers. 36% of articles in the review explicitly referred to the resource-based view,
317 32% to absorptive capacity, 30% to dynamic capabilities, 17% to institutional theory, and 11% to
318 stakeholder theory. Furthermore, more than half of the articles in the review were qualitative, and
319 case-based (64), followed by 43 quantitative studies and 13 studies that are review or theoretical
320 works and only two studies employed mixed methods.

321 Finally, the review was dominated by articles that studied cross-sector partnerships (55),
322 followed by studies that studied both forms of partnerships with various stakeholders (36) and finally
323 inter-firm alliances (31). Studies that focused on inter-firm alliances were mostly from the context of
324 sustainable supply chain relationships [117-120]. Only a few studies discussed inter-firm alliances
325 that were not in the supply chain context [121]. Cross-sector partnership studies focused on
326 engagements between firms and governments [122,123], firms and NGOs or non-profits [21,124,125],
327 or universities and research institutions [126]. Furthermore, firms can engage with several societal
328 actors in the same initiative through multi-stakeholder partnerships [127,128]. Besides, recently some
329 authors categorised partnerships between firms and social or environmental enterprises as cross-
330 sector [129,130].

331 4. Findings

332 This section introduces a model based on the review findings as organised in Figure 3. This
333 model includes the following categories: partner characteristics, partnership characteristics,
334 environmental conditions, catalysts and inhibitors, inter-organisational learning process, and its
335 firm-level, partnership-level and system-level outcomes (See Table in the Appendix to view the
336 articles in the review that contribute to different categories in the model).

337 Different from the general context that motivates inter-organisational learning both through
338 internal and external pressures, in the sustainability context, ‘environmental conditions’
339 demonstrated mostly isomorphic pressures set by the external environment. In addition, there are
340 several feedback loops identified in this review. Finally, other than firm-level and partnership-level
341 outcomes, in the context of sustainability-oriented alliances and partnerships, system-level outcomes
342 have been identified.

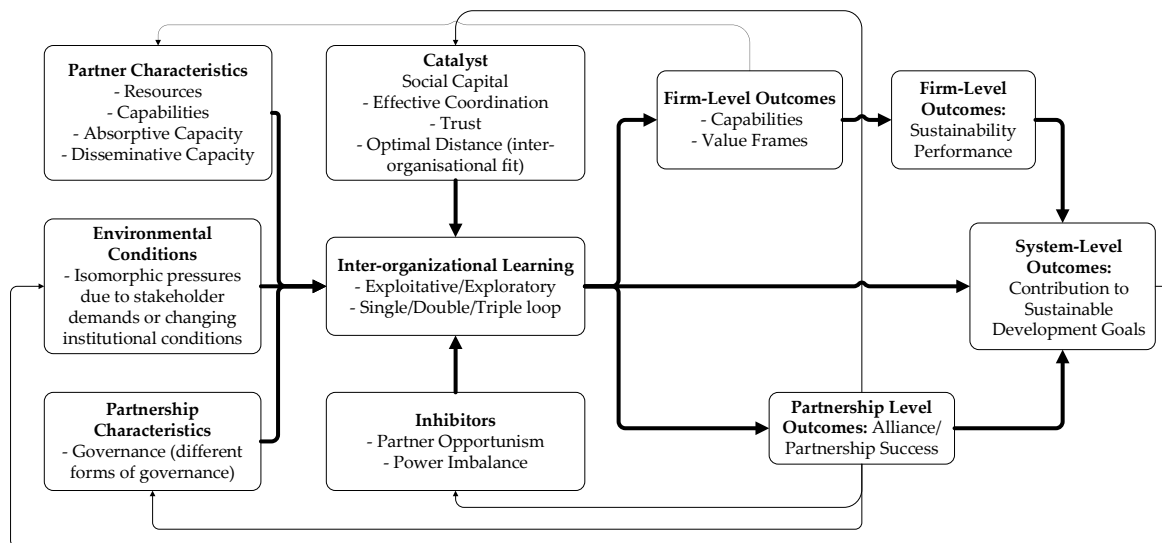
343 4.1. Partner Characteristics

344 In his critical review, Wassmer calls these characteristics as “focal firm-level antecedents” and
345 identifies that existing resources and capabilities, a focal firm’s strategy and existing portfolio of
346 partnerships fall under this category [116]. While these factors are focal-firm level antecedents that
347 explain firms’ entrance into collaborations, based on the review, two critical partner characteristics
348 appear as antecedents of inter-organisational learning: absorptive capacity and disseminative
349 capacity.

350 Absorptive capacity is the capacity of learning at an organisation; in other words, the ability of
351 a firm to assimilate and apply new knowledge successfully to its goals [118]. In the context of
352 sustainability, these goals are not only commercial but also social and environmental. Hence, a firm’s
353 absorptive capacity in the sustainability context is to do with pre-existing alliances and partnerships
354 for sustainability, its sustainability-related management systems and organisational capabilities
355 [131,132].

356 A recent study expands the notion of absorptive capacity in the area of sustainability from the
357 ability to absorb sustainability-related external knowledge to create economic value to incorporating
358 societal values to create social/environmental value [133]. This study argues that absorptive capacity
359 helps firms to go beyond the acquisition of essential environmental or social sustainability-related
360 knowledge from external sources. At the same time, it explains why some firms are receptive to a

361 broad understanding of value; they articulate consistently their willingness to engage in value
 362 creation with a responsive approach [133]. Studies emphasise that absorptive capacity explains
 363 how some firms develop sustainable product and service innovations [132,134-137], proactive
 364 sustainability strategies [138], and environmental and CSR practices and capabilities [139].



365
 366 Figure 3 The Model of Inter-organisational Sustainability Learning

367 Absorptive capacity explains why a focal firm would be willing and open to learning in different
 368 areas [140,141], how it can engage in inter-organisational learning using its specific ability to acquire
 369 knowledge based on its prior experience [142]. However, inter-organisational learning does not only
 370 depend on this focal firm. It also depends on the partner's ability to teach and disseminate knowledge
 371 and values [143]. In the context of environmental collaborations with suppliers, "firms that have a
 372 high quality of environmental capabilities disseminate green knowledge to supply chain partners by
 373 means of diffusing new capabilities to achieve high efficiency in supply chain processes" [142].
 374 Similarly, in multi-stakeholder platforms about climate change, the dissemination of "information
 375 about climate change challenges and opportunities to the participants" helped in "motivating them
 376 to start innovating new low-carbon products, services, and business models" [128].

377 Similarly, Lin [144] gives the example of the collaboration between "the Pew Center on Global
 378 Climate Change and the World Resource Institute" which "are working closely with firms to promote
 379 and disseminate environmental solutions/technologies". Through the knowledge and value
 380 dissemination that takes place between the partners, she highlights that a partner may shift their
 381 mental models and develop sustainable business models that address complex environmental
 382 problems proactively. Others focus on how broker organisations, which are "organizations [that]
 383 frequently organize problem-related round tables and disseminate PPP best practice cases with an
 384 inspirational purpose" [122]. Brokers facilitate inter-organisational learning in the context of public-
 385 private partnerships (PPPs) [122].

386 In sum, in addition to firms' existing knowledge, resources, culture and strategies that motivate
 387 them into entering alliances and partnerships for sustainability, firms' absorptive capacity and their
 388 partners' disseminative capacity determine the extent of their learning from these collaborations. It
 389 should be highlighted that absorptive capacity can be enhanced as a result of engaging in
 390 collaborations, developing new capabilities, gaining new perspectives and values, hence the feedback
 391 relationship in Figure 3 [141]. In a similar vein to the literature in alliances in the business context
 392 [87,88,145,146], the research on sustainability-oriented partnerships also focus much more on focal
 393 firm's absorptive capacity and yet much less attention has been given to partner firm's ability to
 394 disseminate knowledge and values.

395
 396
 397

398 4.2. Partnership Characteristics

399 The alliance or partnership characteristics are to do with the bond between the focal firm and its
400 partner. Wassmer refers to these characteristics as "partnership-level contingencies" [116]. The review
401 shows that the essential partnership characteristic is to do with governance.

402 Governance, herein, is defined as meaning "the coordination that is characterized by organic or
403 informal social systems, in contrast to bureaucratic structures" [147]. In other words, governance
404 describes "the facilitation and administrative routines" [148]. Governance determines "the structures
405 and processes by which societies share power, shapes individual and collective actions" by
406 introducing "laws, regulations, discursive debates, negotiation, mediation, conflict resolution,
407 elections, public consultations, protests, and other decision-making processes" [149].

408 Different forms of governance may aim impact at different levels. For instance, a PPP with local
409 authorities may intend to create a local effect [150,151]. In contrast, initiatives such as the UNGC, the
410 UN Principles for Responsible Investment (UNPRI), and the GRI aim for global impact [147].
411 Nevertheless, other initiatives such as Extractive Industry Transparency Initiative, Responsible Care,
412 Forest Stewardship Council, Marine Stewardship Council aim impact in specific industrial fields
413 [147,152].

414 Actors such as governments, firms or NGOs can engage in non-collaborative forms of
415 governance to tackle environmental and social sustainability challenges. A study finds that "firms
416 should first invest in becoming a strongly sustainable firm before investing in external collaboration"
417 since they "will benefit from co-aligned sustainability collaboration with external partners only if they
418 are leading in sustainability practices within their own practices" [153]. Others, however, highlight
419 that "collaborative forms of governance are best viewed as dynamic, problem-solving processes in
420 which learning about social-ecological change is an essential component" [154].

421 In the context of sustainability, some studies have referred to polycentric governance, whereby
422 there are many authorities involved that act as centres for decision making [149]. Polycentric
423 governance "creates possibilities for moderating vertical interplay among institutions" [149]. Such
424 governance is often tripartite; meaning that it includes "representatives from businesses, civil society,
425 and the state; therefore, they can be distinguished from more traditional types of alliances, such as
426 strategic alliances between business organizations, social alliances between business and
427 nongovernmental organizations (NGOs), and public-private partnerships" [128].

428 Other than tripartite partnerships, studies show various types of collaborative governance that
429 can be applied to environmental and social sustainability challenges, including joint ventures [155],
430 licensing [23], and social franchising [156,157], to other forms of network governance [147]. Similar
431 to the inter-firm alliance literature, equity and non-equity forms of governance and their impact on
432 inter-organisational learning have been focused on by some scholars [158].

433 Finally, scholars differentiate between formal and informal governance [159]; in other words,
434 contractual and relational governance [121,160]. Indeed, while parties may collaborate by abiding by
435 the rules and norms a contract sets, parties may also rely on trust to create synergistic relational rents
436 [153]. To discuss relational governance, studies often discuss 'trust'. However, since trust is also a
437 relational dimension of social capital, it will be discussed as a catalyst.

438 4.3. Context

439 Environmental conditions are often used to explain why firms need to engage in inter-
440 organisational learning in the first place [116]. In the words of Liu, Esangbedo and Bai [157], "the
441 purpose of organizational learning is to achieve a new understanding of the external environment of
442 the members and organizations through an effective mechanism of formation, dissemination, and
443 sharing"; hence environmental conditions set a rationale for learning. Indeed, one study finds that
444 "companies adapt their strategies and orient them towards CSR to stakeholder pressures also
445 independently from what they are actually learning from them" [134]. This shows the crucial impact
446 of the external environment in shaping firms' organisational behaviour when it comes to
447 sustainability issues. For instance, the "environmental catastrophe following the explosion at the
448 Fukushima nuclear plant in March 2011" has led to "growth in anti-nuclear sentiment, a rise in the

449 stock prices of renewable energy companies, and an interest in clean technology and renewable
450 energy firms" [161].

451 Environmental conditions are often explained using theories such as stakeholder theory
452 [134,162] or institutional theory [129,158,163]. These scholars focus on 'institutional pressures' or
453 'stakeholder pressures' that create a form of legitimacy crisis on firms, which then motivate them to
454 enter into collaborative relationships and engage in inter-organisational learning. Most scholars refer
455 to Suchman's seminal definition of legitimacy which is "a generalized perception or assumption that
456 the actions of an entity are desirable, proper, or appropriate within some socially constructed system
457 of norms, values, beliefs, and definitions" [133,152,164]. Drawing on the seminal work of Dimaggio
458 and Powell (1983), the review articles demonstrate three types of isomorphic pressures that lead firms
459 to engage in inter-organisational learning [144,151,163,165,166]: coercive, mimetic and normative.

460 Coercive pressures are often associated with government policy and regulations about
461 sustainability challenges [135,158,167,168]. For instance, a study highlights how "legal trends, such as
462 the European Union Directives, significantly influence operation systems, product-markets, and
463 business strategies of firms" as well as their collaboration patterns [117]. Another study, on the other
464 hand, highlights how in MNCs, depending on the regulatory environment, the absorptive capacity
465 of a subsidiary changes from that shared absorptive capacity of headquarters [139]. Another study
466 highlights that often cross-sector partnerships and multi-stakeholder platforms are positioned to
467 address government failures [116] and the creation of positive externalities [123,168].

468 Normative pressures may arise from industrial or societal norms [158]. For instance, Lin and
469 Darnall give the example of the participation of electric utilities in the US Department of Energy's
470 Climate Challenge Program "to collectively improve their public image and reduce the climate
471 emissions for the utility sector as a whole" which helped these firms "to ameliorate normative
472 pressures from their professional networks, and conform to values and social norms exerted by the
473 industrial associations" [158].

474 Mimetic pressures are to do with the competitive environment of the firms. For instance, one
475 study finds that firms' engagement in CSR is difficult to imitate by other firms even when there exist
476 conditions for mimetic pressures. The authors highlight that this is because the knowledge that is
477 needed for substantive CSR engagement is sticky. However, the study highlights that such
478 substantive engagement may be facilitated by the selected governance structure, culture, capability
479 development.

480 It is essential to highlight, however, that coercive, normative and mimetic pressures, of course,
481 affect the actors through their cognitive filters or perceptions. Zou, Xie, Meng and Yang [163]
482 highlight that the perceptions of decision-makers about the institutional pressures faced are shaped
483 by their accumulated experience and knowledge. Therefore, the engagement of firms with a proactive
484 or reactive strategy due to isomorphic pressures also come down to firms' perceptions of these
485 pressures [169].

486 Finally, the institutional environment may also impact the kind of alliances and partnerships
487 that focal firms form. For instance, "in industries with diffuse stakeholder pressures, firms that seek
488 to strategically differentiate themselves engage in proactive alliances, e.g., the alliance between
489 Starbucks, a leading speciality coffee company, and the environmental nonprofit Conservation
490 International" [141]. On the contrary, "intense public criticism and impending regulatory pressures
491 in the extractive and energy production industries drive reactive alliances as seen between DuPont
492 and the nonprofit World Resources Institute" [141].

493 4.4. Catalyst

494 In the context of sustainability-oriented alliances, scholars define social capital as "social
495 cohesion and strength of relationships among partners" [170], or as "a set of resources such as trust,
496 norms, and values that are accessed through a network of social relations and can be mobilized to
497 facilitate action" [122]. These studies discuss how social capital and the idea of investing in social
498 relations can bring about new opportunities for actors [171]. For instance, some scholars argue that

499 the local social capital of social enterprises offers benefits to corporations when they engage in
500 collaborations [130].

501 Arya and Salk [141] propose that “firms with greater social capital across hierarchical levels
502 within and between cross-sector alliance partners will positively influence learning that can enhance
503 diffusion and integration of codes of conduct into corporate culture compared with firms with lower
504 social capital”. In a similar vein, others highlight that social capital “instil[s] a shared vision and
505 strategic alignments toward common goals and collective outcomes [147]. At an individual level,
506 boundary spanners can facilitate the accumulation of social capital [141]; at an organisational level,
507 on the other hand, a similar facilitation role is taken by broker organisations who connect otherwise
508 unconnected contacts [122,166].

509 Scholars identified three dimensions of social capital, in line with the seminal work of Nahapiet
510 and Ghoshal [172]: structural, cognitive and relational. Structural dimension “refers to the overall
511 pattern of connections between actors” [122]. These patterns of connections include the “roles, rules
512 for decision-making and communication, procedures, precedents and networks that facilitate
513 mutually beneficial collective action” [171]. Relational dimension “describes the personal
514 relationships people have developed through a history of interactions” [122]. Finally, the cognitive
515 dimension “shared representation, interpretation, and systems of meaning among partners” [122].
516 Social capital “may be produced and/or increased” as a result of inter-organisational learning [154].

517 4.4.1. Structural Dimension of Social Capital: Effective Coordination

518 The structural dimension of social capital is to do with coordination patterns, roles and
519 responsibilities of parties involved.

520 Coordination is to do with “communicating potential solutions, setting priorities for particularly
521 promising ones, and assimilating various solutions” [173]. In a partnership setting, different partners
522 would provide different types of resources, knowledge and values and effective coordination helps
523 actors integrate these different types of resources, knowledge and values to come up with a solution
524 to a sustainability challenge [173]. In the context of cross-sector partnerships, a study finds that cross-
525 team coordination mechanisms have proved helpful by allowing organisations to “understand each
526 other’s unique circumstances” and thanks to these coordination mechanisms organisations were able
527 to fuse different value frames [11].

528 Sustainability related initiatives may require changes in the traditional relationships between
529 some partners. For instance, a firm needs to extend or transform an existing relationship with supply
530 chain partners to align itself with the principles of the circular economy [174,175]. Effective
531 coordination mechanisms and establishment of clear roles and responsibilities improve inter-
532 organisational relationships and, more specifically, inter-organisational learning outcomes [127,153].
533 Notably, an agreement on how collaboration is coordinated and roles and responsibilities are
534 distributed require attention in the initial partnership design phase [176].

535 4.4.2. Relational Dimension of Social Capital: Trust

536 The relational dimension of social capital that impacts inter-organisational learning is trust.
537 Scholars highlight that trust “facilitates the openness for exchange of tacit knowledge, which is
538 relatively difficult to communicate or trade in markets, and durability of relationships, which
539 otherwise may collapse when problems arise between exchanging partners in pure market
540 relationships” [177]. The literature highlights that the stronger the trust between partners, the
541 stronger their ties and the more they can learn and innovate in a partnership [118,177,178].

542 Scholars have defined trust in different ways and focused on different types of trust. One
543 definition is “a belief, sentiment or expectation about an exchange partner that results from the
544 partner’s expertise, reliability and intentionality, or from the partner’s honesty and benevolence”
545 [118]. In other words, trust is identified as “the expectation that the partner will pursue cooperation,
546 fulfil obligations, and try to maintain the relationship between the other parties” [157].

547 Scholars differentiated between personal trust which is “extended primarily to another human
548 being”, and system trust which “concerns trust in the steering mechanisms of social interaction and

549 the functionality of so-called expert systems (e.g., money, power, companies, and networks)" [152].
550 Others defined institutional trust, similar to the concept of system trust [179]. They highlighted that
551 trust in institutions play a significant role in the management of relationships between actors from
552 different sectors [179]. Finally, some scholars defined a specific type of trust that makes sustainability
553 collaborations distinct: aspirational trust. Aspirational trust "reflects a vision of the potential that may
554 transcend one's organization, expressing one's personal, "pro-social" ideology and motivation for
555 action" [148].

556 Having prior relationships with a particular partner is identified as a factor that would help trust
557 formation [148,180]. According to Vinke-de Kruijf, *et al.* [181], "when actors interact with each other
558 over a longer period of time, they gain additional information about other actors that are rooted in
559 relational experiences". If their experiences are positive, then they will be more inclined to trust others
560 [181]; however, partners may also be engaging for the first time in some sustainability-oriented
561 alliances and partnerships. In these cases, their perceived reputation may yield an initial bonding
562 trust [182]. Trust can even enhance relationships and improve learning when there are cognitive
563 differences between partners since it acts as a glue and helps actors empathise with their differences
564 [178].

565 4.4.3. Cognitive Dimension of Social Capital: Optimal Distance

566 The review demonstrates that the cognitive dimension of social capital is to do with shared
567 cognition, values, logics, norms, and culture [116]. However, the review shows that in the context of
568 sustainability-oriented alliances and partnerships, it may not be straightforward to share cognitive
569 elements due to the complexity and subjectivity of sustainability. Though, based on the review, it is
570 possible to identify two characteristics: the proximity (or distance) of cognition and institutional
571 logics [183]. The degree of similarities in these dimensions is also commonly referred to as
572 compatibility between partners or inter-organisational fit [162].

573 Scholars define cognitive distance as differences of partner organisations with regards to their
574 organizational frames, which are "interpretations used to make sense of the world". In other words,
575 cognitive distance is to do with the "similarity in actors' frames of reference, and mental modes
576 facilitate effective and efficient communication and transfer of knowledge, although some extent of
577 differentiation is needed for new ideas, creativity, and innovation to emerge" [177]. On the other
578 hand, institutional distance is referred to as field-level differences between organisations with
579 regards to their institutional logics which are "taken-for-granted assumptions and practices that
580 shape the behaviour of organizations in specific societal sectors" [183].

581 Some scholars highlight that these cognitive and institutional distance between partners pose
582 both opportunities and challenges in terms of inter-organisational learning [183]. Some highlight that
583 an optimum level of frame plurality can be achieved in collaborations [10]. Nevertheless, others argue
584 that "different logics, values, interests, and knowledge systems need to converge"[127]. In other
585 words, "shared mental models of interpretation may improve the firm's capability to perceive focal
586 issues in strategic nets and may empower the firm and the network to better respond to
587 environmental challenges" [161].

588 Some scholars focus on measuring the impact of distance on the partnerships' and firms'
589 sustainability performance [183]. Others take a longitudinal understanding of distance and argue that
590 "the initial cognitive distance between the parties reduces through interactions and becomes a
591 bidirectional exchange of knowledge" [136]. Indeed, some argue that it is this process of social
592 learning that lead to changes or shifts in value frames [178]; which will be further discussed in the
593 section 4.7.

594 For example, the following differences between for-profits and social enterprises due to logics
595 are evidenced [130]: the value creation objectives (private value vs public value), ownership structure
596 (for-profit vs non-profit), organisational governance (hierarchical vs participative), accountability (to
597 shareholders vs to stakeholders). In the context of environmental research partnerships between
598 scientists and for-profits, a study found that the differences in dominant logics can lead to different
599 expectations regarding the outcome of the research [168]. As such, for-profit firms are associated with

600 a market or commercial logic that drives them to expect “exploitable results through short-term
601 applied research” from such partnerships, while scientists may target generation of publications out
602 of the research partnership as an outcome [168].

603 Similar tensions are also commonly observed in firm-NGO interactions [11,124,184]. A recent
604 study highlights that the impact of such cognitive and institutional differences on learning may
605 depend on partners’ ‘value empathy’ [184]. The “value empathy mechanism involves interventions
606 which not only create an exchange of resources in the context of an individual project but also an
607 ongoing capability to absorb knowledge across sectors” [184].

608 The review shows the learning from a partnership depends on the cognition and institutional
609 backgrounds of collaborating parties. While the differences are larger in the context of cross-sector
610 partnerships, even in the context of inter-firm alliances, partners have varying degrees of corporate
611 environmentalism or corporate sustainability, which means varying value frames about
612 sustainability [180,182]. It is plausible to expect that there would be an optimal distance between the
613 partners whereby they are different enough to learn from each other and at the same time close
614 enough to be able to understand each other’s language and work together, which would act as a
615 catalyst to inter-organisational learning [10,183].

616 4.5. Inhibitors

617 The review shows that partner opportunism and power imbalance may inhibit inter-
618 organisational sustainability learning.

619 Opportunism is defined as “self-interest seeking with guile, leading to deceit-oriented
620 violation of implicit or explicit promises” [118]. Therefore, an opportunistic partner would
621 manipulate the goals or the outcomes of the partnership towards its interests; which would diminish
622 trust between partners and inhibit inter-organisational learning [118,162,165,174]. It is the various
623 forms of governance that often protects an organization from a potentially opportunistic partner
624 [130]. For instance, through equity-based governance as in the case of joint ventures, firms can
625 incentivize their partners financially against possible opportunism [123]. Partner opportunism can
626 also be tackled with non-economic mechanisms, including trust and development of social capital
627 [152]. Indeed, the expectation of partner opportunism increases in the existence of another inhibitor:
628 power imbalance. Meaning that scholars argue that partners who perceive themselves weak or
629 inferior in the relationship dynamic would expect their partners to act opportunistically and even
630 engage in opportunism themselves to shield themselves from potential opportunism and damage the
631 partnership relationship [180].

632 Scholars note different types of power, including but not limited to operational power,
633 informational power, economic power, or social power [185]. Scholars also highlight that “if the
634 power base of stakeholders is weak or if critical actors use their power to resist, learning is hampered”
635 [185]. Some argue that “where knowledge exchange takes place it is likely to be because power is also
636 being shared - to a greater or lesser extent - helping to provide a more conducive decision
637 environment where the proponent/ authority is also willing to receive” [164]. In line with this, others
638 find that power imbalance between partners negatively moderates the relationship between
639 incompatible logics and partnership survival [165]. These scholars highlight that the power
640 imbalance would further amplify the cognitive differences between partners and may lead to
641 situations whereby the more powerful partner imposes their dominant logics and frames to the
642 weaker partner [165]. Relying on resource dependence theory, these scholars argue that one way to
643 combat power imbalance is through the mutual dependence of partners, which are “bilateral
644 dependencies regardless of whether the partners’ dependencies are balanced or imbalanced” [165].
645 These mutual dependencies are also reflected as complementarities between partners and “the extent
646 of which each partner contributes unique strengths and resources to synergize new value” [162].

647 Finally, like other discussed characteristics, power imbalance and opportunism are not stable
648 during a partnership relationship [168]. One study found that “balance in power and dependence
649 develops over time” and “in the process of balancing the relationship between power and

650 dependence, the relative absorptive capacity also increased, especially in the knowledge base and
651 dominant logic dimension" [168].

652 4.6. Inter-organisational Learning Process

653 Studies have discussed different types of learning processes, namely single-, double-, and triple-
654 loop or higher-order learning, and exploitative and exploratory learning are discussed. Here, what is
655 meant by learning is 'relationship learning' which is "a joint activity in which two parties strive to
656 create more value together than they would create individually or with other partners" [186].

657 Single-loop or first-order learning is identified as "fixing errors from routines" [154] without
658 questioning "boundary conditions, frames, assumptions", in other words, "the usually 'tacit'
659 assumptions implicit in the paradigm" [187]. It "contributes to insights and approaches for improving
660 performance and efficiency (e.g. in skills and practices) to meet existing goals" [188]. This type of
661 learning is characterised as the "optimization of existing routines, practices and systems" [178]. One
662 scholar highlights that actors do not reflect on whether a particular system is sustainable or not
663 during single-loop learning [178].

664 Double-loop or second-order learning is identified as "correcting errors by examining values
665 and policies"[154], or "reflecting on the assumptions which underlie our actions" [171]. In other
666 words, it is about "reflecting on existing frames and [that] actors have become capable of viewing
667 and adapting these frames, paradigms, and values by a process that has been coined frame
668 reflection"[187].

669 Triple-loop learning is identified as "designing governance norms and protocols... to improve
670 the capacity of an organization to engage in single- or double-loop learning" [154]. This kind of
671 learning "encourages a more open-ended and deep-seated discussion about what the primary
672 challenges are and ways to reshape the values, norms, and social structures to address it" [188].

673 Exploitative learning focuses on "applying successful practices into large-scale manufacturing,
674 dissemination of existing technology, and standardization of the current routine to enhance
675 efficiency" [144]. In other words, exploitative learning is to do with "the acquisition of new
676 behavioural capacities framed within existing insights" [185]. On the other hand, exploratory
677 learning associated with "new searches and experimentation" and "risk-taking and variance-
678 increasing activities in learning, experimentation, flexibility, discovering, and distant search" [189].

679 For sustainability, all types of learning are needed [154]. While single-loop or first-order learning
680 helps firms building or enhancing sustainability-oriented capabilities, double- and triple-loop
681 learning helps firms reflect on existing values and shift their frames.

682 4.7. Outcomes

683 4.7.1. Firm-Level Outcomes: Capability Development & Shifts in Value Frames

684 The review demonstrates different types of outcomes: firm-level, partnership-level and system-
685 level [116]. Herein, the firm-level outcomes are categorised as capability development and shifts in
686 value frames.

687 According to Vinke-de Kruijf, Bressers and Augustijn [181] "there are mutual relations between
688 an interaction process and actor characteristics: the characteristics shape the process and are also
689 shaped by the process"; meaning, "learning involves changes in actor characteristics". As highlighted
690 in the partner characteristics section, existing resources, capabilities, and absorptive and
691 disseminative capacity are included in these characteristics. In this paper, the focus as an outcome is
692 on capabilities because a large number of studies focus on how firms can develop new capabilities
693 through learning that take places in sustainability-oriented partnerships [45,135,137,161,190-192].

694 In the context of sustainable supply chain management, collaborative relationships with
695 suppliers positively impact the development of organizational capabilities, which then positively
696 impact a firm's sustainability performance [193]. Similarly, in alliances between governments and
697 firms that aim to foster radical eco-innovations, close interactions in alliances have yielded a
698 generation of new capabilities that can help firms address sustainability problems [123]. These can be

699 technical or operational capabilities that can help firms reduce their environmental or societal impact
700 [137]; equally these capabilities may also be dynamic capabilities such as alliance/partnership
701 management or ‘external integration’ capabilities [4]. This capability is an organisation’s ability to
702 organize and manage relationships with external partners [194]. Indeed, through partnerships, firms
703 would not only learn ‘what to do’ and ‘how to do it’ to become sustainable; but also would learn
704 ‘how to engage with various partners better to learn more’.

705 While these capability-related changes are likely to result from single-loop learning [191], deeper
706 changes can also be observed. Thanks to close interactions with partners that lead to cognitive
707 learning, shifts in value frames can also be observed [123]. Collaborative partnerships may require
708 “reframing, which involves perspective-taking and the possibility of enlarging or revising one’s
709 frame to take account of how their counterparts view the situation” [195]. Le Ber and Brnzei [11]
710 find evidence of “partners not only updat[ing] their frame in relation to each other, but they also do
711 so in reference to, and in conversation with, each other” whereby they go beyond the reframing
712 process to frame fusion in which their frames are constantly changing.

713 At the organizational-level, studies have differentiated between narrow or simple and broad or
714 complex frames [183]. While some studies propose that the engagement of various types of
715 partnerships depend on these simple or complex frames [183,196], others focus on how, within a
716 partnership, these frames shift over time. An optimal frame plurality is achieved whereby various
717 frames evolve within the lifecycle of a partnership, some frames lose traction yet others are sustained
718 [10]. These kinds of frameshifting, frame fusing, or frame-breaking outcomes are likely to be
719 associated with double- or triple-loop learning [185].

720 Development of new capabilities and shifts towards different frames are often associated with
721 an improved absorptive capacity [186,191,197]. Therefore, partnership characteristics improve as a
722 result of the learning process [181]. Furthermore, thanks to the development of these new capabilities
723 and shifts in value frames, firms improve their environmental performance [132,142,143,183,189,192],
724 social performance [129,163], sustainability performance [193,198], innovation performance [199] and
725 may even improve economic performance [117]. However, not all studies find evidence that inter-
726 organisational learning, or sustainability collaborations, in general, impact performance positively
727 [167,200].

728 4.7.2. Partnership-Level Outcomes: Alliance/Partnership Success

729 Amongst other performance outcomes in the review, partnership-level outcomes have received
730 the least attention. The definition of partnership success has been somewhat vague: while some took
731 partnership success as the sustenance of the partnership [165], others provided an organisation-level
732 definition focusing on what different organisations take away from the partnership [201]. Partnership
733 success can generally be considered as an accomplishment of goals that are set out by the parties
734 involved within the timeframe agreed upon [170]. One study explicitly focuses on the role of
735 institutional logics and resource dependencies on partnership success [165]. Others refer to
736 ‘partnership’ or ‘alliance’ success; however, they do not explicitly measure the impact of various
737 factors on partnership success [180]. Sanzo, Álvarez and Rey [201] proposed that “the existence of a
738 process of learning within the non-profit will probably enhance the firm’s perception (and also the
739 non-profit’s own appreciation) about the non-profit’s capability to contribute to partnership success”.

740 Finally, partnership-level outcomes are expected to relate to the partnership characteristics and
741 partner characteristics. Generally, collaboration experience can help to build capabilities to manage
742 such partnerships more effectively in the future and assess what modes of governance are more
743 appropriate under which circumstances [47,123]. As mentioned earlier in the catalyst and inhibitors,
744 poor inter-organisational learning may impact partnership performance negatively and may later act
745 as an inhibitor, or a positive learning experience may enhance trust (feedback relationships).

746 4.7.3. System-Level Outcomes: Contribution to Sustainable Development Goals (SDGs)

747 System-level outcomes are macro-level societal or environmental benefits [202]. Several studies
748 identified the system-level outcomes of inter-organisational sustainability learning by discussing

749 how these alliances and partnerships help to address SDGs [5,127,170,187,196,203,204], or previously
750 discussed millennium development goals [205]. For instance, Dzhengiz [196] provided evidence from
751 electric utilities focusing on alliances and partnerships that address SDG 7 and 13. Kolk and Lenfant
752 [206] focus on the role of partnerships for SDG 16, promotion of just, peaceful and inclusive societies,
753 while Le Ber and Branzei [11] focus on the role of partnerships for SDG 3, access to healthcare. Even
754 though the majority of the articles have not explicitly referred to how studied alliances and
755 partnerships have contributed to SDGs, all articles in the review focused on alliances and
756 partnerships that addressed various SDGs (see Table in the Appendix).

757 Among others, only SDG 5 was not addressed by the studies in the review. All articles in the
758 review have contributed to SDG 17, as all articles discussed the role of partnerships and alliances to
759 tackle sustainability challenges. SDG 17 was followed by SDG 8, as expected, highlighted in 40% of
760 the articles with the emphasis on sustainability-oriented innovation that can be generated through
761 partnerships. Finally, around 5% of articles focused on partnerships that aimed to tackle SDG 13,
762 climate action and SDG 12, sustainable cities (3%).

763 5. Future Research

764 As a review, the study identifies some limitations of the extant research and offers paths for
765 future studies, following the categories in Figure 3.

766 5.1. Partner Characteristics

767 Articles in the review have frequently focused on partners' characteristics such as partners'
768 capacity to learn or absorb knowledge. However, they have not taken 'learning' as a bi-directional
769 concept, whereby both partners need to absorb and disseminate knowledge. This shows that studies
770 that focus on inter-organisational sustainability learning can benefit from a more comprehensive bi-
771 directional understanding of learning, hence an understanding of both parties absorptive and
772 disseminative capacities. To do so, future studies should integrate the recently growing literature on
773 disseminative capacity [87,88,145,146].

774 Moreover, studies in this realm can benefit from a paradoxical understanding of inter-
775 organisational sustainability learning by focusing on how embeddedness into existing capabilities
776 may create vicious or virtuous cycles, drawing on the literature of organizational paradoxes [207-212].
777 The review shows that, to some degree, a firm's organisational capabilities and absorptive capacity
778 will determine how much it can learn from a sustainability-oriented alliance or partnership. Focusing
779 on longitudinal studies, future studies can further interrogate how firms overcome this
780 embeddedness paradox in the context of sustainability and provide evidence for firms that were able
781 to turn their vicious cycles into virtuous ones through mindful interventions [208,213].

782 5.2. Partnership Characteristics

783 Articles in the review have frequently referred to "governance" as a partnership/alliance
784 characteristic that would impact learning. However, comparative explorations seeking to understand
785 which modes of governance allow more room for learning, and under what conditions, have been
786 somewhat limited [144,154,158]. Future studies can focus on the relationship between different
787 modes of governance (such as equity vs non-equity alliances, network governance, polycentric
788 governance) and learning types or levels (exploratory, exploitative, single-/double-/triple-loop).

789 Besides, it is plausible to expect that different SDGs would require different forms of learning,
790 and hence different forms of governance. However, a holistic approach to how firms address
791 different SDGs through different types of governance that allow a different type of learning is yet to
792 develop. Such an approach can be developed, drawing on the literature on alliance or partnership
793 portfolios [214].

794 Furthermore, studies also highlight that there would be differences in the contractual
795 governance of partnerships, depending on the partner type (inter-firm vs cross-sector) [215].
796 However, there has generally been limited attention to this area in literature, which requires further

797 attention [216,217]. Particularly, future research needs to investigate the differences in inter-
798 organisational learning in inter-firm and cross-sector partnerships for various governance forms.

799 5.3. Context

800 The review showed that both institutional theory and stakeholder theory highlighted the role of
801 the external environment and legitimacy pressures on firms as a motivator of engaging in inter-
802 organisational sustainability learning. However, articles in the review have not focused on the role
803 of the 'internal context' of firms also setting pressures for such engagement. Meaning, employees'
804 and managers' roles in initiating inter-organisational sustainability learning processes need to be
805 understood further.

806 Furthermore, it would be interesting to measure the impact of 'legitimacy crisis' on inter-
807 organisational learning using a quantitative method. While existing studies highlight legitimacy
808 crisis as a factor that explains partnership formation, it is also evidenced in some studies that, due to
809 a legitimacy crisis, corporate engagements may not always yield learning opportunities [218].

810 5.4. Catalyst

811 Articles in the review frequently focused one or more dimensions of social capital, social capital's
812 role in improving inter-organisational sustainability learning and partnership outcomes. However,
813 it is important to highlight that most studies have analysed different dimensions of social capital in
814 isolation, with a few exceptions [122]. Some solely focused on trust as a relational dimension
815 [118,152,182]; others cognitive and institutional differences [11,183]; and yet others on structural
816 dimensions and coordination patterns [173]. Future research needs to address the impact of social
817 capital on inter-organisational sustainability learning, especially using longitudinal studies since
818 social capital changes in different phases of a partnership.

819 Furthermore, the extant literature often studied how social capital may generally catalyse the
820 relationship between the partners and improve partnership outcomes; however, it is most likely that
821 the impact of social capital on partnership performance is mediated by inter-organisational learning
822 [118]. Future studies can take into consideration more sophisticated models to test these webs of
823 relations.

824 Finally, future studies should also take into consideration to what extent social capital improves
825 inter-organisational learning when there are strong influences of various inhibitors such as power
826 imbalance and partner opportunism. In line with this, the recent literature lacks a longitudinal
827 analysis of both inhibitors and catalysts looking at whether and how these factors change in different
828 phases of an alliance relationship.

829 5.5. Inhibitors

830 The impact of partner opportunism on inter-organisational learning and partnership
831 performance is widely discussed in the context of inter-firm alliances [219-221]. Surprisingly, in the
832 context of inter-organisational learning within sustainability-oriented alliances and partnerships,
833 partner opportunism has not been the primary focus of scholars. This is likely to do with the
834 researcher bias in the field and the expectation that sustainability-oriented alliances and partnerships
835 are more altruistic [10]. However, this does not mean a firm's relationship with an NGO would
836 involve less opportunism than a firm's relationship with another firm. The review shows that partner
837 opportunism and learning paradoxes must be unpacked further in the context of sustainability-
838 oriented alliances and partnerships. Future research can focus on building a comparative analysis of
839 how firms' opportunistic behaviours differ depending on the partner type and partner status.

840 Another inhibitor, power imbalance or asymmetries, is rarely studied in this literature.
841 Furthermore, when it is studied it is typically through the lens of resource dependence theory [165];
842 and rarely combined with theories of learning and knowledge development [168]. Power imbalance
843 or asymmetries also impact what can be learned from whom within a partnership setting. Future
844 studies in this field can benefit from studying inter-organisational learning, capability development

845 and frameshifts through the lens of political processes of power and draw on recent literature that
846 integrates learning and power [222-224].

847 5.6. Inter-organisational Learning Process

848 There has been growing attention given to triple-loop learning in the context of sustainability in
849 recent years [102,103,154,188]. However, as a construct triple-loop learning has also received some
850 criticisms in the broader literature of organizational learning [225]. Studies within the context of
851 sustainability have not elaborated these debates regarding 'triple-loop learning', and the concept
852 appears to be misused or gets reified as did other concepts such as absorptive capacity [226] and
853 recent clarifications about the concept can contribute to the work of future scholars [225].

854 Second, there have been studies that focused on partnership formation motivations that
855 proposed how "resourced-based motivation is more likely to be associated with firms' participation
856 in exploration alliances" [144]. In contrast "institutional motivation is more likely to be associated
857 with firms' participation in exploitation alliances" [144]. However, these studies have not focused on
858 how some prior exploitation alliances, may, in the future, yield exploration alliances with the same
859 partners or vice versa for exploration.

860 Longitudinal assessments of partnership portfolios can further enhance our understanding by
861 showing how firms engage with various partners, explore and exploit. Furthermore, it is likely that
862 as in the context of commercial inter-firm alliances [89,90,227], firms would use their alliance and
863 partnership portfolios a) to balance the tensions between exploration and exploitation of sustainable
864 products, technologies and processes, b) to balance the tensions between the triple bottom line of
865 sustainability (environmental, social and economic sustainability), c) to balance the tensions between
866 short term and long term concerns. However, the literature on partnership portfolios has, thus far,
867 been limited and not investigated how firms utilize the partnership portfolios [196,214]. While some
868 studies highlighted how, at the level of the dyad, a single alliance provides a space for learning,
869 portfolios are likely to provide a broader space for resolving tensions mentioned above.

870 5.7. Outcomes

871 In the extant literature, there was some focus on frameshifts [10,11] and capability development
872 [45,228], but limited quantitative assessment of how such learning enhances firm performance
873 (environmental, social, economic). A reason why this has been a barrier is also to do with the dyadic
874 focus of this literature [116]. Future research can, instead, focus on portfolios to measure a) what kind
875 of alliances/partnerships improve what kind of performance (environmental, social, economic), and
876 b) how the impact of partnership type on performance is mediated by various types of learning. Such
877 approaches have been limited [131,229], and often used different measures or different types of
878 collaborations. Therefore, the results have been somewhat conflicting [167], which is why future
879 research should clarify the impact of inter-organisational sustainability learning on various
880 performance outcomes.

881 Still, in comparison to firm-level outcomes, partnership-level outcomes have been studied even
882 less. In the commercial inter-firm alliance context, partnership effectiveness or success has been
883 frequently discussed [230-232] However, in the context of sustainability, only a few studies have
884 focused on partnership terminations [180] and partnership success [165,201]. Future studies can
885 further explore how inter-organisational learning and firm-level outcomes impact perceived
886 partnership performance and study the impact of catalyst and inhibitors on this relationship.

887 Finally, even though many studies used system-level outcomes to explain partnership formation
888 motivations, the system-level outcomes of partnerships themselves require further research. Most
889 studies discuss why firms enter partnerships to tackle systemic sustainability issues. However, they
890 do not explain how these partnerships effectively solve some societal and environmental
891 sustainability challenges, which SDGs the specific partnerships contribute towards and to what
892 extent the impact of these partnerships can be measured. Future research should further focus on the
893 effectiveness of these partnerships and their contribution to tackling sustainability challenges. A way
894 this can be done is by identifying metrics that firms use to measure and communicate their

895 sustainability progress according to different SDG areas, and to measure the improvements or the
896 impact of a partnership using these metrics [233-235]. Another way is to link inter-organisational
897 learning to sustainability transitions literature [236,237] and discuss how the single-, double- and
898 triple-loop learning that takes place in alliances and partnerships may yield changes at the system-
899 level [238,239].

900 6. Conclusions: Contributions to Theory and Practice

901 This study contributed to theory in several ways. First, the study synthesised different
902 theoretical perspectives and concepts and demonstrated how these different concepts build a
903 complex picture of inter-organisational sustainability learning that is represented in Figure 3. Second,
904 the study clarified various outcomes of sustainability-oriented alliances and partnerships, and one of
905 these outcomes is at the system-level which can be understood as a contribution towards SDGs. The
906 paper outlined how such a contribution does not only result directly from the partnership itself but
907 also from firm-level outcomes through the development of capabilities and shifts or expansions of
908 firms' value frames. Besides, the paper outlines that these system-level outcomes make sustainability-
909 oriented alliances and partnerships distinct, as commercial alliances and partnerships do not focus
910 on societal or public value creation. Finally, drawing on the review findings, the paper identified
911 gaps and proposed areas for future research. Doing so, this study contributed to the literature on
912 sustainability-oriented alliances and partnerships of firms.

913 This study also contributed to the practice of sustainability practitioners. Previous research has
914 already evidenced that these practitioners are increasingly involved in managing such alliances and
915 partnerships, and therefore they need skills to work in an interdisciplinary and collaborative manner.
916 This study further adds that to manage sustainability-oriented alliances and partnerships effectively,
917 practitioners need to focus on how best they can learn from their partners, develop capabilities that
918 enhance their sustainability performance and broaden their mental models - their value frames to
919 different interpretations of sustainability. Furthermore, the model presented in the study is intended
920 to guide practitioners in identifying what catalyses and inhibits their learning relationship with
921 partners and under which environmental conditions. Furthermore, the model helps in interrogating
922 what characteristics a firm and their partners need in order to enhance the learning outcomes (such
923 as capabilities, resources, absorptive capacity, disseminative capacity). Using such a model can
924 improve the work of practitioners and the impact they can generate at the firm, partnership, and
925 system-level.

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931 to dedicate this paper to his memory.

932 **Conflicts of Interest:** The author declares no conflict of interest.

Ref	IF&CS ¹	SDG	Theoretical Framework/ Main Concepts	Method	Contribution to the Model ²	Summary
[135]	IF	9, 17	Absorptive capacity, Resource-based view, dynamic capabilities	Quant.	Partner characteristics, environmental conditions, outcomes, catalyst	This study shows that absorptive capacity and sustainable collaboration has an essential impact on green innovation adaptation in the context of SMEs.
[177]	CS	2, 3, 17	Proximity (geographical, organizational, institutional, cognitive, social)	Qual.	Catalyst, partnership characteristics, Outcomes	This study shows that to understand how collective impact, in other words, system-level outcomes can be generated through multi-stakeholder partnerships, it is necessary to evaluate the partnership using various proximity metrics and their impact on learning and innovation.
[147]	CS	17	Governance, network theory, CSR	Review	Partnership characteristics, catalyst, environmental conditions, inter-organisational learning process	This study reviews the literature on CSR initiatives and finds out how different modes of governance, namely networks as CSR governance, collaborative CSR governance, networked CSR governance, and integrated networked CSR governance, have emerged, and how they differ from each other in terms of their development, structure and form.

¹ Inter-firm vs. cross-sector

² The contribution to the framework presented in Figure 3 is categorised here based on a list that shows which categories the article has been coded the most to the least.

[143]	IF & CS	17	Sustainability-oriented partnerships (with various partners) and environmental performance	Quant.	Outcomes, partner characteristics, catalyst, inhibitors	This study shows that sustainability-oriented alliances and partnerships positively firms' environmental performance, though the impact of different types of partners varies.
[186]	IF	9, 17	Relationship learning, absorptive capacity, green innovation (eco-innovation)	Quant.	Partner characteristics, outcomes, catalyst, inter-organisational learning process	This study shows that collaborations and absorptive capacity impact firms' green innovation performance positively.
[240]	IF	9, 17	Green innovation, environmental performance, knowledge spill overs	Quant.	Outcomes, partner characteristics, catalyst, inter-organisational learning process	This study shows that external knowledge sources increasingly more impact the development of green innovations through spill overs.
[103]	CS	2, 17	Organizational learning	Qual.	Inter-organisational learning process, catalyst, partnership characteristics, outcomes	This study shows how triple-loop learning took place in the setting of a cross-sector partnership that aims to achieve food distribution and improved nutrition in communities while working with a network of volunteers.
[154]	IF&CS	17	Organizational learning	Review	Inter-organisational learning process, partnership characteristics, catalyst, partner	This study “ examines five dimensions of the learning paradox in the context of adaptive co-management, where the learning and linking functions of governance are stressed: (i) definitions of learning; (ii) learning goals and expectations; (iii) mechanisms by which learning

					characteristics, inhibitors	takes place; (iv) questions regarding who is involved in the process of learning; and (v) the risks and ethical ambiguities faced by different actors expected to willingly participate in a learning process, whether formal or informal.”
[141]	CS	17	Inter-firm alliances and cross-sector partnerships, inter-organisational learning	Review	Catalyst, partner characteristics, environmental conditions, partnership characteristics, outcomes	This study provides propositions to explain how various partner-level, partnership-level and environmental factors would enable or facilitate inter-organisational learning in cross-sector partnerships.
[159]	CS	4, 8, 17	Inter-firm alliances and cross-sector partnerships	Qual.	Partnership characteristics, catalyst, environmental conditions, inter-organisational learning process, outcomes	This study shows that partnerships between businesses and civil society may be dominated by business interests, and therefore, the setup of governance that set goals beyond business interests would enable the creation of system-level outcomes. This study also proposes that coordination that allows shared decision making would contribute to the success of the partnership.
[183]	CS	13, 17	Networks, organizational cognition, institutional logics	Quant.	Catalyst, outcomes, inhibitors	This study shows that “the differences in frames and logics between firms and their partners in partnerships for sustainability improve focal firms’ sustainability performance, but only up to a turning point after which these differences lead to a decrease in sustainability performance instead”. Therefore, the study signals the role of an optimal distance that allow learning and innovation, hence improve performance.

[165]	CS	13, 17	Networks, organizational cognition, institutional logics	Quant.	Catalyst, inhibitors, environmental conditions, outcomes	This study shows that the differences in institutional logics may lead to tensions in partnerships; especially if there is a power imbalance between partners and a lack of mutual resource dependence in the partnerships.
[127]	CS	17	Cross-sector partnerships in the global south	Qual.	Partnership characteristics, catalyst, inhibitors, environmental conditions, outcomes	This study shows that structural conditions, in other words, the environmental context may be different in the global south and these conditions may have an impact on the inter-organisational learning process in the multi-stakeholder initiatives; however, factors such as setting clear goals and objectives, establishing clear lines of communication through coordination mechanisms, and creating a shared vision also impact the learning process in the multi-stakeholder initiatives in the global south (Mexico).
[176]	CS	6, 17	Co-creation and learning	Qual.	Partnership characteristics, catalyst, partner characteristics, environmental conditions, inter-organisational learning process	This study uses lessons learnt from various cases and identifies that there are the following four phases: co-initiation, co-design, co-implementation, and co-evaluation in the context of collaborative, sustainable freshwater management research and practice. The study discusses the different characteristics of each of these four phases.
[142]	IF	8, 17	Organisational culture, organizational learning, environmental collaboration	Quant.	Outcomes, partner characteristics, inter-organisational learning process, catalyst, inhibitors	This study finds that environmental collaborations within the supply chain have a positive impact on environmental performance, thanks to “a focal firm sharing these learned capabilities about the environment with other supply chain partners”.

[228]	IF&CS	13, 17	Stakeholder theory, the resource-based view	Qual.	Outcomes, catalyst, environmental conditions, inter-organisational learning process	This study shows that through engagement and partnerships with various stakeholders, firms can build environmental capabilities which would help them move towards a low-carbon economy.
[153]	IF	8, 17	Sustainable supply chain, resource-based view, sustainability performance, market performance	Quant.	Outcomes, partner characteristics, catalyst, partnership characteristics	This study evaluates the impact of different sustainable supply chain collaboration profiles on performance outcomes.
[167]	IF	8, 17	Innovation studies, environmental collaborations	Quant.	Partner characteristics, outcomes	This study shows it is less likely to develop environmental process innovations through collaborations and contests the general understanding in the literature that collaborations yield higher environmental innovation performance.
[189]	IF	8, 17	Ambidexterity, dynamic capabilities, inter-firm alliances	Quant.	Outcomes, inter-organisational learning process, partner characteristics	This study shows that engaging in inter-firm alliances positively impact ambidexterity and reinforces the positive impact of alliances on environmental performance.
[148]	CS	8, 17	Inter-organisational learning, trust	Qual.	Catalyst, partnership characteristics, inter-organisational learning process	This study finds that “Relational Space nourishes collaborative contexts – projects, events, and meetings -- that help creates sustainability. As business relations are too often defined by economic and technical transactions, a little space remains for relational ‘glue’ that allows for highly complex, assumption challenging learning to find

						new ways to transform competitive relationships into truly sustainable partnerships across multiple stakeholders with tangible benefit for many”.
[241]	IF	8, 17	Resource-based view, relational view, sustainable supply chain	Qual.	Outcomes, catalyst, partner characteristics	This study, based on qualitative cases from the German chemical industry, builds a model of inter-organisational practices which would allow the diffusion of sustainability across the supply chain.
[169]	IF&CS	8, 17	NRBV, stakeholder theory, environmental management	Quant.	Environmental conditions, outcomes	This study shows that stakeholder engagement, including inter-firm and cross-sector alliances and partnerships, help firms to develop proactive environmental strategies.
[203]	IF&CS	8, 17	Dynamic capabilities, systems thinking	Qual.	Outcomes, inter-organisational learning process, catalyst	This study integrates systems to dynamic capabilities literature and demonstrates a conceptual framework for the development of sustainability-oriented capabilities using an in-depth case study.
[117]	IF	8, 17	Environmental management, environmental collaborations	Quant.	Outcomes, catalyst, environmental conditions, partnership characteristics	This study explores the relationships between environmental management, green product strategy, competitiveness, and environmental collaborations in supply chains.
[118]	IF	8, 17	Inter-organisational knowledge sharing and learning, trust	Quant.	Partner characteristics, catalyst, inhibitor, outcomes	This study shows that partner opportunism negatively impacts trust between partners, while communication and participation have a positive effect. The study also shows that the more trust there is between partners, the higher the knowledge sharing and learning between partners.

[242]	CS	17	Collaborative strategy, process approach	Qual.	Partnership characteristics	This study develops a model of collaborative strategic management using two cases from collaborative regional sustainable development strategies.
[243]	IF&CS	8, 17	Dynamic capabilities, organizational design	Qual.	Partner characteristics, outcomes, catalyst, inter-organisational learning process	This study shows that for companies to achieve sustainable competitiveness, they need to develop dynamic capabilities which “entails changing their current organizational design by realigning their activities, partnerships, and routines with the changing external environment”.
[131]	IF&CS	8, 17	Resource-based view, environmental collaborations	Quant.	Outcomes, catalyst, inter-organisational learning process, inhibitors	This study shows how cross-sector partnerships help firms improve their image performance, while both inter-firm and cross-sector partnerships help them improve their market performance.
[132]	IF&CS	8, 17	Product development, dynamic capabilities, environmental collaborations	Quant.	Outcomes, inter-organisational learning process, partner characteristics, catalyst	This paper shows that external knowledge sources such as “as partners, universities and research centres, policymakers, conferences” help with the integration of environmental issues, while forming partnerships within the supply chain helps firms with green product design.
[244]	IF&CS	17	Learning, social networks	Qual.	Partner characteristics, inter-organisational learning process, catalyst, inhibitors	This paper demonstrates how social network software can help developing learning environment for sustainable development.
[136]	IF	8, 17	Environmental innovation, R&D,	Quant.	Partner characteristics, outcomes, partnership	This paper demonstrates that environmental innovations develop thanks to the acquisition of external knowledge, including partnerships within the supply chain, universities, and competitors.

			environmental collaborations		characteristics, catalyst	
[155]	CS	8, 17	Environmental innovation	Mixed	Partnership characteristics, partner characteristics, catalyst, outcomes	This study finds that a public-private joint venture studied has a positive impact on innovation capacity and “experience sharing; training and education; hiring/transferring qualified personnel to a partner company; and participatory demonstration of new technology with support from technology gatekeepers (technicians)” improve human capital and capability building.
[245]	IF&CS	17	Stakeholder theory, capabilities, environmental management	Quant.	Inhibitor, outcomes, partner characteristics, catalyst, environmental conditions	This study finds that stakeholder integration helps firms to develop proactive environmental strategies and also warns that stakeholder engagement may not always bring about a system-level outcome, or a collective impact, but sometimes only benefit the firm and its managers.
[138]	IF&CS	8, 17	Absorptive capacity, environmental management, environmental collaboration	Quant.	Outcomes, partner characteristics, inter-organizational learning	This study demonstrates how absorptive capacity can trigger organizational and inter-organisational learning and development of organizational capabilities that yield proactive environmental management and shows that amongst others, environmental collaborations are a part of this proactive management strategies.
[45]	CS	2, 17	Dynamic capabilities, stakeholder theory, inter-organisational learning	Qual.	Inter-organisational learning process, environmental conditions, partnership characteristics, outcomes, catalyst	This study demonstrates how, through cross-sector partnerships, firms can co-develop dynamic capabilities via inter-organisational learning that takes place.

[130]	CS	17	Social exchange theory, partnerships, dialectical analysis	Qual.	Environmental conditions, inhibitors, catalyst, partnership characteristics, outcomes	This study proposes that dialectical processes take place between corporates and social enterprises within a collaborative setting and as a result, a synthesis stage emerges as partners resolve their differences.
[171]	CS	17	Social learning, social capital	Quant.	Inter-organisational learning process, catalyst, partner characteristics, partnership characteristics	This study analyses two different sustainability initiatives through social learning and social capital lenses and discusses how effective and efficient platforms can be build that would enhance learning for sustainable development.
[196]	IF&CS	7, 13, 17	Organisational cognition, partnerships	Qual.	Inter-organisational learning process, outcomes	This study finds that to respond to various SDGs; electric utilities develop alliance portfolios with various partners and the configuration of these portfolios in terms of partner diversity has a relationship with firms' value frames.
[126]	CS	17	Interdisciplinary collaborative research	Review	Inhibitors, partner characteristics, catalyst, inter-organisational learning process, environmental conditions	This study shows how research partners can learn to collaborate while collaborating by “: (1) creating conditions for learning to take place, which includes paying attention to discomfort as a trigger for learning and (2) engaging in collaborations in ways that strengthen researchers' collaborative capacities by cultivating particular orientations, knowledge and skills”.
[133]	IF&CS	17	Absorptive capacity, societal values,	Qual.	Partner characteristics, catalyst, inhibitors,	This paper expands the notion of absorptive capacity from knowledge absorption capacity to value absorption capacity and shows “how technically savvy, economic

			and value conflict		environmental conditions, outcomes	value-creating firms diverge in their receptivity, articulation, and reflexivity of societal values”.
[152]	CS	17	Network, trust	Qual.	Catalyst, partnership characteristic, partner characteristic, environmental conditions, outcomes	This study analyses the UN Global Compact through a lens of network theory and trust. The authors highlight that for a collaborative environment to foster at UNGC, trust between different stakeholders need to improve to the extent that it will stimulate social learning.
[156]	CS	1, 3, 17	Inter-organisational collaboration	Qual.	Catalyst, environmental conditions, partnership characteristics, inhibitors, inter-organisational learning process	This study shows that in a collaboration between social enterprises and local councils, there are differences due to the sectors, these organisations are embedded and the institutional logics that guide thinking in those sectors. The study finds that while such logic distance creates tensions, creation of shared objectives, synergistic capabilities and relying on known partners can help collaborations work towards a system-level collective impact.
[197]	CS	8, 17	Knowledge management (sharing)	Qual.	Partner characteristic, inter-organisational learning, inhibitors, partnership characteristics	This study discusses the mechanisms of knowledge sharing in an inter-disciplinary collaborative setting and finds that individuals willing to adapt and attempt to translate the disciplinary discourses and modes of communication of researchers and of practitioner specialists enable knowledge sharing.
[195]	CS	15, 17	Inter-organisational collaboration, framing	Qual.	Catalyst, inhibitors, outcomes	This study shows that the frame distance between partners can act as an inhibitor and create resistance to find an agreeable solution between the parties involved.

[246]	IF&CS	8, 17	R&D, knowledge spill overs	Quant.	Partner characteristics, catalyst	This study finds that in the context of chemical companies, research, and development fosters thanks to spill overs in the context of collaborative partnerships within industrial clusters and even open innovation settings with competitors can help the development of sustainable solutions.
[151]	CS	10, 16, 17	Cross-sector collaboration	Qual.	Environmental conditions catalyst, partnership characteristics, outcomes	This study shows how state and market incentives can trigger companies to form transformational partnerships that are beyond corporate philanthropy.
[23]	CS	8, 17	Cross-sector collaboration	Review	Catalyst, inhibitors, outcomes	This study provides an understanding of why firms would partner with NGOs, what they can gain from it and what factors should firm take into consideration in selecting, managing, and evaluating partnerships with environmental NGOs.
[22]	IF&CS	17	Inter-organisational partnerships	Review	Inhibitors, outcomes, partnership characteristics, catalyst, partner characteristics	This article provides an overview of research on partnerships for environmental sustainability between different kinds of partners and argues how businesses can frame these kinds of environmental partnerships as a source of competitive advantage.
[247]	IF	8, 17	Open innovation, SMEs	Quant.	Partner characteristics	This study shows “the effect of external technology R&D cooperation network diversity (ETRDCND) on the greenhouse gas (GHG) emission reduction and energy saving of small and medium-sized enterprises (SMEs)” and analyses “the roles of production time reduction and absorptive capacity in the relationship between SMEs’ ETRDCND and their GHG emission reduction and energy-saving”.

[128]	CS	13, 17	Stakeholder theory, multi-stakeholder networks, climate change engagement of businesses	Qual.	Partner characteristics, outcomes, environmental conditions	This study shows that multi-stakeholder networks can help to create platforms for inter-organisational learning and innovation that can address complex sustainability challenges through the engagement of various stakeholders.
[192]	IF	8, 17	Environmental management, inter-firm alliances, dynamic capabilities	Quant.	Outcomes, catalyst, inter-organisational learning process	This study shows that collaboration with customers and suppliers in the value chain help firms develop capabilities to address sustainability challenges.
[199]	IF	8, 17	Sustainable supply chains, innovation, and absorptive capacity	Quant.	Partner characteristics, outcomes, catalyst	This paper shows that inter-organisational collaborations positively impact the innovation performance of firms in the context of sustainable supply chains and absorptive capacity acts positively as a mediator of this impact.
[204]	CS	17	SDGs, partnerships	Review	Outcomes, catalyst, partnership characteristics, environmental conditions	This paper discusses five potential problems in partnerships for SDGs: “compensation for losers; barriers to partnering; short-time horizons, inadequate coordination mechanisms and misaligned incentives”.
[134]	IF&CS	8, 17	CSR, stakeholder theory, absorptive capacity	Quant.	Partner characteristics, environmental conditions, inter-organisational learning process	This study finds that absorptive capacity helps to develop sustainable product and organisational innovations and absorptive capacity is reinforced by stakeholder embeddedness and pressure.

[168]	CS	8, 17	Environmental policies, innovation, absorptive capacity, R&D collaborations	Qual.	Partner characteristics, catalyst, inhibitors, outcomes	This study finds that the closeness between R&D partners in terms of dominant logics, knowledge bases and organisational structures help them respond coherently to the environmental policies to create environmental innovations
[248]	IF&CS	8, 17	Knowledge acquisition	Qual.	Partner characteristics, inter-organisational learning process, catalyst,	This study shows that external knowledge sources, such as inter-organisational networks and partnerships, help SMEs develop internal capabilities to move them towards sustainability.
[249]	CS	11, 17	Social learning, scenarios	Qual.	Inhibitors, catalyst, partner characteristics, environmental conditions	This study shows that participatory scenarios can enhance social learning in a collaborative environment by helping the development of systemic thinking, enhanced relationships, and awareness of new perspectives, all of which are valuable for developing adaptive capacity.
[10]	CS	2, 17	Framing, cross-sector collaborations	Qual.	Outcomes, inhibitor, catalyst, environmental conditions	This study shows that in a collaborative setting between diverse partners, as opposed to converging to a shared frame, partners may maintain an optimal frame plurality “not excessive frame variety that may prevent agreements from emerging, but the retention of a select few frames and the deletion of others toward achieving a narrowing frame bandwidth”.
[250]	IF&CS	12, 17	Product service systems, circular economy, business models	Qual.	Partner characteristics, outcomes, catalyst	This study shows that to achieve system-level outcomes from circular economy business models, the interaction between the business model to the broader ecosystem through partnerships are helpful. In other words,

						partnerships can help businesses to create environmental and social value.
[11]	CS	3, 17	Frames and framing, relational coordination	Qual.	Outcomes, catalyst, inhibitors	This study shows how within a cross-sector partnership setting partners frames may fuse, which the authors define as “partners reach[ing] common ground by coming to appreciate their (complementary) differences rather than espousing and/or enacting a similar frame”.
[149]	CS	14, 15, 17	Governance	Qual.	Partnership characteristics, catalyst, inter-organisational learning process	This study focuses on polycentric governance of environmental commons. It explores how trust can help to build a shared understanding, how polycentric governance improves learning and knowledge sharing and how such initiatives need to take account justice and inclusivity and consider vulnerable groups and societal impacts.
[175]	IF	12, 17	Circular economy, industrial ecology, sustainable innovation; supply chain collaboration	Qual.	Catalyst, inter-organisational learning process, outcomes, partner characteristics	This study shows that for circular economy transition, firms need to engage in new forms of sustainable supply chain collaborations which require cross-functional engagement, trust, and joint learning and problem-solving.
[158]	IF&CS	8, 17	Inter-firm alliances, resource-based view, institutional theory,	Quant.	Environmental conditions, partnership conditions, inter-organisational learning process,	This study analyses how some alliances are focusing on capability development, while others are trying to create legitimacy and reputation. The article further discusses how learning and governance would vary depending on whether these alliances are focused on capability development or legitimacy.

			organisational learning		catalyst, inhibitors, partner characteristics, outcomes	
[123]	CS	8, 17	Environmental innovations, partnerships, transaction cost economics, resource complementarities	Quant.	Partnership characteristics, inter-organisational learning process, inhibitors, catalyst, partner characteristics	This study shows that transactional cost and complementary logics explain why there are government-business partnerships that aim radical environmental innovations. Furthermore, the study highlights that for these partnerships to work, governance, learning and rulemaking needs to be adequately addressed.
[144]	IF&CS	8, 17	Inter-firm alliances, resource-based view, institutional theory, organisational learning	Quant.	Partnership characteristics, inter-organisational learning process, environmental conditions, inhibitors	This study argues that “competency-oriented alliances (COAs), characterized with exploration learning, diverse partnership, and nonequity structure, tend to engage firms for more proactive environmental strategies”. In contrast “conversely, legitimacy-oriented alliances (LOAs), characterized by exploitation learning, homogeneous partners, and equity structure, tend to engage firms for less proactive environmental strategies”.
[47]	CS	8, 17	Cross-sector partnerships, environmental innovations, proactive environmental management	Quant.	Outcomes, inter-organisational learning process, partnership characteristics, catalyst	This study shows that more diverse alliance partners contribute more to the development of proactive environmental outcomes. Furthermore, innovative firms that have greater experiences in partnerships and alliances are engaged in more diverse partnerships.

[193]	IF	8, 17	Sustainable supply chain, dynamic capabilities	Quant.	Outcomes, catalyst	This study shows that supplier orientation and innovation orientation improve sustainability performance.
[251]	IF	8, 17	Environmental innovation, sustainable supply chain	Quant.	Partner characteristics, outcomes, environmental conditions, inhibitors, catalyst	This study shows that learning from suppliers and customers has a positive impact on environmental innovations and turbulence moderates these relationships.
[157]	IF	17	Inter-organisational partnerships	Quant.	Partner characteristics, catalyst, outcomes, catalysts, inter-organisational learning process	This study shows that inter-organisational learning which is catalysed by trust-building and knowledge sharing patterns has a positive effect on identity and adaptability of partnerships.
[252]	IF&CS	17	Sustainability, absorptive capacity, open innovation	Qual.	Partner characteristics, outcomes, inter-organisational learning process	This study shows that through open innovation with partners, organisations can absorb knowledge and improve sustainability outcomes.
[253]	CS	8, 17	Sustainability-oriented innovation, business models, partnerships	Qual.	Catalyst, outcomes	This study shows that how Interface, a global carpet manufacturer, has created a sustainable business model that puts partnerships at its core by working in a networked relationship with communities and an NGO whereby they create a safe failure space.
[254]	CS	17	CSR, knowledge sharing	Qual.	Partner characteristics,	This study shows how firms can enhance CSR outcomes by engaging in knowledge sharing and seeking

					environmental conditions, partnership characteristics, catalyst	collaboration opportunities that will help improve inter-organisational learning from communities, which will then improve the collective outcomes and the legitimacy of the firm.
[170]	CS	17	Multi-stakeholder partnerships, organisational design	Quant.	Catalyst, partner characteristics, partnership characteristics, outcomes	This study focuses on how effective multi-stakeholder partnerships can be designed effectively. Furthermore, the authors find that collaborative decision-making systems help coordination and improve learning.
[166]	IF&CS	17	Networks, learning organisations	Qual.	Inter-organisational learning process, environmental conditions, catalyst, partnership characteristics, inhibitors	This study discusses how inter-organisational networks are increasingly becoming more critical as learning organisations and how learning can take place in such networks through collaborative decision making, consensus building, diffusion of practices, rules, norms, and values.
[255]	IF&CS	8, 17	Capability development (acquisition)	Qual.	Outcomes, catalyst, inhibitors, inter-organisational learning process	This study discusses how firms can build capabilities both due to the impact of societal logics at the macro-level and the “firm’s capacity to search for talent, technology, and ideas and to harmonize what it learns internally” and through cases, the authors discuss how interaction with the external environment through partnerships and networks can help firms develop such capabilities.
[191]	IF	8, 17	Sustainable supply chain, absorptive capacity	Qual.	Partner characteristics, inter-organisational learning process,	This study demonstrates various mechanisms that help firms develop capabilities through absorbing knowledge from their collaborative supply chain interactions.

					outcomes, catalyst, partnership characteristics	
[180]	IF	8, 17	Inter-firm alliances, environmental management	Quant.	Inhibitors, catalyst, outcomes, partner characteristics, partnership characteristics	This study finds that organisational size disparity has a positive effect on alliance terminations, while cultural separation has a negative effect on alliance terminations in the context of environmental alliances.
[160]	IF	8, 17	Sustainable supply chain, resource-based view, sustainability- oriented innovation	Qual.	Partnership characteristics, partner characteristics, outcomes, catalyst	This study shows how supply chain collaboration can allow room for inter-organisational learning, help the development of new capabilities, practices and processes thanks to knowledge sharing between parties and as a result how this learning would lead to sustainability-oriented innovations.
[256]	IF&CS	17	Technological development, knowledge management (knowledge types)	Qual.	Inter-organisational learning process	This study discusses that in studying knowledge development and diffusion, also in partnership settings, it is essential to pay attention to the type of knowledge that is being transferred. The study shows that knowledge can be domain-specific, procedural, and general knowledge and the nature of the knowledge can have an impact on whether and how it can be transferred.
[182]	IF	8, 17	Inter-firm alliances, trust, strategic cognition	Quant.	Catalyst, outcomes, inhibitors, partnership characteristics	This study demonstrates how the environmental reputation of firms have an impact on trust, and perceived partner attractiveness which affects the partnership formation patterns.
[190]	IF&CS	8, 17	Organisational learning,	Qual.	Partner characteristics, inter-	This study discusses the role of organisational learning and collaboration for the improvement of supply chain

			sustainable supply chain		organisational learning process, catalyst, outcomes	sustainability and argues that training, knowledge acquisition, stakeholder engagement and collaboration between intra-organizational and inter-organizational partners, including suppliers and NGOs help firms learn and develop capabilities to address sustainability issues in the supply chain.
[257]	CS	2, 17	Networks	Qual.	Catalyst, inter-organisational learning process, partnership characteristics,	This study discusses how, through networks, farmers can engage in the collective learning process and sustainable agricultural development. The authors argue that within such a network environment, to enhance learning, it is vital to create a feeling of “shared responsibility and balanced leadership”.
[173]	IF&CS	8, 17	Sustainable innovation, partnerships	Quant.	Catalyst, partner characteristics, outcomes	This study discusses that “collaborative search strategies led by firms in general and for solving environmental problems in particular” and finds that “the problem-solving potential of a search strategy increases with the diversity of existing knowledge of the partners in a consortium and with the experience of the partners involved”.
[174]	IF	12, 17	Circular economy, business models, innovation ecosystems	Qual.	Catalyst, inhibitors, partnership characteristics, partner characteristics, environmental conditions	This study discusses that the transition to a circular economy requires collaboration between ecosystem partners and an “ecosystem-wide orchestration”.
[164]	IF&CS	17	Knowledge brokerage, environmental	Qual.	Partner characteristics, partnership	This study demonstrates the role of knowledge brokerage and how it can enable the learning process

			impact assessment		characteristics, inter-organisational learning process, catalyst, environmental conditions	and knowledge transfer in the context of impact assessment.
[198]	IF	8, 17	Sustainable supply chain, environmental collaboration	Quant.	Outcomes, catalyst, environmental conditions, inter-organisational learning process	This study demonstrates that internal capabilities improve sustainable supply management and sustainability performance and shows that “relational capability” help firms access resources and capabilities outside the firm and combine capabilities within and outside the boundaries.
[205]	CS	13, 17	Partnerships, climate change mitigation,	Qual.	Partnership characteristics, partner characteristics, inter-organisational learning process, outcomes, inhibitors, catalyst	This study shows that multi-stakeholder partnerships can be an effective form of governance to address climate change by providing a space of learning and participation of actors from different societal sectors.
[139]	IF&CS	8, 17	Absorptive capacity, international business (MNCs)	Qual.	Partner characteristics, outcomes, catalyst, inter-organisational learning process	This study demonstrates that in the context of MNCs, absorptive capacity acts on two levels: shared and unit-specific levels of absorptive capacity. The authors highlight that partnerships are a way of building shared absorptive capacity.
[187]	IF&CS	12, 17	Sustainability-oriented innovation, learning,	Review	Partner characteristics, inter-organisational learning process,	This study demonstrates that collaborations, thanks for creating inter-organisational learning opportunities and lead to sustainable innovation. This paper highlights that second-order learning leads to incremental

			collaboration, sustainability transitions		outcomes, partnership characteristics, catalyst	sustainability-oriented innovation. The authors highlight that “to bring about a shift towards the kinds of innovations that will contribute to sustainable consumption and production, the various actors and stakeholders involved need to share knowledge and to learn from pilots experiments, practices, users and communities”.
[119]	IF	8, 17	Sustainable supply chain, dynamic capabilities	Qual.	Outcomes, inter-organisational learning process, inhibitors, environmental conditions, catalyst	This study argues that “sustainable global supplier management (SGSM) capabilities are a source of competitive advantage” due to the value they create when firms are exposed to stakeholder pressures and those firms that were early movers in developing such skills enter into a virtuous cycle by accumulating more resources and learning processes.
[200]	IF&CS	8, 17	Absorptive capacity, international business (MNCs), strategic purchasing	Quant.	Partner characteristics, outcomes, catalyst	This study suggests that realised absorptive capacity has an impact on social sustainability; however, find that against the expectations, learning capabilities do not have an impact on the environmental sustainability of purchasing practices. The study also finds that there is no significant impact of sustainable practices on economic performance.
[258]	IF	17	Networks, corporate responsibility	Qual.	Inter-organisational learning process, outcomes, partner characteristics, catalyst	This study discusses that learning can be triggered by interactions between a focal firm and its knowledge network “which provide[s] new concepts for inspiration, and an internal network of ideas and actions, which would help define and shape change”.
[185]	CS	17	Stakeholder theory, organisational	Qual.	Inter-organisational learning process, outcomes, partner	This study discusses how stakeholder power affects exploitative and exploratory inter-organisational learning. The study finds that stakeholders may have

			learning, environmental management		characteristics, environmental conditions	different sources of power such as “personal skills, knowledge and networks, formal authority and operational capacity; these sources turned out to be different in the two case companies”.
[259]	IF&CS	17	Knowledge management (acquisition)	Quant.	Partner characteristics, outcomes, catalyst	This study shows that in the context of SMEs, various external partners, especially trade associations and suppliers, help firms’ acquisition of valuable knowledge that help increasing environmental commitment.
[260]	IF&CS	17	Organisational capabilities, stakeholder theory, environmental management	Quant.	Inter-organisational learning process, outcomes, environmental conditions	This study finds that external environment impacts the development of firms’ stakeholder integration, and uncertainty positively, complexity negatively impact firm’s environmental strategy.
[161]	IF&CS	17	Networks, organisational change, and learning	Review	Environmental conditions, partner characteristics, catalyst, inhibitors, outcomes	This study discusses how relationships in a network create a platform for organisational learning and change and describe how organisational capabilities built through interaction with network partners improve sustainability.
[129]	CS	17	Collaborations (social alliances), social enterprises	Qual.	Environmental conditions, inter- organisational learning process, outcomes, partner characteristics, partnership characteristics, catalyst	This study shows that businesses may engage in partnerships with social enterprises to create value jointly or for community capacity building. Furthermore, the study discusses how businesses gain appreciation from their stakeholders (concern for legitimacy), while thanks to these partnerships, social enterprises create funds (financial resource dependence).

[201]	CS	17	Business-non-profit partnerships, organisational learning	Quant.	Inter-organisational learning process, catalyst, outcomes, partner characteristics, inhibitors, partnership characteristics, environmental conditions	<p>This study shows that organisational learning in business-non-profit partnerships occur thanks to close relationships between the partners whereby trust and inter-personal relationships play a critical role.</p> <p>Furthermore, the authors argue that non-profits gain resources and capabilities that allow them to “proactively detect, shape, and seize opportunities and threats”.</p>
[140]	CS	17	Corporate social responsibility, cross-sector partnerships	Qual.	Catalyst, environmental conditions, partnership characteristics, partner characteristics, inter-organisational learning process	<p>This study discusses three phases of cross-sector partnerships: partner selection, partnership design, institutionalisation and (potential) exit. This model also highlights the challenges and risks in each of these phases such as “determining effective criteria for partner selection, designing appropriate risk assessment techniques, experimenting with and adapting agreements, objectives, reporting mechanisms and other systems, managing crises to the benefit of the partnership, and balancing the necessary personal relationships with needs for ongoing organisational institutionalisation”.</p>
[179]	CS	17	Corporate social responsibility, cross-sector partnerships	Qual.	Catalyst, environmental conditions, partnership characteristics, outcomes	<p>This study discusses how firms engage with communities in different forms: corporate philanthropy, benefaction, patronage, sponsorship and cause related marketing (CRM) and partnerships. Furthermore, the authors highlight how from one form of engagement that contains less involvement, partners can improve</p>

						institutional trust and partners can move towards forms of engagement that contain more involvement.
[202]	CS	17	Cross-sector partnerships, sensemaking	Review	Partnership characteristics, catalyst, inter-organisational learning process, outcomes, environmental conditions	This study discusses three platforms that can be used to make sense of cross-sector partnerships that aim to co-create social innovation: resource dependence, social issue, and societal sector platforms.
[261]	CS	17	Cross-sector partnerships, organisational learning	Qual.	Catalyst, outcomes, inter-organisational learning process, partner characteristics	This study highlights that learning from such partnerships that aim systemic changes require systemic thinking, shared vision and awareness of mental models and effective dialogue. Furthermore, these kinds of cross-sector partnerships need to balance commercial interests and the creation of private value with societal interests and public value.
[124]	CS	17	Organisational paradoxes, cross-sector partnerships	Qual.	Inhibitors, catalyst, outcomes	This study explores the paradoxical tensions between businesses and NGOs and explains how the way actors perceive each other's frames impact the partnership outcomes. Furthermore, the authors found that when partners had a fluid frame, they were able to appreciate the differences of each other, which contributed to the creation of generative outcomes.
[188]	CS	1, 2, 17	Social learning	Qual.	Environmental conditions, inter-organisational learning process, partnership	This study highlights that bi-directional, or two-way learning helps to contribute the system-level outcomes, to sustainable development goals. Furthermore, the study provides several examples of which partnerships and networks are channels for knowledge mobilisation.

					characteristics, catalyst	
[162]	IF	8, 17	Environmental innovations, inter-organisational fit, sustainable supply chain	Quant.	Partner characteristics, inter-organisational learning process, catalyst, inhibitors, outcomes	This study measures the impact of complementarity and compatibility between firms and their supply partners on environmental innovation (EI) outcomes. The study finds that “complementarity facilitates incremental EI while inter-organizational compatibility plays a more crucial role in radical EI”.
[178]	CS	17	Networks, social learning	Qual.	Catalyst, inter-organisational learning process, partner characteristics	This study highlights that innovation networks allow social learning to trigger sustainable development by creating a platform for different stakeholders and their diverse perspectives to share knowledge and values. The authors find that trust, commitment, and reframing catalyse social learning process.
[262]	CS	4, 17	Cross-sector partnerships, cooptation, tensions/ paradoxes	Qual.	Partnership characteristics, partner characteristics, catalyst, inter-organisational learning process, outcomes	This study evaluates the cooptative tensions in cross-sector partnerships whereby multiple companies are involved. The study finds that the cooptative tensions are leveraged in the studied partnerships, and authors conclude that cooptative dynamics can help to enhance the system-level partnership outcomes.
[122]	CS	17	Public-private partnerships, inter-organisational learning, social capital, brokerage	Qual.	Catalyst, environmental conditions, partner characteristics, partnership characteristics, inter-	This study analyses the different roles of broker organisations in public-private partnerships as “convener, mediator, and learning catalyst” drawing on social capital and inter-organisational learning literature.

					organisational learning process	
[21]	CS	17	Strategic bridging	Qual.	Environmental conditions, inhibitors, catalyst, inter-organisational learning process, outcomes	This study evaluates the role of NGOs as strategic bridges in their engagement with businesses. The case finds that within a partnership setting, partners may prioritise their private benefits and individual goals which may pose a risk. Furthermore, the study proposes that strategic bridging requires setting and articulating a vision, gaining support and commitment, balancing stakeholder needs and addressing issues to create system-level outcomes.
[263]	CS	17	Multi-stakeholder initiatives, communities of practice	Qual.	Inhibitors, catalyst, inter-organisational learning process, partner characteristics, partnership characteristics	This study shows how multi-stakeholder initiatives, which are communities of practitioners, are organised in the first place thanks to “interpersonal relationships among the participants involved [which]are nurtured through discussions and dialogues on common areas of interest”. The study highlighted that the informal elements were also crucial in building trust, which enables building a sense of community.
[264]	IF	17	Sustainable supply chain, action research	Review/Qual.	Inter-organisational learning process, catalyst, environmental conditions, partnership characteristics, outcomes	This study proposes a research agenda at the intersection of action research and sustainable supply chain management. Furthermore, the authors highlight that due to the emphasis on relational dynamics and collaboration for building sustainable supply chains, action research can reveal dynamics of “resistance, power and discourse” in building sustainable supply chains.

[194]	IF&CS	8, 17	Sustainability-oriented innovation, collaboration, IT	Review	Partner characteristics, outcomes, partnership characteristics, inter-organisational learning process	This study explores the role of IT in facilitating the sustainability-oriented collaborations and building innovation capabilities for sustainability.
[265]	IF	8, 17	Collaboration, sustainable supply chain	Quant.	Outcomes, partner characteristics, catalyst, inter-organisational learning process, partnership characteristics	This study emphasises that the capability of managing partnerships through building operational, coordinative, and communicative routines improve inter-organisational learning outcomes for cleaner production.
[125]	CS	17	Stakeholder theory, strategic issue management	Qual.	Inter-organisational learning process, catalyst, environmental conditions, partnership characteristics, outcomes	This study evaluates how NGOs and companies engage in dialogue which holds the potential for employees to learn from their NGO partners/stakeholders and create environmental and social value for their companies. The study finds that such engagements are often organised around issues that are perceived risky and that for the engagement between organisations to create value for the company, the company has to consider the learning from the NGO as strategic and prioritise it as such.
[266]	CS	2, 17	Transformative change, social learning	Qual.	Partnership characteristics, inter-organisational learning process, outcomes, catalyst, inhibitors	This study highlights that in transforming the agricultural system along the lines of sustainable development, it is crucial to understand different perceptions that different societal actors may hold and “identify areas of actionable consensus”. This idea of the cognitive distance between the partners can be addressed

						through the creation of safe experimentation and learning spaces.
[181]	CS	6, 17	Social learning	Qual.	Catalyst, partnership characteristics, inter-organisational learning process, partner characteristics, catalyst	This study highlights that in a collaborative setting, learning takes place as actors exchange ‘motivations, cognitions and resources’ and while some interactions may yield system-level outcomes, others may not. The authors highlight that the ‘unconstructive’ collaborations led to the termination of partnerships or partnerships that did not continue after the set time frame.
[150]	CS	11, 17	Social learning, sustainability-oriented innovation	Qual.	Partner characteristics, outcomes, partnership characteristics, outcomes, inter-organisational learning process, environmental conditions	This study specifically focuses on the role of local authorities in the transition towards sustainable development through networks and partnerships. Furthermore, the study highlights that local authorities may take a tutor or a teacher role in collaborative environments.
[121]	IF	7, 17	Business models, sustainability-oriented innovation, inter-organisational collaboration	Qual.	Partner characteristics, partnership characteristics, inhibitors, inter-organisational learning process, environmental conditions, outcomes	This study focuses explicitly on inter-firm alliances between firms of different sizes, an incumbent energy firm and a renewable energy company. The study finds that such alliances provide a platform for the incumbent to disseminate sustainable technologies using their access to the market. Furthermore, the study highlights that there may be a competition to learn between the partners, whereby the incumbent may gain private benefits “leaving small firms with limited learning outcomes”. The study finds that intent, culture,

						receptivity, transparency, and complementary assets act as factors that impact the inter-organisational learning process.
[116]	IF&CS	17	Sustainability-oriented alliances and partnerships (environmental only)	Review	Partner characteristics, partnership characteristics, environmental conditions, outcomes, catalyst, inhibitors	This study reviews the literature on environmental collaborations and identifies partner and partnership characteristics that generally impact inter-organisational collaborations, the environmental conditions that shape partner relationships and engagement, the factors that facilitate and inhibit the relationships.
[184]	IF&CS	8, 17	Sustainability-oriented innovation, stakeholder engagement	Review	Partner characteristics, outcomes, inter-organisational learning process, environmental conditions, partnership characteristics, catalyst	This study specifically focuses on capabilities that help firms engage with their stakeholders at different levels: “specific operational capabilities; first-order dynamic capabilities to manage the engagement (engagement management capabilities); and second-order dynamic capabilities to make use of contrasting ways of seeing the world to reframe problems, combine competencies in new ways, and co-create innovative solutions (value framing), and to learn from stakeholder engagement activities (systematized learning)”.
[4]	CS	8, 17	Sustainability-oriented innovation,	Qual.	Catalyst, partner characteristics, outcomes, inhibitors, environmental conditions, inter-organisational learning process,	This study focuses on how businesses engage with non-profits to create environmental, social, and economic value. The authors find that actors involved going after the kind of value they aim to create in the partnership, combine resources and capabilities and empathise each other’s value differences.

[163]	IF	17	Institutional theory, inter-organisational learning	Quant.	Outcomes, environmental conditions, catalyst, partnership characteristics	This study finds that firms' engagement in CSR is difficult to imitate by other firms even when there exist conditions for mimetic pressures. The authors highlight that this is because the knowledge that is needed for substantive CSR engagement is sticky. However, the study highlights that such substantive engagement may be facilitated by the selected governance structure, culture, capability development.
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