



**ORGANIZATIONAL LEARNING AND INNOVATION IN
THE TOURISM INDUSTRY AS A BASIS FOR CREATING
VALUE FOR TOURISTS**

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Abstract: Organizational learning, innovation and creating value for tourists are the main issues in a successful tourism research. From that point of view, the aim of the study is to examine the relationship between the variables included in the research: organizational learning, innovation and creating value for tourists. The tested conceptual model didn't fit well, so it was corrected based on the recommendations for a possible revision of the model. The analysis results indicated a significant impact of organizational learning on innovation and on creating value for tourists. Innovation, also, has a significant impact on creating value for tourists. Furthermore, the results indicated that innovation established the relationship between organizational learning and creating value for tourists. These results show the importance of organizational learning and innovation to improve creating value for tourists.

Keywords: creating value for tourists, organizational learning, innovation capability, tourist industry, tourism organization, structural equation modelling.

JEL classification: L83, O39, D83

1. Introduction

In the Republic of Serbia, tourism industry in the last few decades has been a very important contemporary activity, as well as a significant driver of economic development as a whole. Due to its dynamic development, as well as the introduction of an increasing number of innovative tourism products, the Republic

of Serbia has greater and better opportunities to present itself in the competitive and dynamic international tourism market. Namely, the innovative products of tourism industry are the result of regular monitoring of modern and contemporary trends, as well as of the identification of increasingly demanding tourist needs and new market opportunities. The innovative products are of great importance for the success of tourism industry, as well as for its successful growth and development in the future. Likewise, the innovative products add value to tourists and increase their satisfaction. In hotel industry, most tourists today actively use online services and products to buy attractive innovative tourism products. A large number of tourists book their vacations online, which indicates that an increasing number of packages are booked online today, which greatly facilitates the tourist business (Kostadinović, 2019). In addition to these innovative products in tourism industry, organizational learning is becoming very important in modern conditions, which by definition implies many organizational changes in tourism industry, as well as in tourism organization. Specifically, organizational learning is most often defined as a change in the behavior of members of an organization that provides the ability to adapt to the environment (McGilland Slocum, 1994, p. 10).

The process of organizational learning consists of the acquisition, dissemination and adequate use of knowledge in an organization (Nevis et al., 1995). According to Pawlowsky et al. (2003), the organizational learning process itself consists of five basic stages: 1) identification of existing knowledge, 2) creation or generation of new knowledge in the organization, 3) diffusion of existing and new knowledge in the organization, 4) integration and modification of knowledge, 5) the use of knowledge to change the behavior of members of the organization.

As an increasing number of tourist enterprises on the territory of the Republic of Serbia is introducing innovative products and innovative solutions, it should be noted that these innovations refer to the innovations of the products themselves, as well as the processes, where the enjoyment and satisfaction of customers, that is, the fulfillment of their luxury needs is becoming a priority. Milićević and Milovanović (2012) indicate that there are numerous examples of innovations in tourism in the market of the Republic of Serbia: a) the appearance of ethnic tourism, b) the introduction of new manifestations that are attracting an increasing number of tourists (Guca, Exit, Beer Fest, Nishville, etc.), c) new destinations, d) social responsibility for the conservation of the environment and the promotion of sustainable tourism, e) health tourism services, f) the emergence of wellness and spa centers, g) modern technology packages with diverse capabilities, and h) loyalty programs essential for tourists.

In addition to the aforementioned product and process innovations, there are managerial innovations, which imply that tourist enterprises organize a training for unemployed individuals, in order to improve the knowledge and skills to perform the activities of receptionists, waiters, maids, cooks, etc. In this way, unemployed individuals develop professionally by working in tourism enterprises, and after

completing the training, they have the possibility of permanent employment in those enterprises. Equally important are marketing innovations, which are becoming more and more relevant in tourist enterprises in the Republic of Serbia. Loyalty programs are the most typical example of marketing innovation. Many tourist enterprises offer special privileges and rewards programs to their consumers, as well as memberships to important clubs. Each member receives his or her own card and number and as the number of use products/services increases, so does the value of the card, as well as the level of privileges.

In recent years, technological innovations have also been very important in many tourism enterprises in the Republic of Serbia, due to which they have increased their competitiveness on the market, through a significant reduction in the cost of operating a tourism enterprise. For example, the most of spa hotels use renewable energy to heat hotel rooms, water in bathrooms and wellness center pools. Most often, hotels use solar and geo-thermal energy throughout the year, which is very important because this way the hotels do not pollute the environment.

Based on a review of the relevant literature, available to the authors, there is much evidence of a link between organizational learning and innovation, as well as innovation and creating value for consumers; however, there is little evidence regarding the one between the organizational learning and the value creation for consumers. The research on innovation in tourism is relatively new (Hjalager, 2010) and, therefore, there is a need for more knowledge on innovation in tourism industry (Alsos et al., 2014; Jensen and Prebensen, 2015). Given the modest number of researches in Serbia, which deal with the relationships between the mentioned factors in tourist industry, there is a need for specific research. For this reason, the subject of this study is organizational learning and innovation in tourism industry as a basis for creating value for tourists. This study seeks to explore the relationship between the organizational learning and the value creation for tourists with mediating the role of innovation. The paper is organized into five parts. Following the introductory presentation in the first part, the second part presents an overview of the literature related to organizational learning, innovation and creating value for tourists, as well as a brief overview of the relationships between the variables included in the research. The third part gives an overview of phases of the research design process. In the fourth part, a causal model of creating value for tourists was created and tested. This section, also, presents the results of hypotheses testing. The fifth part concludes the paper.

2. Literature Review

2.1. Organizational learning

Organizational learning is gaining importance in the tourist industry, and the literature on the subject is diverse (Ghaderi, et al., 2014; Alonso-Almeida et. al,

2016). There are various definitions related to organizational learning. The concept of organizational learning has been studied by various researchers. Argyris and Schon (1996) have defined organizational learning as a shared vision, commitment to learning by employees. They also define organizational learning as a process in which the employees detect errors very skillfully, which they then correct with so-called organizational reorganization.

It should be noted that there is a lack of literature focused on the impact of organizational learning on the quantum leap innovation and creativity. In modern conditions, creativity and innovation are essential organizational competencies in the new the world of knowledge economy, and in general, very important for the development of the tourism industry. Tourist organizations simply rely on traditional competence in price and the differential advantage is increasingly difficult to survive and succeed. Full quality management, continuous improvement and gradual advancement of innovations in the tourism industry have become the basic condition for admission of an organization to enter the competitive tourism market. Organizational learning will need to expand its function to focus on the breakthrough of innovation, to enable the organization to compete for the leadership in the tourism market (Mascitelli, 2003).

Organizational learning is recognized as strategic tool used by tourism enterprises for long-term success in the market. It is a process in the field of knowledge about an enterprise, which has a great potential to change the behavior, and improve employees' capabilities by developing new knowledge (Huber, 1991). Vasenska (2013) defines organizational learning as an effective way to learn and adapt. Today's competitive environment has enabled rapid and major changes to survive in a competitive market. Organizational learning in the tourist industry is seen as a turning point in reducing inefficiency and adapting to dynamic changes (Ghaderi et al., 2014; Fraj et al., 2015), because tourism and hotels are one of the most dynamic environments in which the uncertainty and competition are very intense (Kokt and Ramarumo, 2015). The internet is one of the leading factors that has changed the way business is operated in tourism industry, due to the increase in user-generated content displayed on social networks and websites about tourist enterprise reputation, variable tourists behaviour and keeping the tourist enterprise different from the environment, but also in the variety of products/services offered to the market (Fotis, et al., 2011).

2.2. Innovation

Innovation can be defined as the process of creating a new value, first of all - intended for consumers, as well as for other stakeholders, such as company employees, external partners, shareholders, etc. (Milićević, 2016).

Ngo and O'Cass (2009) see organizational innovation capability as an integrative process of applying an organization's collective knowledge, skills and

resources to provide technological (product/service, production) and so-called non-technological innovations (market, management and marketing). The purpose of innovation is to make the tourism product unique, authentic, and different from other products in the tourism market. In order to achieve competitiveness in tourism, innovation becomes a major driving force (Erwin, 2007; Milićević, 2016).

The growth and development of modern tourism is strongly influenced by new innovative tourism products, new ideas, and new tourism experiences. An organization's ability to create innovation in today's conditions is a measure of success in the changing tourism market conditions. Innovations that include a new approach to the market, new ideas, new design and new technology are certain way to realize the competitive advantage of organizations (Montgomery and Porter, 1991).

Innovations in tourism can be divided into the following: (Hjalager, 2010; Milićević, 2016):

- 1) Product innovation - refers to the development of new tourism products (eco-tourism), as well as the promotion of existing products in the tourism market;
- 2) Business Process Innovation;
- 3) Innovations in the field of information management - they are in the highest correlation with the development of modern information and communication technologies (Internet);
- 4) Innovation in the field of management - refers to increasing the satisfaction of employees in tourism organizations;
- 5) Institutional innovation - refers to the promotion and easier running of the tourism business itself (e.g. franchise agreements, global distribution systems that facilitate the booking of accommodation and the sale of airline tickets, etc.).

The planning, organization and choice of package holidays are positive activities which increase the total value for tourists, as well as the overall value of the travel experience (Hoch and Deighton, 1989).

Creating an experience during the holidays, in addition to tourist involvement, involves interaction with other people (e.g. host and guest) and with products and services in different service landscapes (Bitner, 1992), and results in increased (or diminished) values for oneself and others, in being an interactive, relativistic experience of preferences (Holbrook, 1994). This perspective emphasizes the emotional state of consumption (Kim, et al., 2012).

Analyzing personal services in terms of involvement and time, effort, and money will lend themselves well theoretical and empirical knowledge of value creation in tourism experiences. Of course, travel providers will help this knowledge focus on the drivers of the general value for tourists and thus help many businesses improve and increase their overall value as good (Smith and Colgate, 2007).

2.3. Creating value for tourists

Value is defined by most researchers (Zeithaml, 1988; Oh, 2000; Yang and Peterson, 2004) as a result or benefit perceived by customers' relative to the total cost they incurred (which include price paid plus other costs associated with the purchase). Holbrook (1994, p. 9), also, defines consumer value as a relativistic (comparative, personal, situational) preference that characterizes the experience (consumer) of the subject in interaction with an object ... i.e. good, service, person, place, thing, event or idea.

Researchers aim to accurately specify the particular types of values (value outcomes) that tourists expect to derive from their lived experiences (Turnbull, 2009). The needs, motivations and satisfaction of tourists are also similarly studied as an indicator of the value sought (Pegg and Patterson, 2010; Lukić et al., 2020), with findings that help decision-makers and retailers effectively design and deliver "unforgettable" experiences in the tourism market (Oh, et al., 2007; Walls, 2013). Specifically, the researchers mainly focus on how the tourist perceives and evaluates the service provided, or some experience they have experienced. Such an approach can certainly lead directly to operational solutions for many tourism organizations, since it is assumed that the organization acts as a "producer" of a tourist value. Tourism organizations, most often promote value creation for tourists, who passively and uncritically accept the offer of the organization at their "face value".

From the perspective of a tourism organization, actively creative tourists in the community are considered particularly useful. As they contribute to a significantly better service experience for other tourists, these persons are more likely to be satisfied with their own experiences and, in this regard, will consequently become loyal to the tourism organization (Bendapudi and Leone, 2003). As a matter of fact, it is the tourists who create value for other tourists, which becomes an operational resource from which a tourist organization can learn and develop its diverse and high quality offer.

2.4. The relationship between organizational learning, innovation and value creation for tourists

Examining the relationship between organizational learning and innovation, as well as innovation and value creation for consumers, has been done in many empirical studies (Jiménez-Jiménez and Sanz-Valle, 2011; Egtesadi and Hamidzadeh, 2012; García-Morales et al., 2012; Chiva et al., 2013; Yaşlıoğlu et al., 2013; Yeh, 2016; Fu, 2017; Lestari and Ardianti, 2019). However, fewer studies have explored the relationship between organizational learning and value creation for consumers (Vishwanath and Balaji, 2017).

2.4.1. The relationship between organizational learning and innovation

Kiziloglu (2015), indicates the positive impact of organizational learning on the innovative ability of the company, where three of four dimensions of organizational learning have an impact on the innovation of the company. The results of the study, conducted by Jovičić Vuković et al. (2018), pointed out the significant contribution of the dimensions of organizational learning to innovations, where the dimension of a common vision is a predictor of all types of innovations. Tamayo-Torres et al. (2016) found that organizational learning is positively associated with innovation and innovative ability of enterprises. In empirical studies, Jiménez-Jiménez and Sanz-Valle (2011), García-Morales et al. (2012), Chiva et al. (2013) also found a positive and significant relationship between organizational learning and innovation, which is why organizational learning has been identified as one of the drivers of innovation in the enterprise (Hult et al., 2004). Having in mind the above, the following hypothesis is set:

H1: Organizational learning has a direct positive effect on innovation.

2.4.2. The relationship between organizational learning and creating value for tourists

In a turbulent environment, characterized by rapid change, organizations gain a competitive advantage in the market, primarily because they know how to do something better than others, and not because they have something that other organizations do not have (Hamel and Prahalad, 1994). Given that knowledge is the basic competence of companies that want to survive and thrive in modern conditions, organizational learning allows them to quickly adapt and respond to a turbulent business environment (Namada, 2018). According to Maroofi (2013) organizational learning is an important instrument of organization, in modern markets for providing value to the consumer, as well as improving organizational performance. Organizational learning can act as a catalyst that generates a comprehensive approach to the consumer, resulting in a higher level customer value through improved products / services (Akgün et al., 2014). Vishwanath and Balaji, (2017) point to a positive relationship between organizational learning and value creation for consumers. Having in mind the above, the following hypothesis is set:

H2: Organizational learning has a direct positive effect on creating value for tourists.

2.4.3. The relationship between innovation and value creation for tourists

Increased consumer sophistication, in terms of increasing demands for better product/service quality, lower prices, and demands for innovation, as a new solution, will meet the demands of existing and new consumers in the market (Lestariand and Ardianti, 2019). According to Mahmoud et al. (2018), in order to increase consumer satisfaction, service innovation must create value for

consumers. In their works, a number of authors pointed out the positive and direct relationship between innovation and value creation for consumers (Yaşlıoğlu et al., 2013; Yeh, 2016; Lestari and Ardianti, 2019). Accordingly, the following hypothesis was set:

H3: Innovation has a positive direct effect on creating value for tourists.

2.4.4. The mediating effect of innovation

The active learning process that organizations have allows them to provide innovative products/services to their consumers. When the constant variability of market demands is taken into account, improved learning makes organizations sufficiently able to seize all opportunities to present their products / services and successfully respond to such demands. Such organizations have the appropriate knowledge and information to anticipate and study the requirements of their consumers (Abbas et al., 2020). Organizations, with a focus on learning, based on innovation, create value for the consumer and thus improve their performance. In this regard, it can be concluded that the innovation process is important for the process of creating value for the consumer. If they have value in mind for the consumer, organizations will minimize the risk of innovation (Lestari and Ardianti, 2019). This suggests that the impact of organizational learning and value creation for tourists can be examined through the mediating role of innovation. Accordingly, the following hypothesis was set:

H4: Innovation is an important mediator of the relationship between organizational learning and value creation for tourists.

3. Research methodology

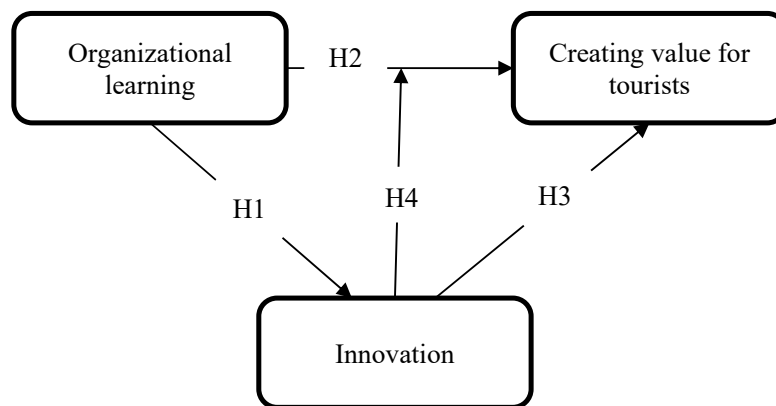
The aim of the study is to determine the effects of organizational learning on innovation, the effects of organizational learning and innovation on creating value for tourists and whether innovation is a mediator of the relationship between organizational learning and creating value for tourists. The study conceptualizes: 1) commitment to learning (CTL), shared vision (SV) and open-mindedness (OM) - three dimensions of organizational learning (OL); 2) process innovation (PI), product innovation (PdI) and administrative innovation (AI) - three dimensions of firm innovation (I), and 3) reputation for quality (RFQ), value for money (VFM) and prestige (P) - three dimensions of creating value for tourists (CVFT). To realize the research aim, a survey that included 300 respondents, employees in 64 tourism enterprises in Serbia, was conducted.

A questionnaire consisting of two parts was constructed for the purpose of the research. In the first part, the socio-demographic variables of respondents were measured: gender, age, education, number of years of work experience in tourism and hierarchical level of job. The second part of the questionnaire relates to the

examination of employees' opinions regarding: Organizational learning - 12 statements adapted from Sinkula et al. (1997). A scale included three dimensions (each of four items); Innovation - a scale was adapted from instruments used by Hurley and Hult (1998), Zahra (1996), Mavondo et al. (2005). The scale consists of 12 items, and included three dimensions (each of four items), and; Creating value for tourists – 12 claims adapted based on Nasution and Mavondo (2008). The scale included three dimensions (each of four items). The questionnaire was distributed in person, by telephone, by post, and electronically. All 36 items were measured at 5-points *Likert* type scale ratings from 1 - *I strongly disagree* to 5 - *I completely agree*.

A conceptual model that captures the assumed relationships between organizational learning, innovation and creating value for tourists is presented graphically in Figure 1.

Figure 1. The conceptual model



Source: Authors

Structural equation modelling (SEM) tested the assumed causal relationships between latent variables in the model, organizational learning, as exogenous variable in the model, and innovation and creating value for tourists, as endogenous variables. Using a two-step approach to evaluate the model of structural equations proposed by Anderson and Gerbing (1988), the reliability and validity of the measurement model will first be assessed, and then the significance of the structural path between latent constructs in the proposed research model will be determined. Data were analysed using statistical software IBM SPSS 21 and AMOS graphics. The sample structure was presented using frequency analysis and descriptive statistics. In order to determine relatively homogeneous groups of variables, exploratory factor analysis was applied. During the factor extraction, the

Kaiser's criterion was selected according to which those factors whose characteristic root is greater than 1 were selected. The Bartlett's test was applied and the Kaiser-Meyer-Olkin sample adequacy index was calculated. The measurement model was evaluated on the basis of reliability, convergent validity and discriminant validity of the measuring instrument. Reliability was assessed using the Cronbach's alpha coefficient and composite reliability. Convergent validity was assessed using the average isolated variance (AVE), while discriminant validity was assessed by comparing the average isolated variance (AVE) of each latent construct and the largest square correlation between any other construct, or based on the Fornell-Larker criterion (Fornell and Larcker, 1981). Using the SRMR (Standardized Root Mean Square Residual) parameter, the model fit was determined. Hypothesis H3 was tested using Sobel's formula (Preacher and Leonardelli, 2010):

$$z\text{-value} = a*b/\text{SQRT}(b^2*s_a^2 + a^2*s_b^2). \quad (1)$$

4. Research Results

There were 42% men and 58% women in the sample, under 30 years of age 66%, 31-40 had 15%, 41-60 had 18.3%, and over 60 had 0.7% of respondents. Most respondents had secondary education 69.7%, high 28.3%, and masters (2.0%). The majority of respondents worked less than five years (49.7%), 6 - 10 (33.3%), 11 - 20 years of work experience had 15.0%, and 2.0% work longer than 21 years. Table 2 represents demographical structure of respondents.

Table 2. Demographical structure of respondents

		Number of respondents	Percent of respondents
Gender	Male	126	42.0
	Female	174	58.0
Age	≤ 30	198	66.0
	31 – 40	45	15.0
	41 – 60	55	18.3
	≥ 61	2	0.7
Education	Medium	209	69.7
	High	85	28.3
	Master	6	2.0
Position	Managers	84	28.0
	Non-managerial staff	216	72.0
Years of work experience	≤ 5	149	49.7
	6 – 10	100	33.3
	11 – 20	45	15.0
	≥ 21	6	2.0

Source: Authors' own research

Descriptive statistics (Table 3) shows that the largest mean has the „creating value for tourists” scale and the lowest mean the “innovation” scale. This means that employees rated the “creating value for tourists” scale more positively than other constructs. The largest standard deviation has the “organizational learning” scale.

Table 3. Descriptive statistics

Variables	Mean	SD
Organization learning	3.413	.560
Innovation	3.342	.489
Creating value for tourists	3.506	.456

Source: Authors’ own research

Based on exploratory factor analysis, nine factors were discovered whose value of initial characteristic roots is greater than 1. Confirmatory factor analysis confirmed the factor’s structure of scales. Rotated factor loads are shown in Table 4. The obtained factor structure explains 72.551% of the total variance in the sample. Based on Bartlett’s test of sphericity (8254.444; $df = 630$; and $p = 0.000$), related matrices share the same factors. The KMO indicator is 0.927.

Table 4: Confirmatory factor analysis of the scales

Item	Factor								
	Organizational Learning			Innovation			Creating Value for Tourists		
OL1	.870								
OL2	.867								
OL3	.860								
OL4	.816								
OL5		.816							
OL6		.861							
OL7		.831							
OL8		.840							
OL9			.936						
OL10			.757						
OL11			.934						
OL12			.864						
I1				.755					
I2				.800					
I3				.806					
I4				.777					
I5					.809				
I6					.780				

I7					.790				
I8					.794				
I9						.771			
I10						.774			
I11						.755			
I12						.813			
CVFT1							.841		
CVFT2							.835		
CVFT3							.860		
CVFT4							.654		
CVFT5								.795	
CVFT6								.814	
CVFT7								.787	
CVFT8								.793	
CVFT9									.789
CVFT10									.769
CVFT11									.804
CVFT12									.782

Source: Authors' own research

Kronbach's alpha coefficient (α) was used to measure the reliability of scales. This indicator should be greater than 0.7 (De Vellis, 2003; Pallant, 2005). Based on the tabular review (Table 5), all scales have a coefficient value greater than 0.7, which means that scales have good internal consistency.

To test convergent and discriminant validity confirmatory analysis was used. All factor loadings, and all average variance extracted values (VE) are higher than 0.5, which indicates the fulfilment of convergent validity conditions (Table 5). The fulfilment of the conditions of discriminant validity is indicated by the square roots of AVE with values that are greater than the common variance of the concepts (Table 5).

Table 5. Reliability analysis and correlation

Constructs	Cronbach's alpha	CR	OL	I	CVFT	AVE
OL	.949	.911	.879**			.773
I	.921	.887	.499*	.851**		.724
CVFT	.917	.920	.841*	.613*	.883**	.794

Notes: CR, composite reliability; * - $p < 0.01$; ** - the square root of AVE.

Source: Authors' own research

The conceptual model tested has not fit well, so the model was corrected based on the recommendations for a possible revision of the model, by reviewing indications for modification. After introducing the direct influence of dimension of innovation $PI = (I1+I2+I3+I4)/4$ on dimension of creating value for tourists $RFQ = (CVFT1+CVFT2+CVFT3+CVFT4)/4$, and the model fit indices were: $\chi^2 = 34.964$, degree of freedom (df) = 23, $p > 0.001$, which indicates that there is no difference between the observed and the estimated covariance matrix; $\chi^2/df = 1.520$; (CFI) = 0.993; (SRMR) = 0.019; (RMSEA) = 0.050; (GFI) = 0.974; (IFI) = 0.993; (TLI) = 0.988. The fit index values indicate a good model and provide opportunity to test the structural relationships between the latent variables covered by the conceptual model. The results were showed in Table 6.

Table 6. Structural model fit indexes and structural parameter estimates

Obtained values	χ^2/df	CFI	SRMR	RMSEA	GFI	IFI	TLI
	1.520	0.993	.019	0.050	0.974	0.993	0.988

Notes: CFI - comparative-fit index; SRMR - standardized root mean-square residual; RMSEA - root mean-square error of approximation; GFI - goodness-of-fit index; IFI - incremental-fit index; TLI -Tucker-Lewis index.

Source: Authors' own research

The research results (Table 7), indicate a significant impact of organizational learning on innovation capability ($\beta = 0.483$, $p < 0.001$), resulting in the confirmation of hypothesis H1, and a significant impact on creating value for tourists ($\beta = 0.356$, $p < 0.001$), confirming hypothesis H2. Innovation has impact on creating value for tourists ($\gamma = 0.547$, $p < 0.001$), thus confirming the hypothesis H3. Based on an unstandardized regression weights, Estimate between OL and I, and Estimate between I and CVFT, and standard errors (S.E.) between this constructs, was calculated whether innovation mediates the relationship between organizational learning and creating value for tourists

($z = \frac{0.458 \times 0.434}{\sqrt{0,055^2 \times 0.434^2 + 0,063^2 \times 0,458^2}}$). The calculated z score for this set up constructs is $5.308 > 1.96$, thus confirming the hypothesis H4.

Table 7. Hypotheses testing

Hypotheses		St. par. est.	t-value	Det. coeff. (R ²)	Hypothesis decision
H1	OL → I	.483	8.255	R ² _i = .234 R ² _{cvft} = .614	Accepted
H2	OL → CVFT	.356	6.529		Accepted
H3	I → CVFT	.547	6.852		Accepted
			Z score		
H4	OL → I → CVFT		5.308		Accepted

Notes: St. par. est. - Standard parameter estimates; Det. coeff. - Determinant coefficients.

Source: Authors' own research

5. Conclusion

Turbulent changes in the environment impose on tourism companies the need to constantly learn and innovate, in order to survive and maintain a competitive advantage and respond to the needs of increasingly sophisticated tourists. Tourists choose services and providers of these services, first of all, “based ... on how well they create value for them” (Flint et al., 2005, p. 116).

The study aimed to examine the relationship between organizational learning, innovation and value creation for tourists. The analysis results indicate that organizational learning has a direct positive effect on innovation. The findings of the study are consistent with previous research on the relationship between organizational learning and innovation, which also indicate a positive and direct relationship between these variables (García-Morales et al., 2012; Chiva et al., 2013). The findings of the study indicate a direct positive effect of organizational learning on creating value for tourists. The obtained results are in accordance with the results of the authors Vishwanath and Balaji (2017), who pointed to the positive impact of organizational learning on creating value for consumers. Based on the results of the study, innovations have a direct positive impact on creating value for tourists. A study conducted by Yeh (2016), as well as Lestariand and Ardianti (2019), also point to a positive direct relationship between the above variables. Furthermore, the results show that innovation mediated the relationship between organizational learning and creating value for tourists. The mediating role of innovation between organizational learning and value creation for tourists could serve as a specific context in which the relationships between the examined variables, i.e. organizational learning, innovation and value creation for tourists, could take place. The obtained results cannot be compared with other studies, because, as far as the authors know, other studies have not examined the role of innovation as a mediator in the relationship between organizational learning and value creation for consumers / tourists.

The research results imply that learning orientation should be a strategic goal of every tourism enterprise. Pointing out the importance of openness to change of employees in the company, as well as strengthening their competencies through educational activities, it is crucial for the company's management to create a business climate in which employees will be satisfied and motivated to apply new solutions in response to new sophisticated needs of tourists. It can be said that the learning process is the basis and the driver of innovation in tourism enterprises.

Organizational learning significantly affects innovation. For this reason, it is of great importance that businesses encourage employees to look for new ideas, share knowledge, try new processes, and develop new products and services. Creating value for tourists is a difficult task for tourism enterprises. Creating a tourism product that meets the requirements of tourists will provide tourism enterprises with a high level of perceived value for tourists, which can increase tourists'

satisfaction and loyalty to the tourism enterprise. The findings of the study indicate the connection between innovation and value creation for tourists, but also the mediating role of innovation between organizational learning and value creation for tourists. The study suggests that management in tourism companies is expected to increase investment in innovation, to improve the link between organizational learning and value creation for tourists.

Considering it as a convenient sampling, the basic limitation of this research is, first of all, reflected in the impossibility of generalizing the results. In addition, the study is limited only to employees in tourism organizations and not to users of their products/services, which would be very useful, and it is recommended for some further researches.

These results show the importance of organizational learning and innovation to improve creating value for tourists. The changing environment, as well as the highly competitive environment, have completely changed the way we operate business. Tourism organizations can no longer predict with certainty the business environment, as well as its changes, which means that the success and survival of organizations is difficult if the organization cannot adapt to the changing and dynamic nature of the business environment. Tourism, as the fastest growing economic sector, must rapidly adopt changes in order to survive and continue to develop in a highly competitive environment. In this regard, tourism organizations use the concept of organizational learning, as a changing tool, to bring some innovative and modern ways of operating business and improving organizational capabilities.

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ORGANIZACIONO UČENJE I INOVACIJE U TURISTIČKOJ INDUSTRIJI KAO OSNOVA ZA STVARANJE VREDNOSTI ZA TURISTE

Rezime: Predmet istraživanja su organizaciono učenje i inovacije, kao osnova za kreiranje vrednosti za turiste. U skladu sa predmetom istraživanja, ispitivani su odnosi između navedenih varijabli. Modelovanjem pomoću strukturnih jednačina (SEM), testirane su pretpostavljene uzročne veze između latentnih varijabli u modelu, to jest organizacionog učenja kao egzogene varijable i inovacija, i stvaranja vrednosti za turiste kao endogenih varijabli u modelu. Testirani konceptualni model se nije dobro uklapao, tako da je korigovan na osnovu preporuka za moguću reviziju modela. Rezultati analize su pokazali značajan uticaj organizacionog učenja na inovacije i stvaranje vrednosti za turiste, kao i značajan uticaj inovacija na stvaranje vrednosti za turiste. Pored toga, rezultati su pokazali da su inovacije medijator odnosa između organizacionog učenja i stvaranja vrednosti za turiste. Ovi rezultati pokazuju važnost organizacionog učenja i inovacija za poboljšanje procesa stvaranja vrednosti za turiste. Rezultati istraživanja upućuju na važnost orijentacije ka učenju kao strateškog cilja svakog turističkog preduzeća. Ukazivanje zaposlenima na važnost otvorenosti za promene, kao i unapređenje njihovih kompetencija obrazovnim aktivnostima, presudno je za stvaranje poslovne klime u kojoj su zaposleni zadovoljni i motivisani za primenu novih rešenja u skladu sa novim zahtevima turista.

Ključne reči: stvaranje vrednosti za turiste, organizaciono učenje, inovaciona sposobnost, turistička industrija, turistička organizacija, modeliranje strukturnih jednačina

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Ivana Kostadinovic graduated and completed her master and doctoral academic studies at the Faculty of Economics in Niš, Macroeconomics, in 2016 and defended her doctoral thesis. Since 2008 she has been working at the Faculty of Economics in Niš as an assistant and since 2017 as an assistant professor in the subjects Economics of Industry, Industrial Management, Tourism Economics and Regional Economy. She is the author of several scientific papers, published in leading national journals and proceedings of scientific conferences of national and international importance.

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