

Supplementary Online Appendix: Additional Analyses and Results

Given the complex web of relationships tested and divergent results obtained across the U.K. and China samples, it is necessary that we carry out additional tests to aid interpretation of our findings and establish that they are robust. As such, five additional tests were performed. First, in addition to following Aiken and West's (1991) procedure to decompose the moderator variables to plot the interactions, we also carried out additional analyses to determine the actual point of inflection of the moderators at which the slope of the main effect relationship changes. Specifically, an inspection of the moderating effect of psychic dispersion shows that for the U.K. sample the point of inflection occurred at a mean-centred psychic dispersion value of 2.25 and the actual psychic dispersion point of inflection was 8.42 (i.e., 2.25 plus the mean value of psychic dispersion = 6.17). This means that when U.K. firms export to 8 regions export learning processes help these firms enhance their export sales. For the China sample, however, the point of inflection occurred at a mean-centred psychic dispersion value of .36, with 5.52 as the actual point of inflection (i.e., 0.36 plus the mean value of psychic dispersion = 5.16), suggesting that when the Chinese firms' exports begin to reach approximately 6 regions, export learning processes hurt these firms' export sales.

Regarding the moderating effect of multinationality, we find that for the U.K. sample the point of inflection occurred at a mean-centred multinationality value of 0.90 and the actual multinationality point of inflection was 43.03 (i.e., .90 plus the mean value of multinationality = 42.13). For the China sample, the point of inflection occurred at a mean-centred value of 1.78, suggesting that the actual multinationality point of inflection was 15.08 (i.e., 1.78 plus the mean value of multinationality = 13.30). Thus, while multinationality weakens the sales growth benefits of export learning process in U.K. firms due to the large number of export markets served (43 countries), Chinese firms are able to boost their export sales from export learning process for exporting to fewer export markets (15 countries).

In further analyzing the moderating effect of duration of exporting, we find that for the U.K. sample the point of inflection occurred at a mean-centred duration value of 5 years of exporting,

with the actual inflection point occurring at 30 years and 6 months of exporting (i.e., 5 plus the mean value of duration = 25.65). For the China sample, the point of inflection occurred at a mean-centred value of 3.76, suggesting that the actual duration point of inflection was 9 years and 6 months (i.e., 3.76 plus the mean value of duration = 5.84). Thus, while the U.K. firms begin to see a decline in sales growth benefits of export learning after 30 years and 6 months of exporting, for the Chinese firms export learning enables these firms to enhance sales growth during the first 9 years and 6 months of exporting.

Additionally, while we find no moderation effect of marketing strategy adaptation in the U.K. sample, for the China sample, the point of inflection occurred at a mean-centred marketing strategy adaptation value of 1.69, suggesting the actual adaptation point of inflection for the China sample was 6.41 (i.e., 1.69 plus the mean value of adaptation = 4.72). Thus, while adaptation strengthens the sales growth benefits of export learning when adaptation levels reach 2.78 (on a scale of 1 to 7 degree of adaptation) in the U.K. sample, in the China sample the effect of export learning on sales growth diminishes when adaptation take on values above 6.41.

Second, one may argue that export learning process has a curvilinear association with export sales growth given the cost of its development and maintenance, and the drawbacks of rigidity that surface when a firm formalizes its learning processes. Similar curvilinear relationship arguments may be made regarding the effects of the experiential knowledge variables on export learning process. To rule out these potential curvilinear effects, we calculated quadratic terms for export learning process, psychic dispersion, multinationality, duration, and marketing strategy adaptation. The subsequent structural model results revealed that none of the squared terms was significantly associated with its respective dependent variable in the U.K. or China samples. The inclusion of these quadratic effects in the structural models changes neither the strength nor the direction of the hypothesized paths, thus, affirming the robustness of our findings.

Third, some may argue that a formative international experience construct may better explain variation in export learning process, and better condition the effect of export learning on export

sales growth. To rule out this alternative argument, we followed an aggregation approach to create an international experience composite (the average of psychic dispersion, multinationality, and duration; Cadogan, Kuivalainen, and Sundqvist 2009). We created an interaction term by multiplying the international experience composite by the export learning process composite and then orthogonized the interaction term to minimize any multicollinearity threat. Subsequently, we ran a competing structural equation model based on the formative international experience construct. In the U.K. and China samples, we find weaker model fit for this competing model (U.K.: $\chi^2/23 = 55.03$; $p = 0.01$; RMSEA = 0.09; China: $\chi^2/23 = 68.94$; $p = 0.01$; RMSEA = 0.11) relative to our more elaborate model. We find that the direct effect of the international experience composite on export learning process is nonsignificant in both the U.K. ($\gamma = 0.02$; $t = 0.26$) and China ($\gamma = -0.10$; $t = -1.47$) samples. Further, while the effect of the interaction term on export sales growth is nonsignificant for the U.K. sample ($\gamma = -0.02$; $t = -0.70$), the effect is positive in the China sample at the 5% level ($\gamma = 0.16$; $t = 1.96$). These findings further confirm the superiority of our modeling of the international experience construct.

Fourth, despite the general superiority of maximum likelihood in parameter estimation and inferential statistical analysis (Enders and Bandalos 2001), we used ordinary least squares (OLS) estimation to assess the robustness of our findings. We find that the OLS regression results are qualitatively unchanged from those of our structural model estimation.

Fifth, although we followed prior research to allow a three-year lag between the independent variables and the dependent export sales growth variable (Wiklund and Shepherd 2011), we performed sensitivity tests by varying the time points. The study results proved robust to these changes. For instance, we retained our three-year assessment period for export sales growth, but shifted this period back one year; which is appropriate given that perceptual independent variables tap past-to-present behaviors. The effect of export learning on export sales growth remained significant at the 5% level for the U.K. sample and nonsignificant for the China sample.