Tutoring in the Learning Organization

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In work contexts, tutoring is a strategy that often does not seem to shirk issues that are extraneous to the interest of pedagogy as much as to the subject, concerning training for the work of apprentices. From privileging an approach capable of subtracting speech from the traps of rhetoric, work experience acquires educational values only in social environments available to favour acquisitive processes in individuals. Within this framework, tutoring is a strategy that promotes the transformation of knowledge learned through personal experience into collective actions and decisions, where the practical-reflective and self-directed knowledge that characterises learning, is contextual to the work experience. From encouraging learning from practice, in practice, for practice, tutoring produces innovation through relationships aimed at the personal and professional growth of the subjects.

KEYWORDS: LEARNING ORGANIZATION, LEARNING BY DOING, SELF-DIRECTED LEARNING, REFLEXIVITY, INNOVATIVENESS.

A dual reading

The term tutoring refers to a particular relationship, of an educational nature, where two or more subjects are engaged in a social process of joint construction of meanings starting from their respective and different repertoires of competence.

Un experience of active and reflective learning, to which both subjects attach significance. In the presence of a pedagogical intentionality, the aforementioned relationship assumes educational values, where tutoring is a (teaching) strategy that has as its reference the coessential process of teaching and learning.

In this study, the frame of reference for tutoring is the lifelong learning of adults in non-formal systems, where experiences are closely linked to work and concern the in- and out of-service training of those employed.

A rapidly expanding area where public bodies, private companies, associations, trade unions, etc., promote and implement experiences that encourage individuals to continually put the skills at stake in order to better adapt to the changes taking place, to favour alternating processes between study and work useful to the subjects also in order not to disperse the portfolio acquired during previous studies, to adapt the skills to internal structural modifications (for example, the introduction of new models of work organisation, the implementation of strategic plans that require reconversion processes skills, and so on).

Environments where expectations of training are influenced by the demands of the social context. An affirmation consistent with the general principle that the actions of professionals can be studied and understood only in relation to the real context of experience[1].

In the realities of work, tutoring often results in an impromptu activity, a simple on-the-job coaching by an expert in favour of an apprentice, for the time strictly necessary to face the emergency that justified this recourse, often to the exclusive advantage of the company. Experiences burdened by the absence of pedagogical intentionality, as well as help organised through an organic work plan, defined in advance and clearly negotiated.

A criticality that is the consequence of a reductive and partial approach that concerns tutoring only indirectly, because it is the same training to be called into question. From privileging a complex approach able to subtract tutoring from the traps of rhetoric, the key used in this study is twofold: pedagogical-social, where the

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educational values of work experience require social environments interested in and open to favouring acquisitive processes in subjects; methodological-didactic, where the tutoring is a strategy that from effectively connecting training and work in order to make the subject competent, autonomous and responsible, fosters innovative and reflective processes functional to his/her personal and professional growth.

Virtuous circularity

Regarding the first key to understanding, the hypothesis put forward in this study is that tutoring assumes pedagogical importance when organisations that recognise learning culture as one of the most important strategic assets, interpret work, learning and innovation as the guidelines of an integrated and unitary development plan. Environments where reflection and experience are in a circular relationship free of chronological and ontological hierarchies.

This statement is strengthened in what some scholars have interpreted as the "turning point" in recent decades, which has led to a new epistemology of work practice, whose nature is both practical and reflective.

Issues with which the paradigm of the "learning organization" has been confronted for some time, where the term designates organisations that distinguish themselves from other more traditional ones due to the presence of peculiar traits. In particular, they facilitate individual learning in the multiplicity of environments and work activities; they favour reflexivity as an elective form of teaching and learning; they encourage the construction of communities of practices; they encourage the socialisation of knowledge through the training of internal trainers capable of transferring learning based on specific problems; they encourage the emergence of tacit knowledge and connections with explicit knowledge; they build the conditions for long-term training of all members of the organisation as knowledge workers.

Consequently, in these environments the tutoring weakens the distinctions between the activities of organising, learning and innovating, acquiring connotations and peculiar forms that reflect consolidated beliefs in the pedagogical literature about the meanings of training, organisation and work:

- training is a functional and procedurally structured device of dimensional components, which performs its action with respect to multiple levels: pedagogical, psychological, social, cultural, anthropological and historical;
- from places of production of goods and services, organisations are being transformed into places of production, use and dissemination of knowledge, where the latter is no longer just that possessed individually but also thanks to new communication and information technologies, is considered a collective asset distributed among all members of the community;
- work is an experience full of subjectivity; that from favouring acquiring processes that directly infer on the identity, allows one to develop the resources/potentialities of the whole person.

Less identified with the task and with the places where learning takes place, training interweaves multiple instances: educational, social, cultural, political and economic.

From acknowledging this evidence, many authors have recalled the need to rethink the concept of training also to free themselves from ideological conceptions that in the past have given space to naive oppositions between the world of educational utopia and pragmatism often practical or of pure technicality.

Training has been the focus of an intense debate that has given rise to paradigmatic transitions of considerable significance:

- from an idea of education confined in the places of the school to an idea of training and education that embraces human experiences;
- from training in the world of work as an organisational practice to training as an educational practice;
- from an idea of training bent to economist instances, to training as a useful tool to face the challenges of life.

Changes that owe much to the affirmation of a renewed meaning of the work that Hannah Arendt effectively summarised in the following statement: «...the spectacular rise of labour - from the lowest and most despised position to the most valued among human activities - began when Locke stated that it represented the source of every property; it continued when Smith recognised work

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as the source of all wealth, and found its culmination in Marx where work became the expression of man's true humanity».
Although in the current globalised and technologically interconnected reality any claim to categorise human experiences in a definitive way is weakened, work still remains the primary reference of individual existence, social organisation and human formation. By expressing an irreducibly human concept, we sometimes forget that work is not only a social, political and economic need, but also a formative one. A duty towards oneself, as well as towards others.
Training and work share common destinies, since both are instruments that give shape to man. From this angle, the weakness is evident of continuing to separate work from the multiple categories of human experience, such as the places where it is expressed and practised: leisure and commitment, free and forced time.
Obsolete ways that owe much to visions inherited from modernity on the sense of work and on the historical-social forms of its organisation.
In recent pedagogical research, training seems to have definitively moved away from the ideological bottlenecks of a survey focused on the maturing aspects that regulate development during childhood and adolescence, finding full recognition that development accompanies every phase of human existence. Hence, the need to question the conditions and ways that can contribute to making the growth of the person permanent.

The learning organization

In today's society, defined as the *knowledge society*, the dynamics of development that characterise modern organisations are based on intangible resources, where the value of knowledge takes on central importance. As a result, "raw materials" are also dematerialised for the benefit of intangible activities such as creativity, knowledge, innovation, etc. Qualifying aspects of the distinctive competence of *knowledge workers*[2].
In organisational literature, learning is interpreted as a social phenomenon that embraces the dynamic and relational nature of knowledge; a renewable resource located in a network of memories and meanings sedimented in individuals and social systems[3]. Even the organisation is seen as a complex system that learns and processes (in the sense that it produces, consumes, transforms and institutionalises) knowledge, while learning expresses the sum of ability and will oriented to transform individual learning into organisational learning[4].
Argyris and Schon have highlighted different ways of understanding learning according to the multiple meanings that the term organisation takes on:

- if the organisation is a *group*, learning takes place in the interactions between individuals engaged in carrying out a task;
- if the organisation is a *collective actor*, one learns from the experience that settles in organisational maps and action programmes. In this case knowledge is enclosed in the way in which the actors represent the organisation to themselves, giving sense and meaning to the actions they perform;
- if the organisation is a *structure*, one learns while one changes in harmony with the changes that take place outside and within the environment;
- if the organisation is a *self-regulating system*, one learns through error correction mechanisms;
- if the organisation is a *cultural system*, learning is a process of socialisation and transformation of cognitive and evaluation modalities[5].

The relationships between knowledge and organisation have been at the centre of a lively debate between authors who prefer a more theoretical orientation of the concept of *organisational learning*, while others who move from a more pragmatic orientation to the former prefer a learning organization.
Popper and Lipshitz sustained that what characterises a learning organization are the modalities (cultural, structural and procedural) through which it succeeds in pooling individual learning experiences and organising them in an effective way[6]. Conversely, *organisational learning* would indicate the process by which training practices are oriented towards producing, using and disseminating knowledge among all components of the organisation.
According to Ang and Joseph, a learning organization consists of a specific connotation of those organisational systems deliberately configured to support and promote organisational learning, distinguishing the structural

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implications of a structural nature concerning organisations, and those of a behavioural nature that concern individuals[7].
Nonaka and Takeuchi have criticised both perspectives by complaining that they would not be able to elaborate the concept of knowledge creation erroneously believing that organisational learning is a passive process, influenced by past experience, mainly supported by organisational memory.
Beyond the different positions and criticisms advanced, organisational learning and the learning organization share the same concerns: how to transfer and disseminate knowledge from individuals to organisations? Both recognise that knowledge is a strategic factor for the production of new wealth that depends on the degree of efficiency with which they are produced, communicated and used within the organisation (and sometimes even outside) through strategies capable of activating virtuous processes between theory and practice, and also between explicit and tacit dimensions of competence.

Tutoring as an educational strategy

Turning to the second key to understanding, tutoring is an educational strategy where subjects where the subjects are engaged in an experience of active, reflective and located learning (because it is interested in addressing and solving real problems), to which the subjects add significance and pedagogical value. The educational qualification of the relationship implies that the exchanges that the subjects establish between them is not casual, but intentional. Moreover, since the foundation of the relationship lies in the function of aid - on a voluntary basis - of an expert in favour of another less expert, the latter is the protagonist of the training process. Consequently, the tutoring is exempt from needs and interests unrelated to the apprentice, incompatible with the emergency.
Finally, tutoring is a strategy guided by precise objectives, in the presence of a project that must be explained through a shared work plan between the subjects directly involved with respect to multiple levels: cognitive, metacognitive, operative and emotional-affective.

Characteristics of tutoring
Tutoring recalls an experience strongly characterised by the practical dimension, oriented to the resolution of concrete and real problems to which the subjects annex significance, where learning is an active, reflective and self-directed event.
Affirmations that recall the relationship between education and experience, and the regulatory principles of this relationship that Dewey[8] had already identified in continuity, growth and interaction. Through experience, man creates habits, that is, behaviours that allow him to interact permanently with the world, where every experience lived changes the person who acts, influencing the quality of the experiences that will follow. From this affirmation derives the principle of continuity, according to which every experience receives something from those that preceded it and modifies in some way the quality of those that will follow. Given that continuity in experience is an unavoidable factor, it is necessary that the influence of each experience on the subsequent ones favours the acquisition of experiences of an ever-higher degree.
Furthermore, education is such when the continuity of experience allows an effective growth of the subject, in terms of the ability to acquire new experiences, a better ability to interact positively with the world by continuously learning from experience. The third principle recalls that the conditions of experience are twofold, influencing each other: a condition external to the individual (of the object) that can be placed under the control of the educator in structured didactic situations; a condition internal to the individual (of the subject), more difficult to know and to control. In cases where the conditions of the subject and the object are in disagreement, the resulting experience is not educational. Situations that are quite frequent in reality, which can depend both on the subject and on the object. The task of the educator, the trainer, the tutor is to create learning situations that respect the principles of continuity and growth, careful in balancing the external and internal conditions of the subject in a constant dialogue with the environment.
The reference to reflexivity is justified by the principle that is learned not only from what the other *knows*, but also from what s/he *does*[9]. This statement recalls the theory of mirror neurons (nerve cells present in the

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ventral premotor cortex) that are activated both when performing a specific motor act, and when observing the same act performed by another individual. The mechanism of the neuronal mirror allows one to learn behaviours by observing others while they are executing them, sensing the behaviours, emotions and feelings of those we observe. Self-management in learning is in line with the principle of autonomy that tutoring should favour in the less experienced subject through the help of the other, reinforcing the principle that learning does not have as its goal imitation but aims at innovation.

Characteristics of the relationship

The reference to authoritative authors is essential to understand the forms of the typical tutoring relationship. In particular, the studies of Wood, Bruner and Ross on the *scaffolding* construct and, along this line, the subsequent contributions by Collins, Brown and Newman (1985) on cognitive apprenticeship. Finally, to the construct of "zone of proximal development" theorised by Vygotsky.

The Anglo-Saxon term *scaffolding*, which in Italian translates as "*impalcatura*", was used for the first time by Wood, Bruner and Ross[10] to metaphorise the meaning of the aid by a more expert subject in favour of another less expert. The help can have as its object the execution of a manual or intellectual task, the resolution of a problem, the achievement of a goal, etc. Activities that the less experienced subject would not be able to accomplish in the absence of external support.

It is, therefore, the support that an expert (be s/he an educator or a peer) offers an apprentice in the active construction of his learning process.

The support action, which coincides with tutoring, requires the expert to constantly check the adequacy and the correspondence of the expected goal in relation to the apprentice's initial level of competence. Furthermore, it is a process that requires continually adapting to the apprentice's abilities, due to the observed progress.

This statement recalls the concept of "zone of proximal development" theorised by Vygotsky[11], where the scholar has highlighted the presence of two different areas of development of a subject, distinguishing between the effective area and the potential area.

The first is to indicate that referred to a given moment of an individual's cognitive development, while the second represents the area of development potentially acquired by the subject in a near future, through the help of an expert.

The condition of effectiveness of the educational help relationship is ensured by locating learning in the proximal development zone. An area represented by the distance between the actual development area and the potential area. The expert therefore has the task of supporting (*scaffolding*) the less experienced subject, focusing his/her aid on the proximal area of development.

For these reasons, in the pedagogical literature the term *scaffolding* is used to indicate help strategies of an expert who intends to encourage acquiring processes in favour of a less expert subject. Subsequently, Collins, Brown and Newman[12] interpreted *scaffolding* as one of the four strategies (or phases) that are part of a single process interested in facilitating learning, defined by the authors with the term "cognitive apprenticeship".

This process is structured in four phases: *modelling* during which the expert performs the task, while the apprentice observes it; *coaching* the apprentice carries out the task together with the expert who provides continuous feedback; *scaffolding* (assistance) the apprentice performs the task with the expert guidance of the expert; *fading* (removal) the expert progressively reduces support until the apprentice becomes autonomous.

It should be noted that even if on a formal level the centring of learning is on the less expert subject, for the expert these experiences are always useful learning opportunities to reflect on the routines. Furthermore, *scaffolding* is not exclusively technical or organisational support, because it is also emotional and metacognitive. Emotional because it aims to stimulate the apprentice to learn, encouraging him/her to overcome motivational barriers. Metacognitive because it is interested in supporting the apprentice beyond the acquisition of a specific knowledge or ability, mobilising the dispositions to act that will allow him/her to learn to learn, thus developing cognitive processes of a higher order such as critical thinking, reflectivity and creativity.

This statement is useful for subtracting the scaffolding construct from pure conformity logic, since the growth of the subject proceeds by simple imitation only in the initial phase, followed by the progressive distance from the expert. To reinforce this concept, it is worth recalling

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Piaget reminding us that the development of intelligence is governed by two mechanisms: assimilation and accommodation. Through assimilation, the subject integrates new knowledge into action patterns or already formed structures. Through accommodation, the scheme is modified to allow its application to new situations, indicative of the change and growth of the subject. Areas where learning more easily fills the distance between the effective area and the potential area of development.

Tutoring in the learning organization

What are the distinctive features that tutoring takes on in a learning organization differently from other work contexts?

To answer the question, it is necessary to recall the peculiarities that characterise training practices in the paradigm of the learning organization.

Boyd et al. confirmed the close links between the learning organization and the organisational learning approach, highlighting that in these environments training practices diverge from the traditional training model mainly because the trainer is a learning facilitator, the learning process is involved in order to optimise it, even through forms of spontaneous learning, learning is reflexive and situated, and takes place at the same time as the work activity, learning aims at improving the transmission, dissemination and development of knowledge among all the members of the community.

Unlike traditional work contexts, in a learning organization, training is a learning environment that encourages experienced individuals to give their knowledge to others, encouraging them to learn and transform individual knowledge into organisational knowledge. The prevailing logic is constructivist where learning places the learning subject at the centre of the learning process (*learning centred*). As an alternative to an educational approach based on the centrality of the teacher (*teaching centred*) as the undisputed depositary of universal knowledge, abstract and independent of the reference context, this current of thought assumes knowledge as the product of an active construction of the subject, connected to concrete problems derived from the real world, which is realised through social interaction that fosters reflection and reasoning.

Situations where the expert is a subject carrying tacit and explicit knowledge, which by sharing with others becomes a common wealth[13].

Bruscaglioni noted that traditional training is more effective when learning is about technical contents of work, while the other is more appropriate when learning is explicitly addressed to the growth of the subject and to individual and organisational innovation, in the presence of a strategy[14].

According to Alessandrini[15] in the organisation that learns (learning organization), training practices are a "permanent laboratory", where the orientation of learning and active experimentation aimed at innovation prevails. For these reasons, traditional classroom training is preferable to reflective and experiential learning through doing (*learning by doing*), where training and work can establish a more solid intertwining.

In these contexts, where practice is not interpreted as a simple application of theory, but as an autonomous cognitive/operating process with its own specificity, tutoring can take different forms: face to face and group. The modality where choice is always in function of the situation that generally depends on the objectives and the contents of the activity, the available resources, the recipients etc.

Secondly, tutoring can be achieved through learning in real and virtual environments. Especially in large organisations, training increasingly often makes use of technological resources, where it is easier to involve all members according to the principles of so-called *net learning*, in the double meaning of learning "through" the network and learning "on" the network understood as a social structure of relationships and cooperation[16].

Thirdly, the relationship between tutor and tutee is exempt from formal criteria such as hierarchy, role, etc. In the choice of the tutor, in particular, the criterion of expert competence prevails with respect to complementary directions: technical-professional (knowledge, skills/abilities), metacognitive (dispositions to act), teaching (planning, communicative, methodological and evaluative).

Finally, in a learning organization tutoring is configured as a strategy consistent with the enactive perspective of the action[17]. This statement reflects the assumption, previously shown, that the subject is inseparable from the

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social environment with which s/he is connected in a relationship of mutual specification and co-emergence. Therefore, knowledge is not a mental representation of an external reality, but is, in fact, enation, or extrapolation of meanings in the course of a sensory-motor interaction with the environment and with other subjects. From the enactive perspective it is clear that tutoring enhances aspects that are not exclusively cognitive and operational, because they are also metacognitive, affective and emotional, which intervene in the learning process. Furthermore, it emphasises the importance of constructing environments that support the use of the body that are indispensable for expanding the domain of possibilities for action. Finally, it envisages a vision of learning as an activity that must aim at the development of the person considered in his/her entirety, fullness and exclusivity. For these reasons, in tutoring the centrality turns from the teacher to the apprentice, and on their interactions in situations, where both the subjects are active part of the context, co-builders of knowledge and innovation.

Tutoring between innovativeness and reflectivity

From effectively connecting training and work within an enactive perspective, one of the main advantages that justify the use of tutoring in place of other strategies lies in fostering innovative and reflective processes. Affirmations consistent with the paradigm of the learning organization.

As organisations operate in a less predictable reality, where flexibility and creativity are the main characteristics required of *knowledge workers*, the goal of tutoring is innovation, where learning is not limited to the present and is ready to face the uncertainty of the future with more chances of success. With reference to tutoring, in a learning organization innovation has a double meaning: it is the main goal expected by the community, and it is also the distinguishing factor of the training practices.

In the first case, it should be remembered that the multidimensional nature of innovation is always connected to the context and difficulty to adapt to rigid and rational social systems. The limits of sequential logic (and of the hierarchical-functional model that represents its foundation) have determined the need to identify new models capable of effectively dealing with the complexity of events. Knowledge produces process and product innovation when used in groups and at the social level, it increases through individual and organisational learning processes[18]; it unites those who share it with others. In a learning organization, innovation is therefore expressed as the product of the continuous interaction between all the members, where the tutoring solicits the subjects to socialise their individual competences to transform them into collective heritage.

In the second case, innovation today is firmly intertwined with the use of new communication and information technologies, such as in the case of virtual practice communities, where learning is favoured by the presence of dedicated technological platforms.

The innovation of the systems in which the aforementioned communities operate is based on the presence of four conditions: the enhancement of collaborative and interactive processes of generation, discussion, selection and validation of the practical knowledge that develops within the same communities; overseeing the dissemination of the results of learning processes; the use of network tools to support formal and informal relationships within the community and the cycles of selecting and disseminating the knowledge exchanged, the evidence that a *best practice* often consists of a set of knowledge and of local capacities that are more often than not tacit[19].

In recent decades, the paradigm shift that has led to a new epistemology of work practice by stimulating new ways of thinking and achieving adult education in the world of work is represented by two distinct, interconnected aspects: the meaning of practice and of reflexivity.

Work practices are interpreted as modes of action and knowledge that arise from interactions that involve all the dimensions of the subject (body, cognitive, affective) incorporating different knowledge. From this perspective, the experience of work is a heuristic process where the knowledge embedded in the practices and artefacts, the tacit knowledge and the processes of knowledge transfer assume relevance[20]. The situated experience recalls the inseparable unity of thought and action, whose harmonious interweaving determines awareness, conscience and choice. An experience that must be understood as a synthesis between subjective and

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objective, particular and universal, empirical and transcendental.

Realising the situation described requires the presence of reflective professionals, subjects able to converse with situations, to make use of intuition, to identify unconventional answers in solving problems, to lead innovative and transformative courses of action. According to Schön[21] this possibility is assured through the exercise of a reflective rationality capable of attaching value to the knowledge that emerges from the practice and that is generated in it. Reflecting retrospectively on the *action performed* (*reflection-on-action*), the professional can more easily discover the traits of that reflection that takes place even *during the action itself* (*reflection-in-action*) and that can generate new and unprecedented knowledge.

The reflective dimension of tutoring is therefore coherent with the three conditions that according to the author characterise the action of the reflective professional: reflection in the course of action, reflective conversation with the situation and reflective practice.

The author has confirmed the complementarity between reflective practices and organisational learning, arguing that an effective use of tutoring is felt above all in contexts where action (what is done) and action (the values that they inspire and guide the doing) develop in a system of interdependent goals and relationships.

The adherence of these discourses with tutoring is indirectly confirmed by the author's reference to the "reflective internship", which represents the teaching proposal capable of activating reflective processes: "an internship aimed at helping students to acquire the essential types of skills art to intervene in a competent manner in the many indeterminate contexts of the practice" [22].

Schön's reflective training has numerous points of contact with the apprenticeship, which in this case should not be interpreted as a tool for regulating a work relationship with a formative value, but as an educational strategy that should involve all training courses, where the reference is again learning through doing (*learning by doing*).

In tutoring, innovativeness and reflectivity have as their didactic framework *self-directed learning*, based on the following assumptions: self-direction is a modality of learning to synthesise the natural processes of psychological development; the subject who takes the initiative in learning learns more effectively than the one who, in the face of contents transmitted by the teacher, expresses attitudes of dependence; self-learning in learning is incompatible with any claim to model the subject according to a predetermined form; self-directed learning opportunities enhance metacognitive awareness and competence by fostering conditions for subjects to learn to learn[23], where the self-direction of learning is combined with the self-determination of the subject.

Good practices in the experience of the Interuniversity Consortium on Training

From what has been observed, the organization that learns (learning organization) as specific context of operation of the tutoring is an primary aspect, confirming the evidence that the social context always plays a crucial role in determining favourable conditions for this strategy to be effectively disseminated and effective.

The Interuniversity Consortium on Training, recognized by the Italian Ministry of Education, to which 46 Italian universities belong, has long been interested in operating as a learning organization, where the knowledge possessed by its members (teachers, managers, officials) is exchanged and disseminated thanks to the action of the Consortium, which by statute operates in the University, for the University and with the University. In this regard, the Consortium has for some time been active in many professional communities (UNIsof, UNIcontract, UNIamm, UNIru, UNIsan)[24], which, by operating on the model of communities of practices also using dedicated technological platforms, have confirmed that innovation is the product of interaction between all members, where individual skills can more easily be transformed into collective heritage.

In the communities of the Consortium, forms of *peer tutoring* and *reciprocal teaching* are encouraged where the interaction and exchange between the participants are mechanisms able to encourage and stimulate learning through the sharing of knowledge. This category includes all services that promote both synchronous and asynchronous communication on the Web (e-mail, chat, video educational forums), virtual spaces where participants - under the guidance of experts - are

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encouraged to make their knowledge available to the group. Environments that promote the visibility and the usability of learning objects, allow you to keep track of communication exchanges, allow you to collect different points of view by experimenting directly with the group their ability to build new knowledge.

In these experiences, the main difficulties recorded concern the presence of cultural resistance on the part of some subjects to voluntarily transfer their skills to others with whom they do not collaborate on a daily basis, as a result of the fact that the Consortium promotes inter-university collaboration between different universities on the national territory.

On the methodological-didactic level, the importance of tutoring is justified by the need to abandon the learning of preformed and repetitive knowledge to the advantage of solutions able to favour enactive teaching, where the focus is on locally specified, active and reflective knowledge, which demand approaches and methodologies capable of encouraging the interaction between all the subjects and the transfer of knowledge according to the problems to be faced. Essential prerequisites to favour the transition from individual learning to organisational learning where the self-learning of learning is combined with the self-determination of the subject.

Finally, tutoring is a strategy that promotes the transformation of knowledge learned through personal experience, into collective actions and decisions, where the practical-reflective knowledge that characterises learning takes place at the same time as work.

Furthermore, tutoring is not simply a reproduction or imitation of good practices, nor does it concern routines, but it produces innovation from the process of building and sharing new meanings through social interactions between individuals willing to exchange repertoires of competence individually possessed.

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[24] For further information on the activities of the professional communities active at the Coinfo, see: https://www.coinfo.net.

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