

Mentoring and organisational learning in complex contexts: the MSI model for leadership beyond boundaries

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Abstract

In organisational scenarios characterised by rapid change, highly porous boundaries and epistemic uncertainty, leadership paradigms transcend mere performance management, and learning processes cannot be reduced to the simple delivery of content. In this theoretical framework, mentoring is conceptualised here as a sensemaking infrastructure, a device capable of supporting the crossing of boundaries and enhancing organisational learning in complex environments. Drawing on the scientific literature on mentoring, leadership in complexity, sensemaking, psychological safety and the socio-relational dimension of leadership, we propose the Mentoring-as-Sensemaking Infrastructure (MSI) model (Kram, 1985; Ragins & Kram, 2007). This heuristic model is based on three interdependent functions: semiotic translation between distinct professional universes, the configuration of dialogic spaces based on psychological safety, and the activation of agency and self-regulation as navigational skills (Uhl-Bien et al., 2007; Weick, 1995; Edmondson, 2018). The contribution outlines mentoring as a strategic lever for the governability of complexity, preserving the ontological dimension of human work (Goleman, 2004, 2006).

Keywords: Mentoring; leadership; organisational learning; sensemaking; social intelligence.

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INTRODUCTION

Contemporary organisations are permeated by dynamics of acceleration, systemic interdependence and increasing porosity of boundaries between functional, professional, cultural and digital domains. In such conditions, coordination cannot be reduced solely to the exercise of formal authority, nor can learning coincide with the mere transmission of content. It therefore becomes crucially important to generate shared meanings, critically interrogate emerging interpretations in situated action, and transform uncertainty into organisational learning, avoiding simplistic reductionism of complexity. From this perspective, leadership is primarily a relational and organisational capacity that enables forms of adaptive coordination, within which learning arises from interactions between actors and contexts (Weick, 1995; Uhl-Bien et al., 2007). In this conceptual framework, mentoring, often relegated to an individual development practice, takes on a broader meaning. Where issues become highly adaptive in nature and boundaries prove to be fluid, such an interpretation appears restrictive. Mentoring can instead be interpreted as a sensemaking infrastructure, as it supports the hermeneutic continuity of experience, establishes spaces for reflective re-elaboration and promotes the maturation of judgement in action, with significant repercussions on the organisation's ability to learn and adapt over time (Kram, 1985; Ragins & Kram, 2007; Argyris & Schön, 1996). At the same time, while the mentoring literature has extensively explored developmental dyads, psychosocial support and career-related functions, it has only marginally conceptualised mentoring as a meso-organisational infrastructure capable of supporting boundary spanning, collective sensemaking and organisational learning. It is precisely within this gap that the present contribution is situated.

The relevance of this reformulation is particularly evident in boundary spanning processes. Operating “beyond boundaries” requires translation practices between professional worlds with lexicons, epistemic assumptions, and value systems that are not immediately comparable. This exposes organisations to the risk of fragmentation of meaning and renders the construction of trust and shared interpretative frameworks especially salient. In this regard, psychological safety takes on central importance, understood as a condition that makes learning from mistakes feasible and legitimises the expression of questions and doubts. Mentoring, if safeguarded from overlapping with evaluative functions, can take the form of a micro-dialogical device designed to support reflexivity and make experience discussable, narratable and open to reorientation (Ernst & Chrobot-Mason, 2010; Edmondson, 2018).

A further level of analysis concerns the socio-relational dimension of coordination and learning processes. The ability to decode contextual signals, tune into interpersonal dynamics and manage tensions has a decisive influence on the co-construction of meaning and the quality of collaboration. In this context, social intelligence acquires the status of an organisationally significant competence, and mentoring can represent a structured channel for its exercise and situated learning (Goleman, 2004, 2006). Building on these theoretical convergences, this paper proposes the Mentoring-as-Sensemaking Infrastructure (MSI) model, which interprets mentoring as a strategic tool for leadership and organisational learning in complex contexts. The model consists of three interconnected functions: (1) linguistic translation between professional and cultural worlds; (2) the generation of dialogic spaces of psychological safety; (3) the enabling of agency and self-regulation as navigational skills. The MSI model is advanced here as a heuristic and design-oriented framework: heuristic, because it offers an interpretative lens for identifying how mentoring may operate beyond the dyadic level; design-oriented, because it helps specify the relational and organisational conditions under which mentoring may become a generative infrastructure rather than a merely supportive practice. This approach is part of a research trajectory that conceives mentoring as a formative and transformative tool, oriented towards the development of skills and the construction of meaning in educational and professional contexts.

1. Mentoring, leadership beyond boundaries and organisational learning: theoretical anchors

The concept of ‘crossing boundaries’ evokes a structural feature of contemporary organisations: the imperative to coordinate activities and decision-making processes in the presence of significant heterogeneity between professional languages, operational practices, local objectives and quality criteria. These boundaries are not limited to organisational charts, but extend across functions, epistemic communities, departmental cultures, generational cohorts and digital environments, generating hermeneutic friction that can influence the definition of problems, the legitimisation of solutions and the attribution of responsibilities. In this perspective, boundary-spanning leadership takes on a specific form: it is not limited to the allocation of resources or performance orientation, but encompasses practices of translation, negotiation of meanings, and trust-building between groups that do not a priori share the same vocabulary or operating premises (Ernst & Chrobot-Mason, 2010). This observation leads directly to the concept of sensemaking. Within organisations, action is not limited to the mere execution of tasks, but also involves the production and stabilisation of interpretations that make experience “legible” and, consequently, coordinable. Sensemaking, understood as a socio-constructivist process through which actors develop a plausible framework for understanding ambiguous events and guiding action, takes on critical importance in contexts characterised by information overload, high interdependencies and predictive fragility. Under such conditions, the quality of organisational learning depends substantially on the possibility of making interpretative frameworks explicit, subjecting them to verification and revising them in the light of experience, avoiding the use of defensive routines or simplifications that only appear to reduce uncertainty (Weick, 1995; Argyris & Schön, 1996).

The literature on complexity theory and adaptive leadership provides further support for this approach. When challenges are not “technical” but “adaptive” in nature, that is, when they cannot be adequately addressed through standardised procedures or already stabilised competences, the organisation needs conditions that promote collective learning, responsible experimentation and the ability to strategically reorient itself. In such scenarios, leadership appears less as a directive act and more as the cultivation of conditions that enable the co-evolution of practices and meanings, in a dynamic balance between sufficient order to prevent collapse into improvisation and sufficient openness to avoid sclerosis in bureaucratic control (Uhl-Bien et al., 2007).

In this context, mentoring can be reinterpreted as a mechanism that affects the stability and generativity of sensemaking and, by extension, organisational learning. In its classical sense, mentoring is described as a relational dyad of development that integrates career functions and psychosocial functions, attributing a prominent role to shared experience, recognition and the construction of professional identity (Kram, 1985; Ragins & Kram, 2007). This theoretical framework allows mentoring to be considered not as a mere transfer of knowledge, but as a relationship in which judgement criteria are forged, alternatives are explored and interpretative continuity is stabilised through transitions and role changes. In this sense, mentoring is particularly relevant when the organisation requires the ability to cross boundaries, since translation between professional worlds is achieved not only through documentary or procedural artefacts, but also through conversations that make assumptions, priorities and criteria comparable (Kram, 1985; Ragins & Kram, 2007).

A crucial point in this transition concerns the distinction between mentoring and related support practices. In many contexts, especially in field training, tutoring and tutorship can be geared towards procedural correctness, task acquisition, standard assurance and progressive operational autonomy. Mentoring, while it may include elements of guidance and support, tends instead to focus on the maturation of judgement, the construction of the professional self, and the reflective reworking of

experience. This distinction is analytically relevant because mentoring does not simply accompany performance; rather, it operates on the interpretative and identity-forming dimensions through which experience becomes meaningful and reusable across contexts. For this reason, mentoring as infrastructure cannot be fully replaced by support practices centred primarily on procedural transmission or task supervision. The distinction is not purely nominalistic: when the relational device is absorbed into the logic of evaluation, the word tends to lose its cognitive function and become impression management, with negative consequences for the quality of learning. Reflection on tutorship in field training emphasises the importance of preserving the educational intent and space for reflection, especially in situations where support risks being assimilated into control or certification (Zannini & Daniele, 2025).

The issue of psychological safety fits into this framework as a fundamental enabling condition. The ability to learn in an organisational context is intrinsically linked to the legitimacy of asking questions, expressing uncertainties, reporting errors and critically discussing decisions without fear of disproportionate interpersonal consequences. In the absence of this condition, it is plausible that silence, concealment, rationalisation and defensive routines will arise, limiting access to crucial information and delaying the correction of errors. From this perspective, mentoring can take on a micro-institutional function: offering a protected space for dialogue in which experience is reorganised, made narratable and transformed into a learning resource, provided that the relational pact is explicit and that the relationship is not overlaid with evaluative functions. In such a configuration, mentoring does not merely support individual confidence, but may contribute to the circulation of questions, doubts and weak signals that are often decisive for collective learning (Edmondson, 2018; Argyris & Schön, 1996).

Another point of theoretical density concerns the socio-relational dimension of coordination processes. The construction of shared meanings and the management of boundaries also depend on the quality of interpersonal attention, sensitivity to social signals, the ability to decode emotional dynamics and to sustain difficult conversations without degrading them into sterile conflict. In this context, social intelligence can be considered an organisationally relevant skill: not an accessory, but a component that affects trust, collaboration, learning from mistakes, and the ability to negotiate interpretations between groups. Mentoring, understood as a developmental relationship rather than a control procedure, can be a privileged channel for the situated exercise of these skills, as it allows for listening, feedback, emotional regulation, and relational awareness to be practised in the concrete context of professional experience (Goleman, 2004, 2006).

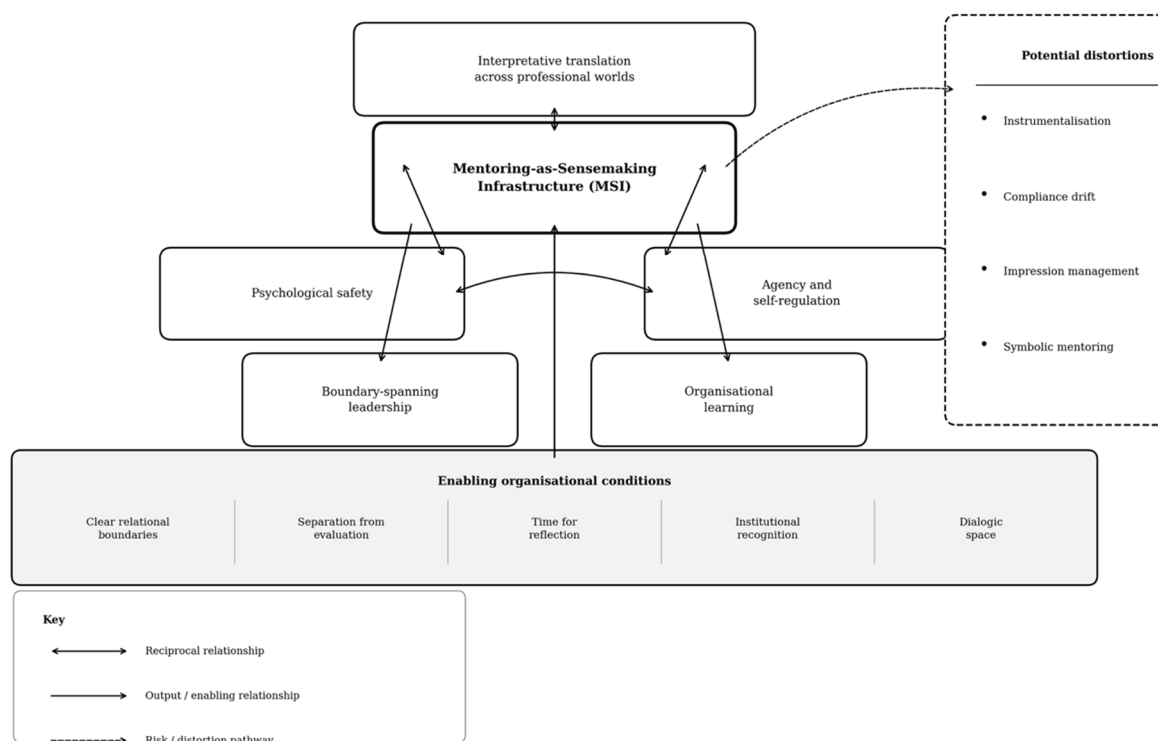
In line with a line of research that interprets mentoring as a formative and transformative tool geared towards strategic skills, agency, self-regulation and meaning-making, this theoretical framework allows mentoring to be placed at the intersection between boundary-spanning leadership and organisational learning. From this perspective, mentoring can be understood as a relational infrastructure that supports translation, reflexivity and hermeneutic continuity, influencing the conditions that make learning feasible in complex contexts. At the same time, this positioning prepares the ground for a more operational question, namely how such an infrastructure may be identified, observed and discussed at the organisational level rather than only at the level of interpersonal quality.

2. The Mentoring-as-Sensemaking Infrastructure (MSI) model

Adopting mentoring as a sensemaking infrastructure requires a shift in analytical focus: attention moves from the individual relational dyad to the broader set of relational and discursive conditions that make the construction of meaning possible within organisations facing complexity. The central question is no longer only what mentoring provides to an individual, but what the mentoring relationship legitimises

within the organisational space: which questions can be raised, which ambiguities can be named, and which interpretative tensions can be addressed without immediately generating rigidity, defensiveness, or reductive simplification. In this perspective, the Mentoring-as-Sensemaking Infrastructure (MSI) model interprets mentoring as a strategic device capable of supporting boundary-spanning leadership and organisational learning through three interconnected functions: linguistic and interpretative translation between professional worlds, the generation of dialogic spaces of psychological safety, and the activation of navigational capacities related to agency and self-regulation (Weick, 1995; Kram, 1985; Ragins & Kram, 2007; Edmondson, 2018). Figure 1 visualises the MSI model by representing its three core functions, the enabling organisational conditions that support its operation, the outputs it may sustain, and the potential distortions that may weaken its generative role.

Figure 1 visualises the MSI model by representing its three core functions, the enabling organisational conditions that support its operation, the outputs it may sustain, and the potential distortions that may weaken its generative role.



The first function, translation, addresses a structural issue typical of contexts marked by porous boundaries: the coexistence of professional communities that do not automatically share lexicons, quality criteria, repertoires of evidence, or operational priorities. In such situations, fragmentation of meaning is not accidental, but a recurrent organisational risk affecting problem definition, attribution of responsibility, and the very possibility of coordination. When mentoring maintains a formative rather than prescriptive posture, it can make implicit assumptions discussable, compare interpretative frameworks, and construct semantic bridges robust enough to support coherent decisions and coordinated action across heterogeneous groups. This work does not concern communication alone, but also learning, since the broadening of interpretative repertoires makes less reductive readings of events more plausible and, therefore, facilitates more timely forms of correction and adaptation (Ernst & Chrobot-Mason, 2010; Argyris & Schön, 1996).

The second function concerns psychological safety as an epistemic condition for learning. In many organisations, uncertainty is managed through the contraction of speech: what is ambiguous, debatable, or not fully controllable may be experienced as a threat to professional identity, with the result that weak signals, doubts, and errors remain unspoken. Psychological safety, understood as a condition in which questions can be raised, doubts can be expressed, and alternatives can be discussed without fear of personal devaluation, increases the likelihood that experience will become reflective material rather than a mere trace of performance. Mentoring contributes to this condition especially when it is protected from evaluative overlaps and when the relational agreement clarifies the boundaries and purposes of the interaction. Otherwise, the relationship may slide into impression management, thereby reducing the epistemic quality of sensemaking. This point connects directly with reflections on tutorship in field-based training, where the protection of formative intentionality and reflective space is regarded as crucial in order to prevent accompaniment from being absorbed into logics of control and certification (Edmondson, 2018; Argyris & Schön, 1996; Zannini & Daniele, 2025).

The third function concerns the activation of agency and self-regulation as navigational capacities in complex environments, and here the connection with strategic competences becomes especially relevant. Crossing boundaries requires more than technical expertise: it also calls for dispositions and habits of mind that allow individuals to orient action, monitor cognitive and emotional processes, modulate strategies, and maintain continuity of judgement in the absence of immediate clarity. From this perspective, strategic competences may be understood as integrated configurations of cognitive, emotional, and social dimensions that sustain self-direction and self-regulation rather than as isolated abilities. This interpretation is consistent with a line of research that conceives competences as transformable dispositions, shaped through meaningful experience and relational accompaniment, and strengthened by practices that make one's competence profile more visible and open spaces for reflection on learning itself (Pellerey, 2013; De Corte, 2012).

Within this framework, mentoring cannot be equated with tutoring or supervision. While these practices may legitimately focus on procedural correctness and operational management, mentoring is more specifically oriented towards the maturation of judgement, the construction of professional identity, and the reflective re-elaboration of experience. Its specificity lies precisely in its capacity to connect meaning-making, relational support, and developmental orientation in ways that other support devices do not fully replicate. The contribution of the MSI model, therefore, lies in recomposing these elements within an explicitly organisational perspective: mentoring rises to the level of infrastructure when it stabilises translation, psychological safety, and strategic navigational capacities, thereby contributing to forms of organisational learning that can engage uncertainty without impoverishing the human dimension of work or reducing relationships to mere instruments of compliance (Crisp & Cruz, 2009; Garvey et al., 2018; Edmondson, 2018).

3. Mentoring as infrastructure: design criteria, inclusion and organisational sustainability

The adoption of mentoring as a sensemaking infrastructure requires questioning not only the quality of the relational dyad, but also the organisational conditions that enable its function: temporal continuity, institutional recognition, clear demarcation from evaluation, and the availability of discursive spaces that are not compressed by operational urgency. From a design-oriented perspective, these are not ancillary features but constitutive conditions of the model itself. In the absence of these preconditions, mentoring risks remaining an episodic practice, with predominantly symbolic effects, or being absorbed into a logic of control that erodes its reflective scope, making the emergence of weak signals and alternative interpretations less likely. In terms of organisational learning, this translates into a weakening

of the circuits through which experience is reworked, discussed and transformed into criteria for action, with the result that complexity is managed more through defensive simplification than through the construction of shared understandings (Weick, 1995; Argyris & Schön, 1996; Edmondson, 2018). This also suggests that the MSI model is unlikely to function effectively in organisational settings characterised by pervasive surveillance, strong evaluative asymmetries, or chronically compressed time for reflection.

In this context, a crucial aspect concerns the sustainability of mentoring as a “borderline” practice. Translating between professional worlds and managing difficult conversations require strategic skills that transcend sector-specific technical abilities. Agency, self-regulation, metacognitive awareness and the ability to attribute meaning to experiences become internal navigation devices, relevant to both mentees and mentors, as they support the ability to remain in uncertainty without collapsing into rigidity or dispersion. This framework aligns with an interpretation of skills as integrated dispositions, transformable through meaningful experiences and reflective mediation, in which cognitive, emotional and social dimensions combine to form an orientational habitus capable of supporting choices, perseverance and learning over time (Pellerey, 2013; Bourdieu, 2000; De Corte, 2012). In this sense, the viability of mentoring as infrastructure depends not only on organisational arrangements, but also on the availability and cultivation of strategic competences that allow actors to inhabit ambiguity, negotiate meanings, and regulate their participation in complex relational settings.

The focus on strategic skills also makes it possible to re-establish the link between mentoring and inclusion. If mentoring is interpreted as a practice intended for “excellent” profiles or as a selective benefit, it loses part of its infrastructural function. If, on the contrary, it is conceived as an accompanying device that facilitates the decoding of contexts, the formalisation of experience and the support of self-direction and self-regulation, it can help to mitigate disorientation and educational vulnerability, especially in transitional phases and in contexts of high decision-making complexity. In this direction, reflective devices (e.g., documentation, narration, and reworking practices) can enhance the function of sensemaking, making the learning trajectory more visible and interpretations more negotiable, preventing results from being crystallised into “labels” and transforming them, rather, into materials for educational and organisational planning. The inclusive potential of the MSI model therefore lies less in generic support and more in its capacity to make learning trajectories discussable, interpretable, and developmentally actionable across conditions of vulnerability and transition.

Finally, the viability of the MSI model depends on how the organisation manages an inherent tension: promoting mentoring as a strategic lever without turning it into compensatory rhetoric. The risk is that mentoring will be tasked with “repairing” systemic dysfunctions (overload, role conflicts, ambiguity of mandate) without addressing the structural conditions that generate them. In this case, the relationship can become overloaded with inappropriate expectations, losing its sensemaking function. A further tension concerns the dual status of mentoring as both a possible governance device and a protected space for autonomy. If the former prevails unilaterally, mentoring may be reduced to a soft technology of alignment; if the latter is idealised without organisational anchoring, it may remain marginal and incapable of influencing collective learning. The infrastructure, on the other hand, stabilises when mentoring is recognised as a device that makes coordination and learning processes more intelligent: not replacing governance, but feeding it with the interpretative material necessary to decide and learn in a less blind way with regard to the boundaries, differences and vulnerabilities that run through the work (Weick, 1995; Edmondson, 2018; Goleman, 2004, 2006). For this reason, the MSI model should not be read as universally applicable, but as contingent upon organisational cultures willing to preserve reflective space, tolerate uncertainty, and distinguish developmental dialogue from evaluative control.

CONCLUSIONS

The argument developed sought to reposition mentoring within an organisational perspective capable of managing complexity, interpreting it not as an ancillary practice of individual development, but as a sensemaking infrastructure supporting cross-border leadership and organisational learning. In contexts characterised by porous boundaries, a plurality of professional languages and epistemic uncertainty, the ability to attribute meaning to events, to make interpretations negotiable and to transmute experience into criteria for action constitutes a strategic resource. Against this background, the contribution of the MSI model lies in addressing a gap between mentoring studies, which have largely focused on developmental dyads, and organisational learning perspectives, which have seldom conceptualised mentoring as an infrastructure operating at a broader meso-organisational level. The MSI proposal converges on three interdependent functions: interpretative translation between professional worlds, the generation of dialogic spaces of psychological safety, and the activation of agency and self-regulation as navigational skills (Edmondson, 2018; Ragins & Kram, 2007).

The integration of the concept of strategic skills further strengthens the scope of the model, allowing us to interpret the crossing of boundaries not only as a communicative or structural issue, but as a process that requires cognitive, emotional and social dispositions capable of supporting decision-making continuity, uncertainty management and reflective re-elaboration of experience (Scarano & Martiniello, 2025). In this sense, mentoring is a privileged channel of situated learning, in which the maturation of judgement and the construction of professional identity are intertwined with the possibility of coordinating actions and interpretations in complex environments (Pellerey, 2013; De Corte, 2012). At the same time, the model should be understood as heuristic and design-oriented rather than predictive: its value lies less in offering a universal formula than in making visible the relational, discursive and organisational conditions under which mentoring may become generative at infrastructure level.

However, the issue of conditions remains crucially important. The sensemaking function of mentoring is weakened if the relationship is absorbed into evaluative logic or transformed into a compensatory device for systemic critical issues. On the contrary, it is strengthened when the organisation recognises and guarantees times, boundaries and discursive spaces compatible with reflexivity, preserving the formative intentionality and pedagogical quality of the accompaniment, especially in practical contexts. In this sense, the distinction between mentoring and related practices such as tutoring and tutorship is not merely terminological, but affects the possibility of making the experience narratable and discussable without slipping into impression management (Argyris & Schön, 1996; Zannini & Daniele, 2025). This also means that the MSI model is unlikely to operate effectively in settings dominated by pervasive surveillance, strong evaluative asymmetries, low tolerance of uncertainty, or chronically insufficient time for reflective exchange.

Overall, the MSI model offers a conceptual framework for interpreting mentoring as a lever for “intelligent” governance of complexity: a relational infrastructure that does not replace governance, but rather enhances the quality of decision-making by providing translation, psychological safety and strategic skills. Yet this potential remains exposed to a constitutive tension: mentoring may function as a space of developmental autonomy only insofar as it is not fully subsumed under managerial alignment, while it may influence organisational learning only insofar as it is not confined to a purely private or marginal relational sphere. This gives rise to a research trajectory that can be developed both theoretically, through further elucidation of the links between boundaries, languages and relational devices, and in terms of application, by questioning the organisational conditions that make mentoring effectively generative, sustainable and inclusive over time. Future research may therefore benefit from operationalising the MSI functions more explicitly, testing their empirical observability in different

organisational settings, and examining how specific configurations of mentoring practices may support, or fail to support, learning under conditions of complexity.

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