

# Digital Skill Evolution in an Industrial Relationship

## Professional Figure in Online Communities

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### ABSTRACT

Crowdsourcing is a powerful mechanism for doing online work and allows for collaboration. By now, in the media and in business on the Internet, crowdsourcing is recognized as an innovative form of value creation that needs taken seriously. This article provides a framework to propose the relation between crowds and tutorship; it considers the tutor of a crowd as a strategic professional figure in an online community. This is done by the consideration of the different roles, activities and tasks of a tutor through the field analysis of a platform of one company that uses crowdsourcing. This tutor is examined based on the middle-of-the-road theoretical positioned from Porter and Kramer, the value creation, and Suermann and Franzoni, the crowds science user contribution patterns. The recently evolution of crowd platforms considers the interaction between companies and crowds based on a “Community of Practice” model of Zucchermaglio and Talamo. Value analysis also considers the differences in roles and tasks in relation to where crowd activity is placed into the value chain of company. In crowdsourcing, “digital people” live in a digital society where every individual has a role and operates in an online community, and those have force points and weakness points. The tutor can also monitor these points, and push interaction and activities of the crowd. The main theoretical contribution is the looking gap in literature and contributing work to this. Through a qualitative analysis, this article provides evidence of the main activities and the role of digital tutors in an online community. The method utilized is netnography through an online participation and observation of a researcher. In this work, professional figures and new technologies are weighed, and human resource management must consider this as it creates value. This article concludes that a tutor of crowds has a positive behavior, they can stimulate crowds. These positive and active behaviors effect crowd attitudes about the benefits of the community, their expectations, and opinions all of which are fundamental for the growth of online community.

### KEYWORDS

Crowd-Communities, Digital Skills, Industrial Relationship, Nelmulinochevorrei.it, Online Communities

### INTRODUCTION

Over the past few years, digital revolution and digital disorder have been widely addressed in academic literature. Still, these contributions nevertheless, there is a gap in literature on topic professional figure required in online community.

Different managers are not find a reference that would help them to orientate and fully exploit new digital opportunities. This is partly due to the still limited collaboration between the two communities: academics and practitioners. Particularly, the evolution of professional figures and them role.

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Scholars are supposed to focus on developing abstract models and theoretical representations of the digital figure professionals and those digital roles in digital platform. Conversely, managers seem to be primarily concerned with obtaining digital solutions, and they not considered the impact of digital revolutions on roles and activities of human resource. This contribute attempts to blend the new perspectives and explore new, fresh areas that are highly relevant for researchers and practitioners alike; it starts from online community's analysis (King, Storm, 1996).

Butler, Sproull, Kiesler and Kraut (2002) showed the community effort online groups; the authors investigated on who does the work and why in online community. Digital infrastructure allows a public space for the group the authors consider that "... an online group is a role that is formally named and characterized by distinctive rights and responsibilities. The role is defined and reinforced through community structure and rules..." (2002, p. 175).

This original contribution covers a wide range of topic through an experience of Italian digital platform and gives an interesting perspective on the definition of a new professional figure of online community: tutor of crowd. The needed customer journey and the various challenges that this process is facing. Confronted with the various factors related to this unavoidable and ongoing change, a resilient manager should be able to recognize and seize all opportunities that every epochal disruption ultimately presents to existing organizations.

Moreover, in literature there is a gap on topic considered: professional figure require in online community and them roles and activities. Thus, greatest contribution to this theme is on eLearning, the skills of the online tutor (Duggleby, 2001) through nethnography, thus ethnographies of online communities (Hine, 2017).

The chapter positioned into a literature review that is how topic the online professional figure in value creation perspective in digital platform. The motif is a gap detected into literature on digital people topic. The principal theoretical contribute is a put in evidence the different perspective, role and approach of professional figure in digital context. There is not a study on balancing between professional figure and digital context. Through qualitative analysis the paper put in evidence the main activities and role of digital tutor in online community how digital platform (Nonnecke, Andrews, & Preece, 2006).

In the context of organizational studies, it is increasingly important to consider virtual environments in the same way as physical ones so that the inputs in terms of performance are better addressed and more effective. This study really wants to contribute to this purpose, because it considers not the power of digital as a solution or product but as an ambient in which people - digital people - operate. Understanding how digital people work and what skills and tasks they need to perform means implementing the process on the table particularly, in terms of performance and efficiency.

The work aims to contribute to development of literature on role of tutor online, particularly the platform crowd. As a new distributed processing model, crowdsourcing enables people to harness the intelligence and wisdom of the crowd toward problem solving (Brabham, 2008). Crowdsourcing considered an innovative form of value creation (Seraj, 2012) and it realized through different ways (Howe, 2009). This contribute would like analyzed, on based of the mainstream theoretical put in action from Porter and Kramer (2011), the value creation, and Suermann and Franzoni (2015), the crows science user contribution patterns. The recently evolution of crowd platform considered the interaction between company and crowds on based "Community of Practice" model (Zuccheromaglio and Talamo, 2003). This model considers the virtual interaction along the construction of shared repertoire, common enterprise and mutual engagement. The authors considered as the communities' development from the online tutorship.

On the base of online research technique that involved the netnography methodology and critical interpretation of results, the contribution aims to obtain useful managerial implications and it goes to good managerial implications for organizations.

The paper contributes to existing literature on the topic being consider. It shows the weakness of literature review in online tutor' studies. Thus, the work systematizes the literature on this topic,

recognizing the need to deepen the analysis of the new professional figures emerging in digital platforms.

The research question is verifying the possibility to facility co-creation process and thus, value-creation through a crowd tutor's profile how a professional figure that the main link between the organization and people as crowd is (Sauermann, & Franzoni, 2015).

The study could answer these questions:

1. There is a connection between the most innovative proposals of the crowd and the tutor's intervention?
2. Has the tutor an active role on the crowd and, if yes, how he expresses it?
3. There is the possibility to facility co-creation process through the online tutor?
4. There is the link between the organization and people (crowd) through a crowd tutor's profile?

The work maps the different dimensions to manage the crowd through a tutor, it considers the different roles and tasks of tutor that operates into crowd platforms. The paper traces the differences between roles and tasks in relation to where crowd activity is placed in the company's value chain, and it go to considering the force point and weakness point of crowds.

The work puts in action the points which following:

- **Starting Point:** Crowdsourcing becomes a powerful mechanism for doing online work and allow collaboration;
- **Motivation behind the research:** A first consideration the relation between crowd and tutorship; it considers the tutor of crowd as strategic professional figure in online communities;
- **What:** The analysis considers the differences in roles and tasks in relation to where crowd activity placed into value chain of company. Into crowdsourcing the "digital people", live in a digital society where every individual has a role and operate into an online communities;
- **Methodology:** Qualitative analysis, netnography through an online participation-observation of researcher;
- **Force Point:** Professional figures and new technologies are balancing; human resource management must consider this as it creates value.

The main objectives are checked if there is a connection between the most innovative proposals of the crowd and the tutor's intervention and, in general, if the tutor plays an active role on the crowd and how he expresses it. The qualitative analysis considers a balancing between professional figures and new technologies and it develops the concept that human resource management must consider this as it creates value.

The theoretical structure, that is developed in background of this contribute, follows the steps which could be synthetized in:

- The "crowd creation" participating in the value chain of the company (Surowiecki, 2005; Abouzeedan et al., 2010; Geiger, 2012; Di Guardo & Castriota, 2013; Aiello & Cacia, 2014). Thus, is it possible requires a crowd tutor profile?
- The tutor has the role to styles and knowledge building in an online community (Cesareni, Albanese, Cacciamani et al., 2008);
- The tutor has developed a role into improve the adaptation ability (i.e. for undergraduate) (Zhang & Wang, 2010);
- Duggleby, J. (2001) considers that the formation revolves around the tutorship, activities that excel in virtual education, which Bosom, Fernández, Hernández et al. (2007) proposing the tutor

online approach (Coronado, García-Beltrán, Jaen et al., 1998; Cesareni, Albanese, Cacciamani et al., 2008; Zhang & Wang, 2010);

- The crowd tutor's profile allows proposing a professional figure that enables the growth of a digital community. Within the digital community, the crowd platform is the most complex as it can involve a large number of users interacting for "co-creation". It represents an emerging problem-solving and co-production model (Brabham, 2008).

The method used in the research is a qualitative research (Catanzaro, 1988; Miles & Huberman, 1994; Mayring, 2000; Patton, 2002): netnography (Kozinets, 2002). Particularly, ethnography applied to online community analysis, realized through procedures proposed from Kozinets (2002, pp. 63-66), "entrée", "data collection and analysis", "providing trustworthy interpretation", "research ethics" and "member checks". The qualitative analysis is developed in two parts: 1. Netnography (Kozinets, 2002); 2. Applied to online community analysis, realized through procedures proposed from Kozinets (2002, pp. 63-66). The Value of work is the opportunity of determining upstream the features and skills a crowd tutor needs to have and the mapping and monitoring these skills can help to influence the interactions between the crowd (number, intensity, etc.). Finally, the results of work are important if you consider that these interactions can "create value." The process of research is shown into Figure 1.

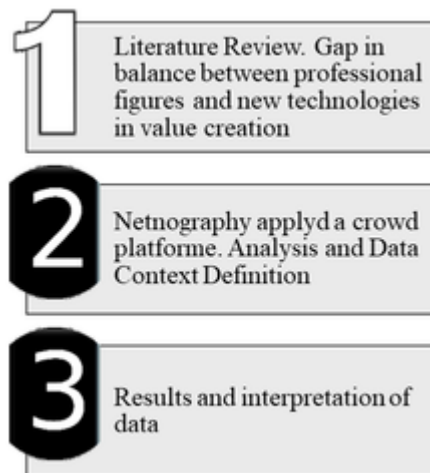
The main limit of contribute are it should be able to develop the profile of crowd's tutor into digital community through a measure of performance. The paper isn't full exposed the data analysis on the relationship between activities of tutor, the crowd and how they are placed into value chain of company.

## BACKGROUND

The crowdsourcing – that is crowd plus "sourcing" – has a large reference literature (Surowiecki, 2005) and, among all research in different field, exist an increasing interest even in management field (Howe, 2009; Schenk, 2011). Particularly, the crowdsourcing allows a challenge and opportunity for web communities (Di Guardo & Castriota, 2013). Generally, crowdsourcing is the word that has more definition and significant, it connects the diverse potential of large groups of people via an open call for contribution over the Web (Geiger, 2012). For Reichwald and Piller, there are two typologies of crowdsourcing thus, mass customization and open innovation. This research considers crowdsourcing how open innovation through active role of online community. The cooperation for innovation, in this case, takes place in the web space, where the members of community has an actively participate in its creation through activities such as blogs, forums, social, platform etc. In this analysis context, the online tutor has a role, we think that the role of tutor to insert the crowd in the organization. This consideration, it allows to affirm that the crowd's tutor has different from others online tutors. Thus, the specific analysis on crowd's tutor has a reason. Moreover, a more detailed classification of crowdsourcing points out the reach of proposing a tutor definition of the crowd. Crowdsourcing systems are developed along their organizational function. As Geiger (2016, 2012) suggests the product or service that provided by crowdsourcing is essentially determine by contributions from the crowd.

This study considers the crowd creation, as in the case at hand, participating in the value chain of the company. The theories that involve the consumer in the production/distribution of the product describe a new division of labor between firms and individual, such that consumers become active participants in the creation of value (Kleemann, Günter Voß, & Rieder, 2008). Thus, it requires a crowd tutor profile. Crowdsourcing, with customer engagement, is an open-innovation (Abouzeedan et al., 2010), that is an emerging paradigm that is changing the way business is done. Work contributes to pre-existing literature, creating a synergistic point between crowdsourcing and online tutor's studies.

Figure 1. Research Process: Tutor of crowd



The research question is validating the opportunity to ability co-creation procedure and thus, value-creation through a crowd tutor's profile how a professional figure that the main link between the organization and people as crowd is (Sauermann, & Franzoni, 2015).

The main questions are:

1. There is a connection between the most innovative proposals of the crowd and the tutor's intervention?
2. Has the tutor an active role on the crowd and, if yes, how he expresses it?
3. There is the possibility to facility co-creation process through the online tutor?
4. There is the link between the organization and people (crowd) through a crowd tutor's profile?

In this section, we analyzed the main literature dealing with the tutor in different perspectives. The first part, considering as a scenario the transition from physical to digital society, analyzes the crucial factors behind the tutor's role.

The second part clarifies why this theme is important for the organization, describing both the perspectives of business organization scholars and digital organizational perspectives.

The theme of tutorship is at the center of numerous and important debates in sociological literature, and in general, it significantly points out the role of the web in the interpretation of contemporary life. The role of tutorship as evaluator is strategic for development of e-learning (Coronado, García-Beltrán, Jaen et al., 1998, pp. 727-734). The tutor has the role to styles and knowledge building in an online community (Cesareni, Albanese, Cacciamani et al., 2008). The tutor has developed a role into improve the adaptation ability (i.e. for undergraduate) (Zhang & Wang, 2010).

Duggleby (2001) considers that the formation revolves around the tutorship, activities that excel in virtual education, which Bosom, Fernández, Hernández et al. (2007) proposing the tutor online approach. Several scholars have been questioned about this phenomenon (Coronado, García-Beltrán, Jaen et al., 1998; Cesareni, Albanese, Cacciamani et al., 2008; Zhang & Wang, 2010). First, the evolution of the methodologies of formation and the progressive affirmation of the knowledge economy must interpreted in the light of the transformations that advanced societies have experienced in recent decades and the consequences they have had on society. Tutorship becomes a tool to facilitate learning, and as work, which becomes interactive and immediate in virtual environments.

In contemporary society, tutorship used in the most diverse sectors of the economy and society. The tutorship is very much link to both training and job placement. The tutor has a role to impact on the communities' development (Talamo and Zuccheromaglio, 2003).

It is difficult to map tutor's roles and tasks into crowd platforms, both literature and nomenclature of professions. Define the tutor and company tutor but not the tutor of a crowd to reach a goal. Reference literature is still scarce with respect to this issue. Into business perspective, we must consider this role, the company involved the community with the aim of making it grows, as increasing the number of individuals who feed it increases the inputs to the value chain. Every participant to digital community has a precise function; the tutor is one of these and, within its function of increasing the digital community, has different roles. The digital community and interaction between different individual require an interaction between user and technological system. The first roles of tutor online are support, direct and instruct the individuals. From this point of view, the digital communities require a mediation to interactive practices "... in inter-subjectivity and inter-objectivity contexts: in social contexts and through the mediation of artifacts, nearly exclusively technological, sustaining the communication processes and the information sharing and coordination..." (Talamo, Zuccheromaglio, 2003, p. 186).

Into analysis the role of tutor into crowdsourcing, the platform analyzed as Collaborative Virtual Environments (CVEs) where a community is able to Value Chain's parts of Company. This virtual community shares a repertoire, is involved in a common goal, and to reach it, the digital community shares a common commitment.

In 2006, Howe and Robinson have outlined a new web-based business model. A company or institution take in outsource a task from large network of people in the form of an open call, in past performed by its employees (Aiello and Cacia, 2014). People insides into organizations where the tutor is the main link.

The crowd tutor's profile allows proposing a professional figure that enables the growth of a digital community (Walker, McLaren, Rummel, & Koedinger, 2007). It represents an emerging problem-solving and co-production model (Brabham, 2008). The value of the contribution is that you can determine upstream the features and skills a crowd tutor needs to have. In addition, mapping and monitoring these skills can help to influence the interactions between the crowd (number, intensity) (Hargittai, 2001). The results of work are important if you consider that these interactions can create value (Salomonson, Åberg, & Allwood, 2012). In section that following the paper verify the main dimensions to manage the crowd through a tutor, particularly the different roles and tasks of tutor that works into crowd platforms. Finally, the work finding the roles and tasks of crowd's tutor, which allow the company's value chain, considering the force and weakness points' digital community such as crowdsourcing.

The theoretical contribution of this work is the balance between new technologies and digital people. Particularly, the work highlights the theoretical path and the empirical evidence on the role of the crowd tutor, opening a new line of research on the contribution to the value chain that this role can have as an activator of the contribution of the crowds.

The problem of research is that the contribute not develop the profile of the crowd's digital community through a measure of performance through the tutor and it is not full exploded the data analysis on the relationship between activities of tutor, the crowd and how they are placed into the value chain of company. The study how we can read into section that follows is Italian platform, this could be a limit of research, but the study could be reply to similar platform of different nationality of crowds.

## **MAIN FOCUS OF THE ARTICLE**

The focus of research is validating the opportunity to ability co-creation procedure and thus, value-creation through a crowd tutor's profile how a professional figure that the main link between the organization and people as crowd is. In this section the contribute answers to question research. The

empirical context is the crowd platform nelmulinochevorrei. Mulino Bianco is a part of Barilla's group, which operates into industry of food and taste. Reviewing the main phases of platform history through organizational analysis, and then contextualizing the most recent revolution of Mulino Bianco in the current trends its value chain and online organization. Thus, the Company has developed its value chain through a pro-active involvement in products' development or creation. People of research are the customers, potential target asked to participate in competitions, to project and to share their concepts or opinion for new products/idea/naming/parts of product/csr strategy, or to get involved in by voting those ideas they best like and would friendship to find production and markets.

The Company thinks that the time for growth together with their customers is the best, so insert them into its Value Chain. Into this platform, the crowd interacts with other member and the organization through responsible of marketing, informatics, platform specialist, responsible of research and development, and others. This crowd platform is created March 8, 2009; there are more active members that by June 2017 are expressed 5.086.412 likes, 10.563 idea proposals and 919.368 comments. The summary of the results obtained and managerial implications on role of tutor of crowd can put in action a balance between professional figures and new technologies in value creation, it is possible thanks to the strategic role of the tutor and how this role changes in relation to the structure of the organization's value chain.

The project of "nelmulinochevorrei.it" involves the individual that logged into platform and Mulino Bianco experts' witch, into our perspective, are tutors.

Tutors evaluate the ideas that participants have introduced and various interested typology as customers, user of platform, potential target, more; they contribute by proposing new idea, voting the proposed idea, proposed incensement or modify the proposed idea that are passed the step of reliability. Tutors stimulate and build the link between online communities the crowd to participate around idea and its development. The tutors support in learning of developed of idea proposal. Finally tutors online are support, direct and instruct the members of community.

The various tools available on the platform support different levels of analysis. Through a mixed qualitative analysis methodology: desk and netnographic this research wants to analyze the empirical validity of the theories emerged in literature on the topic of tutorship in the crowd, especially on the multi-dimensionality of the role and skills in relation to the Value Chain.

## **METHOD: NETNOGRAPHY IN ORGANIZATION RESEARCH**

Considering the wealth of data produced through the net and the desk, it has become necessary to transform information useful to the understanding of the phenomenon being investigate. This procedure focused on two distinct phases; first, attempts been made to reduce and select significant data for analysis purposes, then they have been read and interpreted in the light of reference literature, such as the role of online tutor in the platform crowd. The most authoritative literature, in fact, stressed that qualitative research is an irreplaceable tool for understanding attitudes and processes by deeply examining a sample of limited dimensions compared to those used by technical quantities. The researcher phases are entrée, data collection and analysis, providing trustworthy interpretation, research ethics and member checks (Kozinets, 2002, pp. 63-66).

Entrée. In line with the main literature and in consideration of the managerial implication of Talamo and Zuccheromaglio (2003, pp. 197-205), the purpose is to answer the following questions: 1. What are the different dimensions to manage the crowd through a tutor?; 2. Which are the different roles and tasks of tutor that operates into crowd platforms?; 3. Which are the differences between roles and tasks in relation to where crowd activity is placed in the company's value chain? 4. Can the online tutor monitor the force point and weakness point of crowds?

The online forums appropriate are platform crowd "nelmulinochevorrei"; blog of platform crowd; email generated around platform. The community of nelmulinochevorrei is most relevant for the question researches, particularly, the platform is the one the main crowd platform where into

community there are people with particular role to manage the crowd. Secondly, the community is relevant: 10.563 idea proposal, 919.368 comments, and 5.086.412 like (June 20, 2017, 9:44 times).

The online community chooses is linked from participation to virtual value chain of Mulino Bianco. The virtual value chain could be physical value chain when an idea proposal of community realized. The community is involved around products, communications, and responsibility. Into community, there are the people that have the role of online tutors of crowd how I have defined into previously background theory. Particularly, the online tutor has the function of increasing the digital community; he has different roles, so support, direct and instructs the community, nearly exclusively technological, sustaining the communication processes and the information sharing and coordination. The online community of nelmulinochevorrei is suitable for questions research proposed; suitable to the investigation: relevant group; high traffic of post, comments and like. Every idea proposal from community and the feedback from “online tutor” are descriptive and detailed. Finally, the interaction between community members involved all researches questions.

Data collection and analysis. This procedure least two elements: 1. the data which emerge directly copy from the Communication-Mediating-Computer of online community members; 2. the data that emerging from observation of the community and its interactions.

This research has involved the observation of [www.nelmulinochevorrei.it](http://www.nelmulinochevorrei.it); it created March 8 2009; the data collection realized from November 2016 at June 2017. Formalize the summary of the results obtained and managerial implications. The role of online tutor of crowd can put in action a possible evolution of crowd platforms. Thus, thanks to the strategic role of the tutor and him role that changes in relation to the structure of the organization’s value chain, it is possible to realize a value-creation. The analysis has involved the analysis shows into Table 1.

The data collection been done in 9 months (from November 2016 at June 2017) with interaction frequency of researcher into platform of 4 hours for week. Finally, are collected and analyzed 50 pages of transcription, in details:

1. **Platform:** a. 9.346 like, 4713 short postings for first idea analyzed; b. 860 short post for first idea in realization and 6529 short post for second idea in realization;
2. **Email:** 3 emails;
3. **Blog:** 37 sections.

**Table 1. Data analysis: Where, what, frequency, period**

Where	What	Frequency	Period
Platform crowd	idea proposal what is realized	9.346 like 4713 short postings 6 mediation of tutor	November 2016 - March 2017
Platform crowd	idea proposal in realization	860 short post one mediation of tutor	February - June 2017
Platform crowd	Idea proposal in realization	6529 short post One mediation of tutor	November 2016 - June 2017
Email	one idea proposal what isn't posted on platform	3 email (role of researcher participate in relationship with tutor)	June 2017
Blog	10 of all idea which are realized from Mulino Bianco	interaction on idea which are considered in platform (reinforce)	June 20 2017



Before downloading and transcription, the work has classified the interaction “relevant” or “not relevant” for this research. For example, all instruction of online tutor or comments on tutor from community or interaction between community and tutor (i.e. coordination, stimulation, et all) are considered “relevant”; all interaction between members of community exclusively on idea proposal are considered “not relevant”. Into this procedure, on have observations the text analysis and goals of online tutor’s interaction on online community.

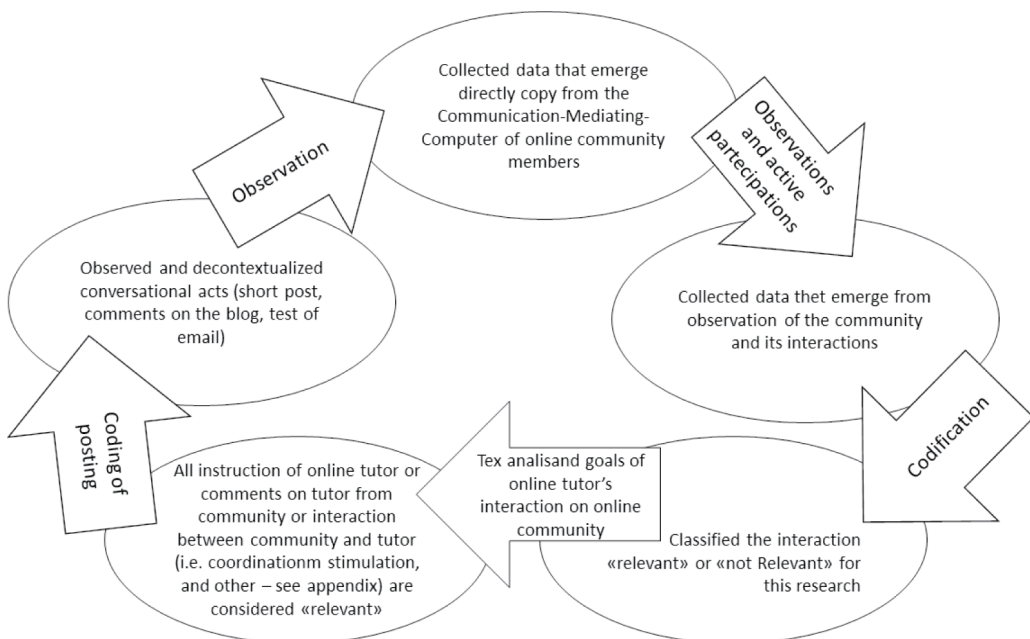
Analysis and interpretation. Into this procedure on observed and decontextualized conversational acts. The coding of postings (short post, comment on blog, test of email) involved both data analysis and data interpretation (Kozinets, 2002; Spiggle, 1994). The analysis and interpretation are developing into section 4 of this research, where on present and comment the “verbatim” which are extract of data collection procedure and the main results of codification of manual transcriptions for identify the different categories; the method utilized is that Glaiser and Strauss (1967).

The phases of data collection and analysis are closely related, their process is summarized in Figure 2.

Ethics and member checks. The crowd platform nelmulinochevorrei is public site, so never require the consensus on topic. All posts, comments and information involved into this research are anonymous. Finally, the participation of research (Kozinets, 2001, 2002) into crowd platform has been coherent and in respect of nelmulinochevorrei’s netiquette. For typology of questions research and the platform crowd the member check does not developed in direct modality but through the online interaction (direct email) between researcher and three tutors of platform. Those interactions have confirmed the results of analysis. Into section that follows on presents the main results of all phases, descript previously.

The main result of qualitative analysis shows a first connection between the most innovative proposals of the crowd and the tutor’s intervention (answer to first questions) how emerges into Table 1.

Figure 2. Data collection and analysis process



## CONCLUSION

In this session, we present the main results of qualitative survey that aims to analyze the role of online tutor into platform crowd; the analysis developed on three levels:

- **In platform crowd:** 1. one idea proposal what is realized, with 9.346 like, 4713 short postings, and all mediation of tutor; 2. two idea proposal in realization, the first with 860 short post and one mediation of tutor; second with 6529 short post and one mediation of tutor;
- **In email:** One idea proposal what is not posted on platform, I have observed 3 emails (role of researcher participate in relationship with tutor);
- **In blog:** Interaction around interaction on idea which are considered in platform (reinforce) and 10 of all idea which are realized from Mulino Bianco at date June 20, 2017, which are 37.

The research of the study, a first level, the way the company uses the tutor figure that is technological aspects, netiquette aspects, business feasibility aspects; a second level, the criticality of the impact the tutor may have on the online community and the fruit of the platform crowd, verifying whether it is consistent with the company's expectations. The last level will implicitly test what role the tutor has in the platform crowd [www.nelmulinochevorrei.it](http://www.nelmulinochevorrei.it).

Consistent with what has analyzed in the main reference literature on tutorship and the crowd, this work aims to verify - through qualitative analysis of the Mulino Bianco and the new concept of [nelmulinochevorrei.it](http://nelmulinochevorrei.it) as the concept and aspect that mainly characterizes the tutor.

Since the topic of the public is more and more subject to study, involving several stages of the value chain that must be considered in several instances by the tutor, it is considered appropriate analysis of the role of the online tutor. Therefore, relying on the methodology of qualitative analysis, the study analyzes the presence of the mass tutor in the platform, the role it plays and the interaction with the user. The fundamental aim of the job, based on the proposed research questions, is to understand whether the tutor has a function in this particular context and to explore the roles assigned by the organization based on the reference analyzed. In particular, research will focus on the various actors involved, that is, the company – Mulino Bianco, and the platform's question-maker. As an exploratory analysis, the construct is indirectly treated; this is not to affect the dialogues, to see if, when and with what relevance any emerge identified role.

The implementation of the methodology concerned:

1. Participating and observing the online community of the [nelmulinochevorrei](http://nelmulinochevorrei.it) platform;
2. Participating and observing the online community on the Blog.

In the textual analysis, the arguments (codes and categories) considered relevant to the cognitive purposes of the study were isolated. The result was the formulation of a series of considerations derived a posteriori from the full analysis: what emerged extrapolated and inferred solely from what the users wrote during the normal course of their community life in which the researcher introduced.

From previous session emerged that the online tutor in crowd platform analyzed is chosen from Mulino Bianco and he/she must be:

- Educate users on how to use the site and, above all, how to present ideas and interact with the crowd and platform;
- Conversation, confront users, and stimulate ideas.

The tutor does not enter the merits of ideas but is a neutral figure that helps users to propose, develop, conceptualize, improve, refine, and present their ideas to reduce any anomalies, weaknesses or

critical points to propose them to the best. The tutor has an active role on the crowd and it is expresses in different ways (answer to question 2) how emerges into this section. The analysis proposed some verbatim which can clearly the providing, trustworthy and interpretation of data and the results are synthetized into Table 2.

The results show that if the tutor facilitates interaction among members, they share more innovative ideas, for example, when tutors stimulate the community; the conversations have more rows and contain more words and positive adjectives. Besides, in the conversations started from tutors, the members are more efficiently and active. The key role of the tutor, emerging from the observation of the empirical context is: ideas with more interventions and activities by tutors are not the ones with more like. The tutors have more interventions and crows in the conversation, when the ideas proposal considered feasible by the internal evaluation of the company.

In crowd platform is very fundamental that the community know the platform and the interaction modality. The idea proposed must to be realize, it is not a competition on the idea, but the objective is to establish a proposed idea, which constitutes that the community providing the idea the currency and the best has the capacity that may be stimulated through learning. The participation in the process is also if it is learning, when an example resulting to an idea and not publish it, the tutor is not limited only to provide a detailed explanation. Why? Because that the community expresses, improves what it does not work in the proposal, thus that when interacting or making other idea proposals that infants are addressed and influence. The main managerial implication of this work is to propose a tutor of crowd profile based on desk and field analysis.

Digital people living in a digital society, in crowdsourcing, co-build a shared repertoire, engage in a joint venture, and engage in mutual engagement. There is the possibility to facility co-creation process through the online tutor (answer to question 3). In this study, we have shown how the community plays an active role in the value chain through the digital tutor and the use of interactional speech to build self-identity and others and to share some dimensions of development of the business projects such as time bounds, business feasibility, products, needs, more. In this process of building and developing there are the forces and the dark side of online communities, from the considerations proposed by the online tutor can be able to monitor and mitigate the strengths and weaknesses of

**Table 2. How the tutor expresses the active role**

Main Role of Tutor	Activities of Tutor	Why?
Stimulant	Positive Reinforce	If Negative Feedback the tutor motive the choice and stimulate the individual to submit a new proposal. If Positive Feedback motive, involves and makes the member and the whole community protagonist. If Positive Feedback the idea is posted on platform and everyone that is logged can vote or comment the proposal
Activator	Interacts and allows interaction	The interaction on idea is stimulated from tutor
Supplement	Inform, answer, mediate	Technical supported on all step for registration and use of platform
Facilitator	Inform, answer, mediate, clarifies, stimulates to improve	He directs towards: product; new segments; package; corporate social responsibility
Learning to	Sustainability of Value Chain in Reliability View and Coherence and Respect of Netiquette. He directs towards: product; new segments; package; corporate social responsibility	Positive or Negative Feedback The tutor publishes an evaluation of idea and stimulus the crowd and the proponent of idea to contribute by others feedback.

the digital community and he can transform them in positive input for the business value chain. The future research is to be able to develop the profile of crowd's tutor into digital community through a measure of performance.

The main weaknesses of the paper are: 1. it should be able to develop the profile of crowd's tutor into digital community through a measure of performance; it isn't full explores the data analysis on the relationship between activities of tutor, the crowd and how they are placed into value chain of company. The main conclusion is that tutor of crowds had a positive behavior, they stimulate the crowd. These positive and active behaviors affect crowd' attitudes about the benefits of the community, their expectations, and opinions are fundamental for growth of online community. In table 1 that follows there is the main role of tutor.

Several avenues for continued research on tutor of crowd and its role into value chain. First, we need to know more definitively whether the tutor is a driver for online community. We also need to know how long this driver can linked to value co-creation. We also need to know whether crowd want supported and, if so, what will assist them in becoming active posters into value chain.

We know, as mentioned above, that the role of tutor in online community is strategic and we had shown the skill required. However, we know very little about the value chain and them strong and tangible contribute and position. We should work towards identifying the conditions in which tutor is most advantageous and determine the kind of actions community managers can take to manage the community into value chain through tutor. Thus, there is the link between the organization and people (crowd) through a crowd tutor's profile (answer to question 4).

This original contribution covers a wide range of topic through an experience of Italian digital platform and gives an interesting perspective on the definition of a new professional figure of online community: tutor of crowd. The needed customer journey and the various challenges that this process is facing. Confronted with the various factors related to this unavoidable and ongoing change, a resilient manager should be able to recognize and seize all opportunities that every epochal disruption ultimately presents to existing organizations.

It is interesting to know that positive behavior is not approach to public participation only. We think it is its own behavior, perhaps a strategic behavior. The skills of online tutor should not be of tutorship or addressing only as earlier works suggest, but accepted as stimulated behavior to creating value for all organization, and all community.

The challenge to online community organizations and managers is to understand more specifically about why people in their community co-create and collaborate, the work shows that the crowd tutor stimulates and pushes an active contribute.

We should conclude that they should be educated and formed in more and more skills. Tutor of crowd is not a limited activity but a multi-level performance that needs consideration into online profession, thus into characteristics of profession in contract, mansions and roles.

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## APPENDIX: MAIN RESULTS

Table 3. Interactions community-tutor: main results

Main Role of Tutor	Activities of Tutor	Why?
Stimulant	Positive Reinforce	If Negative Feedback the tutor motive the choice and stimulate the individual to submit a new proposal. If Positive Feedback motive, involves and makes the member and the whole community protagonist. If Positive Feedback the idea is posted on platform and everyone that is logged can vote or comment the proposal
Activator	Interacts and allows interaction	The interaction on idea is stimulated from tutor
Supplement	Inform, answer, mediate	Technical supported on all step for registration and use of platform
Facilitator	Inform, answer, mediate, clarifies, stimulates to improve	He directs towards: product; new segments; package; corporate social responsibility
Learning to	Sustainability of Value Chain in Reliability View and Coherence and Respect of Netiquette. He directs towards: product; new segments; package; corporate social responsibility	Positive or Negative Feedback The tutor publishes an evaluation of idea and stimulus the crowd and the proponent of idea to contribute by others feedback.

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