





Unpacking hybridity: Development and first validation of a multidimensional instrument to profile hybrid professionals

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Abstract

Hybrid professionals, that is, professionals who have transitioned to managerial roles, have emerged in numerous public settings. Through in-depth qualitative methodologies, the literature has shown a good degree of heterogeneity in the way hybrid professionals perceive and manage their hybridity. In this study, we aim to develop a theory-based, multidimensional instrument able to capture such heterogeneity in a lean but sensitive way. In this instrument, we combine consolidated scales of identity centrality and integration and vignettes, on the one hand, to measure the perception of hybrid professionals of the relationship between their professional and managerial identities and, on the other hand, to elicit the practices they use to deal with the demands of the professional and managerial logics. We first validate the instrument on a sample of school principals in the Italian context and then describe the six profiles of hybrid professionals derived from the analysis. We suggest three avenues for applying such an instrument.

Abstract

I professionisti ibridi, ovvero quei professionisti che hanno assunto ruoli manageriali, sono presenti in molti settori della pubblica amministrazione. La letteratura ha riscontrato un

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elevato grado di eterogeneità nel modo in cui tali professionisti percepiscono e gestiscono il loro essere degli ibridi. In questo studio offriamo un contributo metodologico sviluppando, a partire dalla teoria, uno strumento relativamente snello ma in grado di catturare tale eterogeneità con un approccio multidimensionale. Lo strumento combina scale consolidate che misurano “identity centrality” e “identity integration” con la metodologia delle vignette, al fine, da un lato, di misurare come gli ibridi percepiscono la relazione tra identità professionale e manageriale, e dall'altro, di analizzare le pratiche che concretamente adottano per gestire tali identità. L'articolo presenta una prima validazione dello strumento su un campione di dirigenti scolastici in Italia, e illustra i sei profili di professionisti ibridi che emergono dall'analisi. Da ultimo, vengono indicati tre ambiti per future applicazioni dello strumento.

1 | INTRODUCTION

In many countries, multiple solutions have been found to bring managerial practices and values into traditional professional public settings (Ferlie et al., 1996; Kirkpatrick et al., 2005). Among these solutions, formal managerial roles have been assigned to professionals, such as judges, medical doctors, nurses, teachers, and social workers (Croft et al., 2015; Doolin, 2001; Giacomelli, 2020). These professionals entitled with managerial responsibilities are often referred to as “hybrids” (Noordegraaf, 2007, 2015) as, to bridge the professional and managerial worlds (Hendriks & van Gestel, 2017; McGivern et al., 2015), they combine different cultures, values, and logics when enacting their roles (Blomgren & Waks, 2015; Denis et al., 2015). In health care, for instance, doctors have been increasingly assigned to the managerial roles of clinical directors or network managers (Llewellyn, 2001; McGivern et al., 2015). Hybrid professionals have also emerged in universities, where professors are called, as faculty deans or program directors, to appraise the performance of their peers, develop human resource management competencies, and apply managerial instruments such as strategic planning or financial reporting (Deem et al., 2007; Teelken, 2015). Seemingly, the managerialization of the education sector and the introduction of efficiency logics and performance measurement tools have meant the recruitment of schoolteachers to the managerial role of principals in many countries (ETUCE, 2012; Hendriks & van Gestel, 2017; Noordegraaf & de Wit, 2012).

The way in which hybrid professionals manage their hybridity in practice and how they perceive the relationship between their dual identities is bound to affect how they perform their daily work (Noordegraaf, 2007, 2015). It is not only timely but also of great relevance, therefore, to have ways to profile hybrid professionals systematically across different organizational settings, public service domains, and throughout their careers. Doing so would ultimately allow identifying the most relevant factors that shape how hybrid professionals perceive and manage their roles.

The aim of the present study is to develop an instrument to profile hybrid professionals through medium- to large-scale surveys in a variety of public settings. We do so by generating a theory-based, multidimensional instrument that assesses, on the one hand, the perception of hybrid professionals of their professional and managerial identities and, on the other hand, their behavioral, practice-based responses in facing professional and managerial logics. For drafting the instrument and its initial validation, we employ the case of school principals in the Italian setting.

The following section introduces the theoretical grounding of the development of the instrument in its two main parts and the theoretical assumptions behind its construction. We then present the methods employed to develop

the instrument and conduct its initial validation. The results section describes the six profiles of hybrid professionals emerging from the validation study, and finally, the main avenues for applying this instrument across public settings are discussed.

2 | THEORETICAL BACKGROUND

Hybridity is a broad theoretical concept that refers to situations in which elements of different origins are mixed (Denis et al., 2015). Hybridity has been mainly explored at an organizational (Besharov & Smith, 2014; Emery & Giauque, 2014; Raynard, 2016) and individual levels (Bévort & Suddaby, 2016; Blomgren & Waks, 2015). In the latter perspective, hybrids (hereafter, *hybrid professionals*) are those “professionals engaged in managing professional work, professional colleagues, and other staff” (McGivern et al., 2015, p. 412).

Two main, interrelated streams of literature around hybrid professionals and their approach to hybridity can be distinguished. One stream (e.g., McGivern et al., 2015; Sartirana et al., 2019; Sirris, 2019) has focused on how hybrid professionals perceive their dual professional–managerial identity. The second stream (e.g., Martin et al., 2017; Waring & Currie, 2009) has examined, instead, the practices employed by hybrid professionals to cope with and make sense of multiple institutional demands and logics derived from the professional and managerial worlds. We consider both perspectives in building a multidimensional instrument for profiling hybrid professionals.

2.1 | Hybrid professionals: perception of the relationship between professional and managerial identities

The first perspective on hybrid professionals focuses on how they perceive their dual professional–managerial identity and the relationship between the two identities. By identity, we refer to the meanings that individuals attach reflexively to their selves, with these meanings being “developed and sustained through processes of social interaction as they seek to address the question ‘who am I?’” (Brown, 2015, p. 23). Identity depends on how individuals interpret and enact their roles when comparing themselves with contexts, discourses, and others, in the workplace (McGivern et al., 2015).

Studies have pointed out how hybrid professionals not only often struggle to relate and combine their dual identities (Forbes et al., 2004; Obodaru, 2017) but also how they are inherently heterogeneous in their perception of the relationship between the two (Bévort & Suddaby, 2016; Forbes et al., 2004; McGivern et al., 2015; Sirris, 2019). McGivern et al. (2015), for instance, indicate that some hybrid professionals might consider the managerial identity marginally compatible with the professional one and attempt to protect traditional professionalism when in hybrid roles. “Willing hybrids,” instead, conceive of the two identities as compatible and succeed in creating a real hybrid professional–managerial identity. In addition to the compatibility of the two identities, other studies point to the differential centrality that the professional and managerial identities can have for hybrid professionals. Sirris (2019), for example, proposes that the two identities can be perceived by hybrid professionals as primary or secondary based on the different extents of centrality that they assume in shaping hybrid professionals' sense of self.

Various scholars (e.g., Bresnen et al., 2019; McGivern et al., 2015; Sartirana et al., 2019), in addition, have adopted the lens of identity work to study how hybrid professionals “strive to shape relatively coherent and distinctive notions of their selves” (Brown & Toyoki, 2013, p. 876) in their dual identity (Caza et al., 2018). Sartirana et al. (2019) described how, first, professionals must familiarize themselves with their new managerial identity, then make sense rationally of their dual identity and, once accepted, attempt to legitimize it in the eyes of their professional colleagues. As such, not only is the perception of the relationship between professional and managerial identities bound to be heterogeneous in terms of compatibility and centrality across hybrid professionals but also to vary over time. A good instrument to profile hybrid professionals, therefore, needs to be able to capture such heterogeneity across individuals and time.

2.2 | Hybrid professionals: practices to manage professional and managerial logics

When the prescriptive demands of different institutional logics target the same jurisdictional space, such as a profession, the resulting overlap produces contentious zones where action is normally governed by tension (Raynard, 2016). While all professionals working in institutionally complex settings are subjected to multiple injunctions and demands (Besharov & Smith, 2014; Goodrick & Reay, 2011; Smets & Jarzabkowski, 2013), hybrid professionals need, to be able to enact their hybrid role, to find ways to juggle the multiple, or even conflicting, prescriptions (Hoff, 2001; Martin et al., 2017) deriving from the two logics that shape their very role, that is, the professional and managerial logics.

A rich stream of literature explores the practices used by hybrid professionals to cope with and mitigate the threats that stem from, and resolve or ameliorate the sources of contradictions deriving from the combination in their role of professionalism and managerial logic (Blomgren & Waks, 2015; Shams, 2021). Hybrid professionals have been shown to engage in a broad variety of such practices ranging from open avoidance (Numerato et al., 2012; Waring & Currie, 2009) and resistance (Doolin, 2001) to the prescriptions or practices drawing on one of the two logics. Alternatively, they might act by prioritizing the practices associated with one logic over the other (Arman et al., 2014; Sirris, 2019) or alternating practices attributable to one or the other logic based on contingent needs (van Gestel et al., 2019). Finally, hybrid professionals can selectively blend elements of each logic (Carvalho, 2014) or integrate them synergistically (Noordegraaf, 2020).

This literature indicates that the choice of practices by hybrid professionals is based on how compatible they perceive the two logics to be: avoidance, resistance, and prioritizing approaches tend to be associated with a low compatibility between logics while alternating, blending, and integrating approaches tend to be associated with a progressively higher degree of perceived compatibility. Once again, a good profiling instrument needs to be able to capture the heterogeneity of the practices hybrid professionals can potentially embrace when facing the demands of the professional and managerial logics.

Studies in the two streams of literature just described have heavily relied on in-depth qualitative methods, such as interviews, ethnographies, and discursive analysis, with the possibility often of focusing only on a single organizational setting at a time or on small samples. Our study calls for finding lean but sensitive ways to systematically profile hybrid professionals and to compare them within the same organization, across public organizations or sectors, and over time. With this goal in mind, we developed a multidimensional instrument that could encompass both the perceptual and behavioral sides of managing hybridity, as indicated by the two streams of literature, and selected the context in which to conduct its initial validation.

3 | METHODS

3.1 | Research setting: school principals in the Italian education sector

In this study, we draw on the case of school principals in the context of the Italian education sector. Similar to those in other countries (Alvehus et al., 2021; Hendriks & van Gestel, 2017; Jarl et al., 2012), Italy's educational policies have undergone cycles of reforms aimed at shifting from the traditional bureaucratic model to a managerial approach valuing the autonomy of schools and the decentralization of decision power to principals (Paletta & Bezzina, 2016). In this regard, reforms have impacted the processes of recruitment, induction, and profile development of school principals, who, before taking up a post, now go through a process of training and a competitive examination, testing competencies such as strategic thinking, managerial skills, and communication skills (Paletta & Bezzina, 2016). These reforms also led to a change in the labeling of their role from school principals to school managers.

Despite differences in national policies, most educational systems in Europe require school principals to have a professional background as schoolteachers (ETUCE, 2012). In the case of Italy, for instance, 5 years of service as a

full-time schoolteacher are required to enter the path to become a principal, and the same is also required in Spain and in most regions of Germany (ETUCE, 2012). The literature (e.g., Bairašauskienė, 2019; Noordegraaf & de Wit, 2012) points to the difficulties for these professionals to transition to the role of school principals, embrace the managerial identity, and account for the demands of the managerial logic. This makes school principals excellent examples of hybrid professionals (Noordegraaf & de Wit, 2012) and the first version of our profiling instrument easily applicable and transferable to contexts beyond the Italian case.

3.2 | Development of the multidimensional profiling instrument

We aimed to construct an instrument to profile hybrid professionals that could be employed in surveys within a single public organization or across organizations and over time. The instrument consisted of two parts: the first elicited school principals' perceptions of the relationship between their professional and managerial identities, based on the first stream of literature described above. The second part of the instrument, derived from the second stream of literature described above, aimed at capturing the actual practices employed by school principals to manage the managerial and professional logics in their daily work.

3.2.1 | Part I: perception of dual professional–managerial identity

Given that most of the literature on hybrid professionals has relied on in-depth methodologies, we searched the literature for validated instruments in the form of scales able to capture concisely the nuances of the perception of their dual professional–managerial identity.

Social and cultural identity scholarship (Huynh et al., 2018; Settles, 2004) offers an excellent lens through which to understand how individuals perceive multiple identities. This literature has provided the two concepts of identity centrality and integration that have already been applied to hybrid professionals (e.g., Forbes et al., 2004; McGivern et al., 2015; Sirris, 2019), even if not always explicitly. Identity centrality refers to the importance or psychological attachment that individuals place on their identities (Settles, 2004). When an identity is central, individuals are ready to perceive reality and behave in terms of that identity. This readiness implies that, in the presence of multiple identities, there is a hierarchical ranking of different identities regarding their proximity to the individual's core definition of self (Settles, 2004).

Various scales exist that have already been applied to measure the perception of hybrid professionals of the respective centralities of their managerial versus professional identity, for instance, the entrepreneurial identity of doctors vis a vis their professional identity (Stewart et al., 2016) and the entrepreneurial versus scientific identity of hybrid academic scientists (Wang et al., 2022). For the validation study, we adopted one such validated scale (Leach et al., 2008), composed of two sets of the same three statements differing with only the term “teacher” or “manager” (i.e., “I often think about the fact that I am a teacher/a manager”; “The fact that I am a teacher/a manager is an important part of my identity”; “Being a teacher/a manager is an important part of how I see myself”). All items were rated by respondents on a 5-point Likert scale (1–*absolutely disagree* to 5–*absolutely agree*).

Benet-Martínez and Haritatos (2005) instead introduced the concept of identity integration to indicate how bicultural individuals affectively and cognitively organize the relationship between their multiple (cultural) identities. Identity integration measures both the degree of compatibility (vs. conflict) perceived between the two identities and the extent to which the two identities are integrated (vs. kept separate) in everyday life (Benet-Martínez et al., 2002). As anticipated in the theory section, hybrid professionals have been shown to perceive their professional and managerial identities as more or less compatible with each other (e.g., Bévort & Suddaby, 2016; McGivern et al., 2015). To measure identity integration, we adapted to our case the validated bicultural identity integration

scale (Benet-Martínez & Haritatos, 2005; Huynh et al., 2018). For instance, we administered the following statements: “I find it easy to balance being a teacher and being a manager”, “I rarely perceive the contrast between being a teacher and a manager” or “At work I keep being a teacher and being a manager well separate” (reverse item). All items were rated by respondents on a 5-point Likert scale (1—*absolutely disagree* to 5—*absolutely agree*). Appendix A reports the two scales.

3.2.2 | Part II: practices to manage professional and managerial logics

Second, to capture the practices of hybrid professionals in managing the managerial and professional logics, we opted for the vignette methodology, which combines the depth of qualitative methods with the conciseness of survey research (Alexander & Becker, 1978; Wilks, 2004) and is particularly suitable when field observation is unfeasible, such as when more organizations, sectors or countries are compared (Weißmüller et al., 2022). Vignettes are short stories or descriptive sketches of fictional scenarios used as stimuli to generate a reaction, discussion, or opinion from participants (Wilks, 2004). Questions that follow the vignette allow us to elicit participants' subjective belief systems by asking them “what they *would do* in a particular situation” (Hughes, 1998, p. 381). The vignette methodology is therefore particularly suitable when wanting, as in our case, to identify practices employed by hybrid professionals in dealing with the demands of the professional and managerial logics and, at the same time, avoid the time-consuming process of directly observing their daily practices.

To design the vignettes, we conducted three preliminary interviews with school principals selected based on personal contacts and individual availability. A flexible interview guideline was developed to collect insights into the situations that school principals felt were challenging when they had to deal with the demands of the managerial and professional logics. In addition, we returned to the literature on hybrid professionals and selected three main dichotomies that appeared archetypal of the difference between the professional and managerial logics: (1) discretion versus standardization (Noordegraaf, 2015; Salvatore et al., 2018); (2) peer control versus hierarchical control (Abbott, 1988; Davies et al., 2000; Noordegraaf, 2007); and (3) focus on particular interest versus organizational interest (Davies et al., 2000). We then defined three specific fictional situations that could be illustrative of the aforementioned dichotomies and familiar to any school principal. Each of the vignettes, therefore, presented a situation in which professionals, that is, schoolteachers, worked as vehicles of the professional logic (Scott, 2008) by supporting principles of discretion (Vignette 1), peer control (Vignette 2) or particular interest (Vignette 3). After each of the vignettes, we included two or three questions to elicit the reactions and behaviors of school principals who, as hybrid professionals, are also expected to embrace the managerial logic and, as such, principles of standardization, hierarchical control, and organizational interest.

In designing the dichotomies underlying the vignettes, we intentionally chose to polarize respondents towards one of the two main sets of prescriptions that are salient to hybrid roles (i.e., the professional and managerial logics). By doing so, we hoped to elicit the full continuum of behaviors that hybrid professionals might display with respect to the enactment of their role, thus allowing for more nuanced profiles to emerge. Appendix B reports the texts of the vignettes and open-ended questions.

3.3 | First validation and analysis

The drafted instrument was first administered via an online tool (Qualtrics) to the three school principals interviewed in the preparatory phase and then sent to seven more respondents through the same medium. Overall, 10 respondents displayed the following characteristics: over two-thirds were women (7 out of 10) and belonged to the age group between 50 and 59 (8 out of 10). Regarding the type of school where they served as school principals, respondents mainly came from high schools and in residual cases from lower secondary schools and primary schools.

On average, they had served for 19 years as schoolteachers (range between 8 and 32 years) and 10 as school principals (range between 6 and 29 years).

We proceeded to analyze the collected textual answers respectively for the case of scales and of vignettes as described below, and assessed the sensitivity of our instrument in capturing the well-described heterogeneity in dealing with hybridity.

3.3.1 | Analysis of identity centrality and integration scales

In line with the studies employing the two scales (Huynh et al., 2018; Leach et al., 2008), we calculated average scores across the scale items for each respondent. In particular, when analyzing the identity centrality scale, we calculated an average centrality of the teacher and of the manager identity, and we defined as “equally central” those respondents for whom the centrality of the managerial and professional identities differed by less than one point. Respondents with a difference between the two centralities above one point were, instead, labeled as “polarized.”

For the identity integration scale, we calculated an average score across the entire sample of 10 respondents. When considering each school principal, we then defined the relationship between the two identities as “harmonious” when the score was higher or equal to the overall average or “conflictual” when the score was lower than the overall average.

As summarized in Table 1, the validation study revealed a good degree of heterogeneity with respect to identity centrality. For 6 of the 10 respondents, the two identities were “equally central.” In contrast, four of them were “polarized,” given that one of the two identities was perceived as more central for the definition of self. All but one respondent was polarized toward the managerial identity.

With respect to identity integration, seven respondents reported a harmonious relationship between their professional and managerial identities. Therefore, they felt able to simultaneously cultivate loyalty toward both of them. Three of the respondents, instead, reported a low level of identity integration and perceived the managerial and professional identities in a conflictual relationship with one another.

Despite the limited number of respondents, the initial validation effort showed that our instrument could detect all four potential combinations of the dimensions of identity centrality and integration. This comforted us regarding

TABLE 1 Categorization of respondents based on average values of identity centrality and integration scales (out of 5).

Respondent	Centrality teacher identity	Centrality manager identity	Identity integration	Categorization
1	4.33	5.00	4.71	<i>Equally central</i> and harmonious
2	4.00	4.67	3.43	<i>Equally central</i> and conflictual
3	4.00	4.67	4.43	<i>Equally central</i> and harmonious
4	2.00	5.00	4.14	Polarized (manager) and harmonious
5	5.00	2.67	2.86	Polarized (teacher) and conflictual
6	3.67	4.67	3.57	Polarized (manager) and conflictual
7	4.67	5.00	4.29	<i>Equally central</i> and harmonious
8	4.33	5.00	4.29	<i>Equally central</i> and harmonious
9	2.67	4.33	4.14	Polarized (manager) and harmonious
10	3.00	3.00	5.00	<i>Equally central</i> and harmonious
Overall average			4.09	

the sensitivity of the first part of the instrument in potentially capturing the heterogeneity in perceptions of professional and managerial identities that the literature on hybrid professionals has described.

3.3.2 | Analysis of vignettes

In line with the prescription of qualitative analysis (Miles et al., 2019), the responses to the vignettes were analyzed inductively by coding each of the practices used by school principals to face the situations described in the vignettes. Coding was realized by two of the authors, who initially proceeded in parallel and then compared the results of their coding efforts. Overall, we identified 31 different first-order codes. Through a process of progressive abstraction, we aggregated the first-order codes into 14 second-order codes (e.g., “emphasizing the relevance of compliance with rules and standards” and “centralizing decision-making power”). For instance, first-order codes such as “avoiding intervening directly to correct teachers’ behaviors” and “keeping to teachers’ decisions” were aggregated in the second-order code “avoiding delegitimizing teachers’ role.” We further organized second-order codes into four dimensions upon which the principals’ practices were directed: (1) teachers’ compliance with rules and standards; (2) teachers’ role and professional work; (3) teachers’ legitimacy; and (4) teachers’ decisional autonomy. Table 2 summarizes the first- and second-order codes and some exemplifying quotes.

To concisely categorize the practices of each respondent, we checked for the most frequent combinations of second-order codes both within and across vignettes. By drawing on the literature on hybrid professionals (e.g., Numerato et al., 2012; van Gestel et al., 2019; Waring & Currie, 2009), we identified four practice-based approaches employed by school principals in managing the professional and managerial logics, positioned in a continuum from a limited to a relevant integration of the managerial and professional logics in principals’ practices. The resulting approaches were: (1) *prioritizing* the managerial logic; (2) *alternating* between the managerial and professional logics; (3) *blending* the managerial and professional logics; and (4) synergistically *integrating* the managerial and professional logics. Table 3 shows the combinations of second-order codes for each of the four approaches.

Some principals (2 out of 10) characterized by a *prioritizing* approach privileged the managerial logic over the professional logic. Second-order codes associated with this approach included “emphasizing the relevance of teachers’ compliance with rules and standards” and “centralizing decision-making power”. In our case, we found evidence for only the prioritization of the managerial logic and not of the professional logic. This finding might be due to the nature of the school principal role in which the principal completely relinquishes the work of a teacher and works full-time as a manager.

At the other end of the continuum, we identified the *blending* and *integrating* approaches. With the *blending* approach, some principals (4 out of 10) combined elements of the managerial and professional logics in a coherent way. This approach was characterized by a set of second-order codes, such as “persuading teachers to follow rules” and “sharing decision-making power.” In the *integrating* approach, the two logics were synergistically combined, and the one principal embracing this approach not only showed to be understanding of the principles of the professional logic but also to be open to modifying the managerial logic based on the teachers’ input. This approach was characterized by second-order codes such as “changing rules based on teachers’ input” and “learning from teachers.”

In the middle of the continuum, we identified the *alternating* approach, characterized by the shifting from practices associated with the managerial logic to others associated with the professional logic based on circumstances. These principals (3 out of 10) shared some practices with the prioritizing group together with a significant share of new codes, such as “being the bridge between teachers and other stakeholders,” “delegating to teachers while providing guidance” or “accompanying teachers in problem solving,” which characterized the blending approach.

The fact that the four approaches we identified in the validation study resonated closely with what was described in the literature and captured well the heterogeneity found in existing in-depth studies confirmed the face validity and sensitivity of the second part of the profiling instrument we had constructed.

TABLE 2 Second- and first-order codes emerging from the analysis of responses to the vignettes and exemplifying quotes.

Second-order codes	First-order codes	Exemplifying quotes
1. Dimension: Teachers' compliance with rules and standards		
<i>Emphasizing the relevance of teachers' compliance with rules and standards</i>	Conceding an exception while reinforcing the rules	When I have slightly more time, I would call the teacher to ask him or her next time to fill in the form following the indicated procedure. Surely the scheme has been shared in the assembly of teachers, so it is important that all colleagues abide by the decisions taken collectively to avoid creating "precedents" that can then give rise to anyone believing that they cannot respect the established rules (Vignette 1).
	Checking for compliance with rules	I check the correctness of the form [compiled by the teacher] with a critical eye (Vignette 1).
	Complying with rules as principals' main responsibility	I decide that something must be done because the inadequate filling out of the form is very likely a prelude to inadequate teaching, and it is my task to prevent this from happening and to work for the progressive improvement of the service (Vignette 1).
<i>Persuading teachers to follow rules</i>	Reasserting the need for compliance with rules and standards	I invite [the teacher] to respect the indications provided or to convert his or her form into the proposed model for the matter of homogeneity of the forms (Vignette 1).
	Explaining one's position about rules	I would explain to the teacher the reasons why his or her proposal should be revised. I prefer persuasion to imposition (Vignette 1).
<i>Being flexible about rules</i>	Showing how to comply to rules	I contact the teacher and ask him or her to fit together his or her narrative into the proposed form (Vignette 1).
	Changing rules on the basis of practice	I would take the form [completed by the teacher] as is. This allows for making it more reliable and useful to the teacher and therefore not just a formal fulfillment imposed by the manager but a functional and valid tool (Vignette 1).
2. Dimension: Teachers' role and professional work		
<i>Criticizing teachers' behaviors</i>	Portraying teachers as individualists	I would have a nervous reaction, as it is difficult to convince teachers who cannot act autonomously and creatively (Vignette 2).
	Questioning the professional competencies and judgment of teachers	I would be very worried! Having a class with all low grades makes me think that the teacher does not know how to work in that class; perhaps he does not profitably implement all the teaching solutions as alternatives to the main lesson. Perhaps he was not attentive to the prerequisites required of the pupils (Vignette 3).
<i>Marking the distance between managerial and professional roles</i>	Being frustrated by lack of respect of managerial roles	I am irritated because the teacher was not compliant and did not ask for any advice before programming in her or his own way (Vignette 1).
	Delegating to collaborators the interactions with teachers	I contact the teacher via my collaborator, to whom I have delegated the coordination of the teaching planning activity (Vignette 1).

(Continues)

TABLE 2 (Continued)

Second-order codes	First-order codes	Exemplifying quotes
<i>Delegating to teachers while providing guidance</i>	Calling for decisional criteria and objective procedures	I believe that it is necessary for the teachers to choose in advance the criteria to be used for the evaluation of the candidates; in this way, the choice would be objective (Vignette 2).
<i>Accompanying teachers in problem solving</i>	Suggesting solutions	I would suggest [to the teachers] to divide the criteria into two parts: a part concerning the qualifications and another concerning the experience gained. Both parts must then be divided into various points, all consistent with the experimentation to be implemented (Vignette 2).
	Working together on a task	We fill in the form together [with the teacher]; then, I'll try to explain its usefulness and to understand the teacher's difficulties in filling it in. I would help the teacher in overcoming his or her difficulty (Vignette 1).
	Acting as the teachers' mentor	I would go deeper in the teaching methodology he implemented—in a conversation with the teacher, together with the coordinator of the department or with another senior teacher who enjoys my trust and that of the teacher in question—so that we can discuss the choice and act as tutors (Vignette 3).
<i>Learning from teachers</i>	Consulting teachers to improve managerial work	I would prepare a questionnaire to detect critical issues and proposals from all the teachers to structure the forms for the following year more effectively (Vignette 1).
	Listening to the teachers' perspective as a source of potential improvement of one's own job	Listening [to the teacher] could also lead to a proposal to improve the form that we are using (Vignette 1).

3. Dimension: Teachers' legitimacy

<i>Delegitimizing teachers' role</i>	Intervening directly to correct teachers' behaviors	If necessary, I would intervene to correct how the teacher does his or her work in the class (Vignette 3).
<i>Positioning oneself as prime reference point for external stakeholders</i>	Being the ultimate arbiter of conflict	I would start an in-depth study to verify the truthfulness and validity of the complaints and to establish the reasons of all the parties involved (Vignette 3).
<i>Working as bridge between teachers and other stakeholders</i>	Defending the teacher in trouble	I would point out that the assessment is a responsibility of the teacher, and it is part of his or her professional training (Vignette 3).
	Mediating between teachers and other stakeholders	I would definitely speak with the teacher ... I would ask the students to better illustrate the problem ... I would ask the parents' representatives to illustrate the critical issues to better understand the needs of the students. In the end, if I thought it necessary and if I saw that there is a shared willingness to solve the problem, I would have a meeting with the teacher, parents and pupils. Together, by talking and listening to everyone's requests, we could reach an agreement that satisfies everyone (Vignette 3).

TABLE 2 (Continued)

Second-order codes	First-order codes	Exemplifying quotes
<i>Avoiding delegitimizing teachers' role</i>	Avoiding blaming a single teacher	[These problems with parents] can also be the input for a common reflection for the entire school (Vignette 3).
	Avoiding intervening directly to correct teachers' behaviors	I do not have to deal with it alone, and it is not right to change the teacher's work (Vignette 3).
	Keeping to teachers' decisions	I understand that the school principal, by entrusting the decision to a commission with teachers from other disciplines, has already arranged an organizational measure aimed at making the procedure transparent and fair; therefore, if he had some suggestions, he had to provide them beforehand as starting material for the work to be carried out, but intervening now, at the conclusion of the decision-making process, risks discouraging the teachers in charge and consequently weakening the principal's initial organizational choice (Vignette 2).
4. Dimension: Teachers' decisional autonomy		
<i>Centralizing decision power</i>	Engaging in discussion with teachers (but only formally)	I contact the teacher, and I discuss with him/ her a solution to the problem. If she is open-minded, the form will have to be redone as requested (Vignette 1).
	Imposing one's own criteria	I would instruct the teachers to identify as an objective criterion the professional skills necessary to develop the project, rather than the years of seniority (Vignette 2).
	Taking charge of the situation	I would react by taking control of the situation (Vignette 2).
<i>Sharing decision-making power</i>	Being open to the teachers' perspective	I read the form and try to grasp the positive aspects. I contact the teacher to talk about it and to understand why she did not follow the rules defined by the assembly of teachers, if it was a question of inexperience and/or fear of change, inattention/disinterest, reaction/resistance, etc. (Vignette 1).
	Putting one's own perspective on par with that of teachers	I would try to persuade the teachers of the objectivity of my proposal and put the various proposals, mine included, to a vote. I do not like to impose except when it is necessary (Vignette 2).

3.3.3 | Construction of hybrid professionals' profiles

Finally, we plotted each respondent in a matrix with, on the one hand, the perception of the relationship between the two identities (i.e., equally central/polarized [teacher or manager]; harmonious/conflictual) and, on the other hand, the practice-based approach adopted in dealing with the professional and managerial logics (i.e., prioritizing, alternating, blending, and integrating). By comparing the 10 respondents and identifying similarities across them, we grouped them into six different *hybrid profiles* that could concisely describe the kind of hybrid professional the instrument had been able to characterize. The six profiles nicely matched those described by the literature on hybrid professionals (e.g., Forbes et al., 2004; McGivern et al., 2015; Sirris, 2019) and appeared sufficiently diverse to reproduce the heterogeneity found in the literature.

TABLE 3 Combination of second-order codes associated with the four practice-based approaches to manage the managerial and professional logics.

Approaches to manage the managerial and professional logics	Combination of second-order codes
(a) <i>Prioritizing the managerial logic</i>	<ul style="list-style-type: none"> • Emphasizing the relevance of teachers' compliance with rules and standards • Centralizing decision power • Marking the distance between principals' and teachers' roles • Criticizing teachers' behaviors • Delegitimizing teachers' role • Positioning oneself as a prime reference point for external stakeholders • Sharing decision-making power • Accompanying teachers in problem-solving • Working as a bridge between teachers and other stakeholders
(b) <i>Alternating between managerial and professional logics</i>	<ul style="list-style-type: none"> • Emphasizing the relevance of compliance with rules and standards • Centralizing decision power • Criticizing teachers' behaviors • Positioning oneself as a prime reference point for external stakeholders • Persuading teachers to follow rules • Sharing decision-making power • Delegating to teachers while providing guidance
(c) <i>Blending the managerial and professional logics</i>	<ul style="list-style-type: none"> • Working as a bridge between teachers and other stakeholders • Accompanying teachers in problem-solving • Marking the distance between managerial and teachers' roles
(d) <i>Integrating synergistically the managerial and professional logics</i>	<ul style="list-style-type: none"> • Changing rules based on teachers' input • Learning from teachers • Avoiding delegitimizing teachers' role • Accompanying teachers in problem-solving • Marking the distance between managerial and teachers' roles

4 | RESULTS OF VALIDATION STUDY: PROFILES OF HYBRID PROFESSIONALS

The main characteristics of the six hybrid profiles and the number of respondents in the validation study that we categorized in each profile are summarized in Table 4.

4.1 | Profile 1: the unresolved manager

Among school principals who prioritized the managerial over the professional logic, a first hybrid profile, which we labeled “unresolved manager,” was characterized by the perception of a conflictual relationship between his or her

TABLE 4 Six hybrid professional profiles emerging from the validation study (number of respondents in brackets).

Practice-based approaches to manage the professional and managerial logics		Integrating synergistically managerial and professional logics
	Alternating between managerial and professional logics	Blending managerial and professional logics
Perception of relationship between professional and managerial identities	<p>Prioritizing managerial logic</p> <p><i>Profile 1: The unresolved manager (1)</i></p> <p>Principal with a conflictual relationship with his or her teacher identity, prioritizing the managerial logic and limiting as much as possible professionals in the exercise of their prerogatives of discretion, peer control, and professional interest</p>	<p><i>Profile 3: The uncertain hybrid (2)</i></p> <p>Principal with a conflictual relationship with his or her teacher identity, alternating somewhat inconsistently the principles typical of two logics in the context of the same situation</p>
	<p><i>Profile 2: The resolved manager (1)</i></p> <p>Principal with a harmonious relationship with his or her professional identity, prioritizing principles of standardization, hierarchical control, and organizational interest typical of the managerial logic</p>	<p><i>Profile 4: The opportunistic hybrid (1)</i></p> <p>Principal with a harmonious relationship with his or her teacher identity, alternating between the principles typical of the two logics in different situations, based on what is considered best to solve pragmatically a problem</p>
<p>Harmonious and equally central or polarized (manager)</p>	<p><i>Profile 5: The mixing hybrid (4)</i></p> <p>Principal with a harmonious relationship with his or her teacher identity, blending the two logics mainly to persuade professionals to comply with managerial practices</p>	<p><i>Profile 6: The synergic hybrid (1)</i></p> <p>Principal with a harmonious relationship with his or her teacher identity, integrating managerial practices and elements of the professional logic to manage best</p>

own managerial and professional identities. With respect to identity centrality, either both identities were perceived equally central for the definition of self or polarization was directed toward the professional identity. This indicated a persistent, but potentially problematic, psychological attachment of these hybrid managers to their original professional identity.

Considering the tendency to criticize teachers' behaviors and their excessive claim for professional discretion and interest, and for forms of peer control, the unresolved manager appeared to consider the managerial and professional logics only slightly compatible with each other. As such, prioritizing the managerial logic meant dealing with these contrasting demands by exercising hierarchical control over teachers, centralizing decision-making power and standardizing teachers' behaviors and, as such, limiting as much as possible the prerogatives typical of the professional logic. The unresolved manager also intervened directly to correct teachers' "problematic" behaviors, coming to delegitimize their role if necessary. Finally, the unresolved manager tended to act with external stakeholders as the only upholder of the organizational interest and the ultimate arbiter of conflicts that arose with these stakeholders.

4.2 | Profile 2: the resolved manager

A second profile of hybrid professionals prioritizing the managerial logic was characterized, instead, by the perception of a harmonious relationship between the managerial and professional identities. While both identities could be considered central, polarization was directed toward the managerial identity to indicate a lower degree of attachment of this hybrid profile to the original professional identity in comparison to the unresolved manager. We labeled this profile "resolved manager" given that, despite displaying behaviors similar to those of the unresolved manager (i.e., tendency to standardization, hierarchical control over professionals, and focus on organizational interest), practices were conducted with a higher degree of openness (and much less frustration) toward teachers' prerogatives, even if always under close managerial control.

4.3 | Profile 3: the uncertain hybrid

Another hybrid profile, which we labeled "uncertain hybrid," was characterized by the alternation between practices manifesting the managerial logic and others manifesting the professional logic. This *alternating* approach was associated with the perception of a conflictual relationship between managerial and professional identities but with both equally relevant and central to defining oneself. This hybrid profile, therefore, to use the exact wording of our respondent, behaved "schizophrenically" and alternated, somewhat incoherently, the two logics often within the scope of a single vignette or situation. For instance, the uncertain hybrid was open to embracing the teachers' perspective (i.e., the professional logic) and accommodating their prerogative to professional discretion but, at the same time, asserted the need for teachers' compliance with rules and standards (i.e., managerial demand for standardization). The alternating approach appeared to be motivated by persistent uncertainty about which one, among conflicting roles, should be prioritized.

4.4 | Profile 4: the opportunistic hybrid

A second profile with an *alternating* approach perceived, instead, a harmonious relationship between the managerial and professional identities, their equal centrality for the definition of self with, in this case, a stronger emphasis on the managerial identity over the professional one. This hybrid profile alternated between practices associated with the two logics in different situations based on what was considered best to pragmatically solve a problem. The alternation between the two logics, therefore, could be detected only across situations (or vignettes) and not within the

same vignette, as for the case of the uncertain hybrid. For instance, the opportunistic hybrid—as we labeled it—conceded an exception to a teacher not compliant with the rules and upheld the principle of professional discretion, typical of the professional logic, when this was conducive to rapidly solving the issue. The same principal, though, in a different situation was quick in providing his or her own decision-making criteria to teachers and asked them to apply them to “get quickly to a reasonable decision.” In this latter case, the principal prioritized principles of hierarchical control, typical of the managerial logic, over those of peer control upheld by professionals.

4.5 | Profile 5: the mixing hybrid

The *blending* and *integrating* approaches were found only among principals with high centrality of both the professional and managerial identity and a perception of a harmonious relationship between the two. Two hybrid profiles could be distinguished. The mixing hybrid, as we labeled it, smoothly combined elements of the professional and managerial logics when facing situations of tension between the prerogatives of each world. These principals attempted to be persuasive with teachers rather than authoritative, as in the case of the unresolved or resolved managers and, if problems arose, supported teachers in problem-solving on their own grounds, showing consistent respect for principles of peer control and professional discretion upheld by teachers—unlike uncertain and opportunistic hybrids. Nevertheless, the mixing hybrid played the professional “game” to align professionals as much as possible to the prerogatives of the managerial logic. For instance, in a situation in which teachers were focused on defending their individual interest, the mixing hybrid supported them but at the same time shifted their attention so they could see the problem as an organizational one. The mixing hybrid, therefore, acted as manager and was frustrated or upset if teachers appeared to forget the difference in roles between managers and professionals.

4.6 | Profile 6: the synergic hybrid

Finally, the synergic hybrid profile, based on a perception of a harmonious relationship between his or her own managerial and professional identities and their equal centrality, was characterized by the synergic integration of elements of the two logics. Unlike the mixing hybrid who appeared to attempt to infuse managerial principles into professional practices, the synergic hybrid also did the opposite by actively leveraging teachers' input and perspective to correct and improve managerial practices. For instance, even if standardization was a managerial prerogative valued by this principal, it was not upheld at all costs, and the discretion exercised by professionals was transformed into a valuable input to still promote standardization within the organization but in a more effective way. The synergic hybrid, in other words, showed that incorporating in the manager's work some of the practices typical of the professional logic or holding a professional identity could be precious resources to be a better manager and to provide stronger meaning to the principles typically upheld by managers.

5 | DISCUSSION

This study aimed to provide a methodological contribution and construct a lean but sensitive instrument to profile hybrid professionals that could be applied across different public settings. The validation effort we conducted confirmed that the instrument we have developed, based on two main streams of literature on hybrid professionals, is capable of capturing the heterogeneity in identity centrality and integration and in practice-based approaches of hybrid professionals that the literature has already uncovered (McGivern et al., 2015; Noordegraaf, 2015; Numerato et al., 2012). By combining the two dimensions of identity perceptions and practice-based approaches, the validation study also allowed us to reconstruct six different profiles of hybrid professionals. While the six hybrid profiles largely resonated with some of

those found in the literature (e.g., Bévort & Suddaby, 2016; Forbes et al., 2004; McGivern et al., 2015; Sirris, 2019), the instrument allowed us to enrich them by providing further nuance and depth. For instance, the six profiles challenge to account for the fact that the same practice-based approaches might hide and be motivated by opposite perceptions of the relationship between the professional and managerial identities. Overall, we feel confident that the instrument could be scaled up to medium-large efforts without major concerns about its sensitivity.

The first version of the instrument was designed for the specific case of school principals in the Italian education sector. In our view, however, it has the potential to be valuable in the context of other countries' education sectors given that many are characterized by the recruitment of schoolteachers to the role of principals (ETUCE, 2012). In addition, the instrument has the potential to be applied to other public sector domains, such as health care, justice, nursing, or social work, where hybrid professionals have emerged. On the one hand, perceptions of conflict or harmony between managerial and professional identities and their ranking, which the two scales of identity centrality and integration attempt to capture, have been documented for hybrid professionals in different public sectors (e.g., Llewellyn, 2001; McGivern et al., 2015; Sirris, 2019). Second, the dichotomies—that is, discretion/standardization, peer control/hierarchical control, particular interest/organizational interest—upon which we have built the vignettes are representative of differences between the managerial and professional logic beyond the specific case of education. We do not claim that the three dichotomies are exhaustive of all the differences between the prerogatives typical of managers and professionals but at least that they tap into fundamental and widespread tensions between the managerial and professional perspectives that have been documented by the literature across a variety of public settings (Abbott, 1988; Davies et al., 2000; Noordegraaf, 2007, 2015; Salvatore et al., 2018). In addition, we acknowledge that, based on the organizational and institutional contexts in which hybrid professionals operate, the institutional complexity to which they are exposed and need to respond to, might be articulated beyond the mere dichotomy between managerial and professional logics we have built upon. Other institutional logics might be at play (Kodeih & Greenwood, 2014), or the managerial logic might be characterized by a more diverse set of prescriptions (Emery & Giaque, 2014). Depending on the context, therefore, vignettes might need to be adjusted to encompass additional aspects of the institutional complexity perceived by hybrid professionals. Yet, it remains that the main aim of our tool is to capture the fundamental tension in hybrid roles between professionalism and the managerial logic, and not all the responses of hybrid professionals to different kinds of institutional complexity.

Finally, we propose three main avenues for applying this instrument in the public sector. First, it could be employed in research projects aimed at comparing the same public sectors across different countries or different public sectors within the same country. The instrument could allow, if combined with additional data, an understanding of the main individual, organizational, and contextual antecedents and correlates of specific hybrid profiles and help advance the theorization of dynamics of hybrid professionalism based on the public sector in which it unfolds. Connected with the above, the instrument could be employed in education programs to assess hybrid professionals' profiles before they engage with such programs and design contents and learning devices able to account for the specificities of the different hybrid profiles and for their main individual, organizational or contextual correlates.

Second, the instrument could be embedded in public organizations as a tool for human resource management to better differentiate career coaching efforts and incentive schemes based on the different hybrid profiles and, for instance, facilitate the transition from one profile to another during the hybrid professional's career. Third, the instrument has the potential to provide relevant information to guide national policies aimed at defining criteria for the recruitment, selection, and development of hybrid professionals. By assessing the frequency and distribution of hybrid profiles across geographic areas at the sector level, the instrument could allow the diagnosis of the main pitfalls of national programs for the identification and development of managerial and leadership skills of professionals.

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The authors declare no conflicts of interest.

PEER REVIEW

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DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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APPENDIX A: Part I of the profiling instrument presenting the identity centrality (a) and integration scales (b)

Please read the following statements carefully and tell us how much you agree with each one

(a)

	Absolutely disagree					Absolutely agree				
I often think about the fact that I am a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often think about the fact that I am a manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fact that I am a teacher is an important part of my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fact that I am manager is an important part of my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher is a very important part of how I see myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a manager is a very important part of how I see myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(b)

	Absolutely disagree					Absolutely agree				
I find easy to balance being a teacher and a manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely perceive the contrast between being a teacher and a manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel trapped between being a manager and a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel torn between being a manager and being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that being a manager is incompatible with being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like someone who moves between two ways of being, that of the manager and the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I mix the approach of a teacher with that of a manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work I keep well separate being a teacher and being a manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B: Part II of the profiling instrument reporting the three vignettes and respective dichotomies

Three situations will be presented below. Please read their description carefully and, in answering the questions, think about how you normally deal with similar situations.

Vignette n. 1 (discretion/standardization)

This year the school has sent all the teachers a structured teaching planning form, with objectives, activities, and methods and asked them to return it filled in. All teachers sent the completed schedule about their courses. One teacher submitted her form in a narrative format, describing in full details what she will do in class, without respecting the format provided to her. In the end, her form looked completely unstructured.

1. What is your first reaction when you see this teacher's form?
2. What do you do? Do you contact the teacher to talk about it or do you deal with it on your own? In both cases, could you briefly explain the reasons for your choice?
3. Assuming you have decided that something should be done about the form, how would you proceed? Also, in this case, please briefly explain the motivation for your choice.

Vignette n. 2 (peer control/hierarchical control)

The Regional Education Office funded the activation of an experimental training program in "new applications of artificial intelligence." Teachers of science, physics, and mathematics can compete to teach in this program by presenting their own projects. To evaluate the proposals, you have created a commission composed of other teachers. During the evaluation of the proposals, the teachers actively discuss in the commission the criteria to be used to decide which colleague is more deserving to teach the new course. At the end of the discussion, one of the teachers announces: "I think there is a consensus: the teacher with the longest teaching experience in this school should be the one setting up the course and teaching most of the lessons. Younger teachers should still have a minor role, so they can learn, do something new and grow in their own profession." Then turning to you, this teacher says: "Let's hear what our colleague, the school principal, has to say us about this."

1. What is your first reaction to this discussion between teachers?
2. Assuming you have a series of objective measures regarding the candidate teachers, would you tell the commission about them? Give us a brief explanation of the motivations for your choice.
3. Would you ultimately stick to the commission's decision or change it? Please briefly provide the motivation for your choice.

Vignette n. 3 (particular interest/organizational interest)

In one class at your school, heavy complaints emerge from students about a teacher that appears to be very strict. Very soon, parents email you to point out how the teacher's grades are unfairly low. The teacher, on his or her side, remarks that this is a class with very low performance.

1. Are you worried about this situation? If so, what effects do you think it might have?
2. How would you behave toward: (a) the teacher, (b) the students of the class in question, and (c) their parents? Please briefly explain the motivations for your preferred line of action.