Observation Methods: Learning about Leadership Practice through Shadowing

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METODI OSSERVATIVI: IMPARARE LA PRATICA
DELLA LEADERSHIP ATTRAVERSO LO «SHADOWING»

Abstract

It is known that the role of principals is crucially important to school success. It is also known that their work is very demanding and stressful. Can anything be learned about principalship from studying how school leaders spend their time or from observing them at work? Research studies based on observation of principals as well as diaries and logs completed by school leaders themselves generally show a relentless, complex and emotionally demanding workload consisting of a variety of tasks characterized by volume, pace, brevity and fragmentation. This paper considers different methodological approaches to studying school leaders at work. After consideration of a number of relevant studies, it draws upon data derived from a recently completed small-scale study of new heads in large English cities (Earley et al., 2011) to analyse how leaders spend their time at school. Observation schedules, guides and checklists identify the many different activities that school leaders undertake, usually falling within such broad areas as strategic leadership, organization management, administration, external and internal stakeholders, staff development and personnel. This paper describes the observational guide used in the English study and suggests that shadowing new heads can be a useful tool for learning about leadership, helping to increase our understanding of how time is used by principals and for what purpose. However, used on its own it has a number of limitations and these are noted.

Keywords: Leadership development, New principals, Observation of leaders, Qualitative methods, Shadowing.

A day in the life of new principals: what can be learned about leadership through observation?

Introduction

Numerous studies and reports from researchers, inspectors and others, claim that leadership is a crucial factor in organisational effectiveness and the key to success and improvement. It is now widely acknowledged that high-quality leadership is one of the key requirements of successful schools and that leaders can have a significant positive impact on student outcomes (Day *et al.*, 2011; Leithwood & Seashore-Louis, 2011; Matthews, 2009; Robinson, 2011). The key role of effective leaders, particularly principals and headteachers is emphasized, yet «despite the many researchers and the many definitions of leadership that appear in the literature, there remains very little consensus concerning what leadership is and what *it comprises*» (Kruger & Scheerens, 2012, p. 1). In particular, little is known about how principals use their time, what they do on a day-to-day basis and how this may vary across schools. Research into school leadership has taken a variety of forms and utilized a range of methods yet many, if not most, studies of principals are largely based on leaders' self-perceptions. The views of principals and other school leaders are clearly important but it is necessary for leadership research to adopt a wider, more «objective» or independent perspective where possible and to seek the views of other parties. A review of the relevant literature from the UK, Europe, North America and Australasia shows that few school leadership research studies have used qualitative methods or shadowing as their main form of data collection. Many make use of questionnaire surveys although a growing number are adopting a mixed or multiple methods approach (e.g. Day *et al.*, 2011; Burkhauser *et al.*, 2012).

The next section considers the main qualitative approaches to the study of principals' work before drawing upon a recent study that made use of shadowing to collect data about their everyday practice. It discusses the design and use of an observational guide used in the English study before briefly outlining its main findings. Observation and shadowing of new principals can be a useful tool for learning about leadership, helping to increase understanding of how time is used by principals and for what purpose. However, used on its own it has a number of limitations and these are outlined in the concluding section.

Research on principals' working practices

Studies of principals' work and their use of time can be grouped into three main categories depending on their predominant research method: ethnographic studies; self-report studies; and observational studies utilizing shadowing by researchers. Each is considered below with examples of studies which have made use of the approach or method. Most attention is given to studies that utilized shadowing as this is the main focus of the paper.

1. *Ethnographies* – Ethnographers, usually through participating with the people, culture or group under study, want to report «the meaning the actors themselves assign to events in which they engage» (Wolcott, 1975, p. 113) and to represent the reality studied in all its various layers of social meaning. These studies tend to adopt an interpretivist or constructivist perspective: an epistemology which sees knowledge as socially constructed and gives ontological primacy to how meanings are created and definitions defined. Although such studies are clearly at the qualitative end of the data-collection spectrum it does not mean that other, more positivist forms of data collection, such as questionnaire surveys or structured interviews are not also deployed. Increasingly ethnographic and case study research adopts a more pragmatic multiple methods or integrated approach to research (Plowright, 2011; Thomas, 2010).

As Horng *et al.* (2010) note, ethnographic studies allow for depth and detail but generally include observations of only a few principals and are consequently unable to generalize to a larger population of schools or to empirically link principals' time use to school outcomes. Examples of ethnographic studies of principals include Wolcott (1973) in the USA, and Hall *et al.* (1986) and Southworth (1995) in England. Wolcott's study was of a single elementary school principal whilst Hall *et al.* (1986) used an ethnographic approach to study 15 secondary heads at work both inside and outside their schools; four of whom were observed in depth over the course of a year. Southworth's study was of a single primary school head observed at work over 12 months with the aim of providing a «thick» description of the subject and the settings observed (Southworth, 1995, p. 30).

2. *Self-report studies* – The second, more common, form of research on principals' work and use of time are self-report studies and these are often associated with social surveys, logs and diaries (e.g. Burkhauser *et al.*, 2012; MacBeath *et al.*, 2009).

As Horng *et al.* (2010) note, self-report studies may allow large samples but often at the expense of depth and accuracy. These studies are likely to

be susceptible to self-reporting and memory biases but recent advances in self-report data collection methods, such as end-of-the-day logs and experience sampling methods (ESM) have reduced some of these potential biases. Horng et al give the example of Spillane *et al.* (2007) «who employed ESM by paging principals up to 15 times a day on portable handheld devices for six consecutive days. Each time they were paged, principals filled out a short survey asking questions about what they were doing, who they were with, and where they were» (Horng *et al.*, p. 492). This method although time consuming removes the possibility that principals forget or misremember their daily activities but potential bias remains with any form of self-reporting. Other forms of self-reporting include responding to questionnaires which ask school leaders how they spend their time on different activities and which ones are given priority (e.g. Burkhauser *et al.*, 2012; Schleicher, 2012).

3. *Observational studies and shadowing* – Self-reported responses to surveys obviously have their limitations so forms of data collection that do not involve self-reporting or are less time consuming than ethnographic or participant observational studies are needed. Some investigations into how leaders spend their time have therefore been based on observation by the researcher and especially through shadowing the person for a period of time, usually a working day or a week.

Observational studies or those utilizing shadowing by researchers are more common than ethnographies but still not commonplace. McDonald (2005) notes that shadowing is not often used in modern management research and «when it is used, it is neither discussed as a distinct research method nor examined methodologically» (2005, p. 455) resulting in it being used to describe a whole range of approaches and techniques. Her review of the literature leads her to develop a helpful three-fold classification of shadowing depending on the purpose of the shadower: to learn for themselves (or experiential learning); to record or take a detailed log of behaviour with a view to discovering patterns in it; and to investigate roles and perspectives in a detailed, qualitative way and thus for research purposes «see the world from someone else's point of view» (*ivi*, p. 464) or get an individual's eye view of organizational roles.

A pioneering study in education using shadowing to record behaviour was that conducted by Martin and Willower (1981) in the USA in the early 1980s. This research involved the observation for a week of five principals from a variety of high school types and settings during which the observer would record or log all of each principal's work activities. For only one percent of activities were the shadowers excluded and at the end of each day these activities were explained to the researchers when they were also able

to ask for various activities to be clarified. Building on Mintzberg's (1973) seminal work on the nature of managerial work the observers recorded nearly 150 tasks performed each day and these were later divided into 13 types of activities, such as desk work, phone, monitoring, tours, teaching, meetings and exchanges. The data for each principal were further analysed and five basic categories developed: organizational maintenance, academic programmes, pupil control, extra-curricular activity, and an undetermined category (unrelated to school or of a personal nature). The authors use the phrase «busy person syndrome» (Weldy, 1973) to describe what they observed: individuals performing a large number of varied activities, at a rapid pace, with frequent interruptions, with most activities involving verbal communication within the school (Martin & Willower, 1981, p. 86). High volume, variety, pace, brevity, fragmentation and preference for verbal communication were documented and broadly supported Mintzberg's earlier studies of the work of business managers.

Polite *et al.* (1997) used «shadowing encounters» of 16 US principals to record their behaviour over a day and to promote experiential learning, thus falling across two of McDonald's categories. Another more recent American study by Horng *et al.* (2010) used «silent shadowing» to study principals' work practices in one school district. The researchers shadowed 65 principals in the same school district in Florida for one day in the same week. They note that «trained researchers observed principals and recorded their time use to eliminate bias associated with self-reports and to allow for more detailed description of time use than is usually possible in surveys» (*ibid.*, p. 492).

The distribution of principals' time was classified by Horng *et al.* (2010) according to 43 tasks across six main categories and their main activities were recorded throughout the day by the researcher every five minutes. Most time (30 percent) was spent on administration activities to keep the school running smoothly, such as managing student discipline and fulfilling compliance requirements. About a fifth of the day was spent on organization management tasks, such as managing budgets and staff and hiring personnel. Fifteen percent of their time was devoted to internal relations tasks, such as developing relationships with students and interacting socially with staff, and five percent on the external relations tasks, such as fundraising. The researchers found that principals devoted the least total amount of time to instruction-related activities, such as conducting classroom visits and informally coaching teachers. Interestingly, close to a fifth of all observations did not fit well into any of the six broad task categories which themselves were made up of 43 different tasks. The nature of observation schedules is considered in a later section with reference to the English study, the focus of this article.

Most studies now make greater use of mixed or multiple methods. For example, a study of English principals by Bristow and colleagues (Bristow *et al.*, 2007) examined the working lives and practices of 34 headteachers from a variety of settings. They focused particularly on issues of well-being, work-life balance, stress and job satisfaction for both new and experienced leaders. Participants in the study were asked to complete a journal, over a period of two weeks, and were both observed at work and interviewed by the research team. Long hours of demanding, varied and complex work were completed by the heads in the course of this study, confirming the commonly-held view of English headship as pressured, highly accountable and stressful. A relatively small amount of time was devoted to «strategic leadership», with an analysis of activities showing that only seven per cent, on average, of principals' time was directly related to this. Administration (broadly defined), meetings with external stakeholders (including for example network meetings and time with governors) and management tasks accounted for much of the leaders' time.

The categories used in the various studies noted above are shown in Table 1.

There are a number of reasons for the paucity of studies of school leadership based solely on shadowing, observational or ethnographic methods, most notably the high level of resourcing needed and the time it takes to undertake such studies. Shadowing takes more time than interviewing and participant observation or ethnography may involve months of fieldwork. Also using a combination of research methods will help minimize the limitations of relying solely on any one.

In summary, all of the studies regardless of method or approach used, consistently show that the work of principals is fast paced, stressful, relentless, fragmented, involving a wide variety and range of activities («no such thing as a typical day») and responsive to the needs of others in the school. Data derived from observation, shadowing, self-report studies or weekly logs show a consistent picture of a high volume, relentless, complex and emotionally-demanding workload (e.g. Bristow *et al.*, 2007; MacBeath *et al.*, 2009). The research shows heads spend much of their time dealing with the administrative and managerial aspects of the job. They like to be highly visible and «walk the talk». However, a report by McKinsey (Barber, Wheeler, & Clark, 2010) notes that English heads spent 14 percent of their time outside school on official business, 34 percent in school but outside the office and over half of their time (52%) in the head's office. These figures were almost identical to those found in a recent survey of over 800 headteachers by the author which also investigated the time heads spend on various activities against the time they said they would like to spend.

The study of newly-appointed English principals – the focus of the next section – also used shadowing as one of its main forms of data collection and in so doing devised an observational guide specifically for this purpose.

Table 1. – Categories of activity: 3 studies.

HORNG ET AL.	BRISTOW ET AL.	EARLEY ET AL.
Administration	Leadership	Leadership
Organization	Management	Management
Management	Administration	Administration
Day-to-day instruction	External stakeholders	Teaching
Instructional program	Internal stakeholders	Professional development
Internal relations	Professional development	Personal
External relations	Personal	

Research design and methods

Six newly-appointed headteachers (as they are usually called in England), located in two inner-cities, were asked if they would be willing to participate in the research which involved being interviewed (twice) and shadowed for a full day by a member of the research team. The new heads approached nearly all agreed to be involved in the research. The intention was to conduct in-depth case studies to illustrate the experiences of new heads within a variety of contexts in large cities. The headteachers – three primary, two secondary and one from a Special School – were interviewed on two separate occasions and shadowed for a day by a member of the research team. Interviews, either face-to-face or by telephone, were also conducted with heads who had been in post for 2-4 years, who were asked to reflect on this period. It was felt interviews with a similar number (6) of more experienced heads – but those not too far removed from the experience of early headship – would provide further insights into the early headship experience. From these six heads four shorter mini case studies or vignettes were written up in the final report of the project (see Earley *et al.*, 2011).

An additional source of data collection for the research was the comments offered by headteachers to an on-line discussion forum which was set up by the funder, the National College. A total of 16 heads provided responses to a set of questions on their first year of headship. Finally, as part of the project design a seminar was held at the College to discuss the emerg-

ing research findings. The seminar invited all the case study heads (two were able to attend) along with an experienced headteacher and senior College staff. Some interesting ideas emerged from the seminar discussion of the findings, including that of asking the six case study heads to write a short reflective postscript about their experience of being involved in the research, especially the shadowing component. All six heads wrote brief reflections which were added to the case studies.

The data sources for this study – from the interviews and the on-line discussion forum – were derived only from the headteachers themselves. Like so many other research studies of headteachers the findings are largely based on heads' perceptions. Views were not sought from other people such as teachers and support staff, the chair of governors or students and parents. As such the research therefore had its limitations and must be seen as a view from the headteachers themselves. The observation or shadowing component did however provide an element of non self-reported data and thus reduced potential biases and provided a degree of objectivity to the research. This qualitative study of newly-appointed headteachers was essentially interpretive in orientation as it wished to understand how the heads defined the situations they were in. It was important to understand their perspective on the experiences of taking over the leadership of schools in inner city areas. It could not be classed as ethnographic but it did have a significant observational component so was not totally dependent on the leaders' views.

The practice of headship – how a day is spent

In order to gain insights into how the six case study heads spent their time, the researchers spent a day shadowing each of them. As a number of researchers were involved in the study it was important to draw up clear guidance for the observation or shadowing day. A decision had to be made to use an existing categorization of time use or to devise a new one. After consideration of a number of classifications, the research team initially decided to use the same categorisation of activities as identified in «A Life in the Day of a Headteacher» (Bristow *et al.*, 2007), briefly discussed above. This made sense as the research was funded by the English National College for School Leadership and this was the classification they had used in the earlier study. Bristow and colleagues identified 54 different activities that fell within seven broad areas of: strategic leadership; management; administration; external and internal stakeholders; continuous professional development; and personnel. However, for reasons to be explained later, a revised categorisation was constructed which included the new category of «teaching» (see Table 1).

The observation data were re-analysed using the new categorization, with five groups and 48 activities or sub-headings as shown in Figure 1. Observers were asked to record the main activity the principal was engaged in every 15 minutes.

Leadership

1. Strategic planning
2. Leadership meetings
3. Classroom observations
4. Self-evaluation form
5. School improvement plan
6. Walkabouts, with learning-centred interactions
7. Staff development
8. Governing body

Management

9. Staff
10. Budget and finance management
11. Behavioural issues
12. Health and safety issues
13. Premises management
14. Restructuring
15. Shortlisting & interviewing new staff
16. Assessment and examination issues
17. Walkabouts, with management-centred interactions
18. Playground and lunchtime duties
19. SEN & inclusion
20. Parents
21. Governors

Administration

22. General administration
23. Cover

24. Travel
25. School trips
26. Staff briefing
27. Admissions & appeals
28. Phone calls
29. Emails and post
30. Newsletter, website, etc.
31. Letters
32. References

Teaching

33. Teaching
34. Assemblies
35. Clubs
36 Trips with pupils

Continuing professional development

37. Courses, programmes & conferences
38. Meeting other headteachers
39. Reading
40. Reflection time
41. Mentoring and coaching
42. Visitors

Personal

43. Personal time – breaks and lunch
44. Doctor and dentist appointments
45. Family
46. Funeral
47. Travel
48. Exercise

Figure 1. – Categorisation of activities.

The practice of the six case study heads was analysed and a pie chart was created for each one to show the breakdown of their activities using the above categories. A typical day commenced at 07.00 hours and did not finish until the early evening with work often being taken home. The amount of time spent working varied from 8.5 to 12.5 hours each day. Heads were also working at home in the evenings and this time was also recorded. One head's relatively low number of hours worked was explained by the fact that it was a Friday at the end of Key Stage 2 test week for which she and staff had worked intensively in the previous period. When these observational data were analysed across all six case study headteachers there was some variation in their practices. Table 2 shows for example that the percentage of the day spent on «Leadership» varied from 17 percent (Rose) to 62 percent (Nina) but this can be misleading as the latter was largely as a result of an impending visit to inspect a department and its self-evaluation processes, so it may not have been a «typical» day. Averages can therefore be misleading but Table 2 shows that about one-third of the heads' day was taken up with «Leadership» with nearly one-half devoted to «Management». These observational data are also shown in a bar chart and a pie diagram (see Figures 2 and 3).

Table 2. – Headteachers' use of time (in percentages) on the observation day.

%	Elaine	Matthew	Jo	Ann	Rose	Nina	Composite
Leadership	23	23	34	34	17	62	32
Management	58	59	41	37	54	25	46
Administration	17	8	19	29	15	13	17
Teaching	0	0	4	0	3	0	1
CPD	0	0	0	0	8	0	1
Personal	2	10	2	0	3	0	3

The research data broadly confirmed the picture as portrayed by other research; the relentless and fragmented nature of heads' workload, the way in which time was spent and the deep commitment and satisfaction in making a difference to children which sustained headteachers. The unremitting nature of change, driven by external demands, was also found to be a prevailing theme as it was in the Bristow and MacBeath studies.

Obviously each case study head's day was different and Figure 4 is taken from one of the head's observation days which shows the myriad of activities undertaken. The head's day has been analysed using the classification described in Figure 1.

The pie chart in Figure 4 uses Bristow *et al.*'s 2007 categorisation which shows that the majority (43%) of Rose's day was spent on administration yet the researcher conducting the observation considered that her time was used very strategically for leadership and management issues.
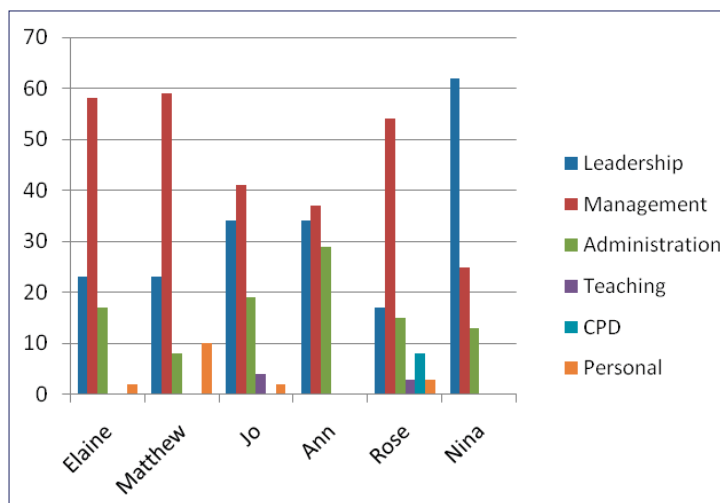

Figure 2. – Headteachers' use of time (in percentages).
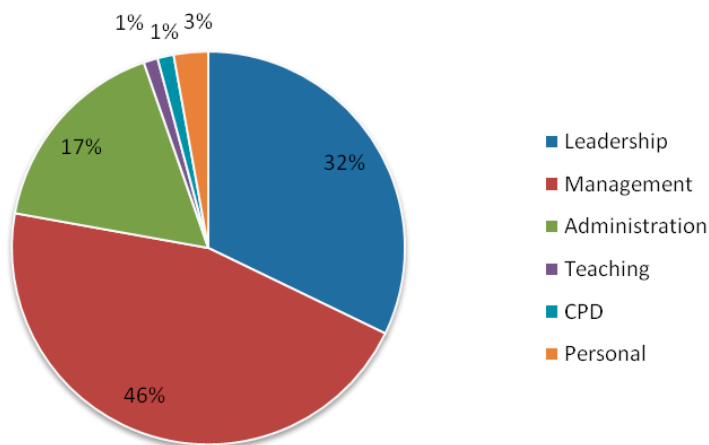

Figure 3. – Headteachers' use of time – a composite of the six cases.

This realisation led to a re-categorisation where 48 activities were organised into five groups, removing External and Internal Stakeholders and adding a new category of Teaching (as shown in Figure 1). This resulted in a pie chart (Figure 5) that the research team believed conveyed a more accurate picture of the head's use of time: 54 per cent being spent on management and 15 per cent on administration.

The headteachers involved in the research were keen to be seen as open and accessible. They appreciated they needed to earn respect and credibility, build trust and lead by example. They also wished over time to develop leadership in others and not be seen as responsible for everything.
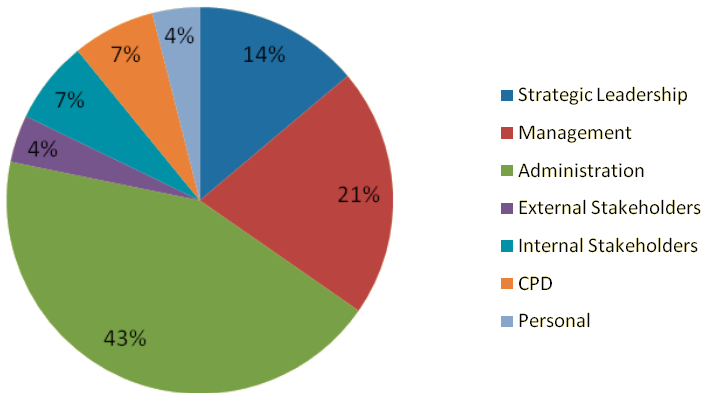

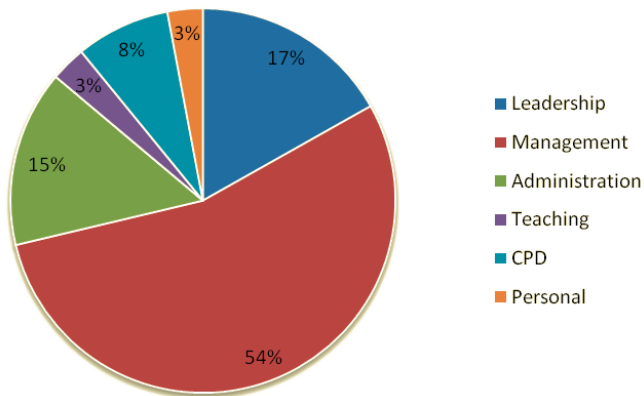*Figure 4. – Rose's day using old categorization (Bristow et al., 2007, pp. 48-49).*

Figure 5. – Rose's day using new categorisation (see Figure 1).

Learning about leadership from observation

What then can be learned about how school leaders lead from studies that make use of observational and shadowing techniques? As has been shown such studies – and there are a growing number – provide a consistent picture of principals' work as busy, stressful, fragmented, and involving a wide variety and range of activities. As was first noted many years ago they suffer from the «busy person syndrome» (Weld, 1979). The work is unpredictable and it is difficult to talk of a typical day with principals constantly having to respond to the needs of others in the school. Much time is spent on administrative and managerial aspects of the job and although they like to be visible much of their time – possibly two-thirds – is spent off-site on official business or in their offices.

Such information about how time is spent is useful providing as it does insights about the use of time but it has its limitations and raises many questions. For example as Martin and Willower note: «[…] structured observation does not lend itself to qualitative analysis and therefore infrequently performed but vitally important tasks can be lost in a sea of numerical appraisa» (1981, p. 87).

Burkhauser *et al.* (2012) in their study of first year principals in urban schools in the USA used several data collection methods to try to minimise the limitations of any one. A survey of principals asked for information on how time was allocated in a typical working week in the three broad areas of management and external activities; instructional leadership; and interacting with students or parents on non-academic issues. These data were self-reported. They also undertook 20 case studies of new leaders and shadowing was part of the data collection process. In one school district the research team followed a total of eight principals from the beginning to the end of the school day and took running notes throughout the day thus providing some supporting data or corroborating evidence that was independent and helped evaluate the accuracy of principals' self-reports. The shadowing notes were used as an additional data source in writing the case study principal summaries. The data derived from the case studies, including evidence from shadowing, were therefore able to shed a more nuanced understanding on issues emerging from the survey analyses. Using a multiple methods approach, collecting both quantitative and qualitative data had clear advantages.

This is an important point. Shadowing or observation on its own may be of limited value concealing as much as it might reveal. For example, unless it is followed up by an interview asking principals why they acted in a certain way – why that decision and not another? – the data can be very misleading.

Post-shadowing or follow up interviews allow the researcher to gain insights into their motivations. As Horng et al note from their study:

> While we can report what principals do, we have little sense of why principals do what they do, and thus we are likely missing possible explanations for the patterns we find. In addition, this lack of information may lead us to miscode tasks in some instances. For example, a researcher may have interpreted a principal's informal conversation with a teacher about a student as developing their relationship, whereas the principal may have intended for it to be an informal coaching opportunity. (2010, p. 520)

Also as Burkhauser et al remark:

> One limitation (of observation) that should be kept in mind is the lack of information on the presence of other school leaders, such as assistant principals, and on how they allocated their time. It is possible that in some cases, these other leaders are taking on responsibilities that are not captured in the information we collected from (shadowing) principals. (2012, p. 34)

Perhaps unsurprisingly, they conclude their study by suggesting that there is «no single recipe of actions that all first-year principals should take to ensure success for their schools» (*ibid.*, p. XV). The study found little evidence that principal time allocation in the first year was related to successful outcomes. Importantly, their case study data suggest that outcomes are related to the quality of the actions taken rather than the amount of time devoted to different actions per se. They note that «spending time on one issue or area in and of itself does not lead to success. A principal must choose to spend time on the right things and spend that time effectively» (*ibid.*, p. 37).

However, data collected by shadowing and observing school principals is helpful in understanding their work and is more detailed than that gathered through other approaches. For example, compared with interviews, the data collected are less constrained and interpreted by participants. As McDonald notes shadowing can help answer the «what» and «how» questions but «because of its singular capacity to link actions and purpose, it can also help address many important 'why' questions» (*ibid.*, p. 458). For her shadowing is a holistic and insightful method which can lend much to the study of organisations in all their complexity and perplexity. Shadowing can provide unique insights into the day-to-day workings of an organisation because of its emphasis on the direct study of contextualised actions (2005, p. 470). But shadowing has limitations and unless it complements other forms of data collection its value will be lessened. Data collected by researcher observation is important for providing insights into the nature of a principal's job and can be used for principal preparation. However, it may also be useful as a form

of leadership development enabling the shadowed head to reflect on their observed practice. In our study feedback on practice based on the observation day was said by the case study new heads to provide an excellent opportunity for reflection and feedback from a fellow professional (Earley, *et al.*, 2011). Providing data to principals, based on the careful observation of their practice, for them to reflect on, is a form of leadership development. It is not new (e.g. see Polite *et al.*, 1997) but its potential has yet to be fully realised. Shadowing is one way of conceiving how observational research can lead to improved practice as well as enhance our understanding of principals' work.

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Riassunto

È noto quanto il ruolo dei dirigenti scolastici sia cruciale per il successo della scuola, ma quanto complesso e stressante sia il loro lavoro. È possibile comprendere qualcosa in più sulla dirigenza scolastica studiando come i leader utilizzano il loro tempo o osservandoli nel loro setting di lavoro quotidiano? Gli studi fondati sull'osservazione dei dirigenti scolastici e sull'analisi dei loro diari e resoconti giornalieri evidenziano un operare incessante e complesso, emotivamente impegnativo, che comporta vari compiti caratterizzati da ampiezza, ritmi serrati, brevità e frammentazione. Questo articolo prende in considerazione diversi approcci metodologici con cui si possono condurre ricerche sul modo in cui lavorano i capi d'istituto. Dopo aver esaminato alcuni studi rilevanti, ci si concentra qui sui dati elaborati in uno studio su scala ridotta recentemente concluso in Inghilterra, riguardante il modo in cui alcuni dirigenti neoassunti, che operano in grandi città, utilizzano il loro tempo a scuola (Earley et al., 2011). Sono stati utilizzati griglie di osservazione, linee guida, checklist per identificare le molte e diverse attività che i dirigenti conducono. Generalmente queste

riguardano vaste aree quali: leadership strategica, management organizzativo, amministrazione, rapporti con stakeholder interni ed esterni, sviluppo professionale del personale. Questo articolo descrive le modalità adottate nello studio inglese e sostiene che lo «shadowing» dei dirigenti scolastici neoassunti può essere strumento utile per produrre nuove conoscenze sulla leadership, per approfondire la nostra comprensione su come viene utilizzato il tempo e per quali finalità. Questa metodologia, utilizzata da sola, ha comunque alcuni limiti, di cui si dà conto.

Parole chiave: Metodi qualitativi, Nuovi presidi, Osservazione dei leaders, Sviluppo della leadership, Shadowing.