**Ecosystem analysis template**

This template is a heuristic guide for you to write the analysis. This template has been prepared by adapting the study guide for problem-diagnosis scenario cases in William Ellet’s *The Case Study Handbook: A Student’s Guide* (pp. 241-246). Harvard Business Review Press. You should also read Chapter 6 carefully.

**The problem of the School (or the educational organization)**

A problem is defined from the perspective of a person with a role, so people in different roles may define the problem differently. It is also fruitful to identify the problem to look backwards at its causes. There may be a chain of causes.

For example, the problem of a school with poor academic outcomes is NOT “poor academic outcomes” itself. It could be poor teaching, unmotivated students, or lousy leadership.

What evidence can you identify to justify the cause(s) of the problem?

What theory can help determine whether a cause is a contributor to the problem?

We are looking for a broader diagnosis regarding SWOT analysis by going beyond the focus on the problem and its causes to include an organization’s strengths, weaknesses, opportunities, and threats, which define the organization’s ecosystem like below:

|  |
| --- |
| **Strengths** |
| Facts/evidence  | How does the strength help counter the problem | Immediate step to make use of it (< 1 yr) | Short-term step make use of it (3 yrs) | Long-term step to make use of it (5 yrs) |
| The collegiality among teachers is good. | Collegiality helps to tap into the knowledge and experience of subordinates. | Department heads let teachers decide without reporting to the principal. | The supervisor needs to encourage teachers to collaborate more. | Set up coaching scheme for prospective junior leaders. |
| Strength 2 |  |  |  |  |
| Strength 3 |  |  |  |  |
| Strength 4 |  |  |  |  |

|  |
| --- |
| **Weaknesses** |
| Facts/evidence  | How does the weakness contribute to the problem | Immediate step to address it (< 1 yr) | Short-term step to address it (3 yrs) | Long-term step to address it (5 yrs) |
| The principal has poor leadership. | The principal’s autocratic leadership style led to several bad decisions because he failed to tap into the knowledge and experience of subordinates. | The principal stops attending the meetings of different departments. | The supervisor needs to intervene and push the principal to become more collaborative in decision making. | The principal should receive leadership coaching. |
| Weakness 2 |  |  |  |  |
| Weakness 3 |  |  |  |  |
| Weakness 4 |  |  |  |  |

|  |
| --- |
| **Opportunities** |
| Facts/evidence  | How does the opportunity help counter the problem | Immediate step to take advantage of it (< 1 year)  | Short-term step to take advantage of it (3 yrs) | Long-term step to take advantage of it (5 yrs) |
| The government is providing all schools with an extra half million of budget. |  |  |  |  |
| Opportunity 2 |  |  |  |  |
| Opportunity 3 |  |  |  |  |
| Opportunity 4 |  |  |  |  |

|  |
| --- |
| **Threats**  |
| Facts/evidence  | How does the threat make the problem worse | Immediate step to tackle it (< 1 yr) | Short-term step to tackle it (3 yrs) | Long-term step to tackle it (5 yrs) |
| COVID has affected the school, and it probably will become part of our life. |  |  |  |  |
| Threat 2 |  |  |  |  |
| Threat 3 |  |  |  |  |
| Threat 4 |  |  |  |  |

At the end of your diagnosis, develop an action plan with some of the steps discussed above. Therefore, we can modify the above table as follows:

|  |
| --- |
| **Actions to Tackle Poor Principalship** |
| Facts/evidence  | How cause contributes to the problem | Immediate step (< 1 yr) | Short-term step (3 yrs) | Long-term step (5 yrs) |
| The principal is an autocratic leader who makes major decisions without consulting anyone. | The principal’s autocratic leadership style led to several bad decisions because he failed to tap into the knowledge and experience of subordinates. | The principal stops attending the meetings of different departments. | The supervisor needs to intervene and push the principal to become more collaborative in decision making. | The principal should receive leadership coaching. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

* Describe the school or the educational organization and state the problem at the beginning in 100 words
* Then, rewrite the above SWOT table in prose format, with each part in 150-200 words