**Education and Teaching**

Student’s Name

Institution

Course

Date

**PRINCE Analysis**

Coplin and O’Leary advanced the PRINCE analysis, which examines power situations and relationships to determine the most effective strategy to influence people’s behavior towards a particular goal (Coplin & O'leary, 2003). The paper performs a PRINCE analysis for the case study outlined. The first element is “probe”. According to the case study, Mrs. Collins should use the need for cultural proficiency in the school, that is, among teachers and students, to formulate guiding principles for the change. Also, her need to retain her job, improve the school’s academic performance, and influence an inclusive learning culture is her worth in the quest for behavior change. On the other hand, the key players to be involved are primarily teachers.

Second, the “interact” component is vital for analyzing players’ influence on the issue. Mrs. Collins can gauge her players’ position of influence on the quest to establish cultural proficiency. From the case study, most teachers are at the neutral ground. This is because some support her while others oppose her goals. On salience, some teachers are willing to support but have an inadequate understanding of the cultural facets, resulting in an improper decision to either support or oppose. Power is evidenced by the firm stance of white teachers on issues of cultural diversity and their difficulty in accommodating culturally diverse students.

The third facet is “calculate”. Here, the position, power, power and position matrix, salience, influence, and affiliation matrix are evaluated. According to the study, the position matrix and power matrix show a positive numeric value, inferring the willingness of the team to pursue the course (Coplin & O'leary, 2003). The salience matrix, however, shows little commitment from members. This might be because of the varied cultural backgrounds among teachers. The power and position matrix infers the likelihood of occurrence ad support. This shows the outcome, and set goals are viable.

Lastly, the model proposes the “execute” component. This step involves the formulation of an execution strategy (Coplin & O'leary, 2003). For Mrs Collins, her primary goal is to establish cultural proficiency in education and learning. However, her power in the network (teachers) is limited and capacitated in different areas. Therefore, the most viable solution is to change players’ positions, build their power, increase salience, and adopt other strategies to win the teachers and foster a positive outcome. According to the analysis, Collins should focus on limited conflict. This involves changing the position, power, and salience of a number of teachers to enhance a positive influence towards cultural proficiency.

**Reflection**

According to the case study, the situation deteriorated because of a lack of sufficient knowledge and strategies to tackle cultural diversity and its effects on the school. While Mrs. Collins adopted a suitable approach to critically analyze and solve the problems in the school, she failed to address the primary problem of cultural diversity in education (Lehman, 2017). Instead, the blame shifted from students to teachers while identifying the sole cause of the problems in the institution.

According to experts, multicultural competence is a vital facet in the management of culturally diverse populations today. Thus, teachers, managers and workforces must acquire multicultural training to equip them with sufficient knowledge to handle cultural diversity. Similarly, Mrs. Collins should have exposed the teachers to multicultural training, where multicultural competence would be taught, allowing the teachers to deploy the same when dealing with students (Lehman, 2017). With this approach, the teachers would be taught how to assess cultural knowledge, value diversity, manage the diverse environment, and institutionalize such in the academic curriculum. The principal should have adopted this approach as soon the first instance of preferential treatment, racial discrimination, and cultural blindness was reported in the school.

**References**

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Lehman, C. L. (2017). Multicultural Competence: A Literature Review Supporting Focused Training for Preservice Teachers Teaching Diverse Students. *Journal of Education and Practice*, *8*(10), 109-116.