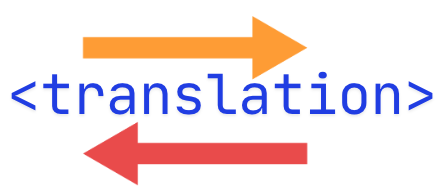
**GUIDED PATHWAYS Planning and Implementation Guide:    
Organizational Effectiveness**

Guided Pathways is a framework for learning and transforming your college. In order to fully engage in this work, your college and leadership team will need to commit to significant change and continuous improvement over a long period of time.

One of the most critical first steps in becoming a Guided Pathways college is establishing organizational mindsets and structures that can support this work at scale. For the purposes of this tool, organizational structure refers to your college’s division of labor, communication channels, and decision-making processes, while organizational mindset signifies the cultural or philosophical schemas you use to reinforce your organizational structure.



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| **Organizational Mindset** | **Organizational Structure** |
| We are committed to achieving Guided Pathways goals by prioritizing student success and equity | Executive leadership regularly reviews disaggregated data and directs employees to make changes for improvement using operational plans and annual goal-setting |
| We value inclusive and collaborative decision making that considers diverse perspectives | Employees are trained in consensus building strategies, including structured dialogue and voting methods |
| We believe that implementing Guided Pathways requires breaking down departmental silos to create a cohesive student experience | We have established interdepartmental teams dedicated to planning and carrying out Guided Pathways |

This tool **is primarily designed** to help you discuss and identify aspects of **organizational mindsets and structures that support Guided Pathways at scale and adapt in response to shifting conditions.**

The tool also aligns with the Washington Student Success Center’s mission to support the State’s 34 community and technical colleges in carrying out Guided Pathways. The Student Success Center offers [resources, research, and professional development opportunities](https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/) to all practitioners.

**Before You Begin**

* Who is involved in responding to the prompts below? Why?
* How will the responders reach consensus if they disagree?
* Where will the responses “live,” and how will they be shared with future staff who need to learn about Guided Pathways?

**Step 1: Current State**

*Rate and discuss each statement using the scale below.*

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| --- |
| Quality Scale  1. – We do not have this or practice this.  2. – Not true most of the time.  3. – We do have this or practice this. |

\_\_\_ College leaders have completed readiness assessments and discussed the college’s capacity to plan and launch Guided Pathways.

\_\_\_ College leaders have access to– and engage in – professional development opportunities that boost the skills necessary to carry out Guided Pathways, such as project management, change management, navigating conflict, managing employees, and building consensus.

\_\_\_ Dedicated interdepartmental work groups or committees are focused on planning, launching, and monitoring Guided Pathways activities.

\_\_\_ Interdepartmental work groups have the vision, resources, incentives, and skills to carry out their work, including an understanding of action plans and consensus building.

\_\_\_ Roles and responsibilities are clearly defined for executive leaders, deans, and staff carrying out Guided Pathways.

\_\_\_ Guided Pathways leads have access to – and consistent communication with – executive leaders to ensure accountability, while working through challenges and celebrating wins.

\_\_\_ There is a dedicated mechanism to ensure student voices are incorporated into the design and implementation of Guided Pathways.

\_\_\_ Managers set clear accountability measures and use project management techniques to track progress toward Guided Pathways goals.

\_\_\_ College leaders have a synchronized understanding about Guided Pathways’ vision and objectives, which they consistently communicate and embed in processes and practices, such as budgeting, strategic planning, and annual employee goals.

\_\_\_ College leaders have a long-range approach to assessing the results of Guided Pathways and responding to positive, neutral, and negative results.

\_\_\_ As the college makes progress on Guided Pathways, the appropriate leaders change the committee or work group structures in response to shifting circumstances, such as projects “closing out” and the results becoming institutionalized into the everyday operations of the college.

\_\_\_ A dedicated Guided Pathways lead role sits on President’s Cabinet and meets with Vice Presidents and the President to champion and manage wide-scale transformational change efforts.

**Step 2: Future State**

*If you plan to re-design or improve Organizational Effectiveness to better align with Guided Pathways Goals, discuss the questions below and record your responses.*

What will be the new vision for Organizational Effectiveness? What would be different? Who is responsible for creating and communicating the new vision, and by when?

What skills do executive leaders, managers, and employees need to execute the new vision? How will they gain them, if there are gaps?

What resources will you need, e.g. people, time, or budget? How will you secure them?

What incentives can you provide employees involved to help carry out your new vision?

Who will create the action items to carry out the new vision? Who will manage and track progress on your action items? How will you know that you’re successful?