Engaging Faculty & Staff in Guided Pathways
Themes & Takeaways – SSLI #3 Listening Session

- But why pathways?
- Social justice for & against pathways
- Uneven awareness & buy-in, even among leadership
- Hard work with uncertain payoff...and uncertain resources
- Anxiety about impact on job descriptions & professional identity
The Value of a “Pre-Mortem” Exercise

Source: Process Excellence Network
Sonja Armbruster, John W. Moran & Jane Shirley
Creative Risk Analysis: Conducting a “Pre-Mortem”

- Step 1: What are we focusing on? Be clear about the specific innovation/change effort you’re pursuing and will be discussing in this exercise.

- Step 2: Imagine a debacle. “We’ve looked into the crystal ball and the picture of the future is grim. The effort has failed. Not only has it failed, but it’s failed completely and miserably. But the crystal ball doesn’t tell us why it failed…”

- Step 3: Generate reasons for the failure. Each person works alone quietly for 3 minutes to generate a list of all the reasons they can think of to explain the failure.

- Step 4: Consolidate the list. Each person takes turns sharing 1 reason, “round robin” style, until all of the individual lists have been recorded on a flip chart.

- Step 5: Rank the reasons. Take a few minutes to collaboratively choose the top 3 items on your list. These are the most likely and serious reasons for failure that your group has generated.

- Step 6: Revisit your plan with these risks in mind. What have you learned?
Prioritize: Based on the pre-mortem, what are your top 3 challenges/priorities right now?

Establish goals: Outline the critical few things you must do in the next 30/60/90 days. Be specific. Have a clear picture of success. Don’t create a laundry list.

Activities to accomplish the goal: List the steps you’ll take to achieve your goal.

Owner: Specify who is accountable for the goal. It may be you, or this could be a spot to leverage key experts, partners, etc.

Due date: State when your goal will be achieved.

Others implicated: Focus on things that are in your control, but note where you’ll be relying on communication with others to achieve your goal.

Support/resources: Identify the things you must have (within your control) to achieve your goal.
## Faculty & Staff Engagement
### Assessing Your Starting Point

<table>
<thead>
<tr>
<th>Influence / Importance</th>
<th>Resistant</th>
<th>(Thoughtful) Skeptic</th>
<th>(Potential) Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DEGREE OF SUPPORT**