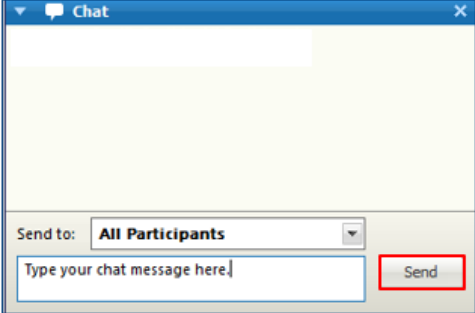


While you're waiting . . .

The Chat Panel is located in lower right of screen →

Make sure **Send to:** is set to **All Participants** →





Press <Enter> or click **Send** when done typing ↑

Type in the Chat panel:

- Your school
- Location

Notes re: Audio

- You will not hear audio until the webinar begins. Be sure your computer speakers are on and the sound is turned up.
- If you have no sound, click 
- If you need to request the phone number click 



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Welcome!

Introduction to the GSA Professional Development Initiative

Geoffrey H. Young, PhD

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Kristen Earle

Sr. Specialist, Group on Student Affairs, AAMC



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December 2016

Topics for Today

- The case for professional development within the Student Affairs community
- GSA Performance Framework
 - A foundational tool
 - Support tools
 - Enhancing your institution's professional development practices

The GSA PDI can position you, those you supervise/mentor, and your schools for greater success!



AAMC

Tomorrow's Doctors, Tomorrow's Cures®

The Case for Professional Development within the GSA Community



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Needs Across the GSA Community

- You are not alone

Opportunities to **enhance and complement** current professional development practices by **increasing**:

- ✓ **Collaboration and support** - supervisors, mentors, trusted colleagues
- ✓ **Clarity of expectations** - for current and aspirational roles, career
- ✓ **Development and execution of meaningful goals** – align with current roles, aspirations, and priorities
- ✓ **Awareness of and access to high-value learning options**
- ✓ **Resources and tools** – advocate and guide development for self and others

Student Advocates Are Needed Now More Than Ever



We must take better care of ourselves and...

The WHY behind the AAMC GSA PDI



Better leverage and collaborate across our community.



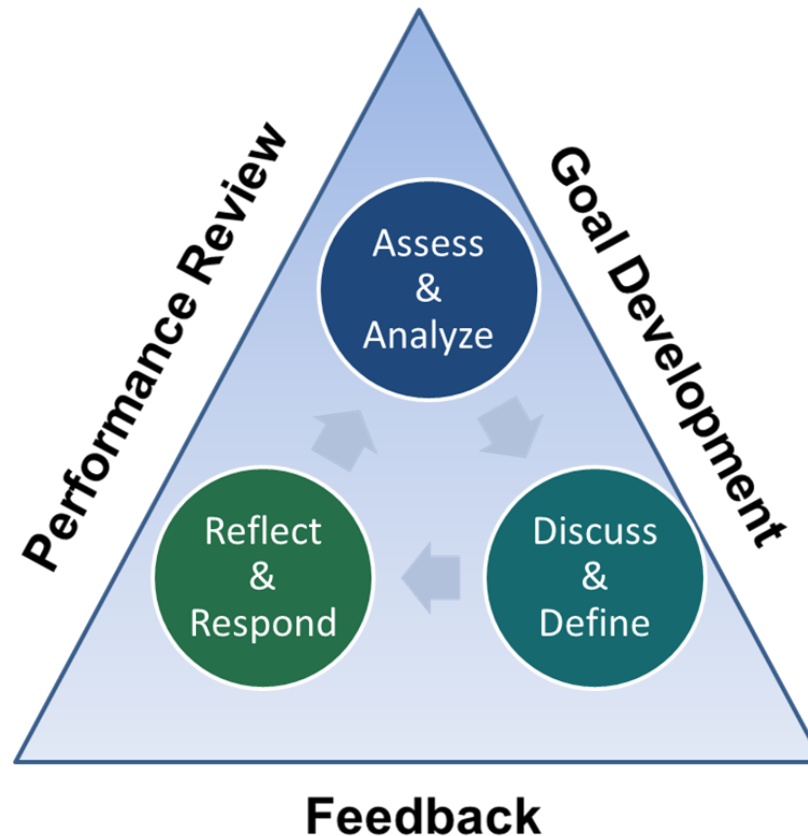
So we can be there for our students.



So they can be there for others.

Enhance and Complement Current Practices

- An ongoing, collaborative process



Our Mission: to Engage, Support, and Empower Every Professional

Strive for and **sustain** a benchmark of **excellence** across the GSA community in **service** of our students and community

Collaborate **across** the community and **challenge** the status quo to meet the demands of **today** and **tomorrow**

Strengthen the GSA community's position as a **vital contributor** in the development of future physicians and quality patient care

The AAMC GSA PDI is our pathway to sustainable excellence.

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The GSA Performance Framework: A Foundational Tool



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What is the GSA Performance Framework?

- ✓ Defines **performance excellence** for all in alignment with the LCME standards
- ✓ Distinguishes the **value and importance** of our work in the development of future physicians and quality patient care
- ✓ **Equips and empowers** professionals as advocates for their development and careers

Core Values and Guiding Principles

CORE VALUES
Adaptability
Advocacy
Diversity and Inclusion
Excellence
Professionalism
Service



GUIDING PRINCIPLES
Wellness, justice, respect for all
Serve with compassion and integrity
Promote student success
Advocate for our future physicians
Collaborate to advance learning

The GSA Performance Framework

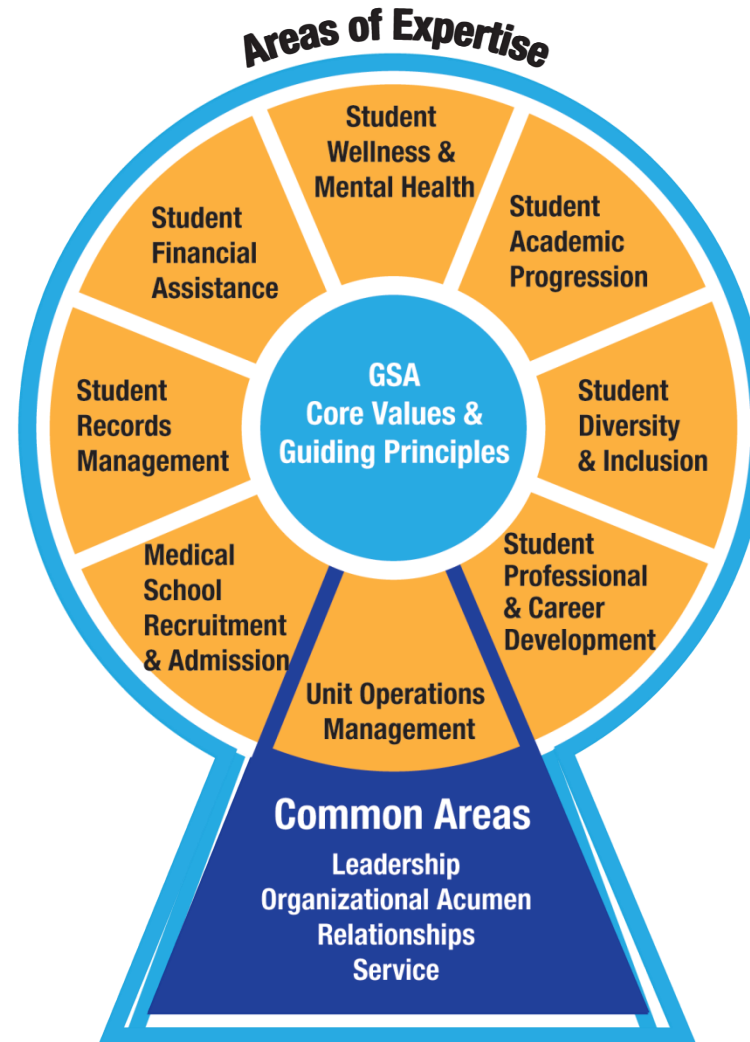


The Performance Framework

POLL

Which Areas apply to the work you do?

Select all that apply and click *Submit*.



Performance Framework Structure

Student Wellness & Mental Health			<p>Title & Definition</p>
<p>Build, promote, and manage programs, policies and interventions to enable student wellness and mental health. Collaborate across the academic health center and broader community to recognize and counsel students as necessary to sustain optimal health, wellness, and performance.</p>			
Critical Behaviors			<p>Critical Behavior Summary</p>
<ul style="list-style-type: none"> • Sustain an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal. • Recognize and counsel students who are at risk or in need of assistance to sustain optimal student performance and wellness. • Build and maintain student wellness programs and interventions to support students and others across the institution in the identification, mitigation, and resolution of prevalent student stressors. • Educate those who work in the academic health center on how to anticipate, recognize and support students in maintaining and addressing their wellness needs. • Promote a network of available resources and referrals to help address common and unique stressors that impact physical health, mental health and other wellness needs of students. • Encourage and empower students to succeed while assisting them in recognizing what is realistic, reasonable, and possible. 			
Benchmark 1	Benchmark 2	Benchmark 3	<p>Critical Behaviors by Benchmark</p>
<ul style="list-style-type: none"> • Maintain an approachable demeanor and promote an open door policy, setting aside distractions while interacting with students. • Provide students available information, resources and referrals to help meet their specific needs. • Identify and respond appropriately to student requests, needs and issues, maintaining confidentiality. • Identify academic performance and behavioral patterns that may indicate physical health, mental health or concerns that negatively impact student wellness. • Educate others in the learning environment on how to proactively recognize students in distress. • Help students resolve and mitigate distress by normalizing reactions to stressors, focusing on how to best meet their needs. • Recognize the need to assume various support roles (e.g., coach, advisor, listener, facilitator) when interacting with students, faculty, and staff and adapt 	<ul style="list-style-type: none"> • Interact with and engage students proactively to build trusting relationships. • Create opportunities to educate and equip students with resources to address common wellness and mental health issues. • Assess student situations and provide effective guidance in alignment with established protocols. • Educate and develop faculty and staff awareness and capability to recognize and help address/support student wellness needs, appropriately maintaining confidentiality and making notifications. • Be attuned and appropriately respond to common and distinct cues associated with unique stressors of student populations (e.g., first generation college, non-traditional, LGBT). • Move between various support roles seamlessly in interactions with student, faculty, and staff. • Establish and maintain a network of collegial relationships across the academic health center and broader community to enable student wellness. 	<ul style="list-style-type: none"> • Promote, influence, and encourage others to maintain a student-focused orientation in their approach to work. • Build a solid reputation as a trusted advocate for students across the academic health center and larger community. • Take early action to enable and maintain student wellness across and specific to student populations, engaging the support of faculty, staff, and family. • Develop and implement institutional recommended policies and protocols to address and mitigate stressors impacting student health and wellness, including but not limited to when and how to make appropriate referrals and maintaining confidentiality. • Develop and implement strategies for sustaining student wellness in anticipation of medical school milestones and stressors. • Collaborate with others to collect and conduct an in-depth analysis of data trends necessary to build out and align wellness programs and interventions. • Capitalize on internal and external inquires and opportunities to reinforce and build deeper capacity for addressing student wellness. 	

Performance Framework Benchmarks

Tactical  **Strategic**

Benchmark 1	Benchmark 2	Benchmark 3
<p>Typical roles: Support Staff</p> <ul style="list-style-type: none"> • Primary student interface • Requires periodic support from more experienced colleagues. <p>Responsibilities:</p> <ul style="list-style-type: none"> • Emphasis on recurring tasks and common situations. 	<p>Typical roles: Supervisors, Program Managers, Directors</p> <ul style="list-style-type: none"> • Key escalation resource and collaborator <p>Responsibilities</p> <ul style="list-style-type: none"> • Complex and less common situations • Includes day-to-day management of staff and/or facets of their function 	<p>Typical roles: Directors, Assistant/Associate Deans, Deans</p> <ul style="list-style-type: none"> • Expert and leader • Considered the “go to” person for decision making and advisement. <p>Responsibilities</p> <ul style="list-style-type: none"> • Highly complex work • Includes leadership and decision making

Ultimately **your specific role(s) and expectations** will guide the critical behaviors and benchmark(s) most relevant to you

The GSA Performance Framework: Support Tools



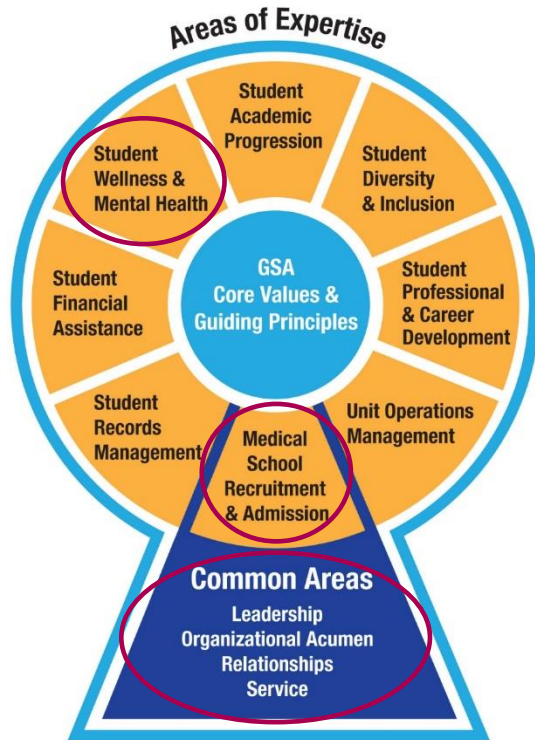
Sarah, Director of Admissions

What is expected of me to perform successfully in my current role?



**Support Tools: GSA Performance Framework
Performance Reflection and Assessment Guide**

Sarah confirms her overall performance expectations.



**Most critical behaviors
fall into Benchmark 2**

**Support Tools: GSA Performance Framework
Performance Reflection and Assessment Guide**

Sarah conducts a self-assessment.

How does my current performance compare to what is expected of me?

For expected Areas:

Strengths
On-Target
Gap/Deficit



**Support Tools: GSA Performance Framework
Performance Reflection and Assessment Guide**

Sarah considers her professional development.

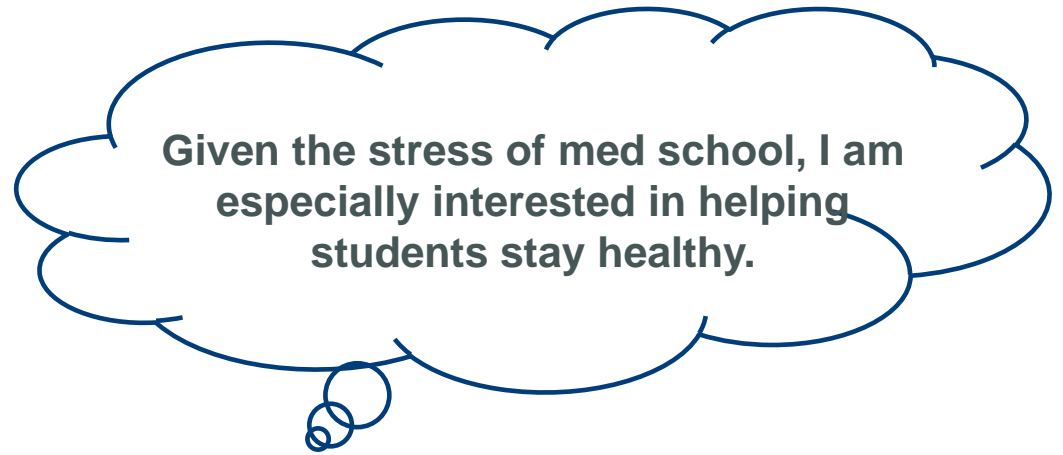
What potential development opportunities do I want to target?

What interests and career areas do I want to explore?



**Support Tools: GSA Performance Framework
Performance Reflection and Assessment Guide
Development Options Matrix**

Sarah targets professional development opportunities.



Resources: Performance Reflection and Assessment Guide

Student Wellness & Mental Health

Build, promote, and manage programs, policies and interventions to enable student wellness and mental health. Collaborate across the academic health center and broader community to recognize and counsel students as necessary to sustain optimal health, wellness, and performance.

Critical Behaviors

- Sustain an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal.
- Recognize and counsel students who are at risk or in need of assistance to sustain optimal student performance and wellness.
- Build and maintain student wellness programs and interventions to support students and others across the institution in the identification, mitigation, and resolution of prevalent student stressors.
- Educate those who work in the academic health center on how to anticipate, recognize and support students in maintaining and addressing their wellness needs.
- Promote a network of available resources and referrals to help address common and unique stressors that impact physical health, mental health and other wellness needs of students.
- Encourage and empower students to succeed while assisting them in recognizing what is realistic, reasonable, and possible.

Benchmark 1

- Maintain an approachable den promote an open door policy, ; aside distractions while interact students.
- Provide students available info resources and referrals to help their specific needs.
- Identify and respond appropri student requests, needs and is maintaining confidentiality.
- Identify academic performance behavioral patterns that may i physical health, mental health concerns that negatively impac wellness.
- Educate others in the learning environment on how to proact recognize students in distress.
- Help students resolve and miti distress by normalizing reactio stressors, focusing on how to t their needs.
- Recognize the need to assume support roles (e.g., coach, advi listener, facilitator) when interfac with en student w

Areas of Expertise (AoE):

Strength Capabilities and behaviors in which you consistently exceed expectations when performing your work.	On-Target Capabilities and behaviors in which you consistently meet expectations when performing your work.	Gap/Deficit Capabilities and behaviors in which you inconsistently or fail to meet expectations when performing your work.
Selected AoE: Choose an item. Click here to enter text.	Benchmark: Choose an item. Click here to enter text.	Click here to enter text.
Selected AoE: Choose an item. Click here to enter text.	Benchmark: Choose an item. Click here to enter text.	Click here to enter text.

Current roles & responsibilities

Longer term career aspirations

Potential Development Opportunities

As you review your self-assessment of your capabilities and performance, and your reflection on your career aspirations, use the space below to note key areas you would like to further explore as potential personal and professional development goals. Think of ways to leverage your strengths, and opportunities for development that might be available for you to participate in. Be as specific as possible.

- 1.
- 2.
- 3.
- 4.
- 5.

Also highlight any specific questions you identified in preparation for your goals discussion and development.



Sarah sets a professional development goal.



GOAL #1 Description (Review SMART goal components)	GSA Framework Alignment (Refer to critical behaviors and benchmarks)	Rationale (Explain why this goal is important)
Build toolkit to identify and support critical wellness issues such as burnout.	Create opportunities to educate and equip students with resources to address common wellness and mental health issues.	There is a great need and it is of special interest to me.

Support Tool: Goal Development and Execution Guide

Your thoughts . . .



Which tool are you most likely to use?

1. GSA Performance Framework
2. Performance Reflection and Assessment Guide
3. Goal Development and Execution Guide



Complementing and Enhancing your School's Professional Development Practices



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Leverage the Power of the GSA Performance Framework

For your Professional Development



- Knowing what's expected of you in relation to your selected AoEs
- Identifying your interests and career aspirations
- Recognizing and appreciating the importance of your role as a Student Affairs professional

Leverage the Power of the GSA Performance Framework

As a Supervisor or Mentor

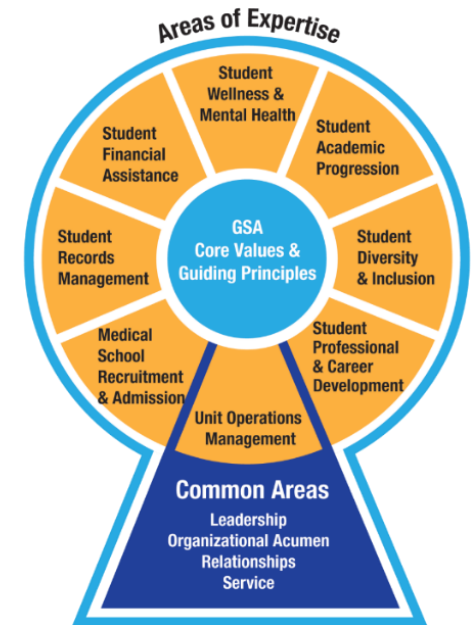
- Guiding others and advocating for them
- Enabling collaboration and accountability
- Providing meaningful recognition and feedback



Leverage the Power of the GSA Performance Framework

For your School's Professional Development Practices

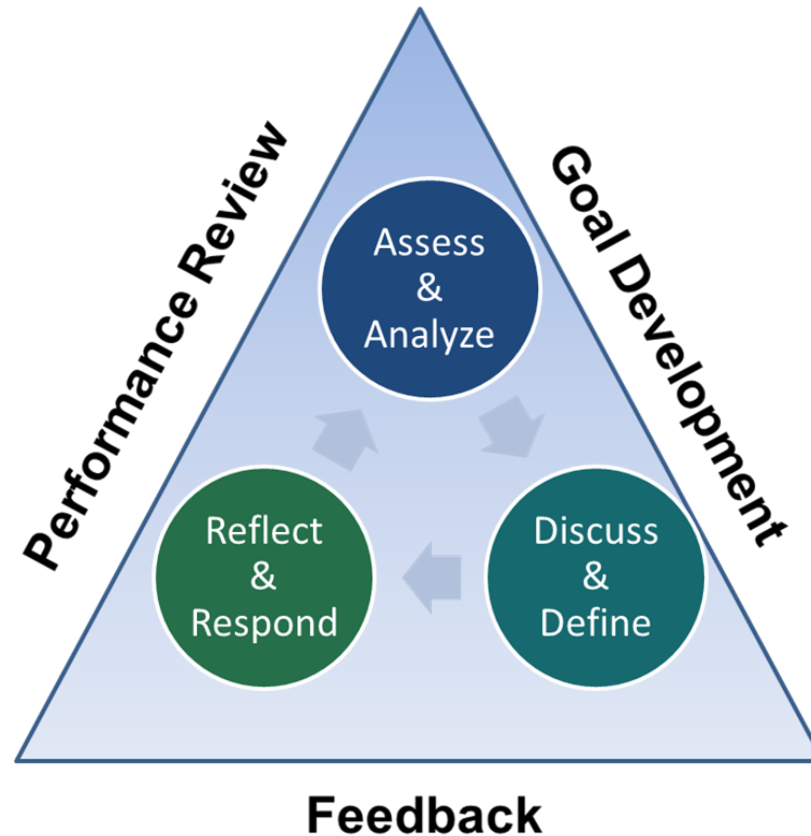
- Developing and improving job descriptions
- Succession planning
- Facilitating more robust performance reviews



Recap and Close



Collaborative Development and Discussion Process



GSA PDI Support Toolkit

**GSA
Performance
Framework**

**Performance
Assessment
and
Reflection
Guide**

**Goal
Development
and
Execution
Guide**

**Framework –
Development
Options
Matrices**

**Collaborative
Discussion
Guide**

**Feedback
and
Recognition
Guide**

<http://www.aamc.org/gsapdi>

GSA PDI Support Toolkit

**GSA Framework-
LCME Standards
Alignment**

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Questions?

- About any of the support tools?
- Further learning opportunities?
- Anything else?



Stay engaged and in touch!

Send comments and questions to:

GSApro-develop@aamc.org

Visit the AAMC GSA PDI web pages:

<http://www.aamc.org/gsapdi>

Thank you!!



The logo features a semi-circular fan of colorful segments in shades of red, orange, yellow, and green. A white circle is centered over the bottom left of the fan, containing the text 'GSA' in bold blue letters. Below the fan, the text 'Professional Development Initiative' is written in red.

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