While you’re waiting . . .

**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 📞

- 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
Welcome!

Introduction to the GSA Professional Development Initiative

Geoffrey H. Young, PhD  
Sr. Director, Student Affairs and Programs, AAMC

Kristen Earle  
Sr. Specialist, Group on Student Affairs, AAMC

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What is Professional Development?
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!
The Case for Professional Development within the GSA Community
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

The WHY behind the AAMC GSA PDI

We must take better care of ourselves and...

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.
The GSA Performance Framework: A Foundational Tool
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

<table>
<thead>
<tr>
<th>CORE VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
</tr>
<tr>
<td>Advocacy</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
</tr>
<tr>
<td>Excellence</td>
</tr>
<tr>
<td>Professionalism</td>
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<tr>
<td>Service</td>
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</table>

## Guiding Principles

<table>
<thead>
<tr>
<th>GUIDING PRINCIPLES</th>
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<tbody>
<tr>
<td>Wellness, justice, respect for all</td>
</tr>
<tr>
<td>Serve with compassion and integrity</td>
</tr>
<tr>
<td>Promote student success</td>
</tr>
<tr>
<td>Advocate for our future physicians</td>
</tr>
<tr>
<td>Collaborate to advance learning</td>
</tr>
</tbody>
</table>
The Performance Framework

POLL

Which Areas apply to the work you do?

Select all that apply and click Submit.
Performance Framework Structure

<table>
<thead>
<tr>
<th>Title &amp; Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Wellness &amp; Mental Health</strong></td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Behaviors</th>
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<tbody>
<tr>
<td>• Sustain an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal.</td>
</tr>
<tr>
<td>• Recognize and counsel students who are at risk or in need of assistance to sustain optimal student performance and wellness.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Educate those who work in the academic health center on how to anticipate, recognize and support students in maintaining and addressing their wellness needs.</td>
</tr>
<tr>
<td>• 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.</td>
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<tr>
<td>• Encourage and empower students to succeed while assisting them in recognizing what is realistic, reasonable, and possible.</td>
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</table>

<table>
<thead>
<tr>
<th>Critical Summary</th>
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<tbody>
<tr>
<td><strong>Critical Behaviors by Benchmark</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain an approachable demeanor and promote an open door policy, setting aside distractions while interacting with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide students available information, resources and referrals to help meet their specific needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify and respond appropriately to student requests, needs and issues, maintaining confidentiality.</td>
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<td></td>
</tr>
<tr>
<td>• Identify academic performance and behavioral patterns that may indicate physical health, mental health or concerns that negatively impact student wellness.</td>
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<tr>
<td>• Educate others in the learning environment on how to proactively recognize students in distress.</td>
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<td></td>
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<tr>
<td>• Help students resolve and mitigate distress by normalizing reactions to stressors, focusing on how to best meet their needs.</td>
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</tr>
<tr>
<td>• Recognize the need to assume various support roles (e.g., coach, advisor, listener, facilitator) when interacting with students, faculty, and staff and adapt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interact with and engage students proactively to build trusting relationships.</td>
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<tr>
<td>• Create opportunities to educate and equip students with resources to address common wellness and mental health issues.</td>
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<tr>
<td>• Assess student situations and provide effective guidance in alignment with established protocols.</td>
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<tr>
<td>• Educate and develop faculty and staff awareness and capability to recognize and help address/support student wellness needs, appropriately maintaining confidentiality and making notifications.</td>
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<tr>
<td>• 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).</td>
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</tr>
<tr>
<td>• Move between various support roles seamlessly in interactions with student, faculty, and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establish and maintain a network of collegial relationships across the academic health center and broader community to enable student wellness.</td>
<td></td>
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<tr>
<td>• Promote, influence, and encourage others to maintain a student-focused orientation in their approach to work.</td>
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<tr>
<td>• Build a solid reputation as a trusted advocate for students across the academic health center and larger community.</td>
<td></td>
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</tr>
<tr>
<td>• Take early action to enable and maintain student wellness across and specific to student populations, engaging the support of faculty, staff, and family.</td>
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</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop and implement strategies for sustaining student wellness in anticipation of medical school milestones and stressors.</td>
<td></td>
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<tr>
<td>• Collaborate with others to collect and conduct an in-depth analysis of data trends necessary to build out and align wellness programs and interventions.</td>
<td></td>
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</tr>
<tr>
<td>• Capitalize on internal and external inquires and opportunities to reinforce and build deeper capacity for addressing student wellness.</td>
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</table>
## Performance Framework Benchmarks

<table>
<thead>
<tr>
<th>Benchmark 1</th>
<th>Benchmark 2</th>
<th>Benchmark 3</th>
</tr>
</thead>
</table>
| **Typical roles:** Support Staff  
- Primary student interface  
- Requires periodic support from more experienced colleagues.  
**Responsibilities:**  
- Emphasis on recurring tasks and common situations. | **Typical roles:** Supervisors, Program Managers, Directors  
- Key escalation resource and collaborator  
**Responsibilities**  
- Complex and less common situations  
- Includes day-to-day management of staff and/or facets of their function | **Typical roles:** Directors, Assistant/Associate Deans, Deans  
- Expert and leader  
- Considered the “go to” person for decision making and advisement.  
**Responsibilities**  
- 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:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>On-Target</th>
<th>Gap/Deficit</th>
</tr>
</thead>
</table>

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.

Given the stress of med school, I am especially interested in helping students stay healthy.

Resources: Performance Reflection and Assessment Guide
Performance Reflection and Assessment Guide

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.

6.

Also highlight any specific questions you identified in preparation for your goals discussion and development.
Sarah sets a professional development goal.

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

- Performance Review
  - Assess & Analyze
  - Reflect & Respond
- Goal Development
  - Discuss & Define
- Feedback
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

http://www.aamc.org/gsapdi
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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!!