

GSA Performance Framework – Professional Development Options Matrix

- Common Areas

This document outlines professional development options to consider as you begin to **discuss & define** your professional development goals and plan. This library of options was developed to include high-value resources and opportunities that are:

- In alignment with the GSA Performance Framework
- Foundational to the four Common Areas and the eight Areas of Expertise
- Known as “commonly used” resources throughout student affairs in medical education, and in the broader realm of professional development
- Inclusive of a variety of learning and development strategies/modes to meet diverse needs and preferences of the GSA community



For the greatest return on your professional development investment (energy, time, financial), you are encouraged to seek guidance and support from your supervisor, mentor, and other trusted colleagues within the GSA community, as you identify the best options to meet your specific needs.

Learning, as defined by the Association for Talent Development, is “the process of gaining knowledge, understanding, or skill by study, instruction or experience.” It consists of a complex universe of professional development opportunities that is broad and inclusive of multiple formats, such as:

Articles and Books – Publications found in journals, magazines, and other standalone references and on websites that contain foundational or recent points-of-view by thought leaders, case studies, and tips to facilitate professional development.

Formal Education – Professional development derived from activities within a structured setting. Examples include: academic-based and profession-driven programs that result in formal recognition of achievement or maintenance of license to work, such as obtaining a masters or technical degree; completing a certificate or certification program; or attending a seminar or workshop.

Informal Education – Professional development opportunities that occur outside a structured program or event. Examples include: participating in social learning such as a designated Learning Community, attending meetings; viewing webinars or videos; and pursuing self-study to learn and discuss relevant hot topics, effective practices, trends, and other content areas.

On-the-Job – Professional development opportunities within and beyond your current roles and responsibilities, geared to develop breadth and depth of experience as you perform specific projects or assignments in a supportive environment.

This document of options is a starting point for identifying high-value opportunities as you pursue specific personal and performance goals. You should also investigate and consider other campus, community, and regional options to meet your specific needs, as well as visit www.aamc.org/members/gsa/resources for more specific AAMC “Resources by Type” and also AAMC webinars that are aligned with the GSA Performance Framework.

As we refine, expand, and update this document, you can go to www.aamc.org/gsapdi for the latest version available through the GSA Professional Development Initiative. You may also email GSAPro-develop@aamc.org with questions and/or suggestions to add to the library of professional development options.

Disclaimer: The document consists of AAMC resources/options sanctioned by the AAMC, and non-AAMC resources/options not sanctioned by the AAMC. Selection and use of resources/options is the sole responsibility of GSA professionals and their supervisor, mentor, and other trusted colleagues.

LEADERSHIP			
Position self and others to successfully maximize their potential and achieve targeted results while exhibiting the highest ethical and professional standards of performance. Sustain a supportive and inclusive climate, engaging others through role modeling, meaningful work, accountability, and targeted professional development.			
Benchmark 1		Benchmark 2	
Benchmark 3			
Articles & Books			
<i>General</i>	<ul style="list-style-type: none"> Bolman, L. & Gallos, J. Reframing Academic Leadership Carnegie, D. (1998). How to Win Friends & Influence People Cohen, A. and Bradford, D. (2005). Influence Without Authority Davis, H. (2014). Towards leadingful leadership literacies for higher education management. Journal Of Higher Education Policy & Management, 36(4), 371-382 Davis, H., & Jones, S. (2014). The work of leadership in higher education management. Journal Of Higher Education Policy & Management, 36(4), 367-370 Dye, C. Leadership in Healthcare: Essential Values and Skills (American College of Healthcare Executives Management Series) Goldsmith, M. (2007). What Got You Here Won't Get You There Hall, M. Leading With Intention, Every Moment Is a Choice Holt, D., Palmer, S., Gosper, M., Sankey, M., & Allan, G. (2014). Framing and enhancing distributed leadership in the quality management of online learning environments in higher education. Distance Education, 35(3), 382-399 Maxwell, J. (1999). The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow Sandberg, S. Lean In, Women, Work and the Will to Lead 		
<i>Level-Specific</i>	<ul style="list-style-type: none"> Barr, M. & McClellan, G. Making Change Happen in Student Affairs: Challenges and Strategies Jones, S., Harvey, M., Lefoe, G., & Ryland, K. (2014). Synthesizing theory and practice: Distributed leadership in higher education. Educational Management Administration & Leadership, 42(5), 603-619 Kuk, L. & Banning, J. Positioning Student Affairs for Sustainable Change: Achieving Organizational Effectiveness Through Multiple Perspectives 	<ul style="list-style-type: none"> Parry, G. (2013). Colleges and the Governance of Higher Education. Higher Education Quarterly, 67(4), 315-339 Tull, A., & Kuk, L. New Realities in the Management of Student Affairs: Emerging Specialist Roles and Structures for Changing Times Vaccaro, A. Decision Matter: Using a Decision-Marking Framework with Contemporary Student Affairs Case Studies 	<ul style="list-style-type: none"> Gostik, A. & Elton, C. (2009). The Carrot Principle Kouzes, J. & Posner, B. (2011). Credibility: How Leaders Gain and Lost I, Why People Demand It Maxwell, J. (2011). The 5 Levels of Leadership: Proven Steps to Maximize Your Potential Nelson, B. (2005). 1001 Ways to Reward Employees
Formal Education (courses, seminars, workshops, certificate, CME, licensure, etc.)			
<i>General</i>	<ul style="list-style-type: none"> 		
<i>Level-Specific</i>		<ul style="list-style-type: none"> Situational Leadership II (Kevin Blanchard Companies) 	<ul style="list-style-type: none"> Situational Leadership II (Kevin Blanchard Companies)
Informal Education (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)			
<i>General</i>	<ul style="list-style-type: none"> Visit www.aamc.org/members/gsa/learning search under "GSA Webinar series" to access AAMC webinars (current, upcoming, archived) such as: <ul style="list-style-type: none"> Meet the Women's Physicians Behind Disney's We Are Doc MsStuffins Campaign (10/28/14) 		
On-the-Job (assignments, job/role rotation, projects, template/tool application, etc.)			
<i>General</i>	<ul style="list-style-type: none"> McCauley, C. (2006). Developmental Assignments: Creating Learning Experiences without Changing Jobs (Center For Creative Leadership) 		
<i>Level-Specific</i>			

ORGANIZATIONAL ACUMEN		Apply essential business practices to plan, manage and execute work priorities to navigate effectively in a dynamic environment. Contribute to the achievement of targeted, strategic results in compliance with relevant institutional and external requirements and standards.		
		Benchmark 1	Benchmark 2	Benchmark 3
Articles & Books				
<i>General</i>	<ul style="list-style-type: none"> • Allen, David (2015). Getting Things Done; The Art of Stress-Free Productivity • Bridges, W. (1991). Managing Transitions: Making the Most of Change • Drucker, P. (2008). The Five Most Important Questions You Will Ever Ask Your Organization • Fisher, R. & Ury, W (1991). Getting to Yes: Negotiating Agreement Without Giving In • Heath, Chip and Heath, Dan (2010). Switch: How to Change Things When Change is Hard. • McFarland & Goldsworthy (2014). Choosing Change: How Leaders and Organizations Drive Results One Person at a Time • Pink, D. (2009). Drive: The Surprising Truth About What Motivates Us • Stone, D., Patton, B., and Heen, S. (2000). Difficult Conversations: How to Discuss What Matters Most 			
<i>Level-Specific</i>	•	•		<ul style="list-style-type: none"> • Bossidy, L. & Charan, R. (2002). Execution: The Discipline of Getting Things Done • Kotter, J. (1996). Leading Change
Formal Education (courses, seminars, workshops, certificate, CME, licensure, etc.)				
<i>General</i>	•			
<i>Level-Specific</i>	•	•		•
Informal Education (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)				
<i>General</i>	•			
<i>Level-Specific</i>	•	•		•
On-the-Job (assignments, job/role rotation, projects, template/tool application, etc.)				
<i>General</i>	• See specific AAMC tools and resources to support policy, process, and system compliance and execution – www.aamc.org/member/gsa/resources for specific “Resources by Topic”			
<i>Level-Specific</i>	•	•		•

RELATIONSHIPS			
Cultivate and sustain mutually beneficial and collaborative alliances through effective communication practices. Engage self and others by understanding and capitalizing on personal strengths, perspectives, and preferences to promote inclusion and shared commitment for achieving desired results.			
		Benchmark 1	Benchmark 2
Benchmark 3			
Articles & Books			
General	<ul style="list-style-type: none"> Alley, Michael. The Craft of Scientific Presentations. Springer, 2002 Cherry, M. G., Fletcher, I., O'Sullivan, H., & Dornan, T. (2014). Emotional intelligence in medical education: a critical review. Medical Education, 48(5), 468-478 Duarte, Nancy. Resonate: Present Visual Stories That Transform Audiences. Wiley & Sons, 2010 Duarte, Nancy. Slide:ology. Wiley & Sons, 2008. Fisher, R. & Ury, W (1991). Getting to Yes: Negotiating Agreement Without Giving In Goleman, D. What Makes a Leader? (Harvard Business Review) Morihara, S. K., Jackson, D. S., & Chun, M. B. (2013). Making the professionalism curriculum for undergraduate medical education more relevant. Medical Teacher, 35(11), 908-914 Patterson, K. Grenny, J. McMillan, R., and Switzler, A. (2002). Crucial Conversations: Tools for talking when stakes are high Reynolds, Garr. Presentation Zen Design, second Edition: A Simple Visual Approach to Presenting in Today's World. New Rider, 2014 Reynolds, Garr. The Naked Presenter: Delivering Powerful Presentations With or Without Slides. New Riders, 2011 Schachter, S. and Mandell W. Managing Relationships with Industry: A Physician's Compliance Manual Sellman, E. and Cremin, H. Restorative Approaches to Conflict in Schools: Interdisciplinary perspectives on whole school approaches to managing Sinek, Simon. Start with Why. Portfolio, 2009 Stone, D., Patton, B., and Heen, S. (2000). Difficult Conversations: How to Discuss What Matters Most Toogood, Granville N. The Articulate Executive. McGraw-Hill, 1996 Travis, Bradberry and Greaves, Jean (2014). Emotional Intelligence 2.0 Weinschenk, Susan M. 100 Things Every Presenter Needs to Know About People. New Riders, 2012 Weissman, Jerry. The Power Presenter. Wiley, 2009 		
Level-Specific	<ul style="list-style-type: none"> Maxwell, John (2002). The 17 Essential Qualities of a Team Player: Becoming the Kind of Person Every Team Wants 	<ul style="list-style-type: none"> Elsbach, Kimberly D. How to Pitch a Brilliant Idea. Harvard Business Review Morgan, Nick. How to Become an Authentic Speak. Harvard Business Review 	<ul style="list-style-type: none"> Conger, Jay A. The Necessary Art of Persuasion. Harvard Business Review Druskat, V. & Wolff, S. Building the Emotional Intelligence of Groups (Harvard Business Review) Williams, Gary A. and Miller, Robert B. Change the Way You Persuade. Harvard Business Review
Formal Education (courses, seminars, workshops, certificate, CME, licensure, etc.)			
General			
Informal Education (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)			
General	<ul style="list-style-type: none"> Visit www.aamc.org/members/gsa/learning search under "GSA Webinar series" to access AAMC webinars (current, upcoming, archived) such as: <ul style="list-style-type: none"> - Creating a Balance: Professionalism, Communication, and Students with Disabilities (9/9/15) - Mitigating Stereotype Threat: Practical Strategies for Recognizing and Reducing Threat at AMCs (7/23/14) 		
On-the-Job (assignments, job/role rotation, projects, template/tool application, etc.)			

General	•		
SERVICE	Provide guidance and resources to enable effective support of students in their pursuit of a career in medicine. Promote and capitalize on the application of products/resources, services, and capabilities across the academic health center to increase the value and impact of student affairs and student success.		
	Benchmark 1	Benchmark 2	Benchmark 3
Articles & Books			
General	<ul style="list-style-type: none"> • Bowen, W., Kurzweil, M., Tobin E., & Pichler, S. Equity and Excellence in American Higher Education (Thomas Jefferson Foundation Distinguished Lecture Series) • Cunnane, S. (2010). Service excellence' means treating staff as customers. <i>Times Higher Education</i>, (1949), 16 • Drucker, P. (2008). The Five Most Important Questions You Will Ever Ask Your Organization • Evenson, R. (2010). Customer Service Training 101: Quick and Easy Techniques that Get Great Results • Heath, Chip and Heath, Dan (2014). Decisive: How To Make Better Decisions • Kahneman, D. (2013). Thinking Fast and Slow • Kinni, T. (2011). Be Our Guest: Perfecting the Art of Customer Service • Roberts, J., Hoy, F., Katz, J. A., & Neck, H. (2014). The Challenges of Infusing Entrepreneurship within Non-Business Disciplines and Measuring Outcomes. <i>Entrepreneurship Research Journal</i>, 4(1), 1-12 • Rubin, B. The Face of Higher Education: Quality and Service Excellence on the Front Line : an introduction and workbook 		
Level-Specific	<ul style="list-style-type: none"> • Bok, D. Higher Education in America • Martinez, M., Smith, B., & Humphreys, K. Creating a Service Culture in Higher Education Administration 	•	•
Formal Education (courses, seminars, workshops, certificate, CME, licensure, etc.)			
General	•		
Level-Specific	•	•	•
Informal Education (coaching, meetings, mentoring, self-study, social learning, webinars, etc.)			
General	<ul style="list-style-type: none"> • Visit www.aamc.org/members/gsa/learning search under "GSA Webinar series" to access AAMC webinars (current, upcoming, archived) such as: <ul style="list-style-type: none"> - Creating a Balance: Professionalism, Communication, and Students with Disabilities (9/9/15) - Mitigating Stereotype Threat: Practical Strategies for Recognizing and Reducing Threat at AMCs (7/23/14) 		
Level-Specific	•	•	•
On-the-Job (assignments, job/role rotation, projects, template/tool application, etc.)			
General	•		
Level-Specific	•	•	•