

# Professional Development Alignment Reflection Guide



## Purpose

This reflection guide is designed to help GME leaders step back and consider how professional development currently functions across their institution. It is not an assessment or audit tool. Rather, it is intended to support thoughtful conversation, shared understanding, and intentional planning.

Partners® offers this guide as a *thought partner*—to help institutions reflect on where development is happening by design, where it is happening by chance, and where greater alignment could strengthen both individual growth and institutional effectiveness.

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## Section 1: Understanding the Current State

Consider how professional development typically occurs at your institution today.

How do individuals most often engage in professional development?

- Self-directed (seeking opportunities independently)
- Role-driven (based on immediate job needs)
- Institutionally supported (guided or structured)
- A mix of the above

Who primarily drives professional development?

- Individual learners
- Program leadership
- The GME office
- Shared responsibility

Where does learning most commonly occur?

- Live education (webinars, conferences)
- On-demand resources
- Informal mentoring or experiential learning
- Orientation or onboarding activities

## Section 2: Consistency Across Roles

Professional development often varies by role. Take a moment to reflect on how consistently different roles are supported.

For each group below, consider whether development opportunities are:

	Clearly Defined	Consistently Available	Largely Informal or Ad Hoc
<i>Program Coordinators</i>			
<i>Program Directors/Associate Program Directors</i>			
<i>GME Office Leadership and Staff</i>			

Where do you notice strong alignment? Where do gaps exist?

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## Section 3: Structure vs. Chance

Reflect on how intentional your current professional development approach is.

- Which learning opportunities are planned and purposeful?
- Which tend to arise reactively (after challenges, transitions, or new requirements)?
- Where do individuals tend to “figure things out on their own”?

How does this impact consistency, confidence, and workload across your GME enterprise?

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## Section 4: Looking Ahead

As you consider the future of professional development at your institution:

What challenges could greater intentionality help address?

- Onboarding new leaders or staff
- Role transitions
- Oversight consistency
- Retention and engagement
- Knowledge sustainability

- What would it look like if professional development were more role-aware and aligned across the institution?
- What is one small shift that could move development from episodic to more intentional?