

GME

Institutional GME Leadership Competencies



Group on Resident Affairs

GME

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This document was created by the GRA Core Competency Task Force of the Group on Resident Affairs (GRA) and is intended for use by its members. All content reflects the views of the GRA and does not reflect the official position or policy of the Association of American Medical Colleges (AAMC) unless clearly specified.

PREFACE The AAMC Group on Resident Affairs (GRA) represents institutional graduate medical education (GME) leaders who oversee GME quality, accreditation, administration, and financing in their AAMC member medical schools and teaching hospitals. The GRA mission is to provide information, networking, and professional development programs to help members meet their responsibilities as GME leaders. This monograph was developed in 2004 and revised in 2008 and again this year. Historically, it has focused on the core competencies of the Designated Institutional Official (DIO) role and its required functions as defined by the Accreditation Council for Graduate Medical Education (ACGME). It was viewed from its inception as an organic document, so this revision represents the evolution of the GME environment, in which the successful GME leader relies on a combination of leadership attributes, capabilities, knowledge, and skills to achieve needed results. The updates reflect the emerging requirements for GME leaders and the expected outcomes they must achieve or they inspire and lead others to achieve.

Charged by the GRA Steering Committee, the GRA Leadership Competency Task Force has approached this revision through research and engagement of the GRA membership and other stakeholders. Literature on various health care leadership models was reviewed. Stakeholder input was gathered about new and emerging roles and competencies for GME leaders. The GRA membership was surveyed electronically, and interviews were conducted with program directors and institutional leaders, including hospital and health system CEOs, CMOs, deans, and quality and patient safety officers. Focus groups conducted at the 2014 annual meeting of the GRA provided important input, and the GRA Steering Committee and selected reviewers provided invaluable feedback about the final document. The Task Force is extremely grateful to all individuals who participated in these efforts. Their guidance and wisdom has proven invaluable to our final report.

The Task Force hopes this monograph serves to inform the academic medical community about the myriad roles, functions, and professional contributions of its institutional GME leaders. More importantly, we hope that it helps further the development of those who carry out these responsibilities and those who aspire to pursue a GME leadership role.

*The GRA Core Competency Task Force (for the Group on Resident Affairs)
May 2015*

INTRODUCTION

The overall environment of GME is changing. An increased emphasis on accountability to the general public has created an imperative for a new engagement between the clinical and education enterprise with a focus on patient safety and quality. This imperative places GME leaders in a more prominent leadership role both within and outside their institutions. The role of today's GME leader requires an expanded sphere of influence and integration with strategic and operational leaders and professional groups.

Today's institutional GME leaders carry a variety of titles and roles, and they function in a variety of settings and structures. They are challenged with significant and increasing responsibilities that extend to the educational, fiscal, and administrative health of the institution's GME enterprise; the institution's compliance with local, state, and federal laws and regulation; and the support and development of residency program directors and the well-being of the residents. In the past several years, the role of the institutional GME leader has grown to include a pivotal role in:

- Educating various governing bodies about the value of GME and advocacy, both within and outside the institution
- Defining and ensuring a healthy clinical learning environment
- Aligning GME resources and resident engagement with institutional mission, workforce, and societal needs
- Creating and monitoring a continuous educational improvement model

Institutional GME leaders are charged with achieving the expected accreditation and institutional outcomes required by their position. They are also expected to lead by example, to create and role model a leadership style that enhances the contribution of GME and exemplifies a learning culture within the environment and beyond. They must demonstrate the ability to be a change catalyst and a persuasive communicator and to bridge multiple GME institutions and governance systems. They must also influence and empower others to perform and, often, exercise authority without control. They must balance multiple missions and institutional goals with the goals and well-being of learners in the environment.

It is within this context that this document outlines a new paradigm, creating a new framework for competencies for GME leaders with two distinct differences from previous versions:

1. It expands the focus on competencies to the institutional GME leader, the DIO, or other individual providing leadership at the central, institutional level.
2. It incorporates the specific leadership attributes, knowledge, skills, and capabilities that are essential to achieve the Entrustable Professional Activities (EPAs), formerly termed core competencies, of the GME institutional leader.

The new framework outlines four domains of leadership competencies for institutional GME leaders:

Foundational attributes: Personal attributes and capabilities essential for high-performing GME leaders. They are the individual foundational characteristics that facilitate success in the GME leader role and exemplify an effective role model and teacher to aspiring leaders.

Leadership capabilities: Leadership performance capabilities that GME leaders must effectively demonstrate or manage to achieve success in the role. They are the underlying leadership roles and capabilities necessary to fulfill the mission of the institutional GME leader.

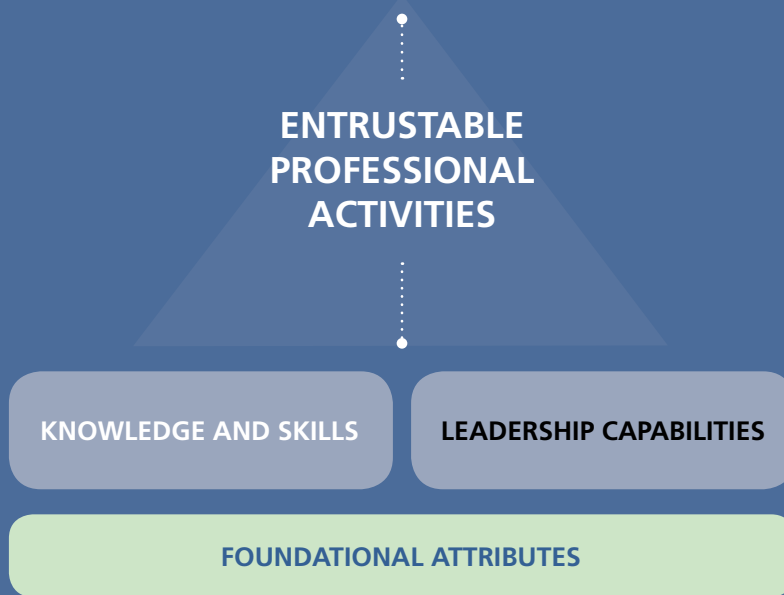
Knowledge and skills: Fundamental skills and knowledge essential to performing key functional and environmental aspects of the GME leader role. They are aligned to the key functions and deliverables (the Entrustable Professional Activities, or EPAs) expected of the institutional GME leader.

Entrustable Professional Activities: The activities and responsibilities that GME leaders must successfully execute to achieve professional proficiency. They specifically define the profession and the outcomes expected by stakeholders. They are achieved through the integration of the other three domains, and they are measured in terms of both process and performance outcomes. Institutional GME leaders achieve EPAs through their position of authority and through the work of teams.

Each domain contains several competency areas, and each of those is delineated into key components describing behaviors or outcomes for that competency area.

The future of GME and its interaction with undergraduate, continuing, and interprofessional medical education; the delivery of safe, quality patient care; and ongoing clinical research rely more than ever on a cadre of committed, well-prepared institutional GME leaders. Many of the components outlined in this document are aspirational, and no single individual carries these responsibilities single-handedly. A successful institutional GME program requires a team of committed individuals.

INSTITUTIONAL GME LEADERSHIP DOMAINS



COMPETENCY DOMAINS	
<p>FOUNDATIONAL ATTRIBUTES</p> <p>Personal attributes and capabilities essential for high-performing GME leaders. They are the individual foundational characteristics that facilitate success in the GME leader role and exemplify an effective role model and teacher to aspiring leaders.</p>	<p>LEADERSHIP CAPABILITIES</p> <p>Leadership performance capabilities that GME leaders must effectively demonstrate or manage to achieve success in the role. They are the underlying leadership roles and capabilities necessary to fulfill the mission of the institutional GME leader.</p>
<p>KNOWLEDGE AND SKILLS</p> <p>Fundamental skills and knowledge essential to performing key functional and environmental aspects of the GME leader role. They are aligned to the key functions and deliverables (the Entrustable Professional Activities, or EPAs) expected of the institutional GME leader.</p>	<p>ENTRUSTABLE PROFESSIONAL ACTIVITIES</p> <p>The activities and responsibilities that GME leaders must successfully execute to achieve professional proficiency. They specifically define the profession and the outcomes expected by stakeholders. They are achieved through the integration of the other three domains, and they are measured in terms of both process and performance outcomes. Institutional GME leaders achieve EPAs through their position of authority and through the work of teams.</p>

COMPETENCIES AT A GLANCE . . .



FOUNDATIONAL ATTRIBUTES

- Emotional Intelligence
- Compelling Communication
- Professionalism/Values Driven
- Agility and Adaptability
- System Thinking and Focus
- Results Orientation
- Courage
- Commitment



LEADERSHIP CAPABILITIES

- Designing and Delivering Education Systems
- Relationship Management
- Leading People
- Building and Leading Teams
- Driving Improvement: Customer and Stakeholder Focus
- Strategic and Operational Planning
- Organizational Proficiency and Agility



KNOWLEDGE AND SKILLS

- Education and Learning Principles
- Knowledge of the Health Care Industry and Health Systems
- Health Care Accreditation and Regulatory Requirements
- Human Resources and Legal Environment
- GME and Health Professions Education
- Clinical Learning Environment
- Business Skills/Acumen



ENTRUSTABLE PROFESSIONAL ACTIVITIES

- Obtaining and Maintaining Institutional and Program Accreditation
- Promoting a Positive and Safe Learning Environment
- Integrating GME Effectively into the Environment
- Developing and Supporting GME Leaders, Faculty, and Staff
- Operational Oversight: Monitoring, Measuring Results
- Working within and Linking to the Larger Health Care and Health Policy Environment
- Innovating, Improving, and Learning



FOUNDATIONAL ATTRIBUTES

Definition: Personal attributes and capabilities essential for high-performing GME leaders. They are the individual foundational characteristics that facilitate success in the GME leader role and exemplify an effective role model and teacher to aspiring leaders.

Competencies
Emotional Intelligence
Compelling Communication
Professionalism/Values Driven
Agility and Adaptability
System Thinking and Focus
Results Orientation
Courage
Commitment



Emotional Intelligence

Definition: Maintaining self-awareness, self-management, and self-confidence and leveraging positive influence as a leader within the broader organizational culture.

Key Components:

1. Accepts personal responsibility for feelings, thoughts, and actions.
2. Accurately assesses strengths and overall impact of personal behavior and influence in the environment; takes appropriate steps to improve or modify actions.
3. Uses consistent social awareness skills and positive social interactions in establishing trustful, collaborative, and effective relationships.
4. Willfully empathizes with others. Maintains an open mind to diverse views and actively seeks diversity that can enrich experiences and results.
5. Proactively executes effective political strategies within both the internal and external environments; balances appropriate levels of influence and power to achieve goals and manage conflict.

Compelling Communication

Definition: Conveying information, ideas, opinions, and solutions to individuals and groups in a way that facilitates action and influences results.

Key Components:

1. Frames relevant, targeted, accurate, and compelling evidence to influence mission, vision, and strategic planning goals.
2. Uses multiple and appropriate genre and technology to deliver clear, succinct, and accurate information and reports.
3. Uses appropriate language, terminology, and tone to achieve understanding of audience and to influence intended results.
4. Demonstrates engaging and facilitative communication that stimulates thinking and creativity of others and that fosters successful interpersonal and professional relationships.



Professionalism/Values Driven

Definition: Maintaining professional standards and practice; demonstrating a values-driven approach to responsible decision making, actions, and interpersonal interactions with others within the internal and external environments.

Key Components:

1. Fosters an environment of mutual respect and trust among colleagues and team members.
2. Considers carefully the impact of actions to create a positive effect on others; offers constructive guidance, encouragement, and support to others.
3. Role models values of integrity, honesty, humility, and personal responsibility to aspiring leaders, colleagues, and learners.
4. Seeks to advance the profession through self-development and learning and through sharing learning with others.
5. Actively seeks feedback.

Agility and Adaptability

Definition: Anticipating, adopting, and driving change; creating organizational “nimbleness.”

Key Components:

1. Demonstrates personal flexibility and adaptability to new ideas; demonstrates continuous learning and applied new learning.
2. Promotes a culture of change and change orientation that tests the status quo; establishes vision and guidelines and sets expectations for positive organizational change.
3. Encourages and rewards innovation, forward thinking, and risk-taking strategies; empowers individual change and learning.
4. Effectively applies situational leadership.



System Thinking and Focus

Definition: Creating and sustaining a system-level, “big picture” focus on defining and implementing GME strategic and operational goals, processes, and services.

Key Components:

1. Advocates thinking and action that promote and support broader organization and health system goals; avoids and discourages thinking in “silos.”
2. Actively seeks to acquire system knowledge and to identify the interconnectedness and relationships of GME to the health care system and the community.
3. Uses analytical and contextual thinking skills to address complex, difficult decisions and to assess the impact of actions and potential actions from multiple diverse perspectives.

Results Orientation

Definition: Accepting and creating accountability for achieving measurable results.

Key Components:

1. Designs and communicates effective strategies and solutions to achieve desired results.
2. Persistently pursues and consistently achieves goals and expected performance results.
3. Sets high standards of performance and performance improvement for self and others.
4. Promotes a culture of accountability; holds self and others accountable for actions and results.



Courage

Definition: Acting with conviction, integrity, and informed risk to achieve vision and to maintain core values.

Key Components:

1. Assesses situations effectively and proactively before taking action. Exercises discernment, patience, and wisdom in making action decisions.
2. Demonstrates readiness to accept necessary risk and to inspire others to accept risk.
3. Takes a bold stance or initiates definitive action without hesitation when necessary.
4. Exercises diplomacy; uses appropriate, candid, and direct communication to share concerns or to confront issues.
5. Appropriately and comfortably expresses opinion or opposing opinion.
6. Encourages others to express alternative viewpoints.
7. Admits limitations and mistakes and reacts appropriately to learn from and address them.

Commitment

Definition: Exhibiting dedication and ownership for work and results; inspiring commitment in others.

Key Components:

1. Demonstrates passion for leading the GME mission, vision, and values.
2. Persistently communicates and promotes commitment to goals; takes progressive action to achieve personal goals and performance results.
3. Actively pursues strategies to motivate performance of self and others.
4. Promotes work-life balance.



LEADERSHIP CAPABILITIES

Definition: Leadership performance capabilities that GME leaders must effectively demonstrate or manage to achieve success in the role. They are the underlying leadership roles and capabilities necessary to fulfill the mission of the institutional GME leader.

Competencies
Designing and Delivering Education Systems
Relationship Management
Leading People
Building and Leading Teams
Driving Improvement: Customer and Stakeholder Focus
Strategic and Operational Planning
Organizational Proficiency and Agility



Delivering Education Systems

Definition: Facilitating the design and measurement of educational processes and learning solutions that support GME programs.

Key Components:

1. Sustains effective structures, programs, and consultative support for curriculum design, development, and evaluation.
2. Identifies and deploys appropriate standards and practices for use of social media and learning technologies for programs.
3. Designs and delivers learning solutions that support overall program development and individual leader and staff development.
4. Designs monitoring and evaluation methods for the assessment of the effectiveness of programs and learning solutions.
5. Implements projects and activities that support and enhance education design processes and systems for program sustainability.
6. Fosters interprofessional education and learning; creates common language and platforms for learning across professions and disciplines.

Relationship Management

Definition: Developing and using effective partnerships and professional relationships to accomplish GME and institutional goals.

Key Components:

1. Demonstrates positive interpersonal and networking skills to influence collaboration and support of GME in the environment.
2. Develops, nurtures, and sustains mutually beneficial and interdependent working relationships that positively affect GME.
3. Proactively identifies and pursues internal and external partnerships and affiliations that can advance the vision and goals of GME.
4. Demonstrates the ability to manage interpersonal disagreements and facilitate solutions.



Leading People

Definition: Advancing the development and performance of people toward meeting the GME mission, vision, and goals

Key Components:

1. Informs and engages stakeholders regarding their roles in GME.
2. Sets clear performance goals and standards; inspires and coaches performance; rewards and recognizes performance excellence.
3. Promotes and supports the ongoing learning and development of subordinates, colleagues, and others who contribute to GME goals and direction.
4. Leads by example; serves as a role model to mentor and guide others involved in meeting the goals and objectives of GME.
5. Actively promotes a culture that minimizes the impact of implicit and explicit bias.

Building and Leading Teams

Definition: Gaining team commitment and synergy to achieve GME and institutional goals.

Key Components:

1. Recruits, engages, and develops talent for building team capacity and capability.
2. Establishes a shared GME vision and goals among stakeholders.
3. Facilitates interdependence and alignment among the GME team and other teams within and beyond the institution.
4. Values and encourages diversity of ideas, individual differences, and talents; employs and optimizes diversity to enrich team performance.
5. Uses team principles and relationship-building values to motivate team commitment, synergy, and team decision making to achieve GME and institutional goals.



Driving Improvement: Customer and Stakeholder Focus

Definition: Creating and sustaining a culture of performance improvement and a focus on customers and stakeholders.

Key Components:

1. Implements methods for continuous assessment, monitoring, and review of GME stakeholder and customer requirements.
2. Practices, leads, and teaches performance improvement of the GME enterprise and programs.
3. Manages and implements quality improvement strategies for GME programs.
4. Establishes accountability for individual and organizational learning through performance improvement and performance feedback.
5. Empowers and rewards innovation and breakthrough performance improvement.

Strategic and Operational Planning

Definition: Sustaining the overall effectiveness and contribution of GME to the organization, key stakeholders, and the community at large.

Key Components:

1. Develops and translates a clear vision, mission, and strategic focus for GME within the overall environment.
2. Facilitates alignment of GME planning to institutional planning and workforce development.
3. Deploys an ongoing, systematic approach to assessing the roles, functions, and performance results of the GME enterprise.
4. Reliably forecasts future needs and defines, prioritizes, and implements appropriate GME transition strategies and action plans designed to meet them.



Organizational Proficiency and Agility

Definition: Adapting GME to changing organizational culture, structure, and requirements; facilitating GME responsiveness to change.

Key Components:

1. Maintains a current awareness and knowledge of organizational policy, business, and operational trends that affect GME and shape the framework of GME within the local environment.
2. Navigates and influences organizational politics, structures, and systems to position GME for success in the environment.
3. Acts as a catalyst for necessary change to maintain a positive alignment of GME and changing institutional, system, and community requirements.



KNOWLEDGE AND SKILLS

Definition: Fundamental skills and knowledge essential to performing key functional and environmental aspects of the GME leader role. They are aligned to the key functions and deliverables (the Entrustable Professional Activities, or EPAs) expected of the institutional GME leader.

Competencies

Education and Learning Principles

Knowledge of the Health Care Industry and Health Systems

Health Care Accreditation and Regulatory Requirements

Human Resources and Legal Environment

GME and Health Professions Education

Clinical Learning Environment

Business Skills/Acumen



Education and Learning Principles

Definition: Maintaining high standards of educational development and practice.

Key Components:

1. Understands and applies basic education and adult learning concepts in planning and designing programs and curricula.
 2. Identifies and promotes appropriate use of education technology and methodology.
 3. Understands and applies methods to evaluate and measure education effectiveness.
 4. Maintains a working knowledge of interprofessional education principles.
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Knowledge of the Health Care Industry and Health Systems

Definition: Understanding the overall health care environment and its contextual influence on GME.

Key Components:

1. Maintains current knowledge of health systems' organization structures and delivery models.
2. Demonstrates awareness of clinical practice models, structures, and policies.
3. Continuously evaluates and reviews health industry and economic changes and the impact on GME in the local environment.
4. Identifies and evaluates the impact of GME on overall clinical operations and services.



Health Care Accreditation and Regulatory Requirements

Definition: Maintaining a working knowledge of the overall health care accreditation and regulatory environment affecting GME.

Key Components:

1. Demonstrates an applied understanding of health care policy, including GME financing policy and its impact on institutions and programs.
 2. Effectively identifies and links health care accreditation, regulatory and compliance requirements to GME policy, and practice and GME accreditation requirements.
 3. Understands and applies the requirements of other regulatory organizations that affect GME (LCME®, NRMP®, ECFMG®, ABMS, FSMB, CMSS, and state licensing boards, etc.).
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Human Resources and Legal Environment

Definition: Operating within the human resources and legal, environment.

Key Components:

1. Applies a working knowledge of human resource laws, including employment, impairment, risk management, labor, and immigration law.
2. Exercises a working knowledge of educational law.
3. Demonstrates a fundamental understanding of licensing and credentialing laws, policy, and practice.
4. Collaborates effectively with human resources and legal experts to manage contractual relationships, resident and faculty issues, and other .GME policy, compliance, and regulatory issues.



GME and Health Professions Education

Definition: Organizing and integrating GME within the overall health professions education and learning environment.

Key Components:

1. Demonstrates a comprehensive understanding of GME accreditation requirements.
2. Applies an integrative and collaborative approach to interprofessional education, learning, and practice.
3. Effectively links GME along the medical education continuum (UME-GME-CME).

Clinical Learning Environment

Definition: Sustaining a clinical learning environment that optimizes learning and focuses on patient safety and quality of care.

Key Components:

1. Demonstrates a comprehensive understanding of the essential components of a positive culture in which to learn and practice.
2. Understands the Clinical Learning Environment Review (CLER) pathways and their impact on GME, the sponsoring institution, and clinical affiliate sites.
3. Applies a working knowledge of quality improvement and patient safety principles and methodology.
4. Uses effective facilitative strategies for engaging institutional leaders in improving the clinical learning environment.
5. Understands the fundamentals of scientific and research methodologies and the use of medical informatics to evaluate the impact or potential influence of GME on improving patient care, population health, and health care disparities.
6. Demonstrates a working knowledge of principles of wellness and resiliency.



Business Skills/Acumen

Definition: Applying effective business strategies necessary to fulfill oversight and leadership of the GME enterprise.

Key Components:

1. Exhibits sound financial planning and financial management practices, including budgeting, forecasting, grant writing, and reporting functions.
2. Uses information technology, computer, and software skills essential to perform operational functions.
3. Engages in GME strategic planning; aligns GME planning to the overall institutional strategic and operational planning functions.
4. Creates consistent methods for evaluating and improving overall GME performance.



ENTRUSTABLE PROFESSIONAL ACTIVITIES

Definition: The activities and responsibilities that GME leaders must successfully execute to achieve professional proficiency. They specifically define the profession and the outcomes expected by stakeholders. They are achieved through the integration of the other three domains, and they are measured in terms of both process and performance outcomes. Institutional GME leaders achieve EPAs through their position of authority and through the work of teams.

Activities

Obtaining and Maintaining Institutional and Program Accreditation

Promoting a Positive and Safe Learning Environment

Integrating GME Effectively into the Environment

Developing and Supporting GME Leaders, Faculty, and Staff

Operational Oversight: Monitoring, Measuring Results

Working within the Larger Health Care Environment

Innovating, Improving, and Learning



Obtaining and Maintaining Institutional and Program Accreditation

Definition: Sustaining institutional and program accreditation and achieving high-quality performance outcomes.

Key Components:

1. Collaborates with the Graduate Medical Education Committee (GMEC) to exercise authority and responsibility for the oversight and administration of the institutional GME function and the sponsoring institution's programs and responsibility for ensuring compliance with the Accreditation Council for Graduate Medical Education's (ACGME's) Common Program, Institutional, and specialty-specific requirements.
2. Effectively performs (or oversees performance of) the functions of the DIO as prescribed by the ACGME.
3. Designs and implements effective administrative structures, policies, and processes that support the required roles and functions of the GMEC.
4. Implements and sustains a systematic approach to measuring and monitoring the administration and performance of sponsored programs and program director performance.
5. Uses assessment and tracking systems to define and implement solutions and improvements at the institutional level and to assist in program-level improvement.
6. Provides effective oversight of the institution's accreditation through an annual institutional review (AIR).
7. Provides effective oversight of compliance to ACGME annual institutional and program reporting requirements, including the annual program evaluation (APE), and of underperforming programs through a special review process.
8. Stays current with new or changing accreditation requirements and proactively defines action steps collaboratively with program directors and the GMEC.

Suggested outcome measures: institutional and program accreditation status; targeted institutional GMEC measures, results, and outcomes (for example, performance goal/action plan results/scorecards).



Promoting a Positive and Safe Learning Environment

Definition: Exercising administrative influence and authority to ensure that the sponsoring institution and its affiliated training sites create and sustain an educational and clinical learning environment focused on patient safety, quality, and resident well-being.

Key Components:

1. Advocates for and secures funding for sufficient institutional resources required to support resident education and clinical requirements and that promote resident-centered programs and services.
2. Establishes policies and assigns resources to support residents in the work environment as required by the ACGME, including appropriate compensation and benefits, health and disability insurance, professional liability insurance, access to vacation and personal leave, educational tools, support services and systems, and resident services.
3. Facilitates an integrated approach to addressing the CLER pathways as defined by the ACGME: the oversight and documentation of resident and fellow engagement in patient safety; quality improvement; transitions of care; supervision; duty hours, fatigue management, and mitigation; and professionalism at the sponsoring institution and its affiliated clinical sites.
4. Defines and implements institutional GME policies and programs that foster an environment of learning, appropriate feedback, and professional interactions among learners and the health care team.
5. Advocates for and pursues action to ensure a nonpunitive environment free from intimidation, retaliation, and learner mistreatment or neglect.
6. Serves as a resource to residents, programs, and others for achieving culture change and innovation to support improvements in the learning environment.

Suggested outcome measures: CLER accreditation reports; ACGME surveys; institutional assessments and surveys; institutional patient safety and quality metrics.



Integrating GME Effectively into the Environment

Definition: Demonstrating the value of GME and aligning GME to the overall environment and the clinical enterprise of the sponsoring institution and affiliate sites.

Key Components:

1. Serves as GME principal interface and advocate to institutional governance, senior institutional leaders, and medical staff; represents GME to institutional forums and affiliate sites.
2. Aligns GME strategic planning and development to institutional strategic plans and initiatives. Advocates and creates a shared vision for GME among institutional governance, c-suite, and affiliate partners.
3. Facilitates and secures strategic linkages between the sponsoring institution and its affiliate sites to achieve patient care and educational outcomes and to address health care disparities and positively affect population health.
4. Designs and implements operational structures and processes that optimally integrate GME and the clinical learning environment; cultivates opportunities for resident and fellow engagement in appropriate institutional initiatives, including quality and patient safety.
5. Fosters interprofessional learning and interprofessional team participation for residents and faculty.
6. Educates institutional leaders and staff about GME requirements and GME roles and functions; communicates and markets the GME enterprise to promote support for GME vision and goals.
7. Monitors, measures, and reports GME performance results as required by the institution, the ACGME, and other entities.

Suggested outcome measures: CLER accreditation reports; ACGME surveys; performance metrics and scorecards.



Developing and Supporting GME Leaders, Faculty, and Staff

Definition: Identifying and implementing strategies for ensuring competent, informed, educated, and high-performing GME program directors and other key GME leaders, faculty, and staff.

Key Components:

1. Develops competencies and performance standards for program directors and others as appropriate to roles and functions; participates in selection of program directors with appropriate skills and competencies.
2. Contributes to program director annual performance evaluation; sets expectations for learning and development aligned to roles and functions; integrates individual learning and development plans to institutional performance planning and evaluation systems.
3. Facilitates alignment of program director roles and responsibilities within overall duties and departmental roles; functions as a program director advocate.
4. Implements a systematic approach to assessing and prioritizing development needs of leaders and staff; creates opportunities for development that address identified needs.
5. Secures institutional and department support for professional development at local, regional, and national forums.
6. Enhances the value of the GMEC oversight process as an opportunity for professional development and dissemination of best practices; identifies emerging GME leaders, program directors, educators, and others and creates opportunity for mentorship and career development; targets emerging leaders for succession to leadership roles; sustains an ongoing succession planning process.
7. Serves as a resource and/or mentor to program directors or others.

Suggested outcome measures: program accreditation status; ACGME surveys; program scorecard metrics; program director recruitment and turnover; aggregate performance evaluation metrics.



Operational Oversight: Monitoring, Measuring Results

Definition: Sustaining the resources and administrative structures and systems necessary for effective operations of the institution's central GME and program support functions.

Key Components:

1. Advocates for and secures funding and resources for GME and for GME programs that address strategic and operational goals and changing ACGME requirements.
2. Oversees the functioning of the GME office, including hiring, supervising, and evaluating personnel.
3. Maintains effective work processes to achieve goals and performance targets for the GME function and programs.
4. Secures appropriate tools, information systems, data, and system support.
5. Develops the GME operational budgets and advises the GMEC and program directors of budgeting issues.
6. Establishes processes, scorecards, and metrics for reporting and monitoring budget and operational performance.
7. Serves as a resource for program-level budgeting and operational effectiveness.

Suggested outcome measures: GME scorecards; operational performance metrics and measures; budget performance metrics and measures.





Working within the Larger Health Care Environment

Definition: Monitoring and addressing external influences on GME; representing the GME institution and its programs within the larger health care and GME policy environment.

Key Components:

1. Oversees program and institutional interfaces with accrediting organizations and other GME affiliate organizations (for example, NRMP and ECFMG).
2. Continuously monitors emerging policy at local, state, and national levels with potential impact on GME; collaborates with senior leadership to position the institution to optimize advantages or to mitigate negative impact.
3. Engages with professional groups and forums to promote and advance GME.
4. Effectively advocates for GME and its contribution to health care on a local or national level.
5. Manages GME across an integrated health system.
6. Serves as institutional GME liaison to local, regional, or national forums.

Suggested outcome measures: status of accreditation and sanctions; professional interactions and appointments.





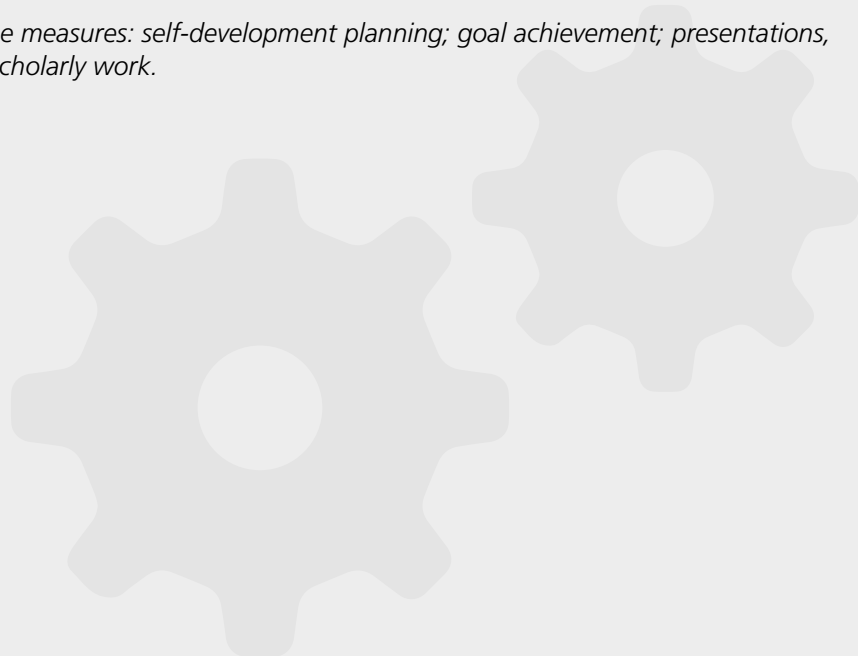
Innovating, Improving, and Learning

Definition: Fostering personal development, achievement, and professional contribution through innovating, improving, and continuous learning.

Key Components:

1. Models a commitment to personal and professional development.
2. Assesses self-development needs and actively pursues self-development to address identified needs.
3. Identifies and participates in professional development opportunities offered by GME professional associations or other leadership forums and groups.
4. Networks with GME or other leaders to foster continuing awareness of challenges and opportunities and to optimize learning from others.
5. Cultivates a culture of innovation through example; consistently pursues opportunity for breakthrough learning and continuous improvement.
6. Creates and conducts programs internally or externally through professional organizations to contribute to the learning of others.
7. Promotes and supports scholarly activity in GME and medical education; personally engages in scholarly work to contribute new knowledge to the GME profession.

Suggested outcome measures: self-development planning; goal achievement; presentations, publications, and scholarly work.



ABBREVIATIONS

ABMS	American Board for Medical Specialties
ACGME	Accreditation Council for Graduate Medical Education
AIR	Annual Institutional Review
APE	Annual Program Review
CEO	Chief Executive Officer
CLER	Clinical Learning Environment Review
CME	Continuing Medical Education
CMO	Chief Medical Officer
CMSS	Council of Medical Specialties Society
C-Suite	Chief Administrators (CEO–Chief Executive Officer and their team)
DIO	Designated Institutional Official
ECFMG	Educational Commission for Foreign Medical Graduates®
EPA	Entrustable Professional Activity
FSMB	Federation of State Medical Boards
GME	Graduate Medical Education
GMEC	Graduate Medical Education Committee
GRA	Group on Resident Affairs
LCME	Liaison Committee on Medical Education®
NRMP	National Resident Matching Program®
UME	Undergraduate Medical Education

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