

AAMC GRA GME LEADERSHIP COMPETENCIES SELF/MULTI-RATER ASSESSMENT TOOL

Assessment Tool: Inclusive of Domains, Competencies/Functions, Key Components/Responsibilities

CORE GME COMPETENCIES AND ESSENTIAL FUNCTIONS

Foundational Attributes	Leadership Capabilities	Knowledge and Skills
Emotional Intelligence Compelling Communication Professionalism/Values Driven Agility and Adaptability System Thinking and Focus Results Orientation Courage Commitment	Delivering Education Systems Building and Enhancing Relationships Developing People Building and Leading Teams Driving Improvement and Innovation Strategic and Operational Planning Organizational Proficiency and Agility	Education and Learning Principles Health Care Industry and Health Systems Accreditation and Regulatory Requirement Human Resources and Legal Environment Teaming and Health Professions Education Clinical Learning Environment Business Skills/Acumen
ESSENTIAL FUNCTIONS		
Obtaining and Maintaining Institutional and Program Accreditation Ensuring a Positive and Safe Learning Environment Integrating GME Effectively into the Environment Developing and Supporting GME Leaders, Faculty, and Staff Overseeing Operations: Monitoring and Measuring Results Working within the Larger Health Care Environment Innovating, Improving, and Learning		

Each competency as defined is expressed through key behavioral or performance components. Please rate each key component based on your self-assessment or personal observation and experience with this leader. Using the following scale, select the response that best describes the extent that you or this leader demonstrates the ability or behavior outlined.

Score each competency section by averaging the 1-5 assessment rating numbers of the key components related to the competency.

RATING SCALE AND DESCRIPTORS			
LABEL	VALUE	RATING	DESCRIPTION
N/A	--	Not/Applicable	No opportunity to demonstrate or to observe this particular element.
1	1	Very Low Level	Demonstrates a lack of proficiency in this element; not demonstrating behavior, skill and/or ability in this element.
2	2	Low Level	Minimally demonstrates proficiency in this element; has little knowledge, skills and/or ability in this element.
3	3	Moderate Level	Somewhat demonstrates proficiency in this element; has sufficient knowledge, skill and/or ability in this element.
4	4	High Level	Demonstrates advanced proficiency in this area; has a great deal of knowledge, skill, and/or ability in this element.
5	5	Very High Level	Demonstrates full proficiency or effectiveness in this element; has extensive knowledge, skill and/or ability in this element.

A NOTE TO THE GME COMMUNITY:

We hope you find this self-assessment tool useful as you utilize the 2023 AAMC GME Leadership Competencies in your professional development. One of our goals is provide helpful and user-friendly self and multi-rater assessment tools. Any feedback you have on your experience with this evaluation tool will be helpful in gauging progress toward this goal.

Please provide feedback to gra@aamc.org

GRA CORE COMPETENCIES COMMITTEE

Karen Broquet, Julia Close, Yolanda Gomez, Margaret Hadinger, Sharon Hall, Jacqui Levesque, Brigham Willis, Mark Wilson

Foundational Attributes



NAME: _____ DATE: _____

I.1. COMPETENCY: EMOTIONAL INTELLIGENCE

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Accepts personal responsibility for feelings, thoughts actions.						
2. Accurately assesses strengths, opportunities for improvement, and the overall impact of personal behavior and influence in the environment; takes appropriate steps to improve or modify actions.						
3. Consistently uses social awareness skills and strives for positive social interactions to establish trusting, collaborative, and effective relationships.						
4. Empathizes with others. Maintains an open mind to diverse views and actively seeks different perspectives to enrich experiences.						
5. Accepts personal responsibility for feelings, thoughts actions.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.2. COMPETENCY: COMPELLING COMMUNICATION

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Presents relevant, targeted, accurate, and compelling evidence to influence mission, vision, and strategic planning goals.						
2. Uses multiple and appropriate modalities to deliver clear, succinct, and accurate information.						
3. Actively listens and uses appropriate language, terminology and tone to achieve audience understanding and intended results.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.3. COMPETENCY: PROFESSIONALISM/VALUES DRIVE

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
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.						
3. Role-models integrity, honesty, humility and personal responsibility.						
4. Seeks to advance the profession through self-development and learning, and through sharing learning with others.						
5. Actively seeks and incorporates feedback.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.4. COMPETENCY: AGILITY AND ADAPTABILITY

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Demonstrates personal flexibility and adaptability to new ideas.						
2. Promotes a culture which encourages change and innovation; establishes vision 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.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.5. COMPETENCY: 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.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Advocates planning and processes which promote 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 difficult decisions and to assess the impact of decisions from multiple perspectives.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.6. COMPETENCY: RESULTS ORIENTATION

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Designs and communicates effective strategies and solutions to achieve desired measurable results.						
2. Pursues and achieves goals and expected performance results.						
3. Sets high standards of performance and improvement for self and others.						
4. Holds self and others accountable for actions and results.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.7. COMPETENCY: COURAGE

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Assesses situations effectively before taking action. Exercises discernment, patience, and wisdom in decision-making.						
2. Demonstrates readiness to accept necessary risk and to inspire others to do the same.						
3. Takes a bold stance and initiates definitive action when necessary.						
4. Exercises diplomacy; uses appropriate, candid, and direct communication to express opinions and concerns or to confront issues.						
5. Encourages and supports others to explore alternative viewpoints.						
6. Owns mistakes and learns from them.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



I.8. COMPETENCY: COMMITMENT

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Demonstrates passion for establishing and leading the GME mission, vision, and values.						
2. Communicates and promotes commitment to goals; takes progressive action to achieve results.						
3. Actively pursues strategies to motivate performance of self and others.						
4. Demonstrates a commitment to personal well-being and promotes work/life integration.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Foundational Attributes



NOTES AND PERSONAL ACTION PLAN

Leadership Capabilities



NAME: _____ DATE: _____

II.1. COMPETENCY: DELIVERING EDUCATION SYSTEMS

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Sustains effective structures, technologies, programs, and consultative support for curriculum design, development, implementation and evaluation.						
2. Ensures learning solutions that support overall program development and individual leader and staff development.						
3. Designs monitoring and evaluation methods for the assessment of the effectiveness of programs and learning solutions.						
4. Fosters interprofessional education and learning; Promotes common language and platforms for learning across professions and disciplines.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.2. COMPETENCY: BUILDING AND ENHANCING RELATIONSHIPS

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Role models inclusion and cultivates diversity of thought, experience, backgrounds, skills and abilities.						
2. Demonstrates positive interpersonal and networking skills to influence collaboration and support of GME from stakeholders and interdependent working relationships that positively affect GME.						
3. 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 by facilitating solutions.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.3. COMPETENCY: DEVELOPING PEOPLE

Definition: Supporting the development and performance of individuals as it relates to advancing GME mission, vision and goals.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Informs and engages stakeholders regarding their roles and expectations in GME.						
2. Sets clear performance goals and standards; inspires and coaches performance; rewards and recognizes excellence.						
3. Promotes and supports the ongoing development of those within the GME enterprise.						
4. Leads by example; serves as a role model to mentor and guide others involved in meeting the goals and objectives of GME.						
5. Demonstrates and promotes the practice of self-reflection and the use of effective strategies to mitigate the effects of explicit and implicit bias.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.4. COMPETENCY: BUILDING AND LEADING TEAMS

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Recruits, engages, and develops a diverse talent pool for building team capacity and capability.						
2. Establishes a shared GME vision among stakeholders.						
3. Facilitates collaboration and alignment among the GME team and other operational units within and beyond the institution.						
4. Optimizes diversity and inclusivity to enrich team performance.						
5. Fosters and role models principles of teaming to achieve GME and institutional goals.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.5. COMPETENCY: DRIVING IMPROVEMENT

Definition: Creating and sustaining a culture of continuous performance improvement and innovation.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Operationalizes continuous assessment, monitoring, and review of GME stakeholder expectations						
2. Maintains a comprehensive and systematic approach to performance improvement.						
3. Establishes accountability for individual and organizational learning through continuous performance improvement and feedback.						
4. Empowers innovation and rewards performance improvement efforts.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.6. COMPETENCY: STRATEGIC AND OPERATIONAL PLANNING

Definition: Advancing the overall effectiveness and contribution of GME within the organization and the community at large.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Develops and translates a clear vision, mission, and strategic focus for GME within the overall educational and health systems 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. Anticipates future needs and defines, prioritizes, and implements appropriate GME strategies and action plans designed to meet them.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



II.7. COMPETENCY: ORGANIZATIONAL PROFICIENCY AND AGILITY

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Maintains a current awareness and knowledge of organizational policy, business, and operational trends that affect GME and shape the framework of the educational mission.						
2. Navigates and influences organizational politics, structures, and systems to position GME for success.						
3. Acts as a catalyst for necessary change to maintain a positive alignment of GME amidst changing institutional, system, and community needs.						
4. Effectively leads and manages through change and crisis.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Leadership Capabilities



NOTES AND PERSONAL ACTION PLAN

Knowledge and Skills



NAME: _____ DATE: _____

III.1. COMPETENCY: EDUCATION AND LEARNING PRINCIPLES

Definition: Maintaining high standards of educational development and practice.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Utilizes education and adult learning concepts in planning and designing programs and curricula.						
2. Identifies and promotes appropriate use of education technology and methodology.						
3. Applies methods to evaluate and measure educational effectiveness.						
4. Maintains and applies knowledge of interprofessional education principles.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.2. COMPETENCY: HEALTH CARE INDUSTRY AND HEALTH SYSTEMS

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Maintains current knowledge of health systems' organizational structures and delivery models.						
2. Maintains expertise related to GME integration with clinical practice models, structures, and policies.						
3. Continuously evaluates and reviews health industry and economic changes and the impact of GME on the local environment.						
4. Identifies and evaluates the impact and value of GME for overall clinical operations, patient care and community benefit.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.3. ACCREDITATION AND REGULATORY REQUIREMENTS

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Demonstrates expertise in institutional and common program requirements of ACGME and other applicable GME accrediting bodies.						
2. Applies an understanding of health care policy, including GME financing policy, to institutions and programs.						
3. Effectively identifies and links health care accreditation, regulatory and compliance requirements to GME policies, practices and accreditation requirements.						
4. Operationalizes the regulations of other organizations that impact GME: LCME® NRMP® ERAS® ECFMG® ABMS FSMB CMSS and state licensing boards, etc.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.4. HUMAN RESOURCES AND LEGAL ENVIRONMENT

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Exercises a working knowledge of:						
a. Educational law.						
b. Human resource regulations, including employment, impairment, risk management, labor, discrimination and immigration law.						
c. Licensing and credentialing laws, policies, and practice.						
2. Collaborates effectively with human resources and legal experts.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.5. TEAMING AND HEALTH PROFESSIONS EDUCATION

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Applies a collaborative approach to interprofessional education, learning and practice.						
2. Facilitates organizational awareness and strategies to promote teaming as an essential component of learning and safe, patient centered care.						
3. Effectively integrates GME into the medical education continuum (UME-GME-CME).						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.6. CLINICAL LEARNING ENVIRONMENT

Definition: Sustaining a clinical learning environment that optimizes education and focuses on patient safety and high-quality cost-effective care.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Demonstrates a comprehensive understanding of the essential components of a safe and optimal culture in which to learn and practice.						
2. Integrates the ACGME Clinical Learning Environment Review (CLER) pathways to ensure a safe and effective learning environment for trainees at all clinical sites.						
3. Applies a working knowledge of quality improvement and patient safety principles and methodology.						
3. Engages institutional leaders in improving the clinical learning environment.						
3. Applies the fundamentals of scientific and research methodologies and the use of medical informatics to evaluate the impact or potential influence of GME on patient care, population health, and health care disparities.						
6. Utilizes principles of well-being to advance an optimal learning culture.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



III.7. BUSINESS SKILLS/ACUMEN

Definition: Applying effective business and operational strategies to provide oversight of the GME enterprise.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY COMPONENTS	N/A	1	2	3	4	5
1. Exhibits sound financial management practices, including budgeting, forecasting, grant writing and reporting.						
2. Engages in strategic planning; aligns GME with the overall institutional strategic and operational planning functions.						
3. Creates consistent methods for measuring and communicating GME performance and value.						
Score this competency by averaging the 1-5 assessment ratings of the key components.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Knowledge and Skills



NOTES AND PERSONAL ACTION PLAN

Essentials Functions



These include the range of activities and responsibilities that GME leaders are expected to successfully execute. They specifically define the profession and the outcomes expected by stakeholders. They are achieved through the integration of requisite Foundational Attributes, Leadership Capabilities and Knowledge and Skills, and are measured in terms of both process and performance outcomes.

Institutional GME leaders fulfill essential functions through their position of authority and through the work of teams.

Please rate each key responsibility based on your self-assessment or personal observation and experience with this leader. Using the following scale, select the response that best describes the extent that this leader executes this responsibility or function.

RATING SCALE AND DESCRIPTORS			
LABEL	VALUE	RATING	DESCRIPTION
N/A	--	Not/Applicable	Unable to assess performance.
1	1	Very Low Level	Demonstrates entry level of effectiveness or performance.
2	2	Low Level	Demonstrates learning or progressing performance effectiveness.
3	3	Moderate Level	Demonstrates competent performance or effectiveness.
4	4	High Level	Demonstrates advanced level performance or effectiveness.
5	5	Very High Level	Demonstrates consistent mastery level of performance or effectiveness.

Essentials Functions



NAME: _____ DATE: _____

IV.1. FUNCTION: OBTAINING AND MAINTAINING INSTITUTIONAL AND PROGRAM ACCREDITATION

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Effectively performs (or oversees performance of) the functions of DIO as prescribed by the ACGME.						
2. Collaborates with the GMEC to exercise authority and responsibility for the oversight and administration of the sponsoring institution's programs and compliance with the ACGME's Common Program, Institutional, and specialty-specific requirements.						
3. Collaborates with the leadership at all clinical sites to ensure compliance with CLER standards.						
4. Implements and sustains a systematic approach to measuring and monitoring the administration and performance of sponsored programs, including the special review process.						
5. Applies assessment and tracking systems to define and implement improvements at the institutional level and to assist in program-level improvement.						
6. Provides effective oversight of compliance with ACGME annual institutional and program reporting requirements, including the annual program evaluation (APE) and WebADS updates.						
7. Stays current with new or changing accreditation requirements and proactively defines action steps collaboratively with program directors and the GMEC.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.2. FUNCTION: ENSURING 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 well-being.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Advocates for and secures funding for sufficient institutional resources to support educational and clinical requirements and trainee- centered programs and services.						
2. Establishes policies and assigns resources to support trainees in the work environment as required by the ACGME, including appropriate compensation and benefits, health and disability insurance, professional liability insurance, access to vacation, parental and personal leave, educational tools and, support services and systems.						
3. Facilitates an integrated approach to meeting expectations of the CLER pathways as defined by the ACGME.						
4. Defines and implements institutional GME policies and programs that foster an environment of learning, respect, diversity, equity, inclusivity and belonging, 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 trainees, programs, and others for achieving culture change and innovation to support improvements in the learning environment.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.3. FUNCTION: 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.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
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 with institutional strategic plans and initiatives. Creates and communicates 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 educational and clinical outcomes that 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 trainee engagement in appropriate institutional initiatives, including equity, quality and patient safety.						
5. Fosters interprofessional learning and 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 engage support for GME vision and goals.						
7. Monitors, measures, and reports GME performance results as required by the institution, the ACGME, and other entities.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.4. DEVELOPING AND SUPPORTING GME LEADERS, FACULTY, AND STAFF

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

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Enhances the value of the GMEC oversight process as a professional development opportunity and dissemination of best practices; serves as resource and/or mentor to program directors and others.						
2. 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.						
3. 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.						
4. Contributes to program director annual performance evaluation; sets expectations for learning & development aligned to roles & functions.						
5. Facilitates alignment of program director roles and responsibilities within overall duties and departmental roles; functions as a program director advocate.						
6. Implements a systematic approach to assessing and prioritizing development needs of leaders and staff; creates opportunities for development that address identified needs.						
7. Secures institutional and department support for professional development at local, regional, and national forums.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.5. OVERSEEING OPERATIONS: MONITORING AND 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.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Advocates for and secures adequate funding and resources for GME and for GME programs, including appropriate facilities, tools, information systems, data, and system support.						
2. Oversees the functioning of the GME office, including hiring, supervising, developing and evaluating personnel.						
3. Develops the GME operational budgets and appraises the GMEC and program directors of institutional budgets and resources.						
4. Establishes processes, scorecards, and metrics for reporting and monitoring budget and operational performance.						
5. Serves as a resource for program-level budgeting and operational effectiveness.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.6. 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.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Manages GME across an integrated health system.						
2. Oversees program and institutional interfaces with accrediting organizations and other GME affiliate organizations (for example, NRMP, and ECFMG).						
3. Monitors emerging policy at state regional, and national levels with potential impact on GME; collaborates with senior leadership to position the institution to optimize advantages or to mitigate negative impact.						
4. Educates institutional and affiliate health care leaders about current and changing federal GME financing regulations.						
5. Engages with professional groups and other forums to advocate for and advance GME.						
6. Serves as institutional GME liaison to local, regional, or national forums.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essentials Functions



IV.7. INNOVATING, IMPROVING, AND LEARNING

Definition: Fostering a culture of development, achievement, and professional contribution through innovating, improving, and continuous learning.

N/A = Not Applicable 1 = Very Low Level 2 = Low Level 3 = Moderate Level 4 = High Level 5 = Very High Level

KEY RESPONSIBILITIES	N/A	1	2	3	4	5
1. Models a commitment to personal and professional development.						
2. Cultivates a culture of self-improvement and innovation through example.						
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. Creates and conducts programs internally or externally through professional organizations to contribute to the learning of others.						
6. Promotes and supports scholarly activity to advance medical education; engages personally in scholarly work to contribute new knowledge to the GME profession.						
Score this functional area by averaging the 1-5 assessment ratings of the key responsibilities.	Sum of key component ratings _____ Average of rating scores for overall competency score _____					

Essential Functions



NOTES AND PERSONAL ACTION PLAN