

**AAMC Group on Resident Affairs  
GME Core Competencies Committee\***

**2023 AAMC Institutional Graduate Medical Education  
Leadership Competencies (GMELCs)**

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## 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 Health Care Accreditation and Regulatory Requirements 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

**DOMAIN: FOUNDATIONAL ATTRIBUTES**

Definition: Personal attributes and capabilities essential for high- performing GME leaders. They are the individual foundational characteristics that lead to success in the GME Leadership 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**

**DOMAIN: FOUNDATIONAL ATTRIBUTES****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, 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. 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. 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.
4. Demonstrates engaging and facilitative communication that stimulates thinking and creativity and fosters successful interpersonal and professional relationships.

**DOMAIN: FOUNDATIONAL ATTRIBUTES****Professionalism/Values Driven**

**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.

**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.
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.

**Agility and Adaptability**

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

**Key Components:**

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.

**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 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.

**DOMAIN: FOUNDATIONAL ATTRIBUTES****Results Orientation**

**Definition:** Promotes a culture of accountability for achieving measurable results.

**Key Components:**

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.

**Courage**

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

**Key Components:**

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.

**Commitment**

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

**Key Components:**

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.

**DOMAIN: LEADERSHIP CAPABILITIES**

Definition: Leadership performance capabilities that GME leaders must effectively demonstrate to be successful. They are the underlying leadership roles and capabilities necessary to fulfill the mission of the institutional GME leader.

**COMPETENCIES**

**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**

**DOMAIN: LEADERSHIP CAPABILITIES****Delivering Education Systems**

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

**Key Components:**

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.

**Building and Enhancing Relationships**

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

**Key Components:**

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.



## DOMAIN: LEADERSHIP CAPABILITIES

### Developing People

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

**Key Components:**

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.

### Building and Leading Teams

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

**Key Components:**

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.

### Driving Improvement

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

**Key Components:**

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.

**DOMAIN: LEADERSHIP CAPABILITIES****Strategic and Operational Planning**

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

**Key Components:**

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.

**Organizational Proficiency and Agility**

**Definition:** Adapting GME to changing organizational culture, structure, expectations 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 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.

**DOMAIN: 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 Essential Functions and expectations of the institutional GME leader.

**COMPETENCIES**

**Education and Learning Principles**

**Health Care Industry and Health Systems**

**Health Care Accreditation and Regulatory Requirements**

**Human Resources and Legal Environment**

**Teaming and Health Professions Education**

**Clinical Learning Environment**

**Business Skills/Acumen**

**DOMAIN: KNOWLEDGE AND SKILLS****Education and Learning Principles**

**Definition:** Maintaining high standards of educational development and practice.

**Key Components:**

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.

**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' 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.

**Health Care Accreditation and Regulatory Requirements**

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

**Key Components:**

1. Applies an understanding of health care policy, including GME financing policy, to institutions and programs.
2. Effectively identifies and links health care accreditation, regulatory and compliance requirements to GME policies, practices and accreditation requirements.
3. Operationalizes the regulations of other organizations that impact GME: LCME®, NRMP®, ERAS®, ECFMG®, ABMS, FSMB, CMSS, and state licensing boards, etc.

**DOMAIN: KNOWLEDGE AND SKILLS****Human Resources and Legal Environment**

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

**Key Components:**

1. Exercises a working knowledge of: a. Educational law, b. Human resource regulations, including employment, impairment, risk management, labor, discrimination and immigration law, and c. Licensing and credentialing laws, policies, and practice.
2. Collaborates effectively with human resources and legal experts.

**Teaming and Health Professions Education**

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

**Key Components:**

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).

**Clinical Learning Environment**

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

**Key Components:**

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.
4. Engages institutional leaders in improving the clinical learning environment.
5. 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.

**DOMAIN: KNOWLEDGE AND SKILLS****Business Skills/Acumen**

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

**Key Components:**

1. Exhibits sound financial management practices, including budgeting, forecasting, grant writing and reporting.
2. Engages in GME strategic planning; aligns with the overall institutional strategic and operational planning functions.
3. Creates consistent methods for measuring and communicating GME performance and value.

**DOMAIN: ESSENTIAL FUNCTIONS**

Definition: 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.

**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**

**DOMAIN: ESSENTIAL FUNCTIONS****Obtaining and Maintaining Institutional and Program Accreditation**

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

**Key Responsibilities:**

1. Effectively performs (or oversees performance of) the functions of the DIO as prescribed by the ACGME.
2. Collaborates with the Graduate Medical Education Committee (GMEC) to exercise authority and responsibility for the oversight and administration of the sponsoring institution's programs and compliance with the Accreditation Council for Graduate Medical Education's (ACGME's) Common Program, Institutional, and specialty-specific requirements.
3. Collaborates with the leadership at all clinical sites to ensure compliance with Clinical Learning Environment Review (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.

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



**DOMAIN: ESSENTIAL FUNCTIONS****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.

**Key Responsibilities:**

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, 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.

**Suggested outcome measures:** CLER Visit reports; ACGME surveys; institutional assessments and surveys; institutional patient safety and quality metrics; Number of Title IX or other complaints.

**DOMAIN: ESSENTIAL FUNCTIONS****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 Responsibilities:**

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 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 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

**Suggested outcome measures:** CLER Visit reports; ACGME surveys; performance metrics and scorecards; GME Leader and staff turnover

**DOMAIN: ESSENTIAL FUNCTIONS****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 Responsibilities:**

1. Enhances the value of the GMEC oversight process as an opportunity for professional development and dissemination of best practices; serves as a 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 and development aligned to roles and 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.

**Suggested outcome measures:** program accreditation status; ACGME surveys; program scorecard metrics; program director recruitment and turnover; program coordinator recruitment and turnover; aggregate performance evaluation metrics; GME Office staff recruitment and turnover Participation in and certification by national GME organizations (i.e. TAGME, GRA Leadership Development Course).

**DOMAIN: ESSENTIAL FUNCTIONS****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.

**Key Responsibilities:**

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.

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

## DOMAIN: ESSENTIAL FUNCTIONS

### 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 Responsibilities:**

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.

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

### Innovating, Improving, and Learning

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

**Key Responsibilities:**

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.

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