

- ▶ **GME Program Management
– From Job to Career**

- ▶ Ruth H. Nawotniak MS, C-TAGME

Learning objectives

- ▶ At the conclusion of the presentation, you will be able to:
 - Distinguish between a job and a career
 - Recognize the value of your professional relationships
 - List opportunities for changes in your perception of your role as a coordinator
 - Identify the benchmarks of the coordinator position
 - Develop an action plan

▶ Job

▶ Career

- ▶ **Job**—an activity that somebody does regularly for pay
 - 9 a.m.–5 p.m. mentality
 - Available at the time to do what is required
 - Can usually leave work at work, relatively small impact on personal/ family time

 - ▶ *What a person does*
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- ▶ **Career**—a job or occupation regarded as a long-term or lifelong activity
 - Training and/or education provided or required
 - Planned for
 - Large impact on personal/family time

 - ▶ *What a person is*
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Development of GME coordinators

- ▶ Secretaries
 - ▶ Support for resident education was one of several functions
 - ▶ Outcome Project changed role
 - ▶ Manager/administrator
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Personal inventory time

- ▶ How do others perceive you in your role as coordinator?

Personal inventory time

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Personal inventory time

- ▶ How do others perceive you in your role as coordinator?
 - ▶ How do you perceive yourself in your role as coordinator?
 - ▶ How are you growing in your role as coordinator?
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Personal inventory time (cont.)

- ▶ How do we promote ourselves in the workplace?

Personal inventory time (cont.)

- ▶ How do we promote ourselves in the workplace?
 - ▶ How do we promote the importance of our position and the work we do?
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Personal inventory time (cont.)

- ▶ How do we promote ourselves in the workplace?
 - ▶ How do we promote the importance of our position and the work we do?
 - ▶ How do we promote ourselves, our programs, and our institutions at national events?
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Terms

- ▶ **Professional: What you do**
 - Conforming to the standards of skill, competence, or character normally expected of a properly qualified and experienced person in the work environment
- ▶ **Professionalism: How you act**
 - The skill, competence, or character expected of a member of a highly trained profession
- ▶ **Profession: Who you are**
 - An occupation requiring extensive education (traditionally teacher, lawyer, doctor)

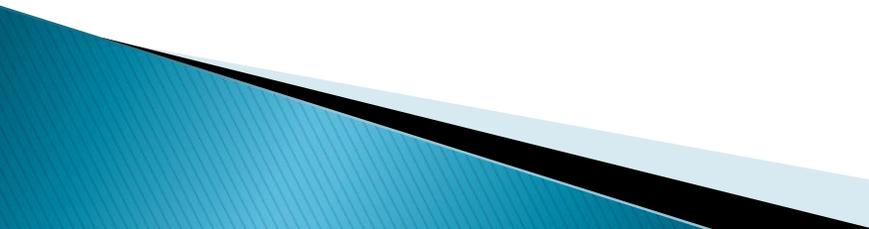
The professional you

- ▶ Relationship with your professional self
 - ▶ Relationship with your professional peers
 - ▶ Relationship with your employer
 - ▶ Relationship with your program director
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The relationship with your professional self

- ▶ Dictates the rest of your professional relationships
 - What do you want?
 - How do you see what you do?
 - What is your perception and attitude about work and the work environment?
 - Are you a proactive learner?
 - Do you self-advocate?
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The relationship with your professional self

- ▶ Do you ...
 - Recognize your level of expertise?
 - Recognize your value as a resource?
 - Acknowledge yourself as a professional?
 - Acknowledge your peers as professionals?
 - Apply the six core competencies to your job?
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The six core competencies for coordinators

▶ Care

- Handle accreditation issues effectively
 - Manage all aspects of your training program effectively
 - Support the duties and responsibilities of your program director
 - Show compassion
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The six core competencies for coordinators (cont.)

▶ Knowledge

- Common, Institutional, Program Requirements
 - Monitor evolving board and accreditation processes and standards
 - Apply this knowledge to the management of the training program
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The six core competencies for coordinators (cont.)

- ▶ Practice-based learning and improvement
 - Appraise training program by looking at trends in GME
 - Competency language
 - Portfolio
 - Milestones
 - Improve training program by applying information learned through networking and evaluation

The six core competencies for coordinators (cont.)

- ▶ Interpersonal and communication skills
 - Communicate effectively with all
 - Network and share information with appropriate institutions and individuals
 - Develop clear and concise written communication skills
 - Realize value of your role as counselor, liaison, and advocate
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The six core competencies for coordinators (cont.)

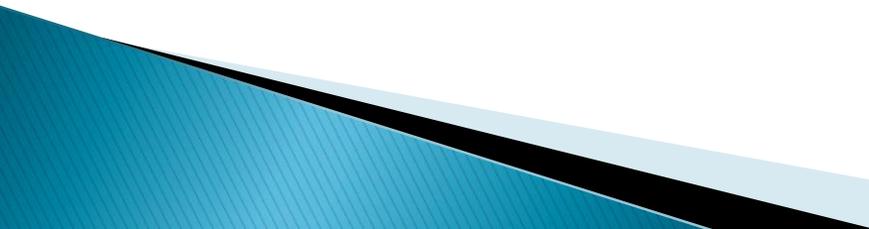
- ▶ Systems-based practice (resource management)
 - Develop an awareness and understanding of the larger world of GME (not just your program or department)
 - Know resources available for managing program
 - Access websites and resources to find answers and to keep abreast of current issues
 - Apply knowledge to improving the program
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The six core competencies for coordinators (cont.)

▶ Professionalism

- Understand and respect confidential nature of managing the training program
 - Demonstrate respect for the confidences placed in you
 - Commit to being responsible for your actions
 - Present a professional appearance
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The relationship with your professional peers

- ▶ Resource
 - ▶ Mentor relationship: Workplace and/or clinical specialty
 - ▶ Networking – local, regional, national
 - Committee membership
 - Coordinator groups
 - National Association membership
 - Meeting attendance
 - Listserves
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The relationship with your employer

- ▶ Understand expectations
- ▶ Understand the realities of the job
- ▶ Job title vs. what is actually done
- ▶ Proactive
 - Up-to-date CV
 - Appropriate action words for duties and responsibilities
 - Informed about changes
 - Time studies

The relationship with your program director

- ▶ Develop a close working relationship—team concept
 - Understand and support the vision of your program director
 - Support decisions with faculty and residents
 - Respond to requests for information on a timely basis
 - Anticipate needs for documentation for meetings or studies
 - Use your expertise to advise and counsel residents and faculty
 - Have analysis ready when reporting on data
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The relationship with your program director (cont.)

- ▶ This relationship is critical on many levels
 - Accreditation status
 - The smooth running of the training program
 - Resident progress and promotion through each year of the program
 - Impacts on how faculty, residents, and other staff members see you
 - Impacts on the status of your position
 - Impacts on self-perception
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The relationship with your program director (cont.)

- ▶ The coordinator's role in managing the program is directly related to what the program director will allow you to do
- ▶ What the program director will allow you to do is directly related to how the program director perceives the coordinator's skills, knowledge, and abilities—and how much trust has been established

Opportunities to change perception of your role

- ▶ Be proactive in scheduling regular meetings with your program director. Discuss current ACGME communications as they apply to your program.
 - ▶ Request that you be included in meetings that pertain to resident education—both program and institutional.
 - ▶ Get involved in program and institutional committees.
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Opportunities to change perception of your role (cont.)

- ▶ Be proactive in data gathering and reports.
 - ▶ Know the amount of detail your program director looks for in reports.
 - Have the original information available to support your final report.
 - ▶ Copy your program director on important e-mails to faculty and residents. The program director can see how you manage issues and directives.
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Opportunities to change perception of your role (cont.)

- ▶ Commitment to your role, duties, and responsibilities
- ▶ Look at Section II.A.4 of the ACGME Common Program Requirements
 - Each item listed for the program director has a corresponding activity that the program coordinator can do to support that requirement
- ▶ Review the training requirements for your board specialty
 - Be sure all requirements have been documented and are available

It's your decision: Is GME program management your job or your career?

- ▶ Professional: What you do
 - ▶ Professionalism: How you act
 - ▶ Profession: Who you are
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- ▶ Where are you now?
 - ▶ Where do you want to be?
 - ▶ How do you get there?

How do you get there?



How do you get there?

- ▶ Decision: Job vs. career

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 - ▶ Planning: Find something you believe in and can commit to
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 - ▶ Education: Preparing yourself
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 - ▶ Attitude
- 

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 - ▶ Attitude
 - ▶ Mentorship
- 

How do you get there?

- ▶ Decision: Job vs. career
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 - ▶ Education: Preparing yourself
 - ▶ Attitude
 - ▶ Mentorship
 - ▶ Action
- 

How do you get there?

- ▶ Decision: Job vs. career
 - Choosing to make managing graduate medical education programs a career is a decision made after having been on the job
 - Recognizing that this creates an opportunity as greater value is placed on the position; greater need is seen for enhanced skills, knowledge, and abilities; greater demand for those qualifications
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How do you get there?

- ▶ Planning: Find something you believe in and can commit to
 - Sense of enjoyment
 - Sense of self-satisfaction
 - Sense of fulfillment
 - Sense of contribution
 - Continued opportunities for employment

How do you get there?

- ▶ Education: Preparing yourself
 - All self-learning
 - No formal “schools for GME”
 - Meeting attendance, website navigation, journals and newsletters, institutional workshops, webinars
 - Measurement of expertise and of knowledge available
 - Not requirement yet
 - Becoming more recognized nationally

How do you get there?

- ▶ **Attitude**
 - Do you see yourself in a job or in a career?
 - ▶ **Mentorship**
 - Who are your support people?
 - Scholarly activities
 - Committee involvement; organization membership
 - Development of career choice
 - ▶ **Action**
 - Personal choices
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If you want to be successful, it's just this simple:
Know what you're doing.
Love what you're doing.
And believe in what you're doing.

Will Rogers