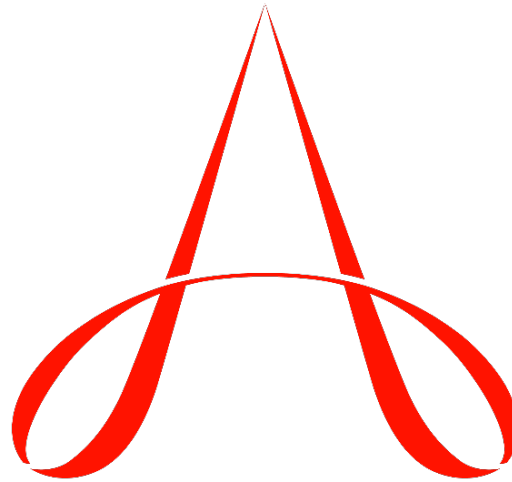




Health Care Administration, Leadership, and Management Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation: 2026

©2026 Accreditation Council for Graduate Medical Education (ACGME)

All rights reserved except the copyright owners grant third parties the right to use the Health Care Administration, Leadership, and Management Milestones on a non-exclusive basis for educational purposes

Health Care Administration, Leadership, and Management Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competence in a subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Health Care Administration, Leadership, and Management Milestones Work Group

Carol Barsky, MD

Robert El-Kareh, MD, MPH

J.T. Finnell, MD

Drew Herman, MD

Sydney McLean, MHA

J.P. Orlando, EdD, PCC, ACTC

Roya Saffary, MD

Brijen Shah, MD

The ACGME would like to thank the following groups for their continued support in the development of the Milestones:

American Board of Emergency Medicine

Institutional Review Committee

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in their educational program just as a senior fellow may be at a lower level later in their educational program. There is no predetermined timing for a fellow to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over-scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

Selection of a level implies the fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page vi).

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website.

The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future Recognizes the principles of conflict of interest in relationships with industry and other entities	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations Recognizes personal potential conflicts with industry	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations Seeks assistance in managing personal relationships with industry and other entities to minimize bias and undue influence in practice	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner Identifies, discloses, and manages relationships with industry and other entities to minimize bias and undue influence in practice	Mentors others to complete tasks and responsibilities in a timely manner
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: Health Information Technology (HIT)				
Level 1	Level 2	Level 3	Level 4	Level 5
Possesses basic knowledge of HIT systems and their integration into the enterprise	Defines best practices for clinical information systems implementation, maintenance, and clinical decision support	Collaborates with an interprofessional team to implement, integrate, monitor, or evaluate a clinical information system	Leads a team in the design, implementation, and evaluation of key component(s) of a clinical information systems project	Leads a team in the evaluation of a complex clinical information systems project
Identifies the elements, categories, and challenges of decision support	Describes the basics of the science of decision-making, including heuristics and tools to analyze decisions	Describes the strengths and limitations of decision support approaches	Participates in the design and evaluation of an evidence-based decision support based on input from stakeholders	Leads the implementation or de-implementation of an evidence-based decision support, and monitors its effectiveness using key outcomes, measures, and metrics
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 2: Data				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses data sources and governance of access to meet clinical, quality, research, business, and strategic objectives	Compares local portfolio of data sources and governance of access to best practices to meet clinical, quality, research, business, and strategic objectives	Identifies opportunities to improve data sources and governance of access to meet clinical, quality, research, business, and strategic objectives	Meaningfully participates in the improvement of data sources and governance of access to meet clinical, quality, research, business, and strategic objectives	Leads the improvement of data sources and governance of access to meet clinical, quality, research, business, and strategic objectives
Defines various data analytics techniques	Identifies appropriate data, analytics tools, and visualizations for a specific use case	Performs and interprets preliminary analysis on datasets, alone or with data scientist/team	Critically assesses and communicates results and potential limitations of an analysis tailored to audience and stakeholders	Oversees data acquisition and analysis that leads to organizational impact
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Patient Care 3: Clinical Operations				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes makeup of a multi-disciplinary team composition required for given clinical operations scenarios/contexts	Conducts stakeholder analyses in a matrixed environment that recognize and engage the multi-disciplinary members that make up clinical operations	Engages stakeholders and participates in clinical initiative to improve and sustain operational measures	Leads teams in existing and new operational initiatives	Spreads and/or leads a portfolio of clinical initiatives that have improved operations
Demonstrates knowledge of data sources, including financial, or other input needed to identify operational problems	Identifies process and outcome metrics that drive operational excellence	Participates in the development and analysis of data key performance indicators (KPIs)	Makes operational changes based on data and conducts ongoing performance evaluation of operations	Leads teams to develop KPIs and creates analysis for clinical operations
Identifies internal and external risks to clinical operations (business) continuity and mitigation strategies	Identifies the emergency management system, triggers and importance of multi-disciplinary teams, and bidirectional information flow	Participates in local emergency management activities	Participates in interprofessional emergency management activities, including information flow and change management (actual or simulated)	Leads a local emergency management event with multiple stakeholder groups
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 1: Governance				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes organizational structures within a health system including organizational hierarchy, hospital structures, boards of directors/trustees, physician groups, and academic interaction	Identifies the interdependencies within the organizational hierarchy	Demonstrates knowledge of key roles within the organizational structures	Navigates organizational hierarchy to determine pathways for operational change	Makes organizational hierarchical changes across governance structures
Describes medical staff bylaws and function	Demonstrates knowledge of state and federal regulatory requirements related to medical staff	Demonstrates knowledge of legal aspects related to medical staff governance	Participates in medical staff activities including medical executive committee leadership, credentialing, medical staff quality, and bylaw development	Leads medical staff activities including medical executive committee leadership, credential, medical staff quality, and policy/bylaw development
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 2: Organizational Leadership				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes team dynamics, elements of emotional intelligence, and organizational culture	Reflects on strengths and weaknesses of own leadership behaviors and characteristics	Applies emotional and situational intelligence to team dynamics	Analyzes own leadership behaviors and team behaviors to improve outcomes	Applies leadership skills to change organizational culture
Differentiates strategic planning and thinking from project management	Describes strategic thinking models and elements of strategy	Identifies local forces that may impact the health environment	Contributes to a strategic plan	Develops a strategic plan
Describes the foundations of emergency preparedness	Contributes to disaster preparedness committees/local planning	Participates in an emergency plan/drill and/or attends emergency management activations	Evaluates and modifies an emergency plan, as needed	Leads an aspect of a disaster response
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Medical Knowledge 3: Workforce Development				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic functions of human resources (HR)	Summarizes basic compensation models and benefits, includes talent development and management	Applies HR and compensation concepts to recruitment, retention, and positive culture	Utilizes HR rules and best practices to create and hire talent and develop segments of the health care workforce	Analyzes a major component of a workforce plan
Identifies a physician leader's role in well-being, growth, and performance management	Summarizes tools and approaches for performance management	Utilizes performance management tools and structures	Participates in performance management tasks	Educates others in techniques to address performance or develops performance management tools
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Systems-Based Practice 1: Patient Safety and Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 2: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations, effectively utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations, effectively utilizing the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Identifies clinical operational processes for safe and effective transitions of care	Analyzes safety events and clinical operational processes for safe and effective transitions of care	Identifies and analyzes key performance indicators of transitions of care to facilitate improvements at the organizational level	Leads organizational change to improve transitions of care
Demonstrates knowledge of population and community health needs	Identifies specific population and community health needs for their local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care needs
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 3: Physician Leadership Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology) Describes responsibility as a physician leader to advocate for effective care across payment models	Describes how components of a complex health care system are interrelated, and how this impacts patient care Describes how patients' payment models can affect clinical management	Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency) Assesses local opportunities to support shared decision-making to provide effective care across payment models	Manages various components of the complex health care system to provide efficient and effective patient care and transitions of care Advocates for patient care needs with consideration of the limitations of each patient's payment model	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transitions of care Participates in health policy advocacy activities
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Systems-Based Practice 4: Business of Health Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes and identifies basic financial and operational structures within health care organizations	Identifies key components of health care finance and operations and their impact on patient care delivery	Analyzes financial and operational challenges and proposes solutions to improve health care delivery efficiency	Implements and evaluates financial and operational improvements to enhance patient care quality and organizational performance	Leads system-wide initiatives that result in measurable improvements in financial performance, operational efficiency, and patient outcomes
Describes basic health payment systems, including practice models	Describes implications of payment and practice models on local health care system	Identifies opportunities for optimization of value and resource allocation within existing payment models	Analyzes the value implication variations of a clinical process	Implements a project to improve value based on current or projected financial models
Describes key components of a financial report	Interprets financial reports and provides a summary of key findings	Interprets financial reports and provides a summary of the financial health of the system	Participates in analysis of the annual budget process for the hospital system	Creates the budget for a specific service line
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Systems-Based Practice 5: Health Care Policy, Law, and Advocacy				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes key health care policies and laws (e.g., Health Insurance Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), Emergency Medical Treatment and Labor Act (EMTALA))	Describes local regulatory and compliance structures overseeing the health care system	Reviews a local policy for authorship, historical context, and organizational decision-making in its implementation	Creates or revises policies within the local health care system and ensures implementation and compliance	Advocates for health care policies at state level or national level
Describes various accreditation bodies (Centers for Medicare & Medicaid Services (CMS), Department of Health and Human Services (HHS), Joint Commission, Liaison Committee on Medical Education (LCME), ACGME)	Identifies how local processes map to underlying regulatory requirements	Analyzes an aspect of a regulatory finding or standard	Participates in ongoing preparation for a regulatory survey	Participates in regulatory surveys
Describes mechanisms for partnership between communities and health care systems	Identifies community partners within the local health care system	Participates in a community or health care system partnership	Leads an existing project between the community and the health care system	Creates a new initiative for collaboration between communities and the health care system
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐ Not Yet Assessable ☐				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence, and incorporate stakeholder preferences and values in routine administrative or operational decisions	Articulates relevant organizational or policy questions and elicits stakeholder preferences and values to guide evidence-informed decision-making	Locates and applies the best available evidence, integrated with stakeholder input and organizational data, to address complex challenges in policy, operations, or strategic planning	Critically appraises and applies evidence, even in the face of uncertainty or conflicting data, to guide decisions that balance organizational priorities, ethical considerations, and fairness	Coaches others in critically appraising and applying evidence to complex leadership challenges; contributes to the development of evidence-informed policies, guidelines, or strategic frameworks that promote fairness and sustainability
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing leadership and growth goals	Demonstrates openness to feedback and performance data (e.g., evaluations, team input, project outcomes) to inform development goals	Seeks feedback episodically with humility and emotional intelligence, especially in response to leadership challenges	Consistently and intentionally seeks feedback across varied leadership contexts with adaptability and humility	Role models reflective practice and emotional intelligence in leadership and administrative settings
Identifies factors contributing to gaps between expected and actual performance in leadership or administrative tasks	Analyzes and reflects on factors contributing to performance gaps in leadership or management contexts	Reflects on feedback and implements behavioral changes to improve leadership effectiveness and interpersonal dynamics	Challenges assumptions and considers alternative approaches to improve leadership performance and team outcomes	Coaches others in reflective practice and personal development, fostering a culture of continuous learning
Actively seeks opportunities to improve leadership competencies and emotional intelligence	Designs and implements a learning plan with guidance, incorporating feedback, self-awareness, and leadership development needs	Independently creates and executes a learning plan aligned with leadership development goals and organizational needs	Uses performance data to evaluate and refine learning plans, linking personal growth to team and organizational outcomes; facilitates reflective practices within teams	Facilitates learning plans and reflective processes for individuals and teams that align personal development with strategic organizational goals
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 1: Professional Behavior and Ethical Principles for a Health Care Leader				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Recognizes need to seek help in managing and resolving complex ethical situations	Demonstrates knowledge of accountability pathways for professional lapses in others	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision-making, advance directives, confidentiality, error disclosure, stewardship of limited resources, business ethics, research ethics, and related topics	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles	Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs administrative tasks and patient care responsibilities, with prompting Describes the organization's defined standards of behavior	Performs administrative tasks and patient care responsibilities in a timely manner in routine situations Practices and models standards of behavior	Performs administrative tasks and patient care responsibilities in a timely manner in complex or stressful situations Informs and instructs others regarding standards of behavior	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met Counsels other professionals regarding lapses or deficiencies in behavior	Creates strategies to enhance others' ability to efficiently complete administrative tasks and patient care responsibilities Develops system policies and procedures for standards of behavior and remediation
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Professionalism 3: Self-Awareness and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being for self and others	Describes institutional resources that are meant to promote well-being for self and others	Recognizes institutional and personal factors that impact well-being for self and others	Describes interactions between institutional and personal factors that impact well-being for self and others and suggests potential solutions	Coaches and supports colleagues to optimize well-being at the team, program, or institutional level
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes basic principles of patient and family feedback in care quality	Identifies trends in recurring complaints (e.g., wait times, billing)	Analyzes systemic factors linking complaints to operational gaps	Integrates feedback from multiple stakeholders, including patients and families, into quality improvement initiatives	Leads innovation in patient-centered communication best practices
Observes senior providers using complaint resolution processes (e.g., listen-empathize-agree-partner (LEAP) framework)	Applies structured communication frameworks with direct supervision	Applies structured communication frameworks with indirect supervision	Serves as a resource in complaint resolution	Innovates complaint strategies and/or patient and family communication strategies (e.g., telehealth/portal-based tools)
Documents basic details of complaints, with supervision	Uses organizational policies to document complaints independently	Coordinates interdisciplinary teams to resolve disputes through communication	Designs proactive systems like patient and family advisory councils	Advocates for policy changes that arise from complaints to address systemic differences across populations
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic awareness of team roles and responsibilities (e.g., ancillary versus clinical staff) Applies emotional intelligence to interpret nonverbal cues and manage interpersonal tensions	Communicates with interprofessional team members to develop buy-in and team participation Resolves minor conflicts among team members	Uses tools and technology to facilitate effective team communication Resolves conflicts within teams using structured methods (e.g., mediation, root-cause analysis)	Employs communication techniques for varied input and to build psychological safety Mentors others in conflict resolution and situational leadership	Adapts communication strategy and delivery to range of interprofessional audiences Designs system-wide communication strategies that decrease team conflict
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 3: Communication within Health Care Ecosystem				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates through appropriate channels as required by institutional policy	Respectfully communicates concerns	Uses appropriate channels to offer clear and constructive suggestions	Initiates difficult conversations with appropriate stakeholders	Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field)
Recognizes common barriers to system communication	Utilizes appropriate health information exchange platforms	Demonstrates understanding of regulatory requirements in system communication	Works with the team to optimize electronic health record (EHR) use for team communication and care coordination	Serves as institutional authority on health care system communication standards
Describes the considerations for communication with community and external groups	Delivers scripted written health information to local groups with assistance	Creates information to communicate with external entities	Mediates between public health agencies and patient populations	Shapes regional/national health communication materials and strategies
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Interpersonal and Communication Skills 4: Using Communication Skills to Manage Organizational Change				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes basic principles of organizational change in health care settings	Articulates rationale for specific changes using evidence-based arguments	Tailors communication strategies to different stakeholder groups during transitions	Develops comprehensive communication plans for complex system-wide changes	Designs innovative change communication frameworks for large-scale transformations
Identifies common sources of resistance to change	Implements techniques to address resistance to change	Mediates disagreements between stakeholders while maintaining change momentum	Anticipates systemic barriers and develops preventive mitigation strategies	Teaches advanced negotiation tactics for high-stakes organizational changes
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				