



Pharmacy Practice
Managers



Pharmacy
Student Forum

Management vs. Leadership (Case 1)

MG has just started his first rotation of his PGY1 residency in internal medicine. MG has been looking forward to starting his residency training since he was a second year pharmacy student. He was an excellent student— he got good grades in school, was active in both ASHP and APhA-ASP, and has received good evaluations from all of his APPE preceptors. MG greatly enjoys clinical pharmacy practice and is considering pursuing a PGY2 residency. This month, his preceptor has asked him to help develop an inpatient anticoagulation management program as part of his rotation. At first, MG was excited about the idea, but now it just seems like a lot of meetings and e-mails. At the first meeting, which was organized to discuss the program, it seemed like the team members had different views of how to structure the program. Physicians want the program run differently than nurses, who want it to run differently than pharmacists. MG has now been asked by his preceptor to develop a draft document outlining the ideal anticoagulation program based on the group's feedback to implement going forward. To help, his preceptor has given him a few articles to read about leadership, project management, and facilitating meetings. MG thinks that a manager should draft the program outline and he should participate from the clinical standpoint. What role does leadership play in clinical practice?

Recommended Readings: www.ashp.org/SLDW

- Jastrzemski JB. Developing leadership skills. *Am. J. Health Syst. Pharm.* 2007; 64(18):1900-1903.
- Gosling J, Mintzberg H. The five minds of a manager. *Harv Bus Rev.* 2003 Nov;81(11):54-63, 137.
- Buckingham M. What great managers do. *Harv Bus Rev.* 2005 Mar;83(3):70-9, 148.
- Zaleznik A. Managers and leaders: are they different? *Harv Bus Rev.* 2004 Jan; 82(1):74-81.
- White SJ. Are you a manager or a leader? *Am. J. Health Syst. Pharm.*, 2005 Jun 1;62(11):1206.

General Case Questions: Management vs. Leadership

1. Why does MG's preceptor want him to read articles about leadership during a clinical rotation?
2. Should pharmacy students be asked to read articles about leadership as part of the Pharm.D. curriculum?
3. Is there a distinct difference between management and leadership? Can you have one without the other? Is one more important than the other?
4. Are clinical pharmacists leaders? Are pharmacy managers leaders? What is the difference?
5. What are the different activities available to you that would allow you to gain leadership and management skills?
6. Identify a leader who had (knowingly or unknowingly) a positive influence on your life. What are the qualities you admire the most in this person and why?

***** Do Not Proceed Forward Without Further Instructions *****



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Mentoring Leaders (Case 2)

NK is in her second year of pharmacy school and currently works as an intern at a local community pharmacy. During her career as a pharmacy student, she has held many leadership roles. She has served as the class president for two years and as secretary of APhA-ASP for 1 year. Although NK currently works in the community setting, she really enjoyed her first health-system IPPE experience. NK wants to learn more about a career in health-system pharmacy, but she does not know who to ask. She has briefly spoken about this to her school's associate dean and he recommended that she find a mentor. NK is a little confused about how to identify a mentor, but she decides to give it a try. She meets with one of her professors who has a background in health-system pharmacy practice. The professor describes what careers are available in health-system pharmacy and gives NK an open invitation to stop by her office whenever she has questions. As NK walks back to her apartment, she thinks that she would like the professor to become her mentor, but she does not know what the next steps are in establishing a mentoring relationship.

Recommended Readings: www.ashp.org/SLDW

- Altman, JS. The value of mentorship. *Am J Health Syst Pharm.* 2005;62:2474-75.
- White, SJ, Tryon JE. Success Skills: How to find and succeed as a mentor. *Am J Health Syst Pharm.* 2007;64:1258-59.

General Case Questions: Mentoring Leaders

1. Who can be a mentor?
2. How can NK develop a mentoring relationship with her professor?
3. What are NK's responsibilities as a mentee?
4. What are her mentor's responsibilities?
5. How can NK's mentor assist her with career planning?

In NK's third year of pharmacy school, the professor takes a position at a different college of pharmacy in another state. NK is upset that the professor is leaving and she is worried that she will lose her mentor.

6. What can NK do to maintain the mentoring relationship with her mentor?
7. Should NK consider finding another mentor? If so, what qualities should she look for in a new mentor?

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5 Minute Sales Pitch: Mentoring Leaders

Following her education, NK has recently taken a position as a community hospital pharmacist. After critically analyzing her career goals and aspirations, she has decided that she wants to implement a pharmacist managed medication reconciliation program in her new hospital. Another hospital in the system has had a similar program for a number of years and NK will need to work with the director of the other hospital prior to implementing. Her director asks her to develop a proposal for this service, and tomorrow NK has been awarded 5 minutes to present her proposal at the senior leadership meeting. Please help her construct her 5-minute sales pitch by answering the following questions which will be presented to the mock Executive Committee in front of the large group.

8. Write a 1-2 sentence proposal succinctly describing the service you wish to implement.

9. What are the benefits of your proposal? (e.g.; why is this important)

10. Briefly describe a plan for implementing this new service. (Key project milestones, deliverables)

11. Describe resources required and financial implications of the proposal.

12. Write a convincing, one sentence concluding statement to wrap-up the 5-minute sales pitch.

Don't forget to think about:

- Who are your key stakeholders (list)?

- What barriers do you see in completing your project?

- How do you anticipate overcoming these barriers? What unmet needs do you have?



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Career Advancement (Case 3)

BB is currently in her last year of pharmacy school and has been selected as the student representative for the local state pharmacy meeting. To date, she has had the opportunity to voice her opinions and practice her leadership skills on many conference calls and meetings. She has really enjoyed sharing her perspective to influence decisions that are important to pharmacy practice. BB has always assumed that community pharmacy would be her chosen career path as a pharmacist. Over the last few months on rotation, she had been exposed to a variety of different practice settings. BB has really enjoyed the different leadership opportunities available to pharmacists and is interested in learning more about all available postgraduate opportunities. She has recently had conversations with her college of pharmacy faculty and her preceptors about future career opportunities. From those conversations she is considering expanded career options, especially those with leadership potential.

Recommended Readings: www.ashp.org/SLDW

- Nelson, T. Selecting the right residency program. *Am J Health-Syst Pharm.* 2005; 62:1138-1140.
- Teeters, JL. Pharmacy residency programs: How to find the right one for you. *Am J Health-Syst Pharm.* 2004; 61:2256-2259.
- White, SJ. Leading from a staff or clinical position. *Am J Health-Syst Pharm.* 2009; 66:2094-2096.
- Maxwell, JC. *The 21 Irrefutable Laws of Leadership.* Thomas Nelson, Nashville. 1998.

General Case Questions: Career Advancement

1. What are the different career options that BB can pursue?
2. What types of leadership opportunities are available to a pharmacist after completion of pharmacy school?
3. What training programs, outside of residencies, are available that can help BB prepare for a leadership position?
4. What types of leadership positions are available that offer clinical practice experiences?
5. Should BB consider a residency? Why? What does a residency have to offer that a job does not?
6. Should BB consider other fellowships or training opportunities? What are the pro's and con's of each option?

***** Do Not Proceed Forward Without Further Instructions *****

5 Minute Sales Pitch: Career Advancement

BB has decided to accept an interim position as a medication therapy management practitioner at a local ambulatory clinic. The clinic manager has asked BB to develop a proposal for the clinic's new medication therapy management program, and tomorrow BB has been awarded 5 minutes to present her proposal to the clinic's senior leadership team. A full-time permanent position at the clinic is contingent on BB's ability to propose how she is going to develop a new service and recruit new patients. Please help her construct her 5-minute sales pitch by answering the following questions which will be presented to the mock Executive Committee in front of the large group.

7. Write a 1-2 sentence proposal succinctly describing the service you wish to implement.

8. What are the benefits of your proposal? (e.g.; why is this important)

9. Briefly describe a plan for implementing this new service. (Key project milestones, deliverables)

10. Describe resources required and financial implications of the proposal.

11. Write a convincing, one sentence concluding statement to wrap-up the 5-minute sales pitch.

Don't forget to think about:

- Who are your key stakeholders (list)?

- What barriers do you see in completing your project?

- How do you anticipate overcoming these barriers? What unmet needs do you have?



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Influencing Change (Case 4)

RJ is a new practitioner who has been out of school for 5 years. After completing her Pharm.D., she decided to pursue a two-year specialty residency in health-system pharmacy administration. During her residency, she had the opportunity to implement many different programs such as a new heparin safety initiative. She was a vital member in the planning and expansion of the health-system's pharmacy practice model. Her major project entailed defining and determining the ideal style of pharmacy practice across the institution. To ensure a successful project, she held pharmacist and technician workgroup sessions to gain feedback and recommendations for the practice model. Additionally, she presented the transition plan to hospital senior leadership and key members of the medical and nursing teams to gain their support before implementing the transition. Following the residency, RJ took a position as an entry-level manager at a large academic teaching hospital. After working for three years in a manager position, she had the opportunity to take a new leadership position in the pharmacy department where she has been charged with optimizing and improving the institution's pharmacy practice model. RJ reminisces back to her residency days and remembers all that she learned when going through the practice model change. RJ has great hopes that these lessons can help her institution become a leader in pharmacy services after transitioning to a new pharmacy practice model.

Recommended Readings: www.ashp.org/SLDW

- Kotter, John P. "Winning at Change" *Leader to Leader*. 10 (Fall 1998): 27-33.
- Patterson, K; Grenny, J; et al. *Influencer, The Power to Change Anything*. New York, NY: McGraw-Hill; 2008.
- Kotter JP. *Leading Change: Why Transformation Efforts Fail*. *Harvard Business Review*. 2007.
- Pharmacy Practice Model Initiative, <http://www.ashp.org/Import/PRACTICEANDPOLICY/PPMI.aspx>

General Case Questions: Influencing Change

1. What should RJ do first before she begins planning for the new pharmacy practice model?
2. What are the different types of pharmacy practice models? (Centralized, Decentralized, Specialist, Hybrid, etc)
 - What are three pros and three cons of each model
3. How do you see the profession of pharmacy evolving over the next 5 to 10 years?
4. How have RJ's previous experiences prepared her for the current task at hand?
5. What are the 4-5 objectives RJ must meet to ensure that the institution will be able to sustain a new pharmacy practice model?
6. What clinical services do you feel should be offered by health system pharmacists to all patients? (Use this information as you structure your ideal pharmacy practice model.)

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5 Minute Sales Pitch: Influencing Change

RJ has been given the autonomy from her director to develop a proposal for the department's new practice model, and tomorrow RJ has been awarded 5 minutes to present her proposal to the hospital's senior leadership team. Please help her construct her 5-minute sales pitch by answering the following questions which will be presented to the mock Executive Committee in front of the large group.

7. Write a 1-2 sentence proposal succinctly describing the practice model you wish to implement.

8. What are the benefits of your proposal? (e.g.; why is this important)

9. Briefly describe a plan for implementing this new practice model. (Key project milestones, deliverables)

10. Describe resources required and financial implications of the proposal.

11. Write a convincing, one sentence concluding statement to wrap-up the 5-minute sales pitch.

Don't forget to think about:

- Who are your key stakeholders (list)?
- What barriers do you see in completing your project?
- How do you anticipate overcoming these barriers? What unmet needs do you have?