

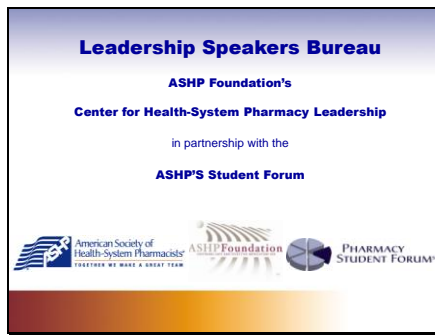
Slide 1



Instructions to the speaker:

Welcome the audience to the presentation and introduce yourself.

Slide 2

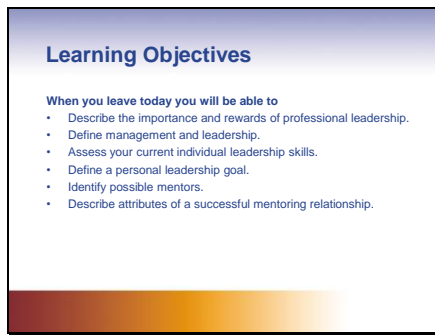


This slide is an introductory slide about how the LSB got started. You can inform let the audience that the LSB is a direct response to students and new practitioners asking us to assists them in understanding why leadership should be important to them. In addition, students were interested in knowing if leadership is important to us now, what can they can do start to develop these skills.

Speak about the purpose of your being here is to convey the concern within the profession for future leaders, and that you will be speaking from the perspective of leadership within health-system pharmacy. You are interested in developing a dialogue with them on what it means for them to lead in a profession, and why, as

students, each of them needs to begin the process now of developing leadership skills.

Slide 3



**Learning Objectives**

**When you leave today you will be able to**

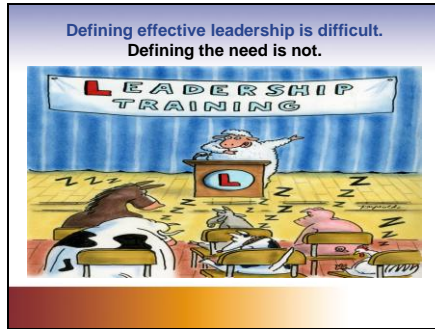
- Describe the importance and rewards of professional leadership.
- Define management and leadership.
- Assess your current individual leadership skills.
- Define a personal leadership goal.
- Identify possible mentors.
- Describe attributes of a successful mentoring relationship.

Instructions to the speaker:

Suggested narrative:

*Here are the objectives I'd like us to achieve in today's program. Is there anything else you would like to discuss? (If a topic is mentioned that you cannot address, ask the participant to contact you afterward or refer them to someone who can help them with their concern.)*

Slide 4



Suggested narrative (feel free to use your own words):

*What makes someone an effective leader is sometime difficult to understand.*

*But what is not difficult to understand is the need for leadership.*


Slide 5

**Does Pharmacy Need Leaders?**

"For pharmacy, the tipping point lies somewhere between a remarkable past and a very uncertain future.

In the months and years ahead, we could move into a new era in which pharmacists are critical components of every health care team ... or we could become marginalized."

-Kevin Colgan, ASHP Past President  
Inaugural Speech, June 2008



Instructions to the speaker:

Allow the audience to read this quote to themselves or you may choose to read it aloud. Use this opportunity to set the stage for your discussion.

Slide 6



Instructions to the speaker:

Suggested narrative-

*What makes someone an effective leader is sometime difficult to understand. But what is not difficult to understand is the need for leadership.*

*Why am I here to talk with you today?*

*Health-system pharmacy needs leaders. Let's review the need and then discuss where you fit in. I'd like to share with you my experience in leadership and the rewards I have received from taking leadership. I hope that by the end of this session, you'll be motivated to join me in increasing our leadership of our profession so we can achieve more positive outcomes.*

Slide 7



Instructions to the speaker:

Suggested narrative:

*Most of us are aware of the many needs in healthcare today. Medication safety issues, rising drug costs, access to healthcare to name just a few. In addition, each institution has their own issues and leadership needs. What issues need leadership in your setting?*

Perhaps point out that if students are not interning somewhere, that their setting could be at school, either in the administration, or within a student organization, or some other aspect of daily life.

Ask if anyone would be willing to share something they wrote about leadership in their setting. If no one replies, be prepared to give a brief example from

your experience(s). Then ask the following questions, and ask them to raise their hands as a yes response:

1. *Who sees themselves as a leader?*
- *Do you Want to be a leader?*

Then state, we will come back to these questions toward the end of the session.

Slide 8



Instructions to the speaker:  
note you can change the pictures to reflect people you see as leaders, global, national and pharmacy

*Who is a leader?*

(Pause for a minute.)

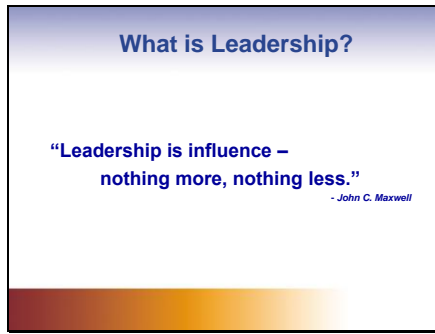
*You probably recognize many of the people in the collage, but some may not be familiar to you. Who do you see as an effective leader, either famous or someone from your personal life? Why? Whose photo would you add to this slide? Would you remove any?*

*Note: You can substitute pictures of people as you think appropriate.*

*Susan Winkler: former Chief of Staff, Food and Drug Administration*

*Kevin Colgan, ASHP Past  
President  
Henri Manasse, Executive VP and  
CEO ASHP  
Gloria Franke, Pioneer for  
women pharmacists*

Slide 9



Instructions to the speaker:  
The next 3 slides are a series  
of quotes defining leadership.  
Feel free to choose one or two  
that resonate with you for this  
portion of the lecture. Do not  
feel obligated to use them all  
as this may seem repetitive.

*What is leadership?  
Take a minute to read this  
definition to yourself. (Pause for a  
minute.)*

*What do you think of this  
definition? What part do you  
most agree with? How would you  
define leadership?*

Slide 10

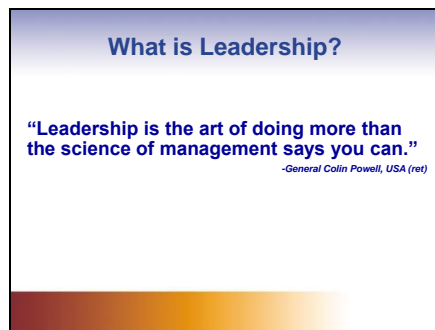


Instructions to the speaker:  
Again, free to use this quote if it resonates with you for this portion of the lecture. Do not feel obligated to use all this quotes provided as this may seem repetitive.

*What is leadership?  
Take a minute to read this definition to yourself. (Pause for a minute.)*

*What do you think of this definition? What part do you most agree with? How would you define leadership?*

Slide 11



Instructions to the speaker:  
Again, free to use this quote if it resonates with you for this portion of the lecture. Do not feel obligated to use all this quotes provided as this may seem repetitive.

*What is leadership?  
Take a minute to read this definition to yourself. (Pause for a minute.)*

*What do you think of this definition? What part do you most agree with? How would you define leadership?*

Slide 12



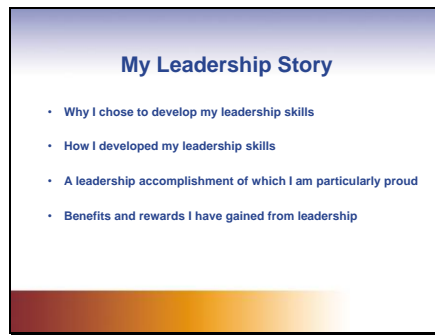
Instructions to the speaker:

*There is a difference between formal and informal leadership. Formal leaders hold a position and have a job title. But you can choose to lead from wherever you are. Was Martin Luther King, Jr. hired to lead the civil rights movement? No, yet he was one of the most effective leaders of all time. You, too, can choose to lead from whatever position you have in your institution.*

*Optional:*

*What leadership opportunities exist in your current job? What do you feel passionately about that you would like to change for the better?*

Slide 13



**My Leadership Story**

- Why I chose to develop my leadership skills
- How I developed my leadership skills
- A leadership accomplishment of which I am particularly proud
- Benefits and rewards I have gained from leadership

Instructions to the speaker:

Tell your leadership story, discussing each bullet. You could use these bullets at this point in the presentation or spread the bullets throughout your presentation as highlights.

Feel free to edit , add slides to tell your story in your own words

Slide 14



**Managers and Leaders**

<ul style="list-style-type: none"><li>• Focus on Systems</li><li>• Does things right</li><li>• Administers</li><li>• Maintains</li><li>• Accepts reality</li><li>• Accepts status quo</li><li>• Short-range view</li><li>• Eye on bottom line</li></ul>	<ul style="list-style-type: none"><li>• Focus on people</li><li>• Does the right thing</li><li>• Innovates</li><li>• Develops</li><li>• Investigates reality</li><li>• Challenges status quo</li><li>• Long-range perspective</li><li>• Eye on horizon</li></ul>
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Bennis, Warren and Goldsmith, Joan. Learning to Lead: A Workbook on Becoming a Leader. Perseus Books, Reading, MA, 1997, p. 9-10.

Instructions to the speaker:

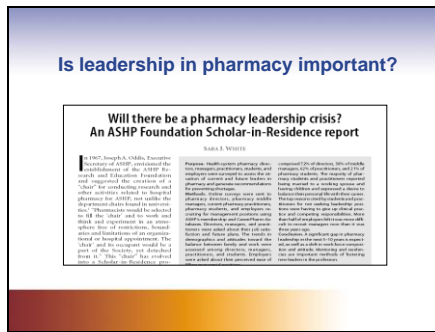
*There is a difference between management and leadership. Both are important. (Review the lists on the slide.)*

Optional discussion:

*Do you see yourself as more of a manager or leader? What skills or activities from these lists would you like to spend more time on?*

*Speaker: Consider providing another example to contrast leadership and management to demonstrate how it is that people have different leadership styles. Obviously, it is more vague, more creative and much more involved in the big picture.*

Slide 15



Instructions to the speaker:

Note that leadership came in sharp focus for health-system pharmacy with Sara White's article.

Emphasize key points from her research.

Key points include:

- A significant gap exists in future pharmacy leadership (quote stats here)
- Mentoring is an important component for successful leader development
- Successful completion of pharmacy residencies or fellowships is one method for leader development
- Other??
- Other???

Speakers: Suggest you provide copies of this article as a handout for students

Slide 16



Instructions to the speaker:

Leadership is a “life long” learning and developmental process. Therefore it is important for leaders or individuals who desire to become leaders to grow professionally and learn.

This growth and development can be achieved through:


- Continued education beyond your entry level degree to include CME
- Community involvement
- Involvement in your profession at the local, State and/or national level
- Finding a mentor and becoming a mentor.

Let spend some time on  
Mentorship

Slide 17

So what does “Mentor” mean?

Let's look in the dictionary...




Slide 18

Mentor

men-tor  
-noun

1. A town in NE Ohio.



Lots of ways to look at the word “Mentor”

Slide 19

Mentor

men-tor  
-noun

1. A wise and trusted counselor or teacher.

*Let's spend a few minutes discussing mentoring since it is so important to developing effective leadership.*

Speaker: Ask the students about their own interpretation of the definition and quote, or if they have another definition of Mentoring.


Slide 20

**“Mentoring is a circular dance that provides opportunities for us to experience both giving and receiving each other’s gifts without limitations of fears.”**  
-Huang & Lynch, 1995

Slide 21

### The Concept of Mentoring

- Share information and experiences
- Help mentee succeed today and in the future
- How?
  - Discussion
  - Role-modeling
  - Assignments
  - Coaching
  - “Teacher-student” relationship



Speaker can share examples if / as desired

Slide 22

### Types of Mentoring

<b>Natural / Informal</b>	<b>Planned / Formal</b>
↓	↓
<ul style="list-style-type: none"><li>• Friendship</li><li>• Collegiality</li><li>• Teaching</li><li>• Coaching</li><li>• Counseling</li></ul>	<ul style="list-style-type: none"><li>• Structured Program</li></ul>

Give examples

Slide 23

**Effective Mentoring Relationships**

- Require both mentor and mentee participation
- Start with an initial "crucial conversation"
- Positive attitude
- Listening is critical
- Personal courage to speak your mind
- Priority to make the relationship work

Both the mentor and mentee (protégé) must be engaged. The mentor must be perceived by the mentee as approachable and available. The mentee needs to be proactive with his/her mentor and also understand that the mentor can learn from the mentee.

Thought for consideration in stimulating student discussion: Students may forget that in four short years, their professors will be their colleagues. Time goes by quickly, and pharmacy is a small world. Therefore, students need to begin picturing themselves as professionals learning to work alongside (versus under) many of their mentors.

Slide 24

**Effective Mentors**

- Listen
- Are available and approachable
- Allow failure
- Bring good news and bad
- Provide feedback
- Follow-up
- Works both ways

An illustration of a mentor and a mentee. The mentor is a man in a red suit, standing and pointing towards the right. The mentee is a woman in a blue suit, standing and looking towards the mentor. They are positioned on a light-colored floor against a light blue background.

Discuss the characteristics of effective mentors listed on the slide. Ask the participants to jot down names of people they know who they may want to approach about being their mentor. Encourage them to ask someone to be their mentor. Invite any questions they may have about approaching a potential mentor.

One point about listening: "First seek to understand, then seek to be understood." In other words, listen first so you as the mentor get to know and better understand where the mentee is coming from.

Optional:

Ask if anyone in the audience already has a mentor or has had one in the past.

If so, ask them to share their experience and any tips with those who don't have one.

Slide 25



Discuss the characteristics of effective mentees listed on the slide.

Ask the participants to complete the mentee self-assessment on Handout 2 and jot notes to themselves about any goals they would like to set about being an effective mentee.

Note: Ask the students if they realize who they may be a mentee to already (e.g. Younger people in their lives, pharmacy classes below them, etc.)

Optional: Ask the participants if anyone would like to share something they learned about themselves from the self assessment and/or a goal they are setting for themselves.

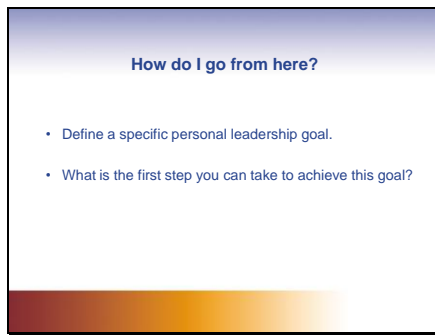
Slide 26



Instructions to the speaker:

Mentor Exchange is a tool available to ASHP student members to use free of charge to seek out a mentor.

Slide 27



Ask students to define a new personal goal or to refer back to the goal they developed earlier in the session.

Ask if anyone would like to share a goal they haven't shared yet. Ask them to define at least one step they can take soon after this session to begin working on a goal they developed during the session.

Slide 28

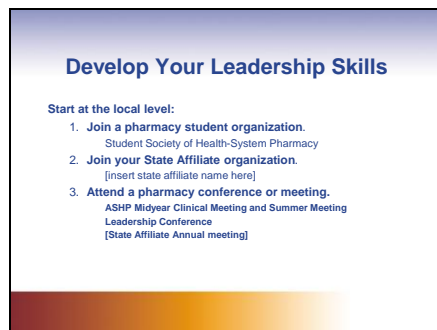


Instructions to the speaker:

Direct the participants to complete the self-assessment in Handout 1. After they complete it ask them what they discovered about themselves and if there are any goals they'd like to define for themselves based on it.

Ask them to write at least one leadership development goal. Ask, *“Is anyone willing to share your goal with the group?”* Feel free to make comments or make suggestions on goals that are shared.

Slide 29



Speaker: feel free to also provide examples from your experiences

Slide 30



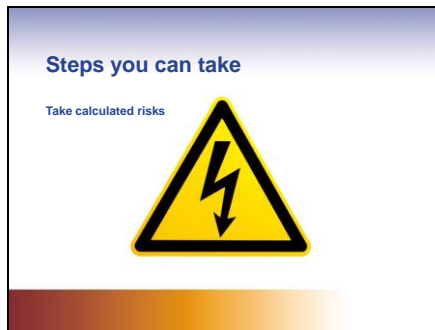
(Add any other “tidbits” you think would be helpful to the group.)  
Speaker feel free to add your own thoughts over the next two slides.

Slide 31



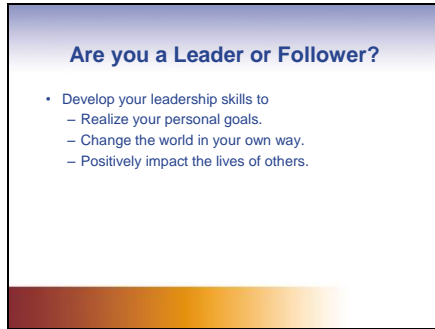
Use this slide to get students energized in thinking out of their safety zone. Don't think about what is, but what might be. This will help you formulate your goals.

Slide 32



Using this slide you can underscore that college experience is about taking risk in a safe environment. Challenge them to use the opportunity to explore leadership risks and learn from them.

Slide 33



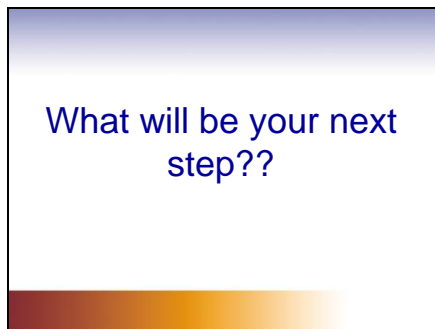
Are you a Leader or Follower?

- Develop your leadership skills to
  - Realize your personal goals.
  - Change the world in your own way.
  - Positively impact the lives of others.

Are you a leader or follower?  
This slide helps students think about being in a follower role does not mean turning off the leadership key. Leadership is a “verb” as well as a noun. “Followers” need to be “action” oriented.

There must be followers for leaders to lead. Bring in the concept that “followership” is also essential and not to be underestimated on the impact of leadership.

Slide 34



What will be your next step??

Ask students to talk about the steps they will take to continue or start their leadership learning. Mention the handouts



Thank the dean, faculty liaison, student president, as appropriate, and everyone for their participation. Ask them to please take a few minutes to fill out the evaluation. Emphasize the importance of them doing so to assist us to meet their needs.

If time allows continue the exchange with the participants to get them to verbalize how they would start/continue to seek leadership skills building as part of their professional growth. Where appropriate mention that ASHP and the ASHP Foundation have a number of opportunities to explore on their websites. Specifically the Student Leadership Workshop in collaboration with the state affiliate. Check with the state affiliate to see if a date has been set.