Chair Report for the Professional Affairs Committee

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INTRODUCTION AND CHARGE

The AACP Bylaws state that the Professional Affairs Committee is to study issues associated with professional practice as they relate to pharmaceutical education, and to establish and improve working relationships with all other organizations in the field of health affairs. The Committee is also encouraged to address related agenda items relevant to its Bylaws charge and to identify issues for consideration by subsequent committees, task forces, commissions, or other groups.

AACP President Robert E. Smith charged the Committee to explore issues related to the promotion and development of leadership in pharmacy students as part of the professional curriculum. Specifically, the Committee was charged:

• To review the professional student leadership development concepts contained in recent works of the Association, including the Commission to Implement Change, CAPE Educational Outcomes, the 1995/96 Professional Affairs Committee, and the APhA/COD Joint Task Force on Professionalism, and
• To develop a list of specific strategies for schools to consider in their efforts to establish or enhance leadership development initiatives within their curricular and extracurricular programs.

The Committee, together with President Smith and the staff liaison, participated in a telephone conference call on September 28, 1999, for the purpose of reviewing and clarifying the charge and sharing preliminary views on the subject. In particular, the Committee discussed at some length the issues of leadership and professionalism, and the relationship, similarities, and distinctions between the two concepts. At the conclusion of the call, it was agreed that the Committee’s deliberations would focus specifically on issues of leadership development in professional students. The Committee subsequently convened on October 30-31, 1999, in Washington, DC, to address its charge in detail.

BACKGROUND

The issue of leadership development within pharmacy’s “student body” has been a frequent theme within the academy in recent years. As recently as 1995-96, the AACP Professional Affairs Committee deliberated on the issue of “predicting leadership potential” among professional students, graduate students, and residents, as well as the issue of “nurturing and developing leadership in students”(1). A principal recommendation arising from that committee’s deliberations called for colleges and schools of pharmacy to “…adopt, as part of their institution mission, the charge to develop leaders and/or foster leadership development as part of the educational process.” The 1999-2000 committee strongly endorses this prior recommendation.

While acknowledging the diversity among the nation’s colleges and schools, the 1995-96 committee identified several activities that it encouraged schools to consider in their efforts to foster leadership development in students. These included:

• a thoughtful analysis of the school’s existing mission statement, goals, objectives, and desired curricular outcomes with regard to the subject of leadership development in its students;
• creating opportunities for leadership to emerge through a variety of strategies:
  • small group activities, both structured and unstructured, using projects, clinical problems, or assigned didactic topics as vehicles to foster leadership development;
  • encouraging and supporting student involvement in professional organizations within and outside of pharmacy which espouse and foster leadership development (e.g., Phi Lambda Sigma National Leadership Society);
  • recognizing leadership through awards, rewards, and related incentives;
  • formal leadership training programs for students (and perhaps new practitioners and new faculty) as non-curricular offerings;
  • community service/learning programs which place students in positions of leadership for specific activities and periods of time;
• pairing or grouping of students in a hierarchical fashion to create an environment of “students teaching students.” Such models foster leadership development and responsibility in the more senior students while providing examples of leadership for junior students to observe and to which they may aspire.

The 1995-96 committee recognized that such strategies would not necessarily guarantee the development of leadership skills in all students, noting that it is common for students in many science fields to be more interested in the science of their profession or craft than in the sociologic aspects of the field. The committee nevertheless encouraged colleges and schools to consider these and other activities. Reports of some schools’ efforts in this area have been presented at AACP annual meetings over the years(2,3). During its conference call and meeting, the 1999-2000 committee affirmed the importance of leadership development as a priority activity within professional degree programs. Several committee members noted that the relevance and importance of developing substantial numbers of leaders within the profession has never been greater, given the formidable challenge of successfully transitioning to pharmaceutical care provision as pharmacy’s principal activity in health care. Continued advancement of the profession and practice to substantially improve the quality and clinical outcomes from the use of medications will require a leadership mentality among a larger segment of the practice community.

But leadership development within professional students is as important for the individuals themselves as it is for the professional community as a whole. Leadership activities within one’s community, organizations, institutions, and families, together with a commitment to personal leadership that results in lifelong learning and professional development, are foundations upon which a successful and rewarding life and career are built. Pharmaceutical education must contribute in substantial ways to this foundational development of its students.

CONCEPTS IN LEADERSHIP: AN OVERVIEW

The committee reviewed and discussed a variety of resource materials on leadership development that had been assembled by the chair and members. It should come as no surprise that the breadth and diversity of

1 Committee members: Paul W. Jungnickel (Auburn); Jonathan G. Marquess (Mercer); John E. Murphy (Arizona); Richard Powis (Eckerd Corporation), Liaison Member; Raytene M. Rospond (Drake); April M. Shaughnessy (American Pharmaceutical Association) Liaison Member; William E. Smith (MCV/VCU)

the materials available in this subject area are substantial (see Appendix). The types of resources reviewed by the committee included texts, resource manuals, a proposed course syllabus, and previously conducted leadership conference agendas.

Nevertheless, common themes emerged from the review of these materials that provided the committee with a focus for its subsequent thinking. Descriptions of leadership from these resources included the following:

**From J.W. Gardner - On Leadership (1990)**
- Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.
- Leaders and leader/managers distinguish themselves from [others] in at least six respects:
  - They think longer term - beyond the day’s crises, beyond the quarterly report, beyond the horizon;
  - In thinking about the unit they are heading, they grasp its relationship to larger realities - the larger organization of which they are a part, conditions external to the organization, and global trends;
  - They reach and influence constituents beyond their jurisdictions, beyond boundaries...leaders’ capacity to rise above jurisdictions may enable them to bind together the fragmented constituencies that must work together to solve a problem; They put heavy emphasis on the intangibles of vision, values, and motivation, and understand intuitively the nonrational and unconscious elements in leader-constituent interaction;
  - They have the political skill to cope with conflicting requirements of multiple constituencies;
  - They think in terms of renewal. The routine manager tends to accept organizational structure and process as it exists. The leader or leader/manager seeks the revisions of process and structure required by ever-changing reality.

**From B. Nanus - The Leader’s Edge (1989)**
- Leaders take charge, make things happen, dream dreams, and then translate them into reality. Leaders attract the voluntary commitment of followers, energize them, and transform organizations into new entities with greater potential for survival, growth, and excellence. Effective leadership empowers an organization to maximize its contributions to the well being of its members and the larger society of which it is a part. If managers are known for the skill in solving problems, then leaders are known for being masters in designing and building institutions; they are the architects of the organization’s future.
- Leaders use four strategies for taking charge;
  - Management of attention - leaders have agendas and are very results-oriented. They have a vision - a realistic, credible, attractive image of the future - that they espouse and persuade others to accept as worthwhile and meaningful;
  - Management of meaning - leaders articulate, define, communicate, and organize meaning to help people understand what is going on. They interpret developments elsewhere in society and help people understand their significance and implications for the organization. They also create organizational cultures or social architectures. In short, leaders tend to legitimize what they feel is worthwhile and meaningful;
  - Management of trust - trust is the glue that binds leaders and followers together. Leaders earn trust by taking positions, making those positions known, and sticking to them. Trust implies reliability, predictability, and mutuality of concern. It depends on integrity, on standing for something honorable and worthwhile even if it involves personal loss;
  - Management of self - leadership is the healthy and creative deployment of oneself. Leaders know their strengths and weaknesses, their worth and limitations...they do not need constant approval themselves but understand the value of expressing appreciation for the contributions of others.

**From J.C. Rost - Leadership for the Twenty-first Century (1991)**
- The influence relationship is multidirectional.
- The influence behaviors are non-coercive.
- Leaders and followers develop mutual purposes.
- The followers are active.
- Leaders and followers do not have to produce changes in order for leadership to occur. They intend changes in the present; the changes take place in the future if they take place at all.
- Leaders and followers develop purposes, not goals.
- The intended changes reflect, not realize, their purposes.
- The mutual purposes become common purposes.
- Leaders and followers develop mutual purposes.
- Leaders and followers do not have to produce changes in order for leadership to occur. They intend changes in the present; the changes take place in the future if they take place at all.

**Table I. Knowledge, skills and attitude characteristics of leaders**

<table>
<thead>
<tr>
<th>Persuasive speaking and writing</th>
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<tr>
<td>Personality and its role in motivation</td>
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<td>Positive uses of power in groups and communities</td>
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<td>Creative thinking and problem-solving</td>
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<td>Non-coercive and multidirectional influence</td>
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<td>Interpersonal communications and relations</td>
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<td>Initiating and participating in the change process</td>
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<td>Human diversity as an asset to groups and communities</td>
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<td>Social responsibility and respect for the common good</td>
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<td>Stress management</td>
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<td>Collaboration, empowerment, and shared decision-making</td>
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<td>Understanding and managing group behavior</td>
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<td>Conflict mediation and resolution techniques</td>
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<td>Decision-making models and styles</td>
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<td>Group and organizational development</td>
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<td>Strategic planning</td>
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<td>Community development and activism</td>
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<td>Program evaluation and assessment</td>
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<td>Reflective learning and practice</td>
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<tr>
<td>Ethics, integrity, and consistent human behavior</td>
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<td>Articulating, clarifying, and influencing values</td>
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<td>Organizational culture and its role in individual behavior</td>
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<td>Identifying mutual purposes</td>
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<td>Leadership as an act of service to others</td>
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These concepts and many of the materials reviewed during the group’s deliberations served primarily to remind the committee that leadership is a complex and multi-factorial phenomenon. Nevertheless, the committee noted that within the broad capabilities of leaders certain types of knowledge, skills, and attitudes have been identified and can be demonstrated (see Table I(4)).

Given the fact that educational programs are designed to address knowledge, skills, and attitudinal components in a variety of content areas, the committee suggests that leadership development is an appropriate area of emphasis within the broader context of professional education in pharmacy. That is, knowledge, skills, and attitudes concerning
Table II. Three tiers of leadership development activities

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<tr>
<th>Activities for ALL students</th>
<th>Activities for MANY students (40-60 percent or more)</th>
<th>Activities for a FEW students (10-20 percent)</th>
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<tr>
<td>Didactic exposure to basic leadership theory and practice</td>
<td>Elective didactic/experiential coursework in leadership theory</td>
<td>National/regional leadership development conferences (school support)</td>
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<td>Observation/exposure to identified leaders</td>
<td>Experiential exposure to identified leaders</td>
<td>Campus or business leadership programs and electives</td>
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<td>Exposure to mentor(s) and mentoring concepts</td>
<td>Alumni-student, faculty-student and student-student collaboration and “Follower” activities and experiences</td>
<td>Mentoring of “junior” students (pharmacy and other)</td>
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<tr>
<td>“Follower” activities and experiences</td>
<td>Honors program</td>
<td>National involvement and recognition (Phi Lambda Sigma, other groups)</td>
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<tr>
<td>Community volunteer activities and exposure to issues</td>
<td>Service learning</td>
<td>“Make something work” - hands on experience in leading or changing program, process, new practice activity, etc.</td>
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<tr>
<td>Participation in professional association meetings/activities</td>
<td>Service on committees of student organizations, both within school and larger academic and social communities</td>
<td>Service as officers of student professional organizations</td>
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LEADERSHIP DEVELOPMENT FOR PHARMACY STUDENTS: FOR ALL? FOR THE MANY? FOR THE FEW?

A central question raised during the committee’s discussion was whether or to what extent leadership development should be a universal component of professional degree programs. As with most discussions regarding leadership, the committee did not miss the opportunity to engage in the customary “friendly debate” concerning whether leaders are “born” or “made,” and whether it is necessary and appropriate to expect all graduates of professional degree programs to be “leaders.” Rather than try to resolve this essentially irresolvable question, the committee sought to construct a “tiered” conceptual model for leadership development within pharmacy curricula.

A corollary question discussed by the committee was whether leadership development initiatives should be curricular or extracurricular in nature. Recognizing the potential value of both types of activities, the concept of a “cocurricular” approach was embraced by the committee as a logical description of the appropriate blending of strategies. Cocurricular leadership experiences(4) are offered by many colleges and universities in addition or as an alternative to for-credit courses. Some may serve specific populations of students (e.g., women students, first-year students) but many have open enrollments and are available to the entire student body. Program length varies from one-day workshops and conferences to four-year experiences. Increased exposure to and understanding of these programs within their institutions by faculty and curriculum committees of the colleges and schools of pharmacy is encouraged.

As the committee’s deliberations proceeded, the framework of a three-tiered approach to leadership development emerged (see Table II for examples):

- Leadership development activities for ALL students;
- Leadership development activities for MANY students; and
- Leadership development activities for a FEW students.

Such a model embraces the concept that as educated citizens and health care professionals, pharmacists should have a basic understanding of leadership and its development, while higher levels of leadership capability and skills can reasonably be fostered/developed only in a somewhat smaller number of graduates. The three tiers are suggested as an example of how leadership opportunities might progress as promising individuals gain experience and skills.

The committee understands that colleges and schools have differing levels of support and potential for providing leadership development. However, it also believes that every college and school should take an inventory of the opportunities available in leadership development and assure that students have as many opportunities as possible to develop into leaders. The examples placed in the various tiers are in no way prescriptive or absolute. They are provided simply to make the point that there is a wide range of activities and opportunities that can be made available to students for both broad-based and targeted leadership development. These activities exist not only within the school but throughout the university environment as well.

AACP’S ROLE IN LEADERSHIP DEVELOPMENT FOR PROFESSIONAL STUDENTS

AACP has worked cooperatively for many years with other national pharmacy organizations, particularly the American Pharmaceutical Association and the American Society of Health-System Pharmacists, in supporting and promoting programs that support and serve pharmacy students and residents. The committee encourages continued cooperation in this area and believes that enhanced dialogue among the professional associations on the “leadership development” issue throughout the profession is important and timely.

The committee believes that AACP can have its most beneficial impact on leadership development for professional students through initiatives that help colleges and schools achieve objectives in this area that are consistent with their own missions and strategic plans. To that end, the committee makes the following recommendations:

Recommendation 1: AACP should employ a future AACP Institute, Teachers Seminar, or other collective meeting venue to provide student leadership development training for key faculty, who could in turn serve as resources/trainers for additional faculty at their home institutions.

Recommendation 2: AACP should work with interested members to identify and link appropriate sites dealing with student leadership development to the AACP Web site.

Recommendation 3: AACP should encourage programming on student leadership development within the appropriate Sections and Special
Recommendation 4: AACP should solicit and encourage articles describing schools’ “best practices” in student leadership development for publication in AACP and other organizations’ publications.

References

APPENDIX. A SELECTED LIST OF RESOURCES IN LEADERSHIP DEVELOPMENT


National Leadership Organization
Phi Lambda Sigma Pharmacy Leadership Society
Executive Director: Mary Euler (exec.director@philambdasigma.org)
106A Katz Building, Rockhill Road, Kansas City MO 64110-2499 [816/235-1738]aThe committee provides these resources recognizing that they represent only a small subset of available to faculty and students.