CHAPTER FOUR

Motivating the Eeyores

Roberta Barber, PharmD, MPH; Staci A. Hermann, MS, PharmD

Introduction

What is an Eeyore? Some of you may recognize the reference to the story Winnie-the-Pooh. Eeyore is a donkey and a stubborn one at that. He is generally characterized as a pessimistic, melancholic, depressed, and miserable donkey—always seeing the gloomy side of things. Well, some of you, in your professional career as a student, pharmacist, or leader may recognize the "Eeyores" in your school, workplace, and community.

This chapter discusses how to motivate these people to accomplish goals and contribute to the success of whatever project, program, or organization you have been charged to lead. Motivation is an abstract concept, but it is essential to getting a task, job, or project completed. Per *Webster's New College Dictionary*, *Third Edition*, motivation is "the act or an instance of motivating or the state or condition of being motivated or something that motivates; inducement; incentive."[1] Every day, decisions are made that impact one's ability to maintain or digress from one's own internal motivation—decisions such as working on a project for class so that tomorrow's group meeting is more productive; volunteering to take the lead in a committee to help advance the practice of pharmacy; or finding the information that a physician colleague requested so he doesn't have to remind you that you were charged with looking up the information.

At various points in a professional career, motivating oneself and others can prove to be a challenge. Some actions a motivated professional may take include completing projects by the appointed deadline, working well in teams, having a high impact on patient care, and providing leadership on every shift. It is not uncommon for students and new practitioners to fall into the unmotivated category in order to spend time on activities that are perceived to be more fun. A motivated individual, however, can recognize when they are doing this and can correct their behavior to meet the requirements of their responsibilities. Chronic or perceived lack of motivation can have detrimental effects on students and new practitioners as well as others around them.

Correcting one's behavior is relatively easier than influencing the behavior of others. This does not mean, however, one cannot influence the behavior of others. Some of the ways one can influence others are through the following:

1. Leading by example
2. Sharing your passion with others
3. Inspiring others to achieve a common vision
4. Developing relationships
5. Holding people accountable for their performance
6. Recognizing the importance of the "fit" of an individual to the department/organization
7. Emphasizing the importance of individual contributions to the team

Throughout this chapter, these seven basic leadership skills will be examined by way of case presentation and analysis. This introduction is intended as an overview of these leadership basics, which can be referred to while reading the following cases.

PRINCIPLES

- **Leading by example.** Recognizing that you have more influence over your own behavior is particularly important because leading by example is one of the easiest yet hardest things to do when trying to motivate others. Leading by example applies to any situation where you are expected to perform in a professional way under a certain set of guidelines or rules. It requires a leader to be constantly vigilant about their own actions and ethics, as it is difficult to expect others to follow rules when the leadership is lax about them. It does not mean that a leader is supposed to be perfect, however, as that is not possible. It just means that others are watching to see how you, as the leader, handle these difficult situations. The reason that modeling is so important is that simple deeds can make a difference. One does not need to be a formal leader (i.e., a leader with a title) to demonstrate this type of activity. Another important concept to remember is that in all organizations, informal leaders can exert influence over decisions and support the vision and goals (or sometimes not). If you find yourself in one of these formal or informal roles in the future, think about your own behavior and how it influences your coworkers, the department, and the department's quality of service. All of these situations put us in leadership roles—how we handle these situations dictates whether they are a success or not.
- **Sharing your passions with others.** Another way to motivate others is by sharing your passion with them. Most people are more empathetic and willing to listen to someone who is excited and enthusiastic about a project, idea, etc. Success breeds success, and by sharing the reasons you want to lead with others, you may cause a spark, an idea, or a whole movement for those you lead. Sharing with people encourages others to get involved by propagating a feel-good message and can inspire others to want to cooperate and contribute. People in general want to do good for others. In fact, that is why many of us became pharmacists. Sharing how you contribute to your community or profession, and why, can lead others to do the same.
- **Inspiring others to achieve a common vision.** Many of us have heard the expression, "many hands make work light." This saying is also applicable in motivating oneself and others. If a new leader is able to harness the input and energy of those around them, they can achieve many great things. It is critical for leaders to not always have their own way, but to listen to the team and be flexible. Help guide the team to a win-win situation where there is some compromise, but not so much as to deter success or create patient safety issues. A key element to this concept is that "buy in" to the vision is essential—because without it nothing will get accomplished. Creating a common vision is crucial to success as it is the guidepost that moves a team or organization in a synergistic direction toward a common goal.

  Many times, the vision starts with an idea from the new leader; however, the leader must assess whether or not the goal is achievable now or if it is something that needs to wait a bit until the culture of the organization is ready for it. Ideally, the vision should be shaped by those who need to adhere to it, thus making it more likely that the followers will endear themselves to making the vision succeed.
- **Developing relationships.** Relationship building is crucial to understanding team members and what motivates them to perform at a high level. It is important to es-

tablish effective means for these relationships to develop. Multiple modes of frequent communication are best. Frequent (weekly or biweekly), one-on-one meetings between leader and student/staff member are very effective. Team meetings and social events are also good ways to establish a better understanding of "motivational triggers" and to help build rapport. However, it's important to understand the fine line drawn between socializing while holding a leadership role. Relationships can be counterproductive if not handled as collegial and professional, and leaders can get their perspective distorted if they get drawn into cliques or become too familiar with social and personal issues.

Healthy, productive, and professional relationships should not be underestimated as it can smooth over a lot of "rough edges" during times of stress or confusion. In other words, healthy relationships are very important because they can help teams achieve their goals. Effective communication is one method of building and maintaining strong working relationships. Leaders should consider not only what message is being delivered but how it is being delivered. In this age of high-tech communication, attention should be paid to the times that a more personal mode of communication is needed. For example, e-mail or written correspondence assures messages are sent but not that they are received and accurately perceived. In short, e-mail is not the best communication method for relationship building and should be reserved for minor communication or documentation purposes. Personal and direct means of communication—asking questions that will bring out answers in a nonthreatening or intimidating way—are very effective in relationship building.

As with any form of communication, keep in mind that individuals are working from their own paradigms, which can impact the tone of communication and the relationship. It is the role of the leader to be open-minded, perceptive, and to try to "read between the lines" and approach individuals with consideration as to their personal perspectives. Dealing with individuals who are deeply entrenched in their ways can be very challenging, and it requires a lot of skill and practice in relationship building.

- **Holding people accountable for their performance.** Performance management is an essential leadership tool, which is crucial to motivation. Making the expectations clear, routinely following up, and redirecting when necessary are key elements to assuring that performance standards are met. The most important part of holding people accountable is that if expectations are not met—and met consistently throughout the team, department, or organization—then it will start to erode the motivation of others, even highly, self-motivated people.

  Performance management is generally a programatic approach to personnel management, which includes activities that ensure organizational goals are consistently being met in an effective and efficient manner. Performance management may focus on the performance of indiviuals, a team, a department, an organization, or in some cases processes to build a product or service. The following are some characteristics of a typical performance management program:

  - Expectations are set around work that is planned.
  - Work performance is monitored.

- Individuals are trained and the ability to perform is developed and enhanced.
- Performance is measured and the ratings are summarized and reported.
- Top performance is rewarded.

Such programs include an organizational mission/vision and goals as well as a mechanism that motivates individuals and teams to follow guidelines for meeting goals. A corrective action component is usually included to get individuals and teams back on track or to weed these people out of organizations when they are not productive. Additionally, hiring practices should be reviewed as well as the impact that the hiring processes have on teams or an organization—both positively /negatively and culturally/financially.

- **Recognizing the importance of the "fit" of an individual to the department/organization.** Getting the right people for a job from the beginning ensures that motivation for doing a good job is inherent. The hiring process is the time to really vet a candidate for potential performance issues and to weed out any possible behavioral, philosophical, or competency issues that might get in the way of training. The hiring process should be both thoughtful and substantive. The orientation period is also a time to assess the "fit" of a prospective employee within the existing culture and whether or not that person has the capacity to do the job.

  However, sometimes this process is not followed and a new leader finds that their team is lacking the right motivation, either through lack of rigor in the hiring and orientation process or even with the right people. Sometimes motivation can wane for other reasons such as erosion of team morale due to cultural, financial, and management issues. Selection of the best people will ensure that the right amount of motivation is cultivated when needed and that there is a reduction in staff turnover.

- **Emphasizing the importance of individual contributions to the team.** When trying to influence the behavior of others, it is important to recognize that there isn't one way to handle each problem but rather guiding principles that can be learned and applied to each situation. Also, not all solutions may be applicable to the new leader's situation when dealing with different personalities, etc. Similar to how each patient needs to have a customized medication regimen to meet their needs, each situation will need its own unique solution to its problems.

  Throughout the chapters there is a theme of dealing with people to motivate and achieve results. One element of leadership that is not specifically addressed in any of the chapters—but is touched on in all of them—is having the sense of how to deal with people. Sometimes this is called emotional intelligence (EI). EI addresses the capacity to assess and manage the emotions of oneself and others (often teams and organizations. Sometimes it is referred to as the skill of understanding and managing other people. Much like an intelligence quotient, there have been many models proposed as to how to measure this, but all in all it is regarded as a real concept and is referred to frequently in basic leadership literature; thus, it is worth mentioning here (for further reading, references are included at the end of this chapter).

CASE 4.1

Leading by example

PRINCIPLE ■ Controlling your own behavior and modeling leadership traits

Jessica is a P1 at her local school of pharmacy (SOP). She had previously been very involved in numerous activities while in high school and really enjoyed being a part of something bigger. Since being accepted into the SOP, she is struggling to find ways to become involved. She is also concerned because all of the people at school who are leaders appear to be running around like chickens with their heads cut off! She's not sure if she can handle all of the time commitments associated with school or the numerous SOP organizations.

Jessica has started hearing about the leadership crisis in pharmacy since being accepted into the SOP. She is passionate about the profession of pharmacy and does not want to see the profession suffer because of the lack of leadership. She has also noticed that the same people in leadership positions within the SOP seem to just rotate titles among all of the organizations (i.e., the president of one organization is the treasurer of another). Jessica has also noticed that even though she brought up some ideas about changing things within one of the organizations, her suggestions were not addressed and she had been told by older classmates that nothing ever changes from year to year (e.g., the organizations hold the same events, do the same fundraisers, etc.).

Office elections are being held in 2 weeks for the student chapter of American Society of Health-System Pharmacists (ASHP) at Jessica's SOP. Jessica is considering running for vice president of the organization; however, she is concerned because she has only been a member of this organization for less than a year, and she would be running against a veteran member of the organization and people might consider this to be too ambitious for a young professional. Given the lack of response about her previous suggestions, Jessica also isn't sure she wants to be part of an organization in which she has personally seen very little benefits. Lastly, Jessica is thinking that her best option is to bid her time patiently and wait for the right time to apply for a leadership position when all of the seasoned leaders have stepped aside.

WHAT JESSICA MAY BE THINKING...

- I'm scared about committing to something that I can't handle.
- How does anyone learn to balance school with extracurricular activities?
- What if people don't follow me?
- Will my grades suffer? (This is more to the point and what the writer, reader, and Jessica are really thinking!)
- I'm scared I won't get elected. How will I face my peers if this happens?

ON THE OTHER HAND, JESSICA MIGHT REASON...

- The only way to get anything done is to do it yourself.

- Employers don't really care about grades as long as you graduate from pharmacy school.
- The leadership crisis can't be that bad. There's always someone who is willing to volunteer for things.

MENTOR ADVICE

It is wonderful that Jessica has an interest in a leadership role. Not everyone has this interest, and she should consider this as a sign that she has some innate leadership ability. Jessica needs to build her skillset and confidence as well as learn to overcome any fears. Leading by example may seem like an easy enough skill, but it is not. There has been some question and controversy as to whether leadership is an innate ability or whether it is something that can be learned. There is a body of literature that addresses this subject, but in a nutshell if Jessica is thinking about leadership, she is already demonstrating a propensity toward having leadership qualities. The thought of becoming a leader can be frightening, but if she begins to build early and slowly, her skillset will become broad and strong before she knows it.

Jessica's apprehension to run for vice president of the student chapter of ASHP may be due more to her environment than from internal cues. When she observed the leaders in the school "running around like chickens with their heads cut off," this is probably due to lack of leadership skills on their part and perhaps lack of a strategy. There is never a perfect time to step forward. If Jessica waits for one, the moment may never come. She needs to assess her ability at this stage in her student career as to the amount of time she has to dedicate to being a vice president. Are her grades good enough to allow her to spend a few hours a week? If so, it would be a great opportunity for her to explore her leadership style and abilities, build her skills, learn new concepts, and make new friends. Even though she will be running against a veteran of the organization, with some fresh ideas and strong campaigning she can be successful. The best part is that she is signaling to others about her interest to get involved. If she wins she will be thrown headfirst into a leadership role with many responsibilities, and if she doesn't win there will be other opportunities to run for in the future.

Or perhaps this is not the right time to run for vice president if her grades are low or her personal life will not allow it. If so, she needs to find other ways to get involved, contribute, and continue her growth and development in the leadership arena. She could start by being observant and talking to others. She can find out what other student organizations are active and what types of activities are happening on campus. She should start slowly because it is not necessary to jump in full speed especially while still in school and trying to maintain her grades, but she can find outlets for her creative side and her internal drive to be a leader. Jessica could offer to organize a student event, get involved in the yearbook committee, or participate in other student professional organizations (statewide or national).

Jessica should also consider looking for leadership opportunities on a daily basis, such as handling difficult problems that others may shy away from or by resolving immediate operational or clinical issues. She can let her preceptor or the pharmacist-in-charge know that she is interested in helping out in any way. By doing this, she will be leading by example; other students will see this and might not be so afraid to step up to the plate in the future.

It is true that the profession of pharmacy has been lacking good, strong leaders over the past several years. There have been articles written about this in professional journals, which discuss the reasons for this as well as propose suggestions. One possible resolution is for existing leaders to encourage and mentor young, budding leaders who show an inclination toward leading. There are so many ways Jessica can hone her leadership skills while providing service to the school of pharmacy community. The more she gets involved, the more that faculty and other students will identify her as a leader.

What I have found to be successful

The most important lesson to remember is that as a leader, you are a role model. Through your years as a pharmacist leader, you will realize how important your actions are to those around you. If you are fearful of leadership, I suggest that you find a mentor or another form of support system in your workplace. It is not always easy being a leader. In my career, I remember being extremely scared when I found myself in a leadership role as the only pharmacist on the weekend shift (in a small hospital). I was right out of college and didn't feel I knew anything. The technician I worked with was truly a veteran and supported me through those early times. I could have quit that job and went somewhere else where I didn't need to be in a leadership role, but having her support was invaluable and it helped me develop my confidence* and leadership skills.

Another suggestion is that if you have a fear of getting into a leadership role, take baby steps. I got as much involved as my lifestyle allowed at the time. My message here is to get involved to the extent that you feel comfortable, but push yourself to do more as I have found that has been the key to my success.

*On that note, confidence comes with time and success. Continuing to demonstrate the behaviors that you want to see in your team, department, or organization, and doing what you know is right is something you can do on a daily basis to practice the skill of leading by example.

NEW LEADER ADVICE

Jessica should take a risk and run for the vice president role. Leaders are not just individuals with titles, and this is an important concept to remember especially if Jessica does not get elected into office. Just by running for office, Jessica is proving that she is willing to take a risk to improve the organization. People do not tend to follow leaders who are sitting on the sideline. Instead, they are looking for individuals who have good ideas and are willing to work alongside them to accomplish their goals.

Jessica needs to find the best way to make changes in a professional organization or committee and volunteer to head the project herself. By doing this, she is demonstrating that the project is very important and the project will not get lost amongst all of the other activities in the organization or committee. Leading such a project can be overwhelming; however, leading does not mean that Jessica should be doing all the work herself. She should obtain the support of others. By getting other people involved in the project, Jessica will be able to stay focused on her academic as well as professional commitments.

What I have found to be successful

Developing your own mission statement is something I was encouraged to do as a student and resident. I have found this advice to be invaluable to me as I transitioned to being a new practitioner. It provides me with the framework to guide me in most of the decisions I need to make and goals that I set for myself. It also provides me with the optimal outcome that I am working toward as a pharmacist and as an individual. My personal mission statement is something that I periodically review and update.

As a new practitioner, it is indeed frightening to "put yourself out there" especially when you are new or have limited experience. Many times, I have wanted someone to tap me on the shoulder and say "You have arrived." It is important to realize that no one will do this for you and that you must have the initiative and the drive to seek out opportunities for yourself. Leading others by example is one of the most difficult aspects of leadership as it is "walking the talk" and it encompasses many different aspects of leadership such as team building, gaining support for new ideas, and being effective at getting things done.

Putting myself "out there" is the best way to get others motivated. If people see me making recommendations and then actively working on implementing those changes or volunteering to be on committees, then they see that I am dedicated to the profession as well as interested in changing things for the better. Also, passion and excitement about something new will make others more likely to assist me when I ask for help because they can see that I truly care about what I am doing.

I know that if I don't try or apply for something, I will never get to where I want to be or where I envision the profession being. Minor setbacks, such as not winning the election, should not deter me from trying to get involved. I may have to identify other ways to demonstrate leadership such as getting involved at a smaller level (e.g., leading department committees, leading a charge for the SOP or my company, or volunteering for activities at a state or chapter level). By getting involved in these smaller issues, others will notice my commitment and want my participation in larger initiatives, especially if I am successful at accomplishing the smaller tasks.

CASE 4.2

Sharing your passion with others

PRINCIPLE ■ Inspiring others

Jim is relatively new at the Uptown Hospital Pharmacy Department. He is always upbeat and a great person to work with. Many of his coworkers are always commenting on how nice it is when Jim works with them. Because of his great personality, Jim's manager has asked him to take the lead on a fundraising event for heart disease, which is important to his company.

In order for Jim to fulfill his requirements as the lead on this project, Jim needs to obtain $5,000 in fundraising (the means are up to him) as well as recruit fellow coworkers to participate in the 5k walk associated with the fundraising event. The event will be held 8 weeks from the day Jim's manager asked him to head up this event for the department. Jim has been told that this event has not gone well in previous years. The department has never been able to reach the goal of $5,000, and their participation in the walk has only been mediocre at best. Jim's manager has expressed that his goal this year is to have the best turnout ever for the walk and to meet and exceed the $5,000 fundraising goal.

Jim is particularly fond of the organization that is sponsoring this event as he had a family member who suffered from heart disease and passed away a year ago. He has also had first-hand experience with the organization and knows many people who work there.

Given his new assignment, Jim sent out an e-mail to the entire department asking for their support for the fundraising event. He also set out a tip jar in the break room where people could place their leftover change or any donations. In addition, Jim made a couple of announcements at staff meetings but received a lackluster response. With only 4 weeks left, only three people have agreed to attend the walk, and the last time he looked at the "tip jar" there was only a handful of change in it. He is extremely frustrated and not sure what to do next.

WHAT JIM MAY BE THINKING...

- I'm not in a leadership position so no one wants to join me in this endeavor.
- How can anyone get this group of individuals to do anything?
- Why doesn't anyone care?
- Why doesn't anyone put forth effort in these fundraiser events?

ON THE OTHER HAND, JIM MIGHT REASON...

- I can get my manager to back me up and require people to attend the 5k walk.
- Should I donate a significant amount of money to lead by example?
- I'm sure people will donate. They are probably waiting until the last minute before doing so.

MENTOR ADVICE

Jim is struggling to understand why everyone doesn't have the same attitude toward their jobs that he does. An important aspect of getting others onboard with a program or an activity is clear communication. Jim needs to effectively communicate and share his enthusiasm for his profession. This will help him achieve "buy in" to the 5k walk. Effective communication requires information flow in multiple directions. This involves not only information being sent out, but also "feedback loop." In other words, there needs to be a sort of barometer for the level of enthusiasm that the message receives. Jim's decision to send out an e-mail only—without other measures of communication that are more personal or direct—is a recipe for disaster. This is especially important if his department is less than enthusiastic about giving back to the community.

Sometimes if team morale is low, then enthusiasm wanes. People start wondering "What's in it for me?" because they are not thinking as a team but rather as individuals. Jim should talk to team members about his personal experiences and discuss how much the organization can benefit from the greater good at some point in their lives. Individuals may not see an immediate or direct correlation to themselves, but sharing stories or igniting feelings about the common bond of community can make people soften their stance sometimes. Jim could share his passion for the organization by discussing some of his personal experiences one-on-one with his coworkers when the opportunity arises. It can be very powerful for coworkers to hear a real-life, personal story, and these stories get shared among team members without ever having to make a group presentation or sending out a communiqué. As we all know, the "grapevine" is usually is associated with gossip and negativity; however, it is a very powerful form of communication that, if used in a positive way, can be a very effective tool.

Jim needs to talk to his coworkers and ask for their input on how best to engage the team. Asking for their ideas and their support while letting them know that he cannot do it alone will be a very effective way to get "buy in." It is a very effective tool to motivate the procrastinators ("Eeyores"). In general people really do want to help, but some need to be asked as they may not be motivated to just volunteer. Jim should seek out others who might be willing to help. It may be risky because not everyone is willing to support or help, so he should be prepared to accept some opposition to his requests. There is almost always at least one naysayer in every department . Naysayers sometimes pride themselves on their informal influence over the department's thinking, culture, and progress. It is some people's nature to be negative, but when it happens to a team or a department it can be devastating. It is a leader's role to turn this around, and this is not an easy task.

Jim should arrange a kick-off event for the fundraiser, such as a benefit dinner party. It doesn't have to be elaborate, just as long as there is a broad spectrum of participation and everyone feels they have been included. Most importantly, he should remember to celebrate any successes—no matter how small or incremental—even if it is done so as to set a goal for the next event or fundraising activity. Inspiring others to follow or contribute to his passion is part art and part science. It always requires skillful and open communication, creative ideas, persistence, teamwork, and a supportive, positive culture.

What I have found to be successful

I always facilitate communication when I need to inspire passion in people. Listening is a very important component to effective communication. Finding common ground with team members is a first step, and critical listening is imperative. Talking with people to understand their viewpoints and motivations is helpful in building excitement and "buy in" to any project or program.

Personal, one-on-one communication is most effective. Providing examples of what the work means in terms of patient outcomes or staff morale can make people feel more connected to the work they are doing. At times, I have found it necessary to prompt better communication among team members by having an off-site retreat. This may seem a lot of preparation and work, but it brings a multitude of benefits. Some benefits are seen immediately and some changes take time to work themselves through to prove beneficial.

Celebrating success is important for teambuilding and morale boosting. Remember morale is something that can't be seen, but it can be felt. Don't underestimate morale or the culture of a department or organization as it can make or break success. Also, building your leadership "tool kit" can offset negativity within a team. A negative culture can kill passion and enthusiam. The old expression "We eat our young" applies here. I have seen departments go through tremendous and difficult transitions. This was always due to a negative culture. One person alone cannot resolve this. Leaders need to recognize a negative culture, decide to do something about it, and then gain support within and outside the department to change it.

Developing a positive culture takes everyone's effort. Negativity—backstabbing, complaining, and lack of teamwork—contributes to poor quality service. So recruit good people and then train them thoroughly.

NEW LEADER ADVICE

Jim shouldn't get down about the current state of affairs. Instead, he should focus his energy on 1) finding people who may have had similar experiences as himself and 2) continuing to communicate with the department. Many times people tend to forget information once they hear it because of how busy they are in their personal and professional lives. Jim needs to counteract this problem by having others engage people in this activity too. If he can find people with similar experiences as himself, he will most likely find that they are more willing to contribute because they have an emotional connection to the cause.

Jim should continue to communicate to the staff. Sending one e-mail and making one announcement at a staff meeting will not engage the staff. It may take individuals a week before they can get to their e-mail, and if they were not able to make the staff meeting then they may miss that communication as well. It might behoove Jim to start having one-on-one conversations with people during the course of the day. By doing this and having further e-mail and staff communications, Jim will be able to reach more people.

What I have found to be successful

It is important to tell your story because if you do not, others will develop their own story and this could lead to frustration on both ends. Hearing your story can have a major impact on changing people's minds and perceptions. I know I am always more empathetic to a cause when it relates to someone I know, and it makes me more willing to contribute what I can to helping this individual.

Communication is the key to obtaining support for activities such as this. In general, it takes communication in three different formats (e.g., e-mail, in person, flyers) at least seven times before people really receive the message. Therefore, it is very important to recognize the importance of communication and the various types of communication that are needed when wanting to influence people's perceptions.

It is a great idea to find one to two individuals who are of like mind. One mistake many new practitioners make is in forgetting to engage others when trying to bring other people along with a decision. For example, Jim could have spoken with a few of his coworkers to see what ideas they may have had in the fundraising initiative or in getting others to participate in the 5k. By engaging these people in the decision-making process, Jim might have seen that he won their support and then been able to use their support to influence other people.

CASE 4.3

Inspiring others to achieve a common vision

PRINCIPLE ■ Encourage your team to "buy in"

Leigh is a new operations manager at LMN Hospital Pharmacy. She has just completed her residency in pharmacy administration and is very excited about her job. During Leigh's residency, she took classes in human resource management, change management, and a variety of others. She believes she has a good grasp on how she can effectively run the operational side of the department given her experiences.

During Leigh's first month of orientation, she noticed that the way the department ran in IV room was drastically different than where she did her residency. There appeared to be complete disregard for the USP 797 guidelines (no one was even wearing hair covers), the pharmacists in the IV room only checked the batched items and chemos coming out of the IV room while the triage pharmacist out front was responsible for checking first doses, and everyone kept complaining about how busy they were and that there wasn't enough staff to get people trained properly.

Leigh asked a lot of questions while she was training with the people who worked in the IV room. She wanted to know why the triage person did all the first-dose checking as well as why the IV room pharmacists only did the batch and chemo checking. The overwhelming response Leigh got was "because that's the way it's always been done." Leigh also asked what would be some of the things people would change about the IV room, and she found out that the number one item that needed to be addressed was technician training in the IV room. In fact, Leigh got so many complaints about the lack of adherence to aseptic technique during her month of training that she immediately formed an IV room task force to start addressing operational issues within the IV room.

The task force was off to a great start and was starting to make many changes in the IV room, but Leigh still thought it was odd that there was not a dedicated pharmacist to oversee the IV room. Leigh was not responsible for the pharmacists who worked in the IV room, and when she brought the idea up to the veteran manager who oversaw those people, the manager did not seem to think the idea of moving the IV room pharmacists around was of critical value as there were other "more pressing" issues she was dealing with.

WHAT LEIGH MAY BE THINKING...

- Why does the other manager just dismiss my ideas?
- Are people really satisfied with just the status quo?
- If the volumes of the IV room are going up, why am I the only one who cares about how the department is able to meet their standard turnaround times?

ON THE OTHER HAND, LEIGH MIGHT REASON...

- I haven't been here long enough to know the "big picture."
- Am I moving too fast? Should I be making changes this quickly since I just got here?

- Am I making a mountain out of a mole hill (i.e., overreacting) just because things aren't the same as what I am familiar with?

MENTOR ADVICE

Inspiring others to accomplish common goals is one of the most intriguing leadership concepts. Leigh might wonder, "How can I get others to do what I want them to do"? or "How can I convince others to do what is right for the patient? Involving others to see things the same way is basically what a common vision is all about. Some leaders have an innate, charismatic way that people naturally follow. Others, like Leigh need to work on a different approach. She needs to connect with people on a human interest level, appeal to their sense of what is good, and help them see what their work or organizational setting could be like if they join together and try to improve things. Leigh should encourage the team and continue to ask, "How you can help support the common vision?"

Leigh should start developing relationships with other managers to begin laying the foundation of a collaborative relationship. She could ask to have lunch together and then talk about common interests rather than pharmacy issues or work. Also, at some point, she might want to think about establishing a 1:1 routine meeting with the manager, who could help develop strong bonds and break down any potential barriers that might prevent communication and collaboration. Working collaboratively with her peers is critical, as working in a vacuum will create "territory wars" between managers and department staff or even between departments.

Leigh should think about the "bgger picture" and how her efforts will affect the whole. Even if her ideas are correct and well intended, it can have the opposite effect if not handled properly. She needs to include all the people who should be involved in a project and describe what she sees in the future and why. Leigh needs to cite examples of best practices, regulatory requirments, and safe-patient standards of care and then tell them how much more efficient operations can be and how this would improve their work lives. By describing in detail, Leigh will inspire others to join her and lead others in the cause.

Leigh may not gain success from simply asking for their advice or for them to sit on a committee. In fact, this is just the beginning. The departmental vision will most likely include quality and safety measures. The IV room task force needs to keep this vision in mind when determining what types of projects the group will work on. Leigh should include the task force members in decisions about where the group is heading. This way, she is more likely to motivate them into seeing things her way. Getting a team excited at this point is not hard—most people know what they would like. The frustration sets in when the reality of the hard work and the limitations arrive. This is why it is crucial to get "buy in" or consensus to the vision upfront. Leigh must remind the task force that consensus is the amount of support needed to move an initiative or program forward and that compromises are needed in order to make the program work. One of the most important aspects of leadership is persistence. Leigh should look for support from her peers, her mentors/coaches, and, most importantly, from her team.

What I have found to be successful

Widening your circle of influence can help on many levels. It helps build support for your vision from people you lead and from those you are accountable to. I myself have widened my circle of influence by talking to my manager about resolving quality/service issues with other managers. Remember to try to include as many different people and different levels of support to influence and support your vision or cause. Naysayers (“Eeyores”) will generally try to influence around the “fringes” of a group, department, or organization, but having strong relationships within and outside the group will help nullify this activity. Focus your energy on people who are positive and who can share the vision and help spread enthusiam about it. Do this by talking with them, by encouraging them, and by involving them in key decisions.

Many management books speak to a shared vision, but how we get to that is the difficult part. Sometimes it is not clear that everyone does not share the same vision until the implications of such start to crop up in practice—the inattention to detail, the disregard for safety guidelines, and the noncompliance of policies and procedures with no apparent accountability or consequences. Shared goals are established by the team, generally through a goal-sharing session or visioning session. The best way to initiate a shared vision is to examine common problems, goals, and plans (not arbitrary goals set by administrators). However, the role of the leader is to guide these goals in a positive direction, providing guidance and feedback where needed. The leader should know best practices and share experiences to allow the team to make educated decisions. The leader should be willing to make hard decisions when the vision gets off course and be able to get the team back on track.

The skilled leader knows how to gain consensus to a positive outcome. Something that I learned in my practice is that the team does not always have to agree 100%. But before moving forward with any key project, I ask, “Can the entire team give some consensus to supporting the success of this program if we move forward”? This will provide you with some indication as to where the weak links or the naysayers may be, and you will hear the naysayers point of view. Try to be openminded and realize that if you don’t listen, you may be in for some trouble with your project. Many times naysayers are very influential people on the team, sometimes referred to as “informal leaders.” These people can either help or hinder. If approached the right way, they can be very helpful in supporting and accomplishing goals. If not approached the right way, they may be successful in railroading or halting a project that doesn’t suit their vision or needs. Sometimes their motivation is that they may like the attention and prestige that comes from successfully putting up roadblocks for leaders. Not all informal leaders are naysayers, but it is important to listen and continue to work on the positive aspects of how solving this problem together will benefit all. You may need to have some separate conversations with the naysayers and informal leaders to determine motivations and engage them in a positive way. Circumventing this important step can be disasterous to your project.

There are voluminous bodies of literature on how to create a common vision, but in essence the leader needs to be clear about the message. The mission needs to be accomplished and the “how we get there” is the matter at hand. Once the vision is clear, then the leader’s role is to measure the level of support. That can be by 1:1 conversations or by a pledge of support at a group meeting. It is important to hear people’s concerns, especially if there is an issue of potential patient or staff safety. However, at some point the leader needs to take charge, move the decision forward, and remind everyone that the vision was created together and it is expected now that we all support it.

As we all know, organizational and departmental culture can be very strong. The old cry “Because that’s the way we’ve always done things here” is a common cry of a culture that is resistant to change. Change can be fear provoking. It means learning new processes, being flexible, moving out of familiar territory, and perhaps developing some new skillsets. In pharmacy practice, it is crucial to always keep the patient's welfare at the forefront of one's perspective. Easier said than done as politics, egos, and personalities often get in the way of focusing on evidence-based, best practices. And sometimes excuses are made that "Administration will not let us do it" or "We didn't get the money budgeted that was needed for the program." If policies are disregarded and staff are directionless, then something is wrong with the leadership. Attention to the vision, mission, and goals of the organization and department is critical. Without this regard, quality will probably falter. Remember, your mission is your purpose and staying focused on this will help the vision become clearer.

Now that this project is about to be launched (unless there are significant patient safety concerns), there needs to be consensus with at least enough support by every team member to not have the project fail. Be careful with 1:1 conversations though because in my experience people may tell you what they think you will want to hear and then later you hear otherwise, especially in group settings when the informal leaders exert psychological pressure on the others so that they may not feel comfortable voicing their concerns or opinions. It may help to have 1:1 conversations with an informal leader, and if possible make that person a point person on the project.

Change theory is another concept with scientific foundation. Basically it speaks to the process that a team goes through in the midst of organizational changes. In general the leader, who helps shape the vision, is at the forefront of the change curve. Understanding this is critical for the leader to provide adequate time for the team to adjust and mold some of the changes to their comfort zone. Sometimes though, if enough resistance is created, there are backward trends. It is the leader's role to recognize this and finesse the teams way back to the point of progress. Issues may need to be ironed out at this point, but it should always be clear that the vision is the "guiding light" and without it, there will be no direction and progress will be halted. Given this, it is critical for the leader to not always have their own way, but to listen to the team and be willing to be flexible. Help guide the team to a "win-win" situation where there is some compromise, but not so much as to deter success or create patient safety issues.

NEW LEADER ADVICE

Leigh should make sure the administrative team is all on the same page. There is nothing worse than trying to roll out a new project and not having the administrators on the same page, as this can lead to staff upset if they disagree with the project. Also, there may be a very good reason that Leigh's co-manager does not want to change the staffing at this point in time, and if Leigh does not understand this it could make things more difficult for her in what she is trying to accomplish.

Leigh has a long way to go in getting others to "see her vision" and should take baby steps. Making smaller changes will go farther in making a larger change more successful because Leigh will have demonstrated her ability and others will gain confidence in her ability. Another way Leigh can obtain support for her vision is by creating a shared vision with her staff by asking for their input. People tend to put up barriers to changes when they are not involved in the decision. By involving them in the changes, it will make things easier for Leigh when it is time to implement the changes.

What I have found to be successful

Creating consensus from a few key members of the staff and management team will greatly enhance your ability to achieve your vision. Include both the formal and informal leaders on your side as you start making changes, as they can help influence the naysayers and down play their negativity to your ideas. It is also important to have the leaders of change on the same page from the get-go so that the staff do not sense discord and use this to sabotage any type of consensus building.

It is also important to understand the culture of the organization in order to determine how change will be received by the members. If the organization is resistant to change, it will be very difficult to bring in new ideas to promote the growth of pharmacy practice. The idea that 1:1 meetings can be used to help influence others is very important as well as knowing the organization's vision and 5-year plan. This knowledge can be used as the basis for promoting new growth and development of pharmacy practice in your areas.

Even though you may communicate with staff, they may not see or understand why you are trying to accomplish something. This has led to frustration when I have tried to implement new changes. One thing I have learned and try to incorporate into all of my communications (e.g., e-mail, staff meetings, etc.) is the five Ws (who, what, when, where, and why). This helps to keep me focused on what I need to tell staff yet provides them with all of the background information so that they can understand where we are going.

CASE 4.4

The importance of developing relationships

PRINCIPLE ■ Communication and team building

Jack is a new manager at the TCB Pharmacy and has been in his role for 5 months. He has two technician supervisors who assist him in overseeing the 40+ technician staff. One of the supervisors has been with the company for 15 years and in the technician supervisor role for 10 years. The other had been with the company for 10 years but had only recently been promoted (within the past 2 years) to a technician supervisor position. Jack spends the orientation part of his job really trying to understand the department and the organization. He participates in meetings with the technician supervisors, but really defers to them when decisions need to be made since they have more of a history with the decisions being made. As Jack spends time in various meetings, he starts to notice little things about his supervisors. One always completes her tasks and is able to get them done on time whereas the other one does not. One is always coming up with new ideas on how to improve the technician workflows and the other is late for meetings, is not taking things seriously, and is not responsive to Jack's requests.

Because of the vast differences in the performance of both supervisors, Jack decides to hold weekly status meeting with each of them individually. Jack thinks this is the best course of action since it will allow him to confront the individual who is not performing as well as to maintain the relationship with the other supervisor who is performing. Two weeks after Jack implements the individual weekly meetings, things are still not improving with the inefficient technician supervisor. Jack has already confronted her about the fact she takes more smoke breaks than most of her staff; she is routinely late for meetings and does not have a good reason for being late; she is not producing any results in terms of projects Jack has assigned her; she expects her day to be exactly 8 hours long and not a minute more (yet she is a salaried employee); and she does not have accountability on her part with respect to her job. The heart-to-heart talks with this supervisor seem to be going nowhere, and Jack is at a loss as to what he should do next.

WHAT JACK MAY BE THINKING...

- I should continue to coach this person in her job as she just doesn't understand what I want her to do.
- She is a great technician, and I know she has the capabilities to perform at this level.
- I know people do not deliberately set out not to do their job, so I need to understand why she is not doing hers.

ON THE OTHER HAND, JACK MIGHT REASON...

- I don't understand why she doesn't get it and won't perform.
- I should demote her back to a technician-level position and hire someone who can perform.
- I will start following the organization's disciplinary action steps so that she will see that she is not performing and this is unacceptable.

MENTOR ADVICE

It is always frustrating dealing with others who do not have the same level of enthusiasm or care about the job the way Jack does. A key element to motivating people is developing relationships. Jack needs to understand the motivation behind people's attitudes toward their jobs. Not everyone comes to work every day to help people. The reality is that some people come to work because they need to make money, and that is all the job is to them. Sometimes these are the people that are so difficult to motivate toward a better performance level. On the opposite pole, sometimes people's motivation is tied into their ego or level of prestige associated with the job they are doing. In this case, it can also be sometimes difficult to manage highly trained, skilled workers who take a great deal of pride in the work they do. But this ego can be used to attain results. Jack should not underestimate this because many narcissistic types love to take on projects to plump up a resume.

Jack can use techniques to improve productivity through teambuilding. He should consider alternate means of dealing with performance, such as coaching, before entering into discipline. Coaching is a way of encouraging people and guiding in the right direction. It demonstrates an interest for the person as an individual rather than just someone who has to follow directions. (Disciplinary action can be effective, but it can also leave good people feeling hurt and offended and ultimately have the opposite than intended effect; however, sometimes in the performance-management process when all other leadership skills have failed, it may be necessary.) Jack will receive better results through understanding his team as individuals—understanding "what makes them tick" is a very helpful method to connecting with the team on a personal and professional level. This is not to mean that Jack should be forming friendships outside of work, but it does mean that he should see his staff and teammates as human beings with individual needs.

One benefit coaching provides is the opportunity to get to know people in a nonthreatening way and to learn their motivations, strengths, concerns, and fears. This is an opportunity to build trust and respect between employee and manager as well as opportunity to provide positive feedback and constructive direction where needed. Jack should reserve discipline as a last-line approach to a management problem because once you invoke discipline, it brings the issue to a whole new level.

It is important for Jack to not set up preferential type relationships, especially if it is perceived that he might favor one staff member over another and may have clouded judgment when dealing with performance issues. He must be fair with all he oversees—being considerate and pleasant but firm and fair.

What I have found to be successful

Get support outside of the department for personnel issues, especially when dealing with entrenched staff members that are unwilling to change. It is wise to let human resources (HR) know when problems begin to arise so as to build support for your management style and future actions. They can provide perspective and invaluable guidance as well.

The concept of coaching versus disciplining is often raised. Is coaching always preferred over disciplining? The short answer is "yes" but disciplining is sometimes necessary, and it is important for the leader to know when to use each. For example, I have found coaching to be more successful to improve performance when technicians know that you have their interest at heart. This requires relationship building, which the process of coaching will provide. In cases where technicians are not receptive to coaching or multiple attempts at coaching have failed, then disciplinary action must be used. Communicate in different ways through different forums with as many levels of people you come into contact with. This will help you build relationships that can assist you with tough decisions and projects later on. On the opposite spectrum, relationships can be a detriment if not dealt with appropriately and in a positive and fair manner.

NEW LEADER ADVICE

Jack is on the right track by having heart-to-heart talks with the technician supervisors. He should not only focus on the expectations (or the fact that they are not being met), but should also focus on the person. What is driving this supervisor to act in such a manner? Are there home issues? Training issues? Lack of understanding Jack's expectations?

Jack needs to speak with the technician's former supervisor if possible. Her previous supervisor may be able to enlighten Jack with some ways that work best in dealing with this individual. If Jack can figure out what situations the technician excels in, he should focus on directing her into more of those situations so that she can continue to be successful.

If all else fails, Jack should involve his HR department. By working with HR, he may be able to get through to the supervisor that things are not working. Sometimes it takes this type of situation for individuals to take a hard look at what is going on at work and decide if they are in the correct job. It is also important for Jack to be resetting expectations when he HR department is around so that he, HR, and the supervisor are all on the same page.

What I have found to be successful

Everyone has a story. The only way you can learn a person's story is by getting to know the person. The story can impact the person's day-to-day work (e.g., sick kids, troubled marriage). In the book, *Crucial Conversations: Tools for Talking When Stakes are High*, the authors explain that people do not set out to fail or underperform; there is usually an underlying cause for them not completing tasks or meeting expectations. The authors state that the only way to know what is really going on is to have a conversation with people and focus on understanding where they are coming from. Getting to know someone is not an overnight accomplishment. As in any relationship, it is something both individuals must work on; however, by understanding where the other person is coming from, you will have the most complete view of what is truly happening with them.

Just as it is important to understand the other person's story, it is also important to understand the motivational triggers. There is a saying about having the right person on the right bus in the right seat—meaning that people tend to perform their best when they are doing activities that they are good at and enjoy. Managers cannot make this determination without understanding or building relationships with their staff. Having periodic conversations with the staff (e.g., "How are things going?" and "What would you like to be doing?") will allow managers to have a better understanding of their staff and allow them to move their staff into desired positions. Furthermore, in the book, *12: The Elements of Great Managing*, the authors discuss the concept of having someone at work care about me. The authors explain that when people feel that someone at work cares about them, productivity improves as well as getting "buy in" from those individuals into various types of projects.

It seems reasonable that people should know what is expected of them no matter what position they are in (e.g., officer in an organization, staff member of a department); however, that is not always the case. I find this can lead to frustration on the part of both individuals. In order to minimize frustration, I review my expectations at staff meetings. If individuals are still not meeting my expectations, I conduct one-on-one conversations with them to see 1) if they understand my expectations and 2) what may be causing them to not meet my expectations. I also find that having them tell me what my expectations are in their own words tends to help because I can assess their ability to understand what my expectations are. Lastly, I have developed a tool that assists me in following up with individuals. This tool keeps track of all my to-do's and all of my follow-ups. By staying on top of issues early on, I can help redirect my staff back on track and meet my expectations on what they should be doing.

CASE 4.5

Holding people accountable for their performance

PRINCIPLE ■ Performance management

Sally is a pharmacist at ZXY Pharmacy and has been with the company for 2 years. She is very passionate about patient care and does whatever she can to assist her patients. For example, last week she spent 30 minutes counseling a patient on a new medication because she was concerned about the side effect profile of the medication. Sally's outstanding performance over the past few years has allowed her to become the lead pharmacist for the pharmacy. This means she is now participating in the hiring process for new technicians and pharmacists. She is not responsible for hiring them, but she does participate in the interview process.

Two weeks ago, Sally and her manager decided to hire a very personable technician named Barry. He was very outgoing and Sally and her manager thought he would be a great addition to the pharmacy; however, he had no prior pharmacy experience. Sally did not think this would be a big deal since many of the technician staff do not have a strong background in pharmacy and usually adapt quite quickly to the environment. Barry was doing a fantastic job during his orientation. He would perform any task any one asked him to do and was quick to learn many of the different jobs in the pharmacy. Once Barry's orientation period was over, however, Sally started hearing complaints from the other technicians. They would often come to her and inform her that Barry was taking a long time to complete basic tasks and sometimes would not even get them all done; therefore, they were doing his work plus their work. When Sally asked Barry about some of the incidents that were brought up to her, Barry told her it was just an oversight and that he had not meant to "mess up" and would do better. Weeks went by and things did not get better. Sally asked Barry why he was still late in getting his work done, but Barry again stated he would do better and that he loved his job and didn't want to lose it.

WHAT SALLY MAY BE THINKING...

- Why is it so hard for Barry to complete all of his tasks?
- All the other techs can handle the workload, so why can't he?
- I am starting to get complaints from customers because their prescriptions aren't ready when they need them. Can I have Barry fired?

ON THE OTHER HAND, SALLY MIGHT REASON...

- I know Barry is new to pharmacy and once he gets into the groove, things will get better.
- Maybe Barry just needs more training. Once he has that, things will get better.
- I know people do not deliberately set out not to do their job, so I need to understand why he is not doing his.

MENTOR ADVICE

Selecting and training new people is one of those leadership challenges. Although it is tempting to bring people onboard quickly especially in times of staffing shortages, in the long run it can be a detriment if a thorough hiring process is not followed. Many organizations utilize behavioral syle interviewing by utilizing questions such as "Describe a time when you had to deal with conflict during rounds? What did you do?", which is designed to weed out any potential characteristics or behavioral patterns that may be a poor fit for the organization. Behavioral interviewing is a style of interviewing developed by psychologists with the idea that a good predictor of future performance is found by examining past performance in similar situations. This style of interviewing has become very common in today's recruitment process. Questions are developed, generally by the team of interviewers, that address specific situations and applicants are asked to give examples of how they have handled themselves in similar situations. Perhaps in this example, Sally should have included in her behavioral interview some questions to address how Barry would respond if asked how he has in past dealt with large volume of work, task completion, hands-off communication, and workload to other team members. Sally should review her organization's hiring process and help revise as necessary so as to prevent future hiring issues.

Sally should also review the organization's orientation program. Is it competency based and thorough? Does it require documentation (an orientation check sheet) before new technicians can move on to higher level tasks? An orientation check sheet should be reviewed with new employees to explain the expected timeline and levels of performance required to move through the entire orientation period. It should be clear what the expectations are and if they are not met what the consequences might be. To help her access and revise the orientation program, Sally should refer to technician training guidebooks, such as those written by ASHP.

In this case, Barry successfully completed the pharmacy's current orientation training and performed well early on—but now he is not performing well. Barry has expressed a desire to remain employed, which is a positive sign. Sally needs to discuss the importance of teamwork with Barry and make it clear to him that he is part of a bigger picture and that his performance affects his coworkers (e.g., when his work is left undone, then others must pick up after him). She should also mention that his lack of attention to detail and followup is also impacting patient care; if he doesn't get his work done on time, then patients will not get their medications in a timely manner. This should be motivating enough to Barry if he really cares about his job and what he is doing.

In most cases, such one-one-one discussions will work. But it requires consistency, monitoring, and followup. Once employees realize that no one is overseeing them, their performance can slack. In fact, the strongest motivational approach in managing technicians to a higher performance level is to appeal to their sense of teamwork and the overall impact on patient care. It is important for Sally to repeatedly show her staff that she values and appreciates them for the important work they do. However, it is also important to maintain balance. She must be careful to not overpraise as this can lead to complacency too.

Finally, Sally must stress the importance of respect (respecting your job and respecting each other) to Barry and the other staff. By not doing his job, Barry is demonstrating disrespect for it and to his coworkers. Showing up late to work and slacking are other forms of disrespect. Sally's team will be strong and productive once the staff has ongoing, consistent respect for their jobs and each other.

What I have found to be successful

At the beginning of the orientation process, managers and orientees should sit down together and review the orientation check sheet and discuss performance expectations. If performance does not progress as intended or wanes after the orientation period, managers need to set the expected timeline for improvement and ask the employees if they have any concerns. Coaching methodology should be employed but good documentation at this stage is a must. If things do not improve during the orientation period, then an action plan may be needed. A major part of holding people accountable is letting them know the expectations; setting clear expectations upfront will help allay a lot of issues in the long term. Also, letting people know the consequences if these expectations are not met is another important part of holding people accountable for their performance.

Routine communication with all staff is very important, especially in the orientation process (e.g., weekly meetings with managers). A motivational factor in getting technicians to perform at a higher level might be to associate incremental skillset development with promotions and pay raises. This both recognizes and rewards improvements in performance. The type of program that I advocate and describe here is called a "Career Ladder," where several levels (usually three to four) are established for level of competency and goal attainment. Names can be associated with each level, such as generalist for entry-level training and specialist for higher-level training. Splitting generalist and specialist into more discreet levels, such as generalist 1/2/3, allows for more incentives in attaining higher levels of performance.

Generally, people who are personable and smart enough to "wow" you in an interview are capable enough to do the job. It is usually a matter of attitude and the ability to get along with others that needs to be addressed. If this behavior is not displayed until after the orientation period, managers should involve HR to determine if the probationary period can be extended and make it clear to the new employees that they must meet performance expectations within a given time period to retain employment.

NEW LEADER ADVICE

It is important for Sally to make sure that the complaints she has heard are factual. Then she needs to gather documentation of what has been done to help Barry get settled into his new environment and review his orientation program. Does he need to go back and redo some areas of training? She should talk with some of Barry's coworkers to see if they specifically know what may be slowing Barry down. After gathering information and reviewing his orientation program, Sally should schedule a meeting with Barry and reaffirm his job expectations (e.g., completing work in a timely manner).

What I have found to be successful

A technique called behavior interviewing can be extremely helpful in the hiring process. This employment screening technique allows potential employees to provide examples of how they may have handled different situations in their past, which helps to predict the types of behavior they will display in future situations. This technique is not fail safe, but it does allow interviewers to have a better understanding of the people they may be hiring. In addition to behavior interviewing, administering a basic math test and behavioral assessment allows departments to make sure they are getting the most qualified candidates, which is particularly important with the technician staff as there is no standard licensure for them.

One of the things I have heard my staff say repeatedly is that we need a better training program. During the first year in my job, I spent a lot of time working on that. It is still not perfect, but I have worked with my tech supervisors to standardize the way they do new employee orientation and training. We had found that many of our new tech hires had no pharmacy or hospital experience so we elected to have them spend their first week just shadowing in the pharmacy department. We have found that this allows the new hires to have a better picture of how the department is integrated and how their job impacts others who are working in various positions. Because the training is standardized, new hires also have set competencies that they need to complete before moving on to another area of training. Most of the training is hands-on training, but the new hires and their trainers have a set document that they follow to make sure the new hires are able to do the routine activities in the area that they are training in.

Most people are competent while they are in training and pass all of their required competencies. It is typically after the initial training period that you start to see where they may cut corners in their work or test the system. In dealing with these types of individuals and my HR department, I have been routinely recommended to counsel these employees and reset expectations. I have also found that while doing this, it is beneficial to the employee and myself to have a written action plan detailing the necessary steps the employee must accomplish to meet expectations (e.g., job requirements) as well as deadlines by which the employee must complete these items. Having a written plan allows employees to take it with them after they leave the meeting, and it is a good reference tool for managers to keep in case further issues arise.

CASE 4.6

Recognizing the fit of an individual to the department or organization

PRINCIPLE ■ When to "try and try again" versus "cutting bait"

Adam is a new manager in a hospital pharmacy. He has been on the job for 3 months and his manager just informed him that two new technician positions have been approved and are available for recruiting and hiring. Adam and his technician supervisors identify and hire two technicians. They are very excited as both of these individuals had prior pharmacy experience and seem genuinely happy to be working in the department, which has thorough orientation training for new hires. The new employees, Jim and Kate, spend their first week shadowing each of the various positions in the department so as to have a better understanding of the department as a whole. After that, they start training in one of the five different areas in the department. As Jim and Kate become competent in one area, they move on to training in other areas of the department. The cross-training allows for more flexibility from a scheduling standpoint, but it also allows them to move up the career ladder, which is associated with a pay increase.

Jim and Kate are fitting in nicely into the department. Each has passed their first area of training and is now staffing these areas by themselves. After 2 weeks of staffing, Adam starts to hear grumblings from other technicians about the poor performance of Jim. The complaints range from Jim not completing his assigned tasks by the end of the shift to Jim disappearing for periods of time with no explanation. Adam himself catches Jim clocking in one day and then sees him spend the next 15–20 minutes moving soda into his locker. Adam is also aware that the technician supervisors spent some time talking with Jim about his performance, apparently to no avail.

Adam decides to consult with the hospital's HR department to see what they recommend. Jane, an HR representative, suggests that Jim be placed on an action plan with very specific goals related to his job and strict timelines for accomplishing the goals. Adam takes Jane's advice and places Jim on an action plan, which had four goals and a month to accomplish those goals. However, 6 weeks later Adam is still hearing intermittent complaints about Jim's performance. He is unsure how to proceed.

WHAT ADAM MAY BE THINKING...

- How did I not pick up on such a poor performer during the interview?
- Why does Jim not want to complete his work?
- How could I have hired someone like this?
- Since Jim is still in his provisional period, can I just say things aren't working out?

ON THE OTHER HAND, ADAM MIGHT REASON...

- Maybe Jim doesn't like working in that one particular area. I'm sure he will improve once he starts training in a new area.
- Jim is such a personable person and everyone enjoys talking talking with him. Maybe this role isn't a good fit for him.
- I'm sure Jim doesn't realize how things work in this particular pharmacy. I will have to reset expectations with him.

MENTOR ADVICE

Adam will encounter many situations like this, which formal management and leadership training may not address. As the manager, Adam should develop an action plan that establishes clear and attainable goals, and there should be mutual agreement upfront. A key component of an action plan is followup. It is important to have frequent meetings during this time period, generally weekly, to assess Jim's progress. During this period, Jim's performance may improve with focused coaching.

Adam needs to delegate at least 80% of the orientation process to the technician supervisors. It is important that the supervisors be involved in the hiring process, the orientation period, and throughout the weekly followup meetings for the action plan. The technician supervisor role is an important relationship and should not be usurped or circumvented.

During the action plan period, Adam must assess whether or not Jim wants to stay in his job. Jim may feel that the job is not the right fit and may provide some indication of where this situation will end up in a very short period of time. Or Jim may not have the capability to perform the tasks required or possess the work ethic required. In this case, no amount of remedial support will salvage his employment as a pharmacy technician. The key here is for Adam to know when it is time to keep Jim and continue to train him or when it is time to terminate his employment.

What I have found to be successful

In my experience, it becomes apparent after an action plan is implemented whether or not to "continue trying or cut bait." Generally, within 1–2 weeks there will be marked improvement. If there is even moderate improvement it is probably worth trying, but if during the orientation period there are signs of deterioration of performance or no improvement at all within a week or two then it probably will not work out. A thorough assessment using an action plan may take 6 weeks to 3 months, but after that if there is no improvement then it is time to "cut bait" and consider termination. Knowing when to continue trying and mentoring or when to call it quits is not always a clear-cut process. One bit of advice is that as you develop as a manager, you begin to get a sense of what will work and what will not work.

The better the hiring process, the less the latter scenario needs to be played out. Determine the success factors for a job at the time that the job is created and prior to posting and recruitment. Develop a structured set of questions as well as key indicators of candidates' potential to perform the job successfully (i.e., their work ethic and organizational fit). Employing a process called "behavioral interviewing" is helpful in assessing and determining the applicants' chances of success by getting them to describe how they behave in certain circumstances. These interview tools enhance the hiring process, and for the most part they are very effective in selecting employees with the desired characteristics and traits; nevertheless, mistakes do happen. The key is to minimize these mistakes as there is nothing worse than a bad hire. It wastes time and is costly in many ways for the department and the organization.

Again, the best time to assess "organizational fit" is during the interview process. But sometimes this is not enough, and the orientation period is the second chance to assess, motivate, and determine if a long-term relationship can continue between employee and employer. A good fit is best for both parties—it produces a more satisfied employee and a far better quality of service.

NEW LEADER ADVICE

Adam must focus on resetting expectations first because Jim needs to understand how his performance impacts the rest of the department. Adam should also work closely with his HR department. Jim may be one of those employees who takes awhile in understanding what it is he needs to do; therefore, he may be on a couple of action plans before he gets it so Adam shouldn't get discouraged because the action plan does not work immediately. It can take 30+ days before a habit becomes a habit. If Jim was not practicing his action plan on a daily basis, it would make things more difficult for him to develop the habits the department is wanting. Adam should give Jim the benefit of the doubt because Jim is still relatively new to the department and may still be finding his way around. However, if Jim continues to remain on an action plan and there is no improvement, then it may be time for Adam to consider letting him go.

What I have found to be successful

I have found that many times people do not intentionally set out to perform poorly. If you have data that compares the work of the individual in question to others in the department, it is eye opening for them to see how they compare to their peers. By having objective data, it can take the conversation away from a negative, punishment type of conversation to one of positivity and assistance. For example, you could start the conversation out with "It appears to me that you are struggling to meet x, y, and z. Let's talk about why it is important to meet those goals and how I can help you meet them." Typically, after such a type of conversation, you will see the employee make attempts at correcting their behavior.

If you are in a situation where you repeat conversations with an individual about their performance, don't jump to conclusions. In my experience I have found that sometimes individuals are responsible for the problem, and sometimes they are not. It is very important for you to refrain from jumping to conclusions before you know the whole story. Obtaining all sides of the story is really important because you may be the point person to receive all of the complaints from other staff members. Wanting to assist those people should not take precedence over getting all of the information possible especially from the person in question before moving forward. Individuals who made the mistake often reason they were not able to meet expectations because the system was not designed to allow them to do so. In quite a few instances, those individuals were correct. So, instead of working with them to correct their behavior, I focus on correcting the system.

There is a fine line between coaching someone to meet expectations and deciding to let someone go. If you have had multiple conversations with someone about their performance and possibly put them on an action plan (see case 4.5), you may need to think about letting them go. Letting someone go is never easy; however, I have found that I typically spend more time and energy following up and making sure this individual is doing their work correctly than I do focusing on the other important items that are required for my job. In struggling to find this balance, some of my mentors have told me that I should not spend more time and energy in making someone successful at their job than they are willing to spend. After reflecting on this and having excused people based on their performance, it amazes me what a difference moving this person out of the department has made. You can see an almost immediate impact on the morale of the other staff because the negativity, frustrations, and complaints associated with the individual are no longer present.

CASE 4.7

Working with individuals who do not take initiative and rely on you for productivity

PRINCIPLES ■ Emphasizing the importance of individual contributions to the team

Seth has been an operations manager at the Uppers Pharmacy for a year and a half. He completed pharmacy school and PGY-1 and PGY-2 residencies before taking this job. Having come from a different organization than the one he is currently at, Seth has been full of new ideas on ways to improve operational efficiency and has slowly been making the changes within the department. On numerous occasions, Seth has had to work with his coworker, Jen, to implement the changes (Jen oversees personnel who are impacted by the changes). Seth's latest idea for operational efficiency will impact Jen's direct reports; therefore, he set up a meeting to discuss the changes that need to be made with her. Jen agrees that the changes are necessary and in fact states that she is thinking about making changes to her areas and that this would fit right in with the changes she wants to make.

Seth was pleasantly surprised to get such quick collaboration from Jen because in the past, he was always having issues with her. Jen would routinely overstep her bounds and make decisions that would impact Seth's areas without discussing the issue with Seth first. Seth would often have to counteract the decisions that were being made because the staffing was not adequate to handle the decision or the decision was not based on complete information. After dealing with a couple of these incidents, Seth decided to have a "crucial conversation" with Jen about her behavior. When this conversation took place, Jen seemed to down play her role in the decisions and didn't seem to think this was a big deal at all. Frustrated, Seth brought this behavior up with his manager as he was unsure of what to do next.

At the next administrative meeting the following week, Seth was surprised to hear Jen talking about changes "she" was going to make to her areas. What surprised Seth the most was the fact Jen was bringing up ideas that Seth had come up with as if they were her own and was not acknowledging Seth's contribution at all. Given all the recent history with Jen, Seth was at a complete loss for words at seeing this behavior played out in front of the entire administrative staff.

WHAT SETH MAY BE THINKING...

- The entire department works in a team-like fashion, why won't Jen acknowledge my role in the upcoming change?
- How can I bring up my contribution to this project without seeming like I am whining about not being included?
- I don't understand why Jen is always using my areas/ideas as a means to make herself look better.

ON THE OTHER HAND, SETH MIGHT REASON...

- Clearly, my communication style is not working with Jen. How can I change it so that we can operate in a more team-like fashion?
- Maybe I should run things by my boss before I deal with Jen? Although this seems like it will slow everyone's productivity down.
- Maybe Jen didn't realize what she has done. I wonder if I should have another conversation with her letting her know how I feel?

MENTOR ADVICE

It is always difficult dealing with people that are not forthright and honest. Although Seth's department seems to demonstrate some teamwork, there is obviously something lacking within the team, which is a significant sign of a dysfunctional team. What is lacking is trust. Unfortunately, this is all too common among teams, and there are some measures Seth can take to try to improve things.

Seth has been communicating with his colleague on a professional level, so he is frustrated to find out that he has been underminded in such a fashion. He should take this in stride and try to remain professional in his dealings with Jen in the future. Jen may not be the traditional slacker, but she is taking credit for his ideas. It is important to healthy teamwork that Seth's individual contributions be recognized, as diversity of thought and respect for each others' differences are an important element to high performing teams. Seth needs to talk directly with Jen about this, but he may need to go back to his manager again who could suggest some motivational tools. Taking credit for someone else's idea is a type of plagiarism. The sad part about this scenario is that it happens all too often. The people who try to take credit for other people's work do not realize the damage they do to their own integrity and how much it affects their reputation and their workplace because it builds an environment based on lack of trust. All Jen had to do was acknoledge Seth as the brainstormer. This would have created strong working bonds as people feel good when they are publicly praised or credited with some good deed or work. Without trust, teams cannot be functional.

As the operations manager, Seth needs to step in and redirect this behavior. Seth could suggest some teambuilding exercises and hold some frank discussions with the team about what teamwork means (generally, the cooperative effort by the members of a group to achieve a common goal). Teambuilding takes time. It doesn't happen overnight or by chance; it takes the desire to want to be a team; and it takes hard work. Sometimes it even requires a change of team members.

Seth should develop employee goals that must be achieved within a set timeframe. An acronym that can help with this is SMART:

- <u>S</u>pecific
- <u>M</u>easurable
- <u>A</u>ttainable
- <u>R</u>ealistic
- <u>T</u>imely

Seth needs to be sure that the goals he sets up are mutual. In some cases there is no room for negotiation (e.g., competency standards, regulatory requirements), but in other cases accommodations can be made to help employees perform at a higher level. Seth should make sure that he doesn't set up any unfair standards, as the rest of the staff will notice and may take advantage of this or begin to feel resentful.

Moving Jen, a poor performing employee, to a satisfactory level of performance is a desired goal. In order to do this, Seth must have some metrics in place. Expected levels of competency must be established; adequate and thorough training must be incorporated into the orientation process; and performance must be routinely assessed with a feedback loop to the employee. Motivational factors are required at this stage to encourage the employee to want to move to the next level. Seth should not make this a threatening experience, but rather a coaching process. This is where reward and recognition are effective tools in moving the individual's quality of work to a higher level.

Rewards come in many forms. They can be immediate, simple, or they can be more planned and complex (e.g., organizationally sanctioned or departmentally created). Seth could pass out "hero cards" or "wow cards, which are used as a form of peer recognition. Anyone in the organization can recognize anyone else if they see a positive behavior that the organization wants emulated and propagated. This form of positive reinforcement is very effective. Seth uses the cards to recognize a team member that went above and beyond for their team mates—helping out in a staffing crunch or going out of their way to make sure a patient receives their medication. The downside of this type of reward program is that it can be overused. Seth needs to be careful not to dilute the meaning by giving cards out without significant reason or meaning behind them; if this happens, the staff may begin to feel that the cards are worthless and have no significant value attached to them. To prevent this from happening, Seth could turn the card into the cafeteria for a nominal monetary value for a beverage or treat.

Another type of reward is the "spot award"—Seth awards an employee on the spot for a good deed or stellar performance. Spot awards can be $5 to $25 gift cards for coffee stores, restaurants, bookstores, etc. Seth should include a personal note with the gift card as people will really appreciate the note and recognition. Seth could also initiate a standard monetary reward (a bonus would be paid out at the end of the year for those with high level performance standards) or a peer recognition award (acknowledged at special group meeting or event).

All these forms of recognition are useful, but Seth should use them wisely. The meaning gets lost in translation sometimes when they are passed out too frequently. The biggest problem is when they have the opposite effect than what is intended, such as when staff members get jealous of those being recognized and begin to act out by ostracizing the rewarded staff member or putting negative peer pressure on them.

Finally, Seth needs to examine his own communication style to assure that he is clearly communicating with coworkers. He needs to talk with Jen first before going to his manager for help (reserve this for a secondary solution if the first one is not effective). Talking with the manager may help him get some guidance, but at some point he needs to address this directly with Jen. If Jen has any integrity at all, she will see that stealing his ideas is unethical and ultimately affects the team and her future career.

What I have found to be successful

Consider generational differences when approaching a leadership issue. Sometimes people you are interacting with may just have differences in communication styles or in views based on their training. Or they may have biases in how they view issues based on their years of experience or the era they were brought up in. Consider ethnic differences. Sometimes it is hard to know what will be viewed as acceptable and what might be offensive. It is often necessary to just observe and try to communicate in order to better understand each other. Try to be clear and direct in your communication with the “Eeyores.” If needed, backup your verbal communications with a written document or e-mail. Remember motivational tools and performance management processes when encouraging others to contribute to the team.

Provide recognition and staff rewards to reinforce positive behaviors (e.g., peer recognition, public praise).

NEW LEADER ADVICE

Seth should pull Jen aside one more time immediately following the meeting where Jen took credit for Seth’s idea. It is very important to address the issues as they arise instead of waiting until later. It is important for Seth to point out 1) how he feels when Jen does this type of activity and 2) the impact it is having on his ability to work as a teammate with Jen.

Seth should understand that confronting a peer is one of the most difficult things to do. However, it is important for Seth to make Jen aware of her behavior so that she can work on correcting it. It is also important that Seth find the balance between standing up for oneself and letting the “little things” slide. Seth should not be “criticizing” or “complaining” so much about Jen that people tend to ignore him when he speaks about her similar to the story of the little boy who cried wolf. Projects that are team-based where both parties are active participants in the completion of the project are an example of when Seth should stand up for himself. When this is the case, both parties should recognize the other on a job well done and their contributions to the project.

Lastly, Seth should keep in mind that regardless of his differences with Jen, their ultimate goal is taking care of patients. He should not let their differences get in the way of taking care of patients. It is important for both parties to keep this in the forefront when dealing with these types of issues.

What I have found to be successful

I have found that honest communication in these situations always works best. Similar to what Seth did during his first issue with Jen, I have found openly talking about this issue makes me feel better and assists the other person in seeing my point of view. Sometimes the issue is a simple miscommunication and can be instantly resolved. Other times, I have found this is not the case. If the situation continues, I would definitely open the lines of communication with your superior and the other individual's superior. It is especially important for your manager to know what struggles you are having because just as you are trying to find ways to motivate others, your boss is also trying to make sure you stay motivated in your job.

You need to understand the difference between work complaining and bringing up true concerns. You can walk into any lunchroom and hear such complaints as "I can't believe they're making us do this" or "That new process won't work." In providing honest feedback, you are bringing up true concerns and not just complaining; however, if you are always bringing up the work complaints, others will find it difficult to believe in you when you do have a true concern (e.g., the little boy who cried wolf).

In situations like this, I have found that it is vital to understand the other person's motivational triggers before tackling the problem head on. If you do not understand the other person's motivational triggers, you will never be able to understand why you are seeing a particular type of behavior. For some people, their motivational trigger may be networking with others, being involved in lots of projects, and enjoying working on new things. If these triggers conflict with a project you and the other person may be working on, you may experience some problems. The best way to understand another person's motivational triggers is through developing relationships. It is the best way to really know someone you work with. Seeing that we spend the majority of our time at work, it behooves anyone in a leadership position to cultivate as many relationships as possible.

One of the areas that many new leaders struggle is in communication. It is such an easy concept, yet it is probably one of the ones that is most difficult to excel at even if you are a veteran. Most problems that arise are usually the result of miscommunication. One of the reasons for this is because both individuals may not understand the other's communication style. Any leader should feel comfortable enough to approach others and say "I work best when others communicate to me in this fashion," and to ask the other person how they prefer to be communicated to. It is not easy, but it can help to dispel further communication issues.

Summary

As a new leader, you will need to build a toolkit filled with motivational techniques. This chapter discusses the numerous ways that employees may be motivated toward high performance as well as the benefits, potential risks, and pitfalls. Seven leadership case studies are examined in detail with key concepts compared and contrasted. The importance of effective communication in motivating individuals and teams cannot be overemphasized.

The benefits of teamwork and the difficulties of teambuilding are discussed in the context of motivating teams to higher performance levels. External influences and relationship building are explored with reference to achieving positive outcomes. Development of the leadership skillset to motivate both individuals and teams toward high performance and quality is viewed from both the perspective of the new leader and from a veteran mentor.

Leadership Pearls

- Look for opportunities to take the initiative on a project, in an organization, etc.—no matter how how small or large the project/situation is even if it means you have to volunteer.
- Relationship building is critical in all leadership positions especially when you need those relationships to move others in the right direction.
- You will be more successful in getting others to "buy in" to your vision if you include them in designing the vision to begin with.
- It is important to set clear expectations with those you lead and to reset those expectations periodically if the situation warrants it.
- Remember the importance of reward and recognition in motivating those you lead.

Leadership Exercises

- Brainstorm ways in which you can lead by example in your school, workplace, or professional organizations.
- Describe a situation where you can show your leadership in a formal or informal role.
- Think of a time when you were asked to lead a project when others on the team were not interested in contributing. Describe two ways to get them involved.
- Imagine a situation where people around you are negative. Describe two ways that might foster a more positive environment.
- Identify three ways you can work collaboratively with team mates toward your department or organizations vision.
- Describe three ways to work "collaboratively" to get programs implemented.
- Describe a situation where coaching would be a better approach to disciplinary action.
- Define three ways a poor performer can affect teambuilding.
- At this time address any potential pitfalls in your orientation and training modules for your school/department/organization.
- Describe the benefits and potential pitfalls of a rewards and recognition program.

VETERAN MENTOR PROFILE

Roberta Barber, PharmD, MPH
Assistant Vice President of Pharmacy Services
Virtua Health System
Marlton, New Jersey

Why did you decide on a career in leadership? I serendipitously landed a management role at a small, New York hospital. I had some very difficult learning experiences and it look me years to learn to be a good leader and I'm still learning every day. I've always taken the opportunity to lead whether or not it was in a formal leadership position or as an informal leader in my area of strength. I have always enjoyed the challenges associated with leadership. Successfully guiding others who are passionate about pharmacy, advancing their careers, and helping the team work toward common goals doesn't happen overnight.

Where do you turn for advice when you are stressed? When I'm stressed I turn to trusted, more experienced and senior colleagues. I have leaned on my mentors during difficult times. You really need to be careful who you turn to for advice. I've found that it always helps to approach things in a trusted and positive way verses complaining. It's also been good to have a formal coach within the organization you work who can provide honest advice. Finding a trusted mentor is like finding gold. It doesn't happen very often so try not to abuse the relationship. I also turn to the literature for expert opinions. There are some great articles that stand out as gold standards when you are having issues.

What is your favorite leadership book? *The Leadership Challenge, 3rd Edition,* by James M. Kouzes and Barry Z. Posner; *The Art of Possibility: Transforming Professional and Personal Life* by Rosamund Stone Zander and Benjamin Zander.

From your perspective, what is the most important issue facing pharmacy leadership today? The biggest issue today is the leadership void. Pharmacists in the C-Suite are necessary to advance the profession. Also, from the health-system perspective, a priority area is how pharmacy is viewed by the rest of the hospital. Solid relationships with nursing and physicians are essential.

Looking back over your vast experience in pharmacy, what one to two things do you know now that you wish you would have known as a student and new practitioner? I wish I had obtained an advanced degree earlier on in my career. Also, politics can get in the way of good service, but it's a necessary evil; thus, I wish I knew how to influence an organizations' capacity to function and peoples' capacity to lead.

What is your best advice for a new pharmacist today? Learn as much as you can. Take things slow and steady. Stay the course and don't try to get ahead of yourself.

How do you envision this publication assisting student and new practitioner leaders? This book will be an excellent guide to handle difficult situations. It is really a wealth of knowledge on practical issues from experienced, seasoned practitioners. It will also help to know that you are not alone in your experiences and that your colleagues are facing the same struggles every day.

NEW PRACTITIONER PROFILE

Staci A. Hermann, MS, PharmD
Pharmacy Manager, Informatics and Automation
The University of Kansas Hospital
Kansas City, Kansas

Why pharmacy: In high school, I had the opportunity to shadow a pharmacist and was impressed by her knowledge and passion for patient care. In addition, I saw her interact with other healthcare professionals to achieve the best outcome for her patients. Seeing these examples, I felt I also wanted to be a part of having such a positive impact on patients' lives.

Advice to readers: I would encourage students to get more exposure to leadership opportunities, informatics, and system process topics while in school. Understanding these topics is crucial for any practitioner to be successful. I would also encourage students to increase their involvement with professional organizations at the student level so you can meet people and be exposed to new ideas/hot topics. Once in practice participate in local, state, and national organizations because there is a minimal time commitment, and it provides tremendous payoffs such as learning what types of systems are available in various health systems and what the hot professional topics are so you are in the forefront of what's happening. Select your first job where people will help you grow and mature. And remember, "Rome wasn't built in a day" or in other words things will not necessarily change so you need to have patience.

Tips for work/life balance: Employ the "roles" concept from Stephen R. Covey's *First Things First* book to organize your time. Try and work for people who also employ the concept, and try to have a good work/life balance.

Personal career: My best career decision so far has been my first leadership job because the people I work with are very supportive and are assisting me to grow as a professional and as a leader. Looking back, the major value of my residencies has been the connections I have made, the skillsets in learning how to process information to make the best decision possible for staff and for patients, exposure to what is possible, and understanding that not knowing everything is "okay." My major successes so far have been being active in ASHP and UHC (University Health System Consortium), seeing my staff grow over time and having others appreciate dealing with the “dead wood.” My career goal is optimizing systems and integrating informatics with operations and safety while utilizing other disciplines such as human factors. Career success for me is to be challenged daily, looking at innovative processes, and taking things to the next level.

Why leadership: My interest in leadership was sparked by my dean, who saw leadership qualities in me and encouraged me to explore residencies. My favorite leadership books are *Crucial Conversations: Tools for Talking When Stakes are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, et al., and *First Things First* by Steven R. Covey, A. Roger Merrill, and Rebecca R. Merrill.

Recommended change for pharmacy: I would like to see one national pharmacy voice like the the American Medical Association (AMA) that speaks for all of us.

Using this book: I feel this book’s variety of different scenarios makes it applicable for many different individuals because of the principles and key points discussed.

Suggested Additional Readings

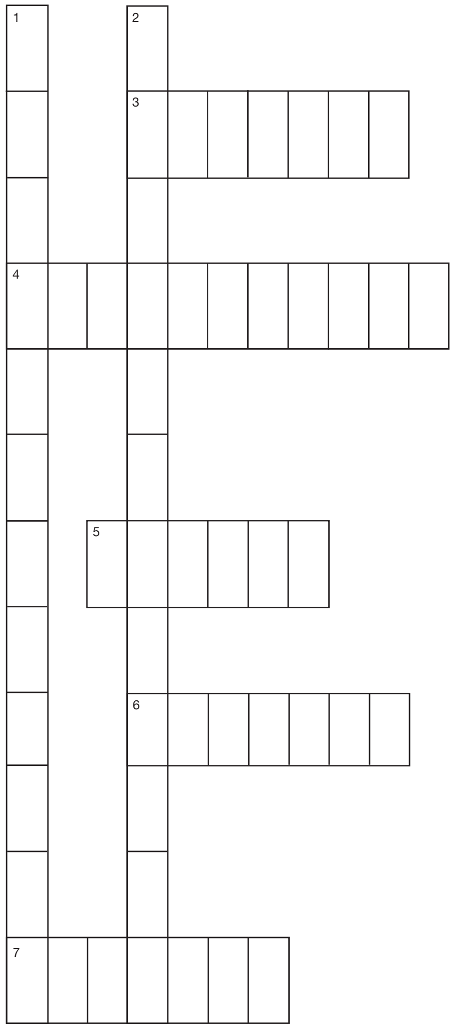
Goldman D, McKee A, Boyatzis RE. *Primal Leadership: Realizing the Power of Emotional Intelligence.* Boston, MA: Harvard Business Press; 2002.

Patterson K, Grenny J, McMillan R, et al. **Crucial Conversations: Tools for Talking When Stakes are High.** Columbus, OH: McGraw Hill; 2002.

Wagner R, Harter JK. *12: The Elements of Great Managing.* Washington, DC: Gallup Press; 2006.

Additional Materials

Some Keys To Motivating Others



ACROSS

3. Stubborn coworker
4. Hold people ________
5. Have others contribute to the ________
6. Lead by ________
7. Share with your coworkers

DOWN

1. Personally getting to know people builds ________
2. Individual contributions should be ________