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**Recommendations and Considerations for Creating Agents of Change via Pharmacy Curricula, A Conversation to Lead Change**

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**Session Objectives**

- List the eight steps in the Leading Change Process as described by Kotter.
- Summarize the findings and recommendations of the 2008-2009 Argus Commission and ASHP's Student New Practitioner Leadership Task Force.
- Outline how a member institution has designed a leadership curriculum as it relates to the findings and recommendations reported.
- Analyze the recommendations from national associations and examples from a member institution for application to the individual's institution.
- Describe core competencies that should be a part of leadership preparation efforts at colleges of pharmacy.

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## Session Participants

- Moderator
  - Andrew Traynor, University of Minnesota
- Panelists
  - Robert “Buzz” Kerr, Argus Commission
  - Richard Walling, ASHP Foundation Center for Health-System Leadership
  - Kristin Janke, University of Minnesota
- Audience

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## Session Format

- Introductory Comments
- Conversation
  - Questions from the Moderator
  - Questions from the Audience Germane to Conversation
  - Open Conversation

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## What is an Agent of Change?



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## Kotter's Change Process



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## Leading Change

- ✓ **Increase Urgency**
- Build the Guiding Team
- Get the Vision Right
- Communicate for Buy-In
- Empower Action
- Create Short-Term Wins
- Don't Let Up
- Make Change Stick



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## Robert A. "Buzz" Kerr

- Chair, Argus Commission
- Building a Sustainable System of Leadership Development for Pharmacy: Report of the 2008-09 Argus Commission

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## Argus Commission 2008-09 Elements for a Sustainable System

- Supportive institutional culture
- Admissions considerations
- Alumni and faculty role models
- Administrative and financial support
- Co-curricular thread of courses and activities
- Postgraduate education and training opportunities

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## Argus Commission 2008-09 Leadership Development Activities Activities for ALL students

- Didactic exposure to basic leadership theory and practice
- Observation exposure to identified leaders
- Exposure to mentor(s) and mentoring concepts
- Committee membership and team learning activities and experiences
- Community volunteer activities and exposure to issues
- Participation in professional association meetings/activities
- Service learning activities

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### Argus Commission 2008-09 Activities for the MAJORITY of Students

- Additional elective didactic/experiential coursework for leadership insights and skill development
- Experiential exposure to identified leaders
- Alumni-student, faculty-student and student-student collaboration
- Honors Program, leadership retreats
- Mentoring of students for specific leadership roles
- Service on committees of student organizations, both within school and larger academic and social communities; committee chairs
- Formal assessment of leadership traits and potential



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### Argus Commission 2008-09 Activities for a FEW Students (10-20%)

- Campus or business leadership programs, tracks and/or electives; dual degree programs in business or health administration
- "Make something work" – hands on experience in leading or changing program, process, new practice activity, etc
- Service as officers of local student professional organizations or in campus organizations
- Regional or national involvement and recognition
- Completion of requirements for a leadership designation upon graduation or a dual degree (e.g., MBA)
- Leadership rotations as part of the advanced pharmacy practice experience



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### Argus Commission 2008-09 The Student Leadership Challenge: 5 Practices for Exemplary Leadership

Kouzes, J.M. and Posner, B.Z., Jossey-Bass, San Francisco, CA, 2008

- Model The Way
- Inspire a Shared Vision
- Change the Process
- Enable Others to Act
- Encourage the Heart



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## Richard S. Walling

- Director, Center for Health-System Pharmacy Leadership
- Addressing the Pharmacy Leadership Gap: Leadership As A Professional Obligation.

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## Center for Health-System Pharmacy Leadership

- Student & New Practitioner Task Force
  - ***Addressing the Pharmacy Leadership Gap: The Student and New Practitioner Perspective***

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## Task Force Report

- Health-System Pharmacy (leadership) crisis
- Shortage of pharmacists “willing” to lead the profession looming
- Big “L” and little “l” recognition
- Inconsistency of leadership training

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## Recommendations

- Professional Obligation
- Need for assessment tools
- Increase awareness of leadership opportunities
- Increase exposure throughout residency & the pharmacy workforce

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## Recommendations

- Support for faculty and preceptors
- Involve ALL pharmacy staff in leadership development – culture of leadership development
- Access to leadership opportunities in professional organizations
- Expand mentorships

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## Actions

- Fifty-one potential actions for the Center in cooperation with other collaborators

[www.ashpfoundation.org](http://www.ashpfoundation.org)

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## Kristin Kari Janke

- Interim Associate Dean of Assessment, University of Minnesota College of Pharmacy
- Faculty, Emerging Leaders Curriculum and Leadership Emphasis Area

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## U of M “Emerging Leaders” Initiatives

- Building Levels of Leadership Learning
  - All students
  - Leading Change Elective Courses
  - Leadership Emphasis Area (LEA) (18 credits)
  - Pharmaceutical Care Leadership Residency (2 years)

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## Leadership Electives and LEA

- Emphasis on:
  - Non-positional, “grassroots” leadership
  - Leading change
    - Organization change process
    - Leaders’ role in change
  - A progression of didactic, experiential and self directed learning opportunities

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## LEA Requirements

Leading Change in Pharmacy Elective Courses (Fall and Spr.)	4 credits total (2 credits each)
Management Course	At least two credits
Leadership Best Sellers	2 credits
Pharm.D. Paper or Directed Research	2 credits
Leadership APPE	4 credits
Leading Change Project	2 credits
Leading Change Portfolio	2 credits

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## Build the Guiding Team

- Who are the right people to have on the guiding team to foster leadership development through the pharmacy curricula and what do they need to bring to the table?
- What have been the contributions of various team members on the guiding team at Minnesota?

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## Get the Vision Right

- What will pharmacy and health care's future look like after leadership development has been implemented into pharmacy curricula?
- What strategies would you implement (or have you implemented) to start getting there?

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## Communicate for Buy-In

- What strategies can professional organizations use with their membership to get as many people acting on this vision as possible?
- What strategies has the University of Minnesota used to support action?

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## Empower Action

- What are the obstacles/barriers we face that will stop people from acting on the vision?
- What could work or has worked in addressing some of these barriers?

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## Create Short-term Wins

- What are some goal areas we can focus on to achieve some meaningful wins in this area?
- What have been some of the short-term wins experienced at the University of Minnesota?

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## Open Question and Answer

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## Final Comments

- Increase Urgency
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- ✓ **Make Change Stick**

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