



**From a Galaxy Not So Far, Far Away:
Demystifying How To Incorporate Leadership
Training Into Your Residency Program**

Patrick D. Fuller, PharmD, BCPS

Jennifer Hamner, PharmD

Rachana J. Patel, PharmD, BCPS, BCACP

Program Objectives

- ❖ **Describe different strategies for inspiring residents as future leaders in the profession**
- ❖ **Describe three key leadership skills to teach residents that can apply to either a formal or informal leadership role**
- ❖ **Determine individual and team working styles to maximize team success in the work environment**



Agenda Slide

Presenter	Time
Program Overview – Dr. Patel	4:15 – 4:20
From the Practice Field to the Bedside – How to Inspire Residents as Future Leaders? – Dr. Fuller	4:20 – 4:40
How to Teach Key Leadership Skills to Residents – Dr. Hamner	4:40 – 5:00
Maximizing Your Working Style to Achieve Team Success – Dr. Patel	5:00 – 5:25
Volunteer Feedback from Participants & Conclusion	5:25 – 5:30



From a Galaxy Not So Far, Far Away: Demystifying How To Incorporate Leadership Training Into Your Residency Program

From the Practice Field to the Bedside – How to Inspire Residents as Future Leaders?

Patrick D. Fuller, PharmD, BCPS
Pharmacy Staff Development Coordinator
PGY1 Pharmacy Residency Program Director
Nebraska Medicine



Audience Participation

Does your PGY1 or PGY2 program have a leadership development series as part of the curriculum?

- A Yes
- B No
- C Still thinking about implementing a leadership development series in my program



Leadership in Pharmacy

“Every pharmacist must be a leader in their practice or on their shift. Each must connect with their inner drive, their passion for what they do and for making things better.”

❖ Sara J. White, “Leadership: Successful Alchemy”
2006 Harvey A.K. Whitney Award Recipient

<http://www.harveywhitney.org/lectures.php?lecture=1>

(accessed 2015 May 10)



Who are our leaders?



With permission from Mr. Leo Spoladore.

<http://leonardospoladore.blogspot.com/> (accessed 2015 May 12)



Who are our leaders?

- ❖ Parents?
 - YES
- ❖ Teachers?
 - YES
- ❖ Colleagues?
 - YES
- ❖ Preceptors?
 - YES
- ❖ Resident graduates and you?
 - We hope so!



Department of Pharmaceutical & Nutrition Care
2013-2014 Pharmacy Residency Class

Front Row: Michelle Simmons, Megan Kuttik, Kim Krawiec, Beth Gripping, Ashley Hoffmann, Christal Fuller
Back Row: Sarah Lerner, Debra Green, Candy Fisher, Michael Samank, Greg Hill, Laura Gibson, Michael Powell



Inspiration

- ❖ “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”
John Quincy Adams, 6th President of the United States

http://www.brainyquote.com/quotes/authors/j/john_quincy_adams.html
(accessed 2015 April 10)



“Cutting Down The Nets”

- ❖ Jim Valvano: 1987 Million Dollar Round Table
- ❖ <https://www.youtube.com/watch?v=uezVYG4ba1E>



Self-Assessment Question

You + _____ = Success

- A** Money
- B** Motivation
- C** Power
- D** Fame



Audience Participation

- ❖ **Identify core leadership skills you feel are important for residents to learn**

- ❖ **Identify how you currently teach leadership skills in your program**



ASHP PGY1 Competency Area: Leadership and Management

- ❖ **Goal R3.1: Demonstrate leadership skills**
- ❖ **Objective R3.1.1: (Applying) Demonstrate personal, interpersonal, and teamwork skills critical for effective leadership**
- ❖ **Objective R3.1.2: (Applying) Apply a process of on-going self-evaluation and personal performance improvement**

*ASHP Accreditation Standard for Postgraduate Year One (PGY1)
Pharmacy Residency Programs approved on March 8, 2015*



Standard of Performance: From the Practice Field to the Bedside

- ❖ Regimented practices
- ❖ Time management
- ❖ Believe in yourself
- ❖ Do your very best



Standard of Performance: From the Practice Field to the Bedside

- ❖ Focus on the task at hand and the results will take care of themselves
- ❖ Keep your eye on the mountain top, but enjoy the journey
- ❖ Know how to bounce back from adversity and be flexible
- ❖ **PREPARATION, PREPARATION, PREPARATION**
- ❖ **COMMUNICATE, COMMUNICATE, COMMUNICATE**



Pyramid of Success: John Wooden

- | | |
|-------------------|-------------------------|
| ❖ Industriousness | ❖ Initiative |
| ❖ Friendship | ❖ Intentness |
| ❖ Loyalty | ❖ Condition |
| ❖ Cooperation | ❖ Skill |
| ❖ Enthusiasm | ❖ Team Spirit |
| ❖ Self-Control | ❖ Poise |
| ❖ Alertness | ❖ Confidence |
| | ❖ Competitive Greatness |

http://www.coachwooden.com/pyramid_of_success
(accessed 2014 August 15)



Incorporating Leadership into Residency Training

- ❖ Leadership Development Series (monthly)
 - Residents lead discussions on various articles:
 - Military, history, coaching, politics, medicine, pharmacy
 - Feedback (how to give and how to receive)
 - Incorporate principles as part of a multidisciplinary team on rounds, or when participating on committees
 - Communication Style Assessment
 - Conflict Mode Assessment
 - Discussion of Harvey A. K. Whitney Award Lectures
 - *Letters to a Young Pharmacist*



Residency Annual Fall Retreat



Photo with permission from Theresa Brown, Lied Lodge, May, 2015



Incorporating Leadership into Residency Training

- ❖ Fall Retreat: (two days in September)
 - Invited speakers:
 - StrengthsFinder®- Incorporated into development plans
 - Resident Finance 101
 - The PACE® Palette
 - Crew Resource Management
 - PGY2 Panel Discussion
 - Ropes Challenge Course (team and trust building skills)



Wall Climbing



Self-Assessment Question

Strategies for inspiring residents as future leaders in the profession include all of the following EXCEPT?

- A Discussing Harvey Whitney Award Lectures
- B Setting “Standards of Performance”
- C Exposing residents to a variety of leadership and self-assessment learning activities
- D Buying dinner each month for your residents



Thoughts

- ❖ Are your bags packed to share in the successes of others?
- ❖ “...In whatever roles you are called to play on the journey of your life, you will experience the peace of mind that comes with knowing you’ve done your best, no matter the final score.”

Tom Osborne “Beyond The Final Score”

Osborne, T. (2009). *Beyond The Final Score*. Ventura, CA: Regal.



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Teaching Key Leadership Skills to Residents

Jennifer Hamner, PharmD
Manager of Pharmacy Professional Development
PGY1 Pharmacy and PGY2 Pediatric Residency Program Director
Children's Hospital Colorado



Leadership 101: Key Leadership Skills for Residents

❖ Objective:

- Describe three key leadership skills to teach residents that can apply to either a formal or informal leadership role:
 1. Be Courageous
 2. The Art of Delegation
 3. Trust is Bidirectional



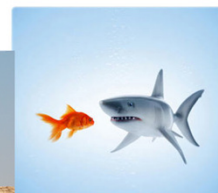
Leadership 101: Key Leadership Skills for Residents

- The skills listed in this presentation are by no means all inclusive
- Describe various ways we have incorporated teaching these key skills into our residency program



Be Courageous

- ❖ Productive conflict is healthy and necessary for success but can be difficult for a resident to tackle
- ❖ Pitfalls:
 - Avoidance
 - Emotion
 - Waiting too long to address
- ❖ [Cowardly Lion](#)



1. <https://bearingelmo.files.wordpress.com/2013/10/crying-cowardly-lion.jpg?w=529>
2. <http://www.josebaldaja.com/intuinovare/wp-content/uploads/2013/12/lion.jpg>
3. http://i3.gstatic.com/images?q-tbn:ANd9GcSlqWYpYqM_wG-4f0PktAAQyq2tAiz1_f_kz8Ks5d0MpxhNq_aMpwRyKJ

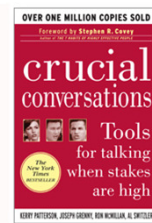
New PGY1 Standard: Design and Conduct of the Residency Program

- ❖ In addition to providing resident feedback, providing feedback on the learning experience (LE) & preceptor is part of the standard
- ❖ As Defined by: 3.4.c.(5) 3.4.c.(6):
 - At the end of each LE:
 - Residents must complete and discuss at least one evaluation of each preceptor
 - Residents must complete and discuss an evaluation of each LE



Tools for Teaching Courage

- ❖ Preceptor & resident professional development specific to courageous conversations
 - Check with HR department for resources
 - Have a book club featuring a book that focuses on difficult conversations such as “Crucial Conversations” by Patterson et al
- ❖ Use tools that can be easily found online to help teach this skill
- ❖ Look for presentations on courageous conversations at local, state, and national conferences





Ways to Incorporate Teaching Courage



- ❖ Require each resident to provide at least one constructive comment in LE & preceptor evaluations
 - Remember: Accountability is key!
 - RPD: Reviews evaluations & sends back if not done
 - Require the resident to provide verbal feedback
 - Coach the resident on how to have the discussion
 - SBI: Situation/Behavior/Impact
 - Avoid using “you”
 - Debrief after each conversation

1. http://i1.gstatic.com/images?q=tbn:ANd9GcO3XzNKfCY-094sOqT020FN8gd8j_ibvs4ynEMA3suUDxRkk2Yn59N96-

2. <http://i1.gstatic.com/images?q=tbn:ANd9GcT0IbwCR1ZaPNAxiE8iH25y-kxTuZDMmDanBNTCVhAKBeVxrybiNaCw>



When to Incorporate Teaching Courage

- ❖ Beginning of the residency year: Recommend having the book club, attending the class or discussion during orientation
- ❖ Can revisit the topic throughout the year when conflict arises:
 - Helps them utilize the tools learned early in the year
 - Conflict is inevitable!



Goal: Badge of Courage



<http://ftp.bizcatalyst360.com/a-key-element-of-leadership-courage/>



Group Participation

- ❖ How many in the audience have ever felt overwhelmed with precepting responsibilities on top of work responsibilities?



The Art of Delegation

- ❖ Delegation is an essential skill for effective leadership
- ❖ Delegation is not always good
 - Delegation is not just handing over work or micromanaging
- ❖ The question is not to delegate more but to delegate more effectively
- ❖ Learning how to effectively delegate can help residents work smarter and not harder



Slide reference: http://www.marshallgoldsmithlibrary.com/cim/articles_display.php?aid=294. Accessed May 25, 2015.

Ways to Incorporate Teaching Delegation

- ❖ PGY1 residents can practice these skills on students or PGY2 residents can practice on PGY1 residents
 - Teaching points:
 - Clear expectation setting
 - Accountability
 - Openness to different ideas
 - Things to consider:
 - Asking what they could do differently:
 - Let go of the reigns more vs. provide more support
 - Is the task appropriate for the skill level
 - Are there things they are doing that have been mastered and can be a learning experience for a student or resident? This goes for preceptors and RPDs too 😊



Slide reference: http://www.marshallgoldsmithlibrary.com/cim/articles_display.php?aid=294. Accessed May 25, 2015.

When to Incorporate Teaching Delegation

- ❖ PGY1s: After orientation and on rotations
 - July: Teach the principles of effective delegation in orientation
 - The best time is to have them practice delegation when they have a student on rotation
- ❖ PGY2: From day one
 - Resident self-assesses their delegation skills
 - Set expectations that they must delegate some of the residency activities and hold the PGY1s accountable
 - Reassess throughout the year



Trust is Bidirectional

- ❖ We expect our residents to trust us and we expect to trust them in return.
 - Trust is earned not assumed by title
 - How do we inspire trust and teach the importance?

[Circle of Trust](#)



Trust is a 5 letter word

- ❖ Trust comes great responsibility. Trust can take years to earn and moments to break down.
 - Earn trust through character and competence
 - Keep trust through follow through, integrity and transparency
 - Recognize the effects of lack of trust and learn from them

<http://www.leadershipnow.com/CoverOnTrust.html>. Accessed May 25, 2015.



“Being in the Know”

- ❖ When on a leadership or administrative rotation, have the resident attend sensitive meetings
 - Allow the resident to have a transparent leadership experience by entrusting them to hear these discussions to help them comprehend the full scope of the issue
 - Example: Allow the resident to participate in discussions on workflow or schedule changes that can affect the staff
 - Incorporate residents into staff interviews
 - Allow residents to participate in the ranking of future residents



Humble Leadership

- ❖ There is more than one way to achieve the same result
 - Give the resident the ability to use their judgment and ideas to apply to a problem
- ❖ Allow the resident to “fail”
 - Share your own “failures” with them and how it made you a better leader today
 - Transparency!
- ❖ Ask the resident what you could do differently as a leader to support them
 - This can show them that trust is both ways and they are safe to offer feedback



When to Incorporate Teaching Trust

- ❖ Longitudinal administrative rotations
- ❖ Concentrated administrative rotations
- ❖ Practice management rotations
- ❖ Any rotation!



Teaching Key Leadership Skills Summary

- ❖ Simplify and practice key leadership skills year round using different methods and tools
- ❖ By teaching these skills they will be more well rounded and maybe even happier practitioners
- ❖ Another go to book: The Five Dysfunctions of a Team by Patrick Lencioni
 - Told as a fable and a fun and easy read!



Self-Assessment Question

The following are examples of the best time to incorporate teaching key leadership skills EXCEPT:

- A** When residents are on rotation with a student
- B** During resident orientation
- C** On an administrative rotation
- D** Only during the last month of residency



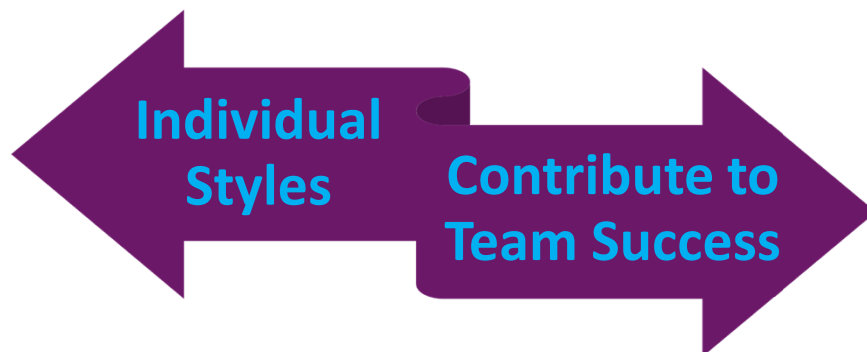
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**Maximizing Your Working Style to
Achieve Team Success**

Rachana J. Patel, PharmD, BCPS, BCACP
PGY2 Ambulatory Care Residency Program Director
Clinical Pharmacy Specialist in Primary Care
Kaiser Permanente Colorado

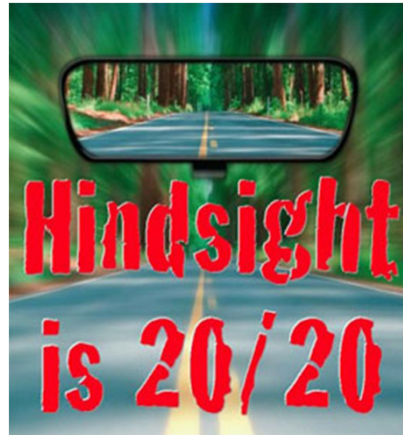


Working Styles Questionnaire



www.LMPartnership.org





Google image accessed May 27, 2015
<http://www.gwctheater.com/wpcontent/uploads/2012/07/hindsight.jpg>



Activity: Individually Complete & Score Working Styles Questionnaire



- ❖ Determine your preferred working style
- ❖ There are no right or wrong answers
- ❖ Several choices may appeal to you because you prefer a combination of styles

www.LMPartnership.org



Activity: Individually Complete & Score Working Styles Questionnaire

How to complete the questionnaire ?

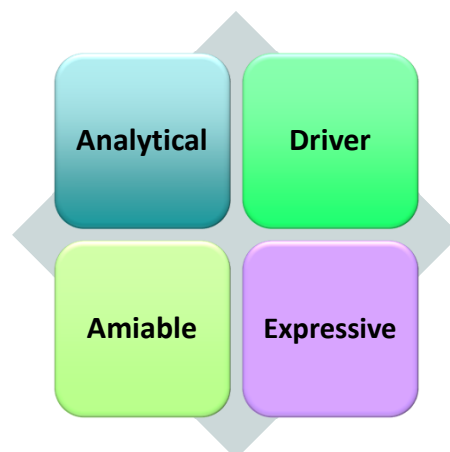
- I. You have ~ 5 minutes to complete and score it
- II. Read each statement, and rate the statement with a score of 1, 2, 3 or 4
 - **1** represents the response that **BEST** describes you
 - **4** represents the response that **LEAST** describes you
- III. After you have completed the worksheet, transfer the results to the score sheet on the second page
 - Your **LOWEST** score is your preferred working style
 - In case of a tie, pick the style you feel is most like you

<http://www.lmpartnership.org/tools/working-styles>

Accessed May 27, 2015



Four Working Styles Characteristics



www.LMPartnership.org



Working Styles Characteristics

Analytical

- Cautious actions & decisions
- Likes organization & structure
- Asks many questions about specific details
- Prefers objectives, task-oriented environment
- Wants to be accurate, thus relies too much on data collection
- Seeks security and self-actualization

www.LMPartnership.org



Working Styles Characteristics

Driver

- Takes action & acts decisively
- Likes control
- Dislikes inaction
- Prefers maximum freedom to manage self & others
- Cool & independent, competitive with others
- Low tolerance for feelings, attitudes & advice of others
- Works quickly & efficiently by themselves

www.LMPartnership.org



Working Styles Characteristics

Amiable

- Slow at taking action and making decisions
- Likes close, personal relationships
- Dislikes interpersonal conflict
- Supports & actively listens to others
- Weak at goal setting & self-direction
- Demonstrates excellent ability to gain support from others
- Works slowly & cohesively with others
- Seeks security & inclusion

www.LMPartnership.org



Working Styles Characteristics

Expressive

- Spontaneous actions & decisions, risk taker
- Not limited by tradition
- Likes involvement
- Generates new & innovative ideas
- Tends to dream & get others caught up in the dream
- Jumps from one activity to another
- Works quickly & excitingly with others
- Not good with follow-through

www.LMPartnership.org



Group Activity: Working Styles

1. What do others need to know about your (our) style in order to effectively work with you (us)?
2. What are your (our) challenges in working with each of the other working styles?
3. We all have a few elements of all styles. Do you think this is an advantage or disadvantage?
4. Why is it a good thing your team has people from all of these different styles?

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Making the Most of Your Working Style & Others


Your style → Other Style ↓	Analytical	Driver	Amiable	Expressive
Analytical	Establish priority of tasks to be done. Commit to firm time frames for your work and stick to them.	Take a deep breath, relax, and slow down. Demonstrate that you have considered all or most of the options before moving ahead.	Cut short the social hour and get right down to the specifics. The more information you have to support your position, the better.	Translate your vision into specific tasks or goals. Involve analyticals in researching & developing the details of the action plan.

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Making the Most of Your Working Style & Others

Your Style → Other Style ↓	Analytical	Driver	Amiable	Expressive
Driver	Organize your work around major themes. Prepare “executive summaries” with bullets that state the conclusions first and supporting data second.	Remind each other of your similarities, and your need to adopt qualities of the other’s style.	Don’t take anything personally. Getting results is what counts with drivers; be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.


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Making the Most of Your Working Style & Others

Your Style → Other Style ↓	Analytical	Driver	Amiable	Expressive
Expressive	Jazz up your presentation; try to think BIG picture. Involve the expressive in developing the vision or marketing plan.	Emphasize timelines and due dates. Build in flexibility to allow the free rein of creativity.	Engage the expressive with appreciation of his or her vision or creativity.	Remind each other of your tendency to generate a lot of ideas without thinking through how to implement them.


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Making the Most of Your Working Style & Others				
Your Style → Other Style ↓	Analytical	Driver	Amiable	Expressive
Amiable	Start off on a personal note, gravitate to project specifics and expectations. Emphasize the greater good of the project.	Spend time up front gaining trust and confidence, be inclusive. Be specific about deadlines, even when it seems obvious.	Laugh with each other about how important it is being relational. Then focus on what we really need to accomplish here and do it.	Tell them how important the team concept is to making your vision a reality. Give amiables the job of team building to make the dream come true.

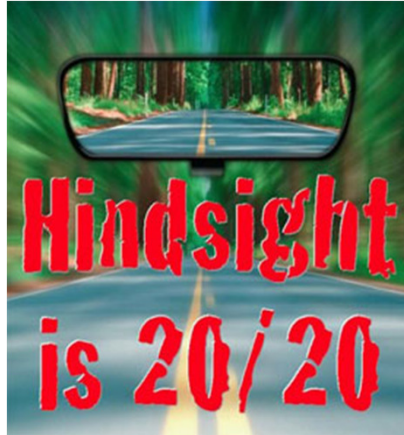
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Value: Incorporating Working Styles Into Your Residency Program

- ❖ Residents
 - Co-residents present ACPE 2-hour presentation
 - Selection process of teammate
 - During preparation of program
- ❖ Preceptors
 - Expectations that residents and preceptors share their working styles with each other from the start of learning experience



Working Styles Questionnaire



"If only I had this tool at the beginning of my PGY1, it would have helped me better understand where some of my co-residents and preceptors were coming from."

*- PGY2 Ambulatory Care Resident,
Kaiser Permanente Colorado*

Google image accessed 5/27/15
<http://www.gwctheater.com/wpcontent/uploads/2012/07/hindsight.jpg>



Self-Assessment Question

Which is correct regarding the Working Styles Assessment?

- A Being a Driver is the best working style to have
- B Amiable's are push-overs and will do whatever the Driver's ask
- C Understanding and appreciating the differences of your co-worker(s) style can help the team work more effectively
- D The most effective teams have all members with the same working style



Group Activity

- ❖ Identify new leadership elements you would like incorporate into your program



[Star Wars Theme](#)