Cultivating Leaders in Pharmacy: a leadership development program for pharmacy students

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Background
- Leadership has recently been added as an educational outcome and a key element of professional development in pharmacy curricula. The 2013 Center for the Advancement of Pharmacy Education (CAPE) report and 2016 Accreditation Council for Pharmacy Education (ACPE) standards recognize the importance of leadership development.
- Student organizations and government have been the primary source of leadership opportunities for pharmacy students. However, providing leadership development opportunities through structured workshops and programs can enhance students' skills.
- Although participation in pharmacy organizations is common, leadership positions tend to be held by more senior students rather than entry-level or junior students.

Objective
- To develop leadership skills among pharmacy students through a leadership development program (LDP).

Methods
- Participation in the LDP is by invitation of the Professional Affairs Coordinator based on responses from students,
- Mentors are assigned to one or two mentees for the duration of the program.
- Mentees are invited to the program at the discretion of the Professional Affairs Coordinator.
- Each committee in the 2015-2016 LDP was assigned two mentees with the exception of the Social and Public Relations committees, which only received one mentee each.
- Many participants have subsequently served on executive boards and committees in numerous other organizations, including 13 of 22 (59.1%) executive board and committee members of NCPA for 2016-2017.

Results
- In 2015-2016, 12 students were selected as LDP mentees: four PP1 (33.3%), five PP2 (41.7%), and three P1 (25%) (Figure 1).
- Each committee in the 2015-2016 LDP was assigned two mentees with the exception of the Social and Public Relations committees, which only received one mentee each (Figure 2).
- Many participants have subsequently served on executive boards and committees in numerous other organizations, including 13 of 22 (59.1%) executive board and committee members of NCPA for 2016-2017.

Discussion
- Upon completion of the program, participants indicated that the experience taught them many valuable lessons and improved their overall leadership skills.
- Students often are committed members of only one organization, which may discourage students from applying to our organization-specific LDP program. Collaboration with several organizations for certain workshops could create more interest in our LDP.
- Participation in the LDP may encourage the commitment and opportunity for growth in one professional organization earlier in students' education. This is desirable compared to students who may not be as dedicated to an organization they have already served in a leadership position in that organization.
- A major emphasis on interpersonal collaboration in the field of pharmacy which has started to be incorporated into pharmacy curricula might signal a need for a component dedicated to this type of teamwork in the LDP.
- Further research will be performed on the impact the LDP has on its members, particularly assessing leadership experiences attained after completing the program.

Limitations
- It may be difficult to incorporate the efforts of another executive board and committee chairs in order to introduce multidisciplinary collaboration to the LDP.
- Senior students did not necessarily have extensive exposure to leadership skills, particularly if they were not involved during their earlier years. Excluding them from the program may prevent these students at a disadvantage.
- Due to the limit of the academic calendar year, the LDP could only address a few competencies related to leadership.

Conclusions
- The LDP has provided an opportunity for students to develop leadership skills through structured workshops and programs, less-experienced PP1, PP2, and P1 students learned and applied skills that may influence their involvement in leadership opportunities while seasoned leaders further developed their leadership and mentoring skills.
- Through structured workshops and programs, less-experienced PP1, PP2, and P1 students learned and applied skills that may influence their involvement in leadership opportunities while seasoned leaders further developed their leadership and mentoring skills.
- The LDP could only address a few competencies related to leadership.

References

Table 1. Leadership Development Program Workshops

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<td>- Peer critique and praise of professional attire</td>
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<td>Public Speaking</td>
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<td>- Public speaking exercises based on improvisation performed in front of group</td>
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<td>Networking</td>
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<td>- Critique by E-board members or committee coordinators</td>
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<td>Golfing</td>
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<td>- Mock interviews with E-board members of committee coordinators with standardized evaluation sheets</td>
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<td>- Lesson with semi-pro golf instructor</td>
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<td>- Attended by postdoctoral fellows who led previous workshops</td>
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Program Workshops
- A total of 39 participants have completed the LDP.
- In 2015-2016, 12 students were selected as LDP mentees: four PP1 (33.3%), five PP2 (41.7%), and three P1 (25%) (Figure 1).
- Each committee in the 2015-2016 LDP was assigned two mentees with the exception of the Social and Public Relations committees, which only received one mentee each (Figure 2).
- Many participants have subsequently served on executive boards and committees in numerous other organizations, including 13 of 22 (59.1%) executive board and committee members of NCPA for 2016-2017.

Figure 1. Class Year Acceptance per LDP

Figure 2. Committee Involvement During LDP

Participants
- In 2015-2016, a total of 39 participants have completed the LDP.

Methods
- Each fall, the Rutgers chapter of NCPA’s Professional Affairs Coordinator informs potential participants, first pre-professional (PP1), second pre-professional (PP2), and first professional (P1) students, about the LDP via Facebook.
- An application for the program is released to students online and gatherings information regarding students’ participation interests, their desired learning outcomes from the program, and committee preferences (Legislative Affairs, Business Plan, Public Speaking, Networking, CV Building, and first professional (P1) students, about the LDP via Facebook.

Leadership Skill
- Leadership has recently been added as an educational outcome and a key element of professional development in pharmacy curricula. The 2013 Center for the Advancement of Pharmacy Education (CAPE) report and 2016 Accreditation Council for Pharmacy Education (ACPE) standards recognize the importance of leadership development.
- Student organizations and government have been the primary source of leadership opportunities before CAPE 2013, which calls for an integration of leadership skills in doctor of pharmacy curriculum. However, providing leadership development opportunities to all pharmacy students is a significant effort and has yet to be implemented.
- Although participation in pharmacy organizations is common, leadership positions tend to be held by more senior students rather than entry-level or junior students. In addition, pharmacy students may not be presented with many overall opportunities to formally develop leadership skills throughout pharmacy programs.

Objective
- A Leadership Development Program (LDP) involving structured workshops, event planning, and mentorship was developed to provide entry-level and junior students with exposure to essential leadership skills earlier in their pharmacy education, while continuing to develop students in executive leadership roles.

Background
- In collaboration with the coordinator, the mentee must draw up an outline for an event that is relevant to the committee during winter break. The mentee is responsible for executing their plan in the spring semester.
- Formal development of leadership skills occurs through the Professional Affairs Coordinator’s initiatives. The Professional Affairs Coordinator designs workshops that target specific leadership skill sets, such as public speaking, networking, CV building, interview, and professional dressing. Interactive sessions followed each session to allow students the opportunity to practice the skills they learned (Table 1).

Results
- Leadership training occurs through the Professional Affairs Coordinator’s initiatives. The Professional Affairs Coordinator designs workshops that target specific leadership skill sets, such as public speaking, networking, CV building, interview, and professional dressing. Interactive sessions followed each session to allow students the opportunity to practice the skills they learned (Table 1).

Discussion
- Participation in the LDP may encourage the commitment and opportunity for growth in one professional organization earlier in students’ education. This is desirable compared to students who may not be as dedicated to an organization they have already served in a leadership position in that organization.
- A major emphasis on interpersonal collaboration in the field of pharmacy which has started to be incorporated into pharmacy curricula might signal a need for a component dedicated to this type of teamwork in the LDP.
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References