Contents

Introduction xiii
Acknowledgments xvii
Contributor xix
Reviewers xxi

PART I 1
Emotional Intelligence

CHAPTER 1 3
Self-Directed Learning

What’s the Typical Approach to Pharmacy Education? 4
What Happens as Students Age? 4
What’s the Best Way to Enhance Professionalism? 5
What Are the Mechanics of Enhancing Professionalism? 8
Personal Learning Plan: Professionalism 9

CHAPTER 2 17
Emotional Intelligence

What Is Emotional Intelligence? 19
What Are the Domains of Emotional Intelligence? 19
What Are Emotional Hijackings? 21
Why Is Emotional Intelligence Important? 21
What Are Some Examples of Emotional Intelligence? 22
Emotional Intelligence at Work 23
Assignment: What Do the Practitioners/Others Say? 23

CHAPTER 3 31
Emotions

What Are Emotions? 33
What Are the Primary Emotions? 33
Why Are Some Emotions Hard to Describe?  34
Are Emotions Functional?  34
What Are Moods? What Is Temperament?  35
What Is the Biology of Emotions?  36
What Do I Learn from My Emotions?  36
Can I Ignore My Emotions, or Hide Them?  37
Why Do I Always React the Same Way?  37
Emotions at Work  37
Assignment: What Do the Practitioners/Others Say?  38

CHAPTER 4  43
Self-Awareness
What Is Self-Observation?  45
What Is Self-Awareness?  45
What Is Self-Concept?  46
What Are the Barriers to Self-Awareness?  46
What Things Are Most Important to Learn About Myself?  47
Self-Awareness at Work  48
Assignment: What Do the Practitioners/Others Say?  49

CHAPTER 5  61
Self-Management
What Are the Prerequisites for Self-Management?  63
What Is at the Core of Self-Management?  64
What Is Emotional Regulation and Self-Management?  64
What Are Specific Strategies for Emotional Regulation?  65
What Is Cognitive Reappraisal and Self-Management?  66
Self-Management at Work  67
Assignment: What Do the Practitioners/Others Say?  68

CHAPTER 6  73
Social Awareness
What Is Social Awareness?  75
What Are Emotional Blinders?  76
What Is Intuition?  76
How Can I Improve My Social Awareness?  77
CHAPTER 9 | 117
Emotional Intelligence, Ethics, and Professionalism
Vincent Giannetti, PhD

Learning Ethics or Being Ethical? 119
What Is Virtue Theory? 119
Emotional Intelligence and Ethics 121
Ethics at Work 122
What Do the Practitioners/Others Say? 123

CHAPTER 10 | 127
Altruism

What Characterizes Altruism? 129
What Is Empathy? 129
What Are the Elements of Compassion? 130
What Motivates Altruistic Behavior? 130
Is Altruism Innate? 130
Can Altruism Be Learned? 131
Must Altruism Be Grand? 131
Altruism as Marketing 133
Why Is Altruism Good for You? 133
Caveats Regarding Altruism, Empathy, and Compassion 134
Altruism at Work 134
Assignment: What Do the Practitioners/Others Say? 135

CHAPTER 11 | 141
Accountability

Definitions of Accountability 143
How Are People Held Accountable? 144
Who Is Accountable? 144
What Is Attribution Theory? 145
How Does Attribution Relate to Accountability? 145
What Are the Psychological and Emotional Consequences of
Accountability? 146
How Does Personality Affect Shame? 147
What Is Self-Forgiveness? 148
Accountability at Work  148
Assignment: What Do the Practitioners/Others Say?  149

CHAPTER 12  |  155
Duty, Honor, and Integrity

Why Is Lincoln Quoted for This Chapter?  158
What Is a Virtue?  158
Virtues and Character  158
Virtues and Moral Reasoning  159
Is Moral Intelligence the Same as Emotional Intelligence?  160
What Is Conscientiousness?  161
Self-Control as the Master Virtue  161
Self-Control as a Limited Resource  162
What Is the Deathbed Test?  162
Duty, Honor, and Integrity at Work  163
Assignment: What Do the Practitioners/Others Say?  164

CHAPTER 13  |  169
Excellence

Excellence in What?  171
Excellence for What End?  173
Healthy and Unhealthy Striving for Excellence  173
What Is Flow?  174
How to Get Better  175
The Role of Willpower  175
Excellence at Work  176
Assignment: What Do the Practitioners/Others Say?  177

CHAPTER 14  |  181
Respect for Others

What Does Respect Mean?  183
Respect for Patients Versus Respect for Others at Work  184
Person-Centeredness  184
Rudeness, Incivility, and Bullying  186
Advice on How to Treat People at Work  187
Cultural Intelligence  188
Respect for Others at Work 189
Assignment: What Do the Practitioners/Others Say? 190

CHAPTER 15  195
The Dark Side
Is the Dark Side a Dichotomous Variable? 198
How Do You Explain These Behaviors? 198
The Impaired Pharmacist 201
How to Deal with Dark Side Professionals 202
Assignment: What Do the Practitioners/Others Say? 204

PART II  211
Summary: Commandments for Professionalism

PART III  213
Clinical Responsibility

CHAPTER 16  215
Expertise and Thinking
What Are the Stages of Expertise? 217
Pharmacists: Experts at What? 219
What Do Experts Do That a Novice Can’t? 220
How Do Experts Think? 220
Clinical Thinking and Clinical Decisions 222
Are There Different Types of Thinking? 224
What Is Stupidity? 227
Expertise at Work 227
Practical Intelligence at Work 228
Assignment: What Do the Practitioners/Others Say? 228

CHAPTER 17  237
Emotional Labor, Compassion Fatigue, Stress, and Burnout
Emotional Labor 239
Compassion Fatigue 240
Burnout 241
Stress and Quality of Life 242
Stress and Performance 243
Resilience 244
Stress at Work 245
Assignment: What Do the Practitioners/Others Say? 246

CHAPTER 18 253
Establishing Credibility
The Objective 255
Establishing Credibility 256
Openness to Experience 258
Perceived Self-Efficacy 258
First Impressions 259
Personal Presence 260
A Sense of Entitlement 261
Credibility at Work 261
Assignment: What Do the Practitioners/Others Say? 262

CHAPTER 19 269
Worry, Fear, and Errors
Introduction 271
Fear and Anxiety 271
What Is Worry? 272
Fear of Failure, Fear of Success 273
Errors 275
Disclosure 276
Coping 278
Medication Errors at Work 280
Assignment: What Do the Practitioners/Others Say? 281

CHAPTER 20 289
Interprofessional Relationships
Introduction 291
Power 291
Professional Transactions 293
Interprofessional Relationships at Work  295
Assignment: What Do the Practitioners/Others Say?  296

PART III  301
Commandments for Clinical Responsibility

PART IV  303
Work

CHAPTER 21  305
The Boss

What Are the Key Assumptions to Managing Your Boss?  307
Who Is Dependent on Whom?  307
What Do I Need to Understand?  308
Can I Shape My Boss’s Behavior?  309
Bad Bosses  309
Telling the Boss You Made a Mistake  310
Managing Your Boss at Work  310
Assignment: What Do the Practitioners/Others Say?  311

CHAPTER 22  315
Careers

What Should I Get from Work?  317
What Should I Expect in My Career?  318
What About a Mentor?  318
How to Reach My Potential  319
What Are Career Barriers?  320
When to Change Jobs  321
How to Change Jobs  322
How to Take Feedback  323
The Best Career Advice  323
Emotional Intelligence and Careers  324
Assignment: What Do the Practitioners/Others Say?  324
CHAPTER 23 | 331

Difficult Conversations

What Is the Underlying Structure of a Difficult Conversation? 333
What’s the Secret to a Difficult Conversation? 334
The Scripting Technique 334
Reducing Stress in a Difficult Conversation 335
Difficult Conversations at Work 336
Assignment: What Do the Practitioners/Others Say? 336

CHAPTER 24 | 341

New Supervisors

Pharmacists as Supervisors 343
What Do Supervisors Do? 343
Two Guidelines for Supervisors 344
What Mistakes Do New Supervisors Make? 345
Supervision: The Primary Task 347
Supervision at Work 347
Assignment: What Do the Practitioners/Others Say? 348

CHAPTER 25 | 355

Politics

Why Is There Politics at Work? 357
How Does Emotional Intelligence Help with Politics? 358
What Is Prudent Paranoia? 359
What Are the Unspoken Rules of Work? 359
What Is Power, and How Do I Use It? 360
Grapevines and Gossip 361
Are There Ethics in Organizational Politics? 361
How Do I Recognize a Toxic Political Environment? 362
Politics at Work 362
Assignment: What Do the Practitioners/Others Say? 363
Introduction

This is a book in layers. The first layer focuses on emotional intelligence. Emotional intelligence is your ability to understand your emotions and the emotions of another person, and then craft a behavior based on these emotions that is appropriate to the context. Emotional intelligence is not about suppressing or indulging emotions; it is about using emotions to accomplish personal and organizational goals—in this case, acting professionally in both your work role and your clinical role. There are four aspects of emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

The second layer focuses on professionalism. The American Board of Internal Medicine model of professionalism is used. The model consists of six attributes: altruism, accountability, duty, excellence, honor and integrity, and respect for others.

The third layer relates the concept of emotional intelligence to professionalism. The connection is made by asking you to consider the following questions:

Self-awareness: What are my values, attitudes, beliefs, feelings, and behaviors in regard to altruism, accountability, duty, excellence, honor, integrity, and respect for others?

Self-management: How do I manage myself regarding the professional obligations of altruism, accountability, duty, excellence, honor, integrity, and respect for others?

Social awareness: How do I use social awareness to facilitate altruism, accountability, duty, excellence, honor, integrity, and respect for others?

Relationship management: How do I manage my relationships to reflect altruism, accountability, duty, excellence, honor, integrity, and respect for others?

Having merged the ideas of emotional intelligence and professionalism, both frameworks are applied to clinical responsibility. The topics discussed are expertise and thinking; emotional labor, compassion fatigue, stress,
and burnout; establishing credibility; worry, fear, and errors; and interprofessional relationships.

The frameworks of emotional intelligence and professionalism are applied to work-related issues in the fourth layer of the book. This section considers bosses; careers; difficult conversations; new supervisors; politics; romantic relationships at work; and, trust, delegation, empowerment. This section concludes with practical advice on these issues.

The book is organized into parts based on these four layers: Part I focuses on emotional intelligence; Part II is devoted to professionalism; Part III looks at clinical responsibility; and Part IV deals with work-related issues.

Most chapters are short. Topics are presented primarily in a question and answer format with minimal footnoting. Each chapter contains exercises and discussion points, and is written with the understanding that pharmacy students are busy.

Each chapter attempts to convey the best that the literature has to offer on the topic being discussed. By design this is not a complete review of the often extensive writing and thinking on these points. Pharmacy students simply do not have the time for such detail.

The core learning strategy utilized is self-directed learning operationalized as a personal learning program. What does this mean? It doesn’t make sense to say to a student, “Here is a white coat, be a professional.” More appropriately, a formal, self-directed, personalized, targeted, incremental, “small wins” approach to professional enhancement, clinical responsibility, and work is used. For a topic such as altruism, students will determine what aspect of this element of professionalism is most important to them and then develop their own unique approach to its enhancement. Several years ago it became acceptable to sing the national anthem in various styles. The words and sentiments were always the same, but the rhythm and delivery varied by artist. The methodology used to enhance professionalism will be the same for each student, but the specific issue and program will vary by student.

As a new graduate, you will arrive for your first day of work. Your employer will have expectations of you including, among other things, that you are clinically adept, organizationally effective, financially aware, customer oriented, managerially skilled, and inter- and intrapersonally competent. In addition, they will expect you to conduct yourself as a professional.
This book is designed to help you use emotional intelligence to meet your clinical responsibilities and become an ethical, responsible professional who contributes to the overall success of your workplace.

Finally, in choosing a career and a college experience, students are confronted with two choices. One is to choose a career with tangible economic prospects at the end of college. Pharmacy surely meets this test. Unfortunately, in making the choice to become a pharmacist, students are denied some of the freedom to pursue courses of study that offer significant opportunities for personal growth. It is an unfortunate by-product of the rigor demanded in becoming a pharmacist. As a result, some pharmacy students may feel deficient in some of the skills, attitudes, and behaviors that make for a successful life. This book is a small attempt to address this gap.
Impossible as it seems to me, I graduated from pharmacy school more than 40 years ago. For some reason, I was not apprehensive about what, at the time, passed for clinical activities. I knew I didn’t have to know the answer to every question. I knew I would be able to find the answer and formulate a response. I knew I could process the orders and was comfortable in dealing with the patients. What did frighten me, in an inarticulate, but nevertheless sensed way, was that I didn’t know how things worked, how things got done. I knew I would now be competing—not with 23-year-old classmates, but with practitioners with 30, 40, or 50 years of experience.

Hopefully, the reader senses that this is a book not only about professionalism, clinical responsibility, and work, but also about how things work, how things get done. While the topics might not be express instructions on accomplishing things, they touch on the personal, intangible aspects of self and others that facilitate accomplishment and productivity.

Many thanks to my collaborators, Dr. Thomas Mattei, Dr. Vincent Giannetti, and Dr. Michael Shaner—colleagues, mentors, and friends all. Also, thanks to Drs. Kurt Wolfgang and Randy Tomko for taking time to share their perspectives on these topics.

Finally, to my wife, Michele, for tolerating my distracted presence, and to my sons, Matt, Scott, and Joe. This book is for all of you in more ways than you can imagine.
Contributor

Vincent Giannetti, PhD
Professor of Pharmaceutical Administration
Mylan School of Pharmacy
Division of Clinical, Social, and Administrative Sciences
Duquesne University
Pittsburgh, Pennsylvania
Reviewers

**Michael C. Berger, PharmD, BCPS**  
Clinical Assistant Professor  
University of Kentucky College of Pharmacy  
Lexington, Kentucky

**Anthony Corigliano, RPh**  
Assistant Professor of Pharmacy Practice/Laboratory Coordinator  
Wegmans School of Pharmacy  
St. John Fisher College  
Rochester, New York

**Steven J. Crosby, BSP, RPh, MA, FASCP**  
Assistant Professor of Pharmacy Practice  
Department of Pharmacy Practice  
Massachusetts College of Pharmacy and Health Sciences  
Boston, Massachusetts

**Natalie A. DiPietro, PharmD, MPH**  
Assistant Professor of Pharmacy Practice  
Raabe College of Pharmacy  
Ohio Northern University  
Ada, Ohio

**Jason Glowczewski, PharmD, MBA**  
Manager, Pharmacy and Oncology  
University Hospitals Geauga Medical Center  
Affiliate Assistant Professor of Pharmacy Practice  
University of Findlay  
Lyndhurst, Ohio
Paul J. Oesterman, PharmD
Associate Professor of Pharmacy Practice
Roseman University of Health Sciences
Adjunct Faculty
College of Osteopathic Medicine
Touro University Nevada
Henderson, Nevada

Jason Perepelkin, BA, BComm, MSc, PhD
Assistant Professor of Social and Administrative Pharmacy
University of Saskatchewan
Saskatoon, Saskatchewan, Canada

Melissa Ruminski, PharmD
University Hospitals Geauga Medical Center
Chardon, Ohio