

# MANAGEMENT ESSENTIALS FOR PHARMACISTS

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## LEARNING OBJECTIVES

**After completing the chapter, the reader will be able to**

1. Evaluate the evolution of various theories that influence management.
2. Explain key tasks involved in hiring.
3. Cite factors that motivate pharmacy employees.
4. Discern the importance of feedback.
5. Define coaching, its essential components, and its benefits.
6. Differentiate the four basic elements of communication and how each relates to effective communication.
7. Assess strategies for managers to demonstrate support for the success of employees/teams.
8. Discuss the importance of delegation and strategies for delegating effectively.
9. Define “managing up” and describe strategies to facilitate this process.
10. Identify ways to solicit employee input.

## KEY CONCEPTS

- ❶ Management is the art of maximizing productivity by using and developing people’s talent, while providing them with self-enrichment and opportunities for growth. Management is also concerned with the allocation and use of resources to accomplish tasks and achieve objectives.
- ❷ Knowledge about the origins of various management approaches and insights concerning conceptual frameworks that have been most effective can help pharmacist managers focus on management approaches that work and avoid those that do not.
- ❸ Although management fundamentals may be similar from organization to organization,

the most effective managers are those who understand the context in which their organizations exist, the organization's unique culture, and the industry- and organization-specific knowledge required to get things done.

- ❖ Strong managers surround themselves with talented people and develop these individuals into high-performing team members who can translate vision into reality.
- ❖ Although competitive and equitable pay matters, decades of research and hundreds of studies have demonstrated that, while money can be a demotivator, it rarely matters most to employees. Many pharmacists enter the profession because they are interested in providing patient care; however, other motivation factors are in play, among them, interesting, challenging, and purposeful work; recognition and appreciation; a sense of accomplishment; and growth opportunities, including the opportunity to acquire new knowledge and build connections with others.
- ❖ Feedback serves as both a preventive and a corrective measure; it is a mechanism not only to help identify and develop solutions to potential work-related barriers or problems but also to get assignments back on track when problems arise or when mistakes are made. Therefore, feedback is a critical aspect of managing employees and accomplishing desired results. Failing to provide feedback is a failure to manage.
- ❖ Communication is one of the most important management competencies and includes sharing information through verbal means, body language, written documents, and compelling presentations. Pharmacist managers who master communication have a unique ability to connect with people to achieve organizational results.
- ❖ Effective managers are good planners who manage their time well, establish reasonable budgets, deploy people appropriately, and prepare for contingencies. Managers cannot

possibly prevent all emergencies, but they can take steps to minimize surprises. Although crisis-level events are generally considered negative, they *can* open doors to more positive opportunities and possibilities.

- ❖ Delegation is most effective when managers (1) entrust employees with a job; (2) give employees adequate freedom to get a job done (the act of empowering employees); (3) provide employees with the appropriate level of support to get the job done well, including information, training, and resources; and (4) hold employees accountable to produce desirable outcomes. Thus, managers do not have to be hands-on for the right outcomes to occur, but neither do they have to be uninvolved and unaware of what is occurring.
- ❖ “Managing up” is the process of consciously working with your boss to obtain the best possible results for you, your boss, and your organization. “Managing” in this context is not the result of formal authority over one's supervisor but is rather a method for developing a positive and effective working relationship with him or her.

## INTRODUCTION

Whether or not they have formal authority, most pharmacists are managers. Some pharmacists manage people, some manage processes, and some manage entire organizations. As a pharmacist, you may supervise technicians or oversee a department. You may be asked to develop project plans and budgets, create work schedules, or provide an orientation to others. Given the range of possible formal and informal **management** responsibilities in a pharmacy setting, it is imperative for pharmacists to understand fundamental management principles. This chapter provides an overview of the evolution of management theory and the competencies managers use each day, including (but not limited to) managing personnel, communicating effectively, organizing meetings, and managing one's boss

(“**managing up**”). This chapter, along with Chapter 1 (“Leadership Essentials for Pharmacists”), provides the foundational concepts discussed throughout this textbook.

## THE EVOLUTION OF MANAGEMENT THEORY

❖ *Management is the art of maximizing productivity by using and developing people's talent, while providing them with self-enrichment and opportunities for growth.*<sup>1</sup> *Management is also concerned with the allocation and use of resources to accomplish tasks and achieve objectives.* The definition of management has been the subject of much debate for more than 100 years, as management theorists have argued about its essential components and how it should be practiced. A review of the management theories that have advanced during the past century or so reveals an evolution in how people think about the best way to maximize performance and productivity. Although examining trends in management theory may seem like an unnecessary exercise, understanding the evolution of management theory can actually make pharmacist managers more effective. ❖ *Knowledge about the origins of various management approaches and insights concerning conceptual frameworks that have been most effective can help pharmacist managers focus on management approaches that work and avoid those that do not.* This section will review some of the classic theories about management.

### Scientific Management (Beginning in the 1880s)

As the United States moved from an agrarian to an increasingly industrialized nation around the turn of the twentieth century, the nature of work and work relationships changed profoundly. Until this period, most people worked as independent producers (e.g., cobblers, farmers, craftspeople), but industrialization brought both people and machines together and, more important, prompted new ways of thinking about how best to organize labor. Believing that productivity could be enhanced by tightly organizing the way work was performed, many sought to create a science of management. Scientific management theorists Frederick Taylor, Frank and Lillian Gilbreth, and Henry Gantt were

among those who conducted research that led to recommendations for efficiency through techniques such as work design, specialization, standardization, and time and motion studies.<sup>2-4</sup> Although elements of scientific management principles are still in evidence today, several components of this approach have fallen out of favor in certain work environments or in accomplishing certain tasks, especially the focus on breaking down each job into its component parts and having employees work in a specialized manner. For example, in a pharmacy environment, rather than allowing a technician to take an order, review insurance information, and then fill a prescription, a scientific management approach would argue that the greatest efficiencies can be achieved by having one person perform the same task all day. For example, one person would receive prescriptions, one person would count pills, and one person would label vials. While robots may be able to do the same task repeatedly, most humans are not inclined to work that way, and overspecialization of tasks (especially technical tasks) can lead to boredom and disconnection between one's work and the overall purpose of the organization.<sup>5</sup>

### Bureaucratic and Administrative Management (Beginning in the 1910s)

The scientific management approach was followed by management theories that attempted to define management and appropriate organizational structure. Henri Fayol was among the most cited theorists of this approach, and in 1916, Fayol defined management roles as (1) planning, (2) organizing, (3) commanding, (4) coordinating activities, and (5) controlling performance.<sup>6</sup> In addition to defining these roles, Fayol delineated several principles of management, ranging from how work should be organized to the degree of job security employees should be offered. **Table 2-1** details Fayol's management principles.<sup>6</sup>

Max Weber was another major contributor to management theory during this era. He advanced the notion that bureaucracies were the most efficient organizational structures and suggested that the best bureaucracies were characterized by<sup>7</sup>

- A system of supervision and subordination.
- Unity of command

TABLE 2-1

## Henri Fayol's Management Principles

- **Division of work:** Specialization encourages continuous improvement in skills and the development of improvements in methods.
- **Authority:** Managers have the right to give orders and should be given the power to exact obedience. At the same time, the legitimacy of this authority is only possible when managers provide good leadership.
- **Discipline:** Employees should work hard consistently and rules should not be bent.
- **Unity of command:** Employees should receive direction from only one supervisor.
- **Unity of direction:** People engaged in the same work should have the same goals.
- **Subordination of individual interests:** When employees are at work, they should think about only work.
- **Remuneration:** Employees should receive fair payment for services.
- **Centralization:** Management functions should be consolidated and decisions should be made from the top.
- **Scalar chain (line of authority):** There should be a formal chain of command running from the top to the bottom of the organization.
- **Order:** All materials and personnel have a prescribed place.
- **Equity:** Employees should be treated equitably but not necessarily identically.
- **Stability of tenure:** Employees will work better if they have a sense of job security.
- **Initiative:** Employees should be able to demonstrate their strengths, talents, and innovative ideas.
- **Esprit de Corps:** Management must foster employee morale.

Source: Data from Fayol H. *General and Industrial Management*. Storrs C, trans. London: Pitman & Sons Ltd; 1949.

- Extensive use of written documents
- Training in job requirements and skills
- Application of consistent and complete rules
- The assignment of work and personnel hiring based on competence and experience<sup>7</sup>

### Human Relations Movement (Beginning in the 1920s)

The human relations era introduced the notion that social interactions in the workplace mattered. One of the most famous workplace research efforts, the Hawthorne Studies, greatly influenced

ideas about management during this period. The Hawthorne Studies were conducted on female Western Electric employees between 1927 and 1932 and subjected employees to different work schedules, rest breaks, temperatures, and humidity to determine the factors most linked to employee productivity.<sup>8</sup> Curiously, the research revealed that productivity increased during almost every workplace environment change. Elton Mayo and Fritz Roethlisberger, the researchers who managed these studies, determined that being studied, attended to, and cared for positively influenced

worker performance.<sup>8</sup> In scientific research, this phenomenon is known as the Hawthorne effect, wherein study participants improve simply because they are observed as part of a study, rather than as a result of an experimental condition. In short, pay attention to your employees, and their performance will improve.

These studies were followed by research related to individual needs and motivation. During the 1940s, Abraham Maslow introduced the hierarchy of needs theory, which asserted that five basic human needs must be satisfied and that the lowest needs must be satisfied in order for higher-level needs to emerge.<sup>9</sup> These five basic human needs, from lowest to highest level, include:<sup>9</sup>

1. Basic physical needs (e.g., hunger, thirst, sleep)
2. Safety and security (need to feel secure and free from threats)
3. Belonging and love (need to belong, to be accepted, to give and receive love)
4. Esteem (need for respect and esteem in the eyes of oneself and others)
5. Self-actualization (need to fulfill one's potential, to be the best one can be)

Although Maslow's hierarchy has been criticized (for example, if safety and security are required for self-actualization, why are there so many starving artists?), the model offers helpful guidance for managers. **Figure 2-1** displays how Maslow's framework can be applied within a pharmacy setting.<sup>9</sup>

Maslow's work was complemented by Frederick Herzberg, who, in 1959, proposed that employees have two different types of needs: (1) *hygiene factors or needs* (factors that affect job dissatisfaction and present in conditions surrounding job), such as job security, pay, physical working conditions, supervision, and relations with coworkers, and (2) **motivation factors or needs** (factors that affect job satisfaction and present in work itself), such as opportunities for recognition, achievement, and personal growth.<sup>10</sup> Herzberg was among the first to suggest that, while hygiene factors such as fair pay are important, motivation factors are more tightly linked to employee engagement and satisfaction. For example, a safe environment is required to attract or retain an

employee, but offering such things as professional development and the opportunity to move into a more senior role is necessary to keep employees fully engaged.

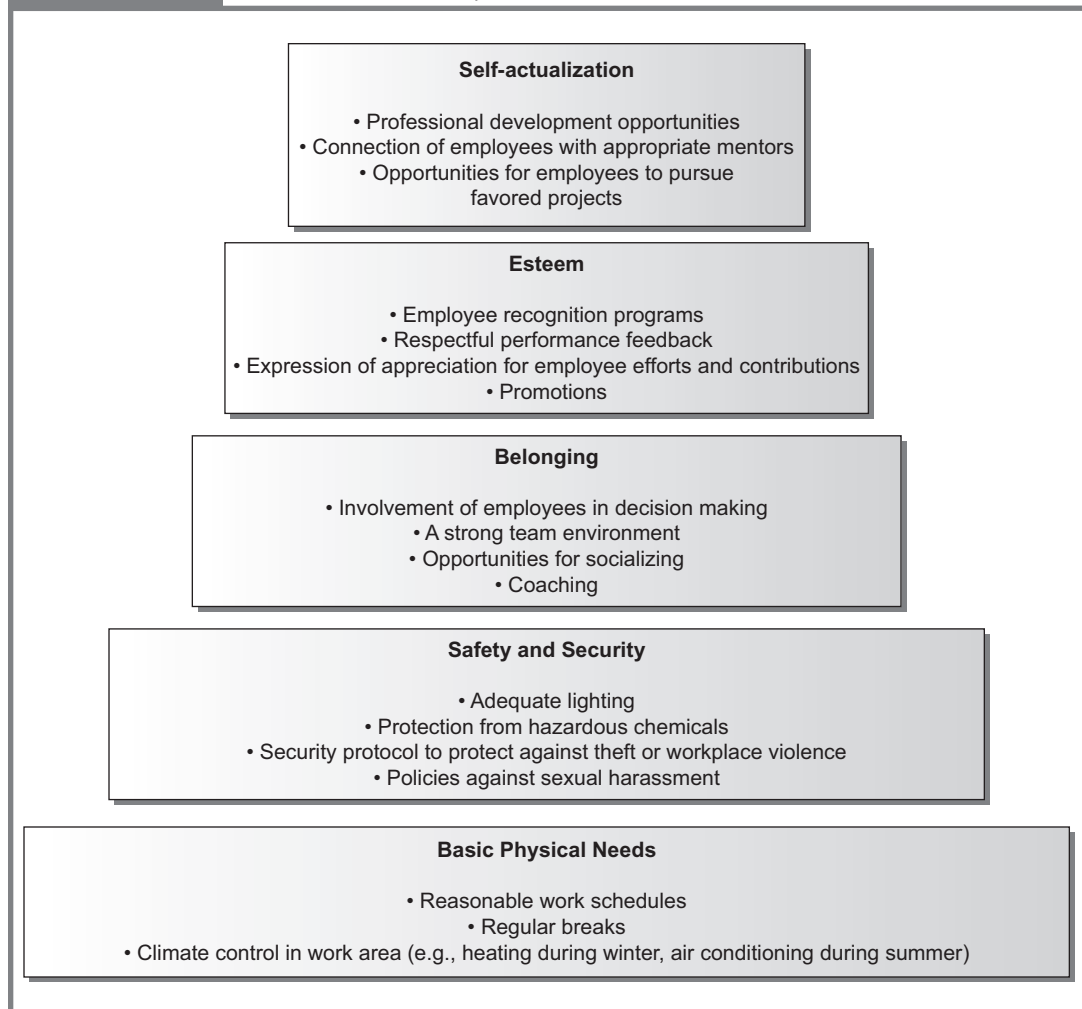
Douglas McGregor, author of *The Human Side of Enterprise* and another member of the human relations school, explored the effect of management styles on worker performance and categorized managers in one of two ways.<sup>11</sup> He asserted that (1) *Theory X managers* believe that because employees do not like to work, they must be strictly controlled and forced to work; and (2) *Theory Y managers* believe that rigid controls and punishment are not required to ensure worker performance, as employees inherently desire accomplishment(s) and will demonstrate commitment to their organization if their work is satisfying.<sup>11</sup> Extending McGregor's work in the late 1960s, Rensis Likert suggested that there are four basic management approaches:<sup>12</sup>

- *Exploitive-authoritarian*: Managers distrust their direct reports (employees they supervise) and motivate through fear and punishment.
- *Benevolent-authoritative*: Managers are condescending and motivate through rewards and threats of punishment.
- *Consultative*: Managers have a fair amount of confidence and trust in direct reports, but while they request ideas from them, they do not involve them in decision making.
- *Group participative*: Managers have high performance standards, trust, and supportive relationships with direct reports and engage direct reports in decision making. Likert argued that managers who employ the group participative approach are most likely to achieve organizational profits and long-term success.<sup>12</sup>

In the 1980s, William Ouchi took McGregor's typology a bit further and introduced *Theory Z management*, a style observed in the Japanese business culture that emphasizes the value of employee participation, job rotation, continuous learning, and generalization rather than specialization.<sup>13</sup> McGregor, Likert, and Ouchi were among the researchers who formed the foundation of later management approaches that stress the importance of participation, trust, and employee

FIGURE 2-1

### Applying Maslow's Hierarchy of Needs Within a Pharmacy Setting.



The figure displays Maslow's hierarchy of needs from lowest (basic physical needs) to highest (self-actualization) and delineates examples of each need in a pharmacy setting.

Source: Data from Maslow AH. A theory of human motivation. *Psychol Rev* 1943;50(4):370-396.

**empowerment**—elements likely to ensure employee engagement. Refer to Chapter 13 (“Achieving Results Through Others and Strategic Planning”) and Chapter 20 (“Creating and Identifying Desirable Workplaces”).

### Systems Theory (Beginning in the 1950s)

During the past 50 years or so, management theorists have begun to recognize the importance of the interactions between individuals and organi-



zational structures, thus giving birth to a systems thinking approach to management. Theorists such as Peter Senge and Edward Deming advanced the notion that people do not fail, systems do, and argued that policies, processes, and infrastructure can influence employee productivity to a significant degree.<sup>14,15</sup> Deming's 1986 work *Out of the Crisis* is considered one of the true management classics and includes "14 points of management."<sup>14</sup> Among these 14 points are "drive out fear," "remove barriers that rob the hourly worker of his right to pride of workmanship," and "institute a vigorous program of education and self-improvement."<sup>14</sup> These points conflict with certain management approaches explicated by human relations theorists, such as Theory X management, and further emphasize a focus on developing an empowered and engaged workforce through considering the effect of organizational systems. Discussion of how these 14 points might be applied to pharmacy operations is included in Chapter 7 ("Pharmacy Operations: Workflow, Practice Activities, Medication Safety, Technology, and Quality").

### Synthesizing the Best from Management Theory

It is beyond the scope of this textbook to address every major management theory; however, the aforementioned schools of thought demonstrate an evolution in the way people view the role of management within organizations. Although beliefs about management have changed over time, there is general agreement that management should focus largely on **human capital**—the employees of an organization—and should create structures and adopt practices that support their success.

## ESSENTIAL MANAGEMENT COMPETENCIES

The management theories described thus far have addressed a range of belief systems about how to manage people, but effective managers need more than a management philosophy to be effective; they must also demonstrate a variety of critical management competencies (further described in Table 1-4 of Chapter 1, "Leadership Essentials for Pharmacists"). This textbook addresses each com-

petency, and this chapter provides a foundational review of the most critical and basic pharmacy-associated management competencies (some of which will be expounded on in later chapters), including organizational knowledge, human resource management, communication, organizing meetings, planning for crises, time management, "managing up," and self-insight.

### Knowledge of Organizational Context and Environment

◆ *Although management fundamentals may be similar from organization to organization, the most effective managers are those who understand the context in which their organizations exist, the organization's unique culture, and the industry- and organization-specific knowledge required to get things done.* Effective pharmacist managers draw on formal and informal resources to learn who is who, what matters, and how things work. How do they obtain this knowledge? They may forge relationships with people throughout their organization, read corporate reports, analyze who is promoted and why, and note which issues receive the most attention from leadership. To be competent practitioners, improve patient care, and achieve organizational goals, they read pharmacy- and medical-related publications, attend professional meetings, and form and leverage relationships with colleagues. By understanding their internal and external environments, these managers are able to understand organizational decisions and pharmacy-related changes, anticipate emerging needs, and help their employees make sense of new directions.

### Human Resource Management

Most pharmacist managers are responsible for personnel management activities, including hiring, motivating, engaging, providing **feedback**, evaluating performance, and **coaching** employees.

◆ *Strong managers surround themselves with talented people and develop these individuals into high-performing team members who can translate **vision** into reality.*

### HIRING EXCELLENT PEOPLE

Organizational success is most likely when a manager makes wise choices about the people

who join his or her pharmacy team. Hiring the right people is critical to a manager's success, as the right employees are essential for executing projects and achieving results. Many managers view activities related to the search and hiring process as a distraction from their "real work" and begrudge the time spent on this activity. This is unfortunate, as hiring the wrong people wastes valuable time, thereby requiring managers to spend vital hours addressing the mistakes or bad behaviors of these individuals.

Hiring the right people actually starts before the candidate applies. Chapter 18 ("Successful Recruitment and Hiring Strategies") addresses the various elements required to identify and select outstanding talent. Steps described include writing clear job descriptions, identifying essential competencies, employing targeted recruitment strategies, developing effective screening tools, and making job offers. As that chapter notes, the hiring process does not end once a new employee accepts an offer but continues until the orientation process is complete. Once employees are on board, pharmacist managers must work to ensure that they are satisfied and successful.

### MOTIVATING AND ENGAGING EMPLOYEES

In management circles, there is some debate about whether managers have the power to motivate employees. Indeed, some people have suggested that it is a manager's job simply to avoid *demotivating* employees.<sup>16</sup> Several management theorists have attempted to determine the exact factors that promote employee motivation. Management scholar Victor Vroom is among them and is best known for developing the expectancy theory, which asserts that an employee's likelihood of tackling a task is related to the probability of the ability to complete it and the possible outcome or consequence of doing so.<sup>17</sup> According to Vroom's expectancy theory, an employee's motivation is influenced by three key factors:<sup>17</sup>

- *Expectancy*: Does the employee believe that he or she can achieve the task? In a pharmacy setting, expectancy could be influenced by the level of pharmacy-related expertise the employee possesses, support and expectations of colleagues and the pharmacy

manager, and adequate information, equipment, materials, and other resources required to perform the work.

- *Valence*: Does the employee believe that completing the task will be personally beneficial or lead to unfortunate consequences? Examples of positive valence in a pharmacy-related setting may include recognition by peers, appreciation by patients, opportunities to work on new projects, a pay raise, or even a promotion. Negative valence could include being assigned a disliked task, such as ordering supplies just because one demonstrates attention to details, or suffering scorn from coworkers for being the one the pharmacist manager praises for constantly doing more than is required or expected.
- *Instrumentality*: What is the probability that completing the task will lead to the outcome desired by the individual? For example, a pharmacist in a hospital pharmacy setting may consider becoming certified in oncology or in diabetes education to advance to a position managing oncology or diabetes therapy. If the employee receives information that suggests that hiring officials will not consider this certification in the selection process, he may choose not to pursue it. Similarly, if employees observe that employees who do the bare minimum at work are rewarded to the same degree as those who consistently perform at exceptional levels, high performers may cease to demonstrate extra effort.<sup>17</sup>

As experienced pharmacist managers know, motivating employees to complete tasks is not enough to build a successful organization that provides superior patient care. Steps must be taken to engage employees. Engaged employees are excited about their work and see a clear link between their efforts, their future, and the organization's long-term success. According to a 2008 BlessingWhite study on employee engagement, "engaged employees are 'enthused' and 'in gear' using their talents and discretionary efforts to make a difference in their employer's quest for sustainable business success."<sup>18</sup> Thus, engagement enhances performance, increases discretionary efforts, strengthens commitment, and supports retention. Refer to



Chapter 13 (“Achieving Results Through Others and Strategic Planning”) and Chapter 20 (“Creating and Identifying Desirable Workplaces”).

Given the positive potential of employee engagement, how can pharmacist managers ensure that their employees are fully engaged?

◆ *Although competitive and equitable pay matters, decades of research and hundreds of studies have demonstrated that, while money can be a demotivator, it rarely matters most to employees.<sup>19</sup> Many pharmacists enter the profession because they are interested in providing patient care; however, other motivation factors are in play, among them, interesting, challenging, and purposeful work; recognition and appreciation; a sense of accomplishment; and growth opportunities, including the opportunity to acquire new knowledge and build connections with others.<sup>20,21</sup>* **Table 2-2** lists nonmonetary motivators.

Most people, pharmacy personnel among them, are motivated by one of six needs: (1) attainment, (2) power, (3) belonging, (4) independence, (5) respect, and (6) equity; these factors are described in **Table 2-3**.<sup>22</sup> As described in Chapter 20 (“Creating and Identifying Desirable Workplaces”), these needs can be translated into elements of the **employee value proposition**—what an employer offers to its employees in exchange for their effort and commitment.<sup>23</sup> The employee value proposition comprises five key components:<sup>23</sup>

- *Affiliation*: The feeling of belonging to an admirable organization that shares one’s values
- *Work content*: The satisfaction that comes from the work one does
- *Career*: Long-term opportunities for development and advancement in the organization
- *Benefits*: Programs that support health, wellness, work–life balance, and financial security
- *Compensation*: Direct financial rewards

The importance of these factors varies by individual, by profession, and even by organizational affiliation. For example, a pharmaceutical sales representative may be motivated by opportunities associated with the pharmaceutical industry (such as travel) more than a pharmacist who chooses to work for a pediatric hospital to care for children or

a pharmacist-clinical researcher who enjoys translational science and the autonomy of an academic setting. One’s life stage may influence motivational factors as well. New pharmacists may value the opportunity to acquire new skills in order to advance, while senior pharmacists may be more concerned about benefits and job security. Likewise, some employees may be content to focus on their specific work assignments, while others want to understand how their work contributes to larger organizational goals and may enjoy learning about organizational **metrics**, patient care expectations, marketing and advertising tasks, budgets, and financial obligations such as controlling inventory. For example, a medication delivery assistant who delivers medications to nursing units will better appreciate the importance of accurately delivering medications if he or she understands that a key departmental metric is to have 100% “on time” unit delivery of all medications.

What is the best way to determine what motivates your staff? Ask.<sup>22,24</sup> For further details on linking employee responsibilities to organizational goals, refer to Chapter 13 (“Achieving Results Through Others and Strategic Planning”).

## ESTABLISHING GOALS AND PERFORMANCE STANDARDS, AND PROVIDING FEEDBACK

Employees look to their managers to establish clear expectations regarding work performance and results and want to know which performance standards or outcome measures, including behaviors and metrics, will be used to evaluate their performance. Gallup Organization research has revealed that employees are more likely to be engaged in their work when they know what is expected of them.<sup>1</sup> Orientation programs are often helpful in demonstrating correct application of skills and explaining information systems and processes but generally do not explain what expectations an employee must meet and how performance is measured. Therefore, pharmacist managers should be explicit about standards of performance and provide specific goals and expectations for each project or work assignment.<sup>1,25</sup> To verify that employees understand these goals and expectations, employees should be asked to explain goals and expectations in their own words. A dialogue between manager and employee can clarify

TABLE 2-2

## Examples of Nonmonetary Motivators

Method	Description	Examples in Pharmacy Practice
<b>Recognition</b>	Recognize people's achievements. This lets people know their efforts are appreciated and facilitates work for future recognition.	Publicly recognizing the technician or pharmacist who routinely provides excellent customer service.
<b>Celebration</b>	Celebrate victories along the way. Celebrations do not have to be large scale—they can be as simple as tickets to a ball game or lunch coupons to a local restaurant.	Organize a potluck luncheon with your staff. Everyone can participate in the celebration of their own achievements.
<b>Compelling mission</b>	Create a mission that everyone adheres to. The best creation process incorporates everyone's input to develop a strong mission.	Seek input from your pharmacy staff and others to develop a medication use safety mission statement for the department. Safety is everyone's job, and this will help everyone get on board with achieving this critical task.
<b>Balance of achievement and challenge</b>	People want to accomplish their goals while still knowing there is room to grow. They need achievements as much as they need new challenges. Give employees ways to exert control or influence over their work. Most people have a psychological need to shape their daily lives, rather than react helplessly as crises hit them from all sides. You will not only motivate your staff but also cut their stress level by respecting their ability to call at least some of the shots.	Involve your pharmacists and technicians in the strategic planning of the department and organization. By including them, you will produce buy-in from them as they provide input into the direction of the pharmacy. They will be properly challenged and rewarded as they take notice that their own input was listened to and has provided challenges back to them. Once achieved, the victory will be even sweeter.
<b>Increased responsibility</b>	One of the most often cited reasons for employees to put in extra effort is having responsibility for results. By allowing employees to make decisions and produce results on their own, they will be more motivated to volunteer and go beyond the call of duty.	Create a department report card, and let the staff choose the things they want to be measured on. Help them understand the importance of each metric to the department. Then, make each of them responsible for achieving the best possible scores.

TABLE 2-3

## Factors Influencing Motivation

Factors Influencing Motivation	Strategy
<b>Attainment</b>	Motivate these employees by constantly introducing new tasks that build on one another. Allow them to work toward both short- and long-term goals, thus creating a record of achievement and growth.
<b>Power</b>	Treat these employees like in-house experts, and frequently ask them for advice. This will instantly plug into what makes them feel motivated because they will savor the chance to offer their opinions and see that you take them seriously.
<b>Belonging</b>	Because these individuals find the social aspects of their job to be the most meaningful, you can motivate them by making them feel like they are part of a larger group. For example, arrange meetings where they can collaborate and share ideas, or assign them to project teams. Organize lunches to enable them to connect with others.
<b>Independence</b>	Provide clear goals and allow these employees to find the best way to produce results. When possible, offer them the flexibility to set their own hours and choose projects.
<b>Respect</b>	Recognize the contributions and acknowledge the value of these employees' opinions. Give them time to express their perspective, and do not interrupt them while they are talking. Listen to them carefully and provide them with undivided attention when interacting. If you choose not to follow one of their recommendations, explain your rationale.
<b>Equity</b>	Take care to be fair when making decisions about your staff's work schedules, job titles, scope of responsibilities, pay, and benefits to ensure there are no hints of inequities. Explain your rationale for making decisions so that employees will understand the process you used to make choices. Invite employees to speak up in the event they believe they have been treated inequitably.

Source: Data from Cohen WA. *The Art of a Leader*. Englewood Cliffs, NJ: Prentice Hall; 1990.

potential misunderstandings. As reviewed in **Table 2-4**, all goals for employees should be SMART: **s**pecific, **m**easurable, **a**greed upon, **r**easonable, and **t**ime based.<sup>25</sup>

In addition to setting performance goals and expectations, pharmacist managers should also provide performance feedback. All employees

require regular feedback about things that are working well and aspects of their performance that merit attention. However, it is not uncommon to hear employees say that the only time they receive feedback is during their annual evaluation. Although an annual evaluation is an excellent opportunity to review overall performance, there

TABLE 2-4 SMART Goals

- **Specific**  
Well defined  
Clear to anyone that has a basic knowledge of the project
- **Measurable**  
Know whether the goal is obtainable and how far away completion is  
Know when it has been achieved
- **Agreed upon**  
Agreement with all the stakeholders on what the goals should be
- **Realistic**  
Within the availability of resources, knowledge, and time
- **Time based**  
Enough time to achieve the goal  
Not too much time, which can affect project performance

Source: Data from Gibson CL. *Performance Appraisals*. New York, NY: Barnes and Noble Publishing; 2004.

should be ongoing communication between managers and employees throughout the year. **6** *Feedback serves as both a preventive and a corrective measure; it is a mechanism not only to help identify and develop solutions to potential work-related barriers or problems but also to get assignments back on track when problems arise or when mistakes are made. Therefore, feedback is a critical aspect of managing employees and accomplishing desired results. Failing to provide feedback is a failure to manage.* Ongoing communication allows managers and employees to “trade knowledge”—managers are provided updates, or progress reports, on the status of work assignments, and employees receive advice, guidance, feedback, and support regarding their efforts.<sup>1,25</sup> Ongoing communication also provides the opportunity for managers and employees to modify strategies and performance outcome measures as necessary. As a result, feedback is a

common and expected occurrence in the work environment, rather than a rare, yearly event.

Curiously, providing feedback to employees is a challenge for some managers, and, as discussed in Chapter 19 (“Effective Performance Management”), managers can be feedback averse and reluctant to tell both new and experienced employees how to do their jobs better.<sup>1,25,26</sup> While a fear of upsetting or alienating employees is often the foundation for this reluctance, not providing feedback can have unfortunate consequences. When employees do not know how they are performing, they make assumptions, “filling in the gaps” with their own best guesses. Although short-term results may not be compromised, incorrect assumptions often lead to negative long-term consequences.<sup>1,25,26</sup> Some managers find it easier to provide feedback once they reframe their thinking about it. Rather than providing constructive

TABLE 2-5

## Emotional Intelligence

Emotional Intelligence Is a Skill That Requires:	Description
<b>Developing a high self-awareness</b>	With high self-awareness, you are able to monitor yourself (observe yourself in action) to influence your actions so that they work to your benefit. It is the foundation on which all other emotional intelligence skills are built.
<b>Managing emotions</b>	Unlike suppressing your emotions, which deprives you of valuable information your emotions can give you, managing your emotions means understanding them and then using that understanding to deal with situations productively.
<b>Motivating yourself</b>	When you are self-motivated, you are able to begin a task or assignment, stick with it, and move ahead to completion, all while dealing with any setbacks that may arise.
<b>Developing effective communication skills</b>	Communication is the basis of any relationship. It establishes connections, and connections forge relationships.
<b>Developing interpersonal expertise</b>	This requires deep connections with others to exchange information meaningfully and appropriately.
<b>Helping others help themselves</b>	This means helping others to manage their emotions, communicate effectively, solve their problems, resolve their conflicts, and become motivated.

Sources: Data from Weisinger H. *Emotional Intelligence at Work: The Untapped Edge for Success*. San Francisco, CA: Jossey-Bass Publishers; 1998. Goleman D. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books; 2005.

criticism, managers can “support employee success by providing work-related advice.” Providing feedback in this manner requires using **emotional intelligence** (Table 2-5) and **social intelligence**.<sup>25-29</sup> Daniel Goleman, psychologist, journalist, and author of the best-selling books *Emotional Intelligence* and *Social Intelligence* asserts that noncognitive skills can matter as much or more than intelligence quotient (IQ) for workplace achievement.<sup>29,30</sup> Emotional intelligence, defined as the ability to assess and manage the emotions of self and others, and social intelligence, defined as the ability to understand and manage human interactions and relations, require a great deal of maturity and security on the man-

ager’s part.<sup>28,31</sup> When managers view feedback as a development opportunity that benefits both the organization and the employee, rather than a punitive measure, they often find it easier to be honest and direct. Further, if employees believe that feedback is offered to help them improve, they are more likely to listen and make the suggested changes. For further details, refer to Chapter 19 (“Effective Performance Management”), Chapter 21 (“Communicating Effectively with Others”), and Chapter 23 (“Managing Conflict and Building Consensus”).

As noted in Chapter 19 (“Effective Performance Management”), useful feedback requires a manager to focus on observable actions. Focusing on

actions and their consequences rather than perceived motivations minimizes defensive and unproductive reactions. For example, “You have arrived more than 30 minutes late three times this week, and this has made it difficult for us to make patient rounds” is more appropriate and accurate than “You don’t care about your coworkers.” When providing feedback, managers should<sup>26,32</sup>

- *Be direct.* Some managers try to give criticism by mixing good feedback with negative information—referred to as the “sandwich technique.” The premise of this approach is that employees will be more open to negative feedback if it is blended with compliments.<sup>33</sup> For example, “You did a great job organizing the continuing education program; I just wish you’d demonstrate the same attention to detail when marketing our employee prescription program. You can be really focused and organized when you want to, so I hope you work on that.” As clever as managers may perceive themselves to be, the sandwich technique does not work. Most employees will see through the ploy and dwell solely on the criticism.<sup>26,32</sup> The sandwich approach also conditions employees to ignore positive feedback when it is provided, expecting it to be followed by some form of criticism.
- *Rely on evidence.* Managers should collect information before expressing concern about a situation.<sup>26,32,33</sup> Assumptions are dangerous and can create unnecessary ill will. As noted in Chapter 23 (“Managing Conflict and Building Consensus”), phrases like “I’m concerned about . . .” and “Can you help me understand . . .” give managers the opportunity to discuss performance concerns in a nonthreatening manner.
- *Talk about the employee, not themselves.* When some managers get nervous, they work to alleviate their anxiety by talking about a more comfortable subject—themselves.<sup>26,33</sup> Rather than describing concerns clearly and proposing a solution that helps an employee perform better, nervous managers may lapse into a monologue in which they discuss their own feelings, worries, or experiences that may or may not relate to the issue at hand.<sup>26,32,33</sup>
- *Provide positive feedback in a public way and negative feedback in a private way.* Good managers know that employees should never be criticized in front of others. The goal of feedback is to increase employee performance, and a sense of confidence and motivation is critical for that to occur.<sup>26,32,33</sup>
- *Let employees propose their own solutions.* Suggestions offer hints, insights, or observations that the listener can choose to embrace or reject. When there are performance issues, this approach is generally more welcome than explicit advice that includes specific steps, actions, and instructions.<sup>33</sup> Effective managers pinpoint the action or behavior of concern, describe the desired behavior or outcome, and then partner with the employee to support his or her success.<sup>33</sup>
- *Express confidence in the employee’s ability to be successful.* Employee motivation is significantly influenced by whether they believe they can complete a given task or assignment.<sup>17</sup> Let employees know you believe in their abilities and expect them to succeed.

## COACHING TO SUCCESS

When employee performance is less than what it should be, and simple feedback is not enough to improve performance, employees may need more active support to be successful. Just as professional football players benefit from a coach who is trustworthy and credible—someone who identifies individual talents, provides feedback to encourage improvement, strategically positions players in the field, and facilitates team bonding experiences to achieve team goals effectively—employees benefit from coaching to ensure they are doing the right things in the right ways. Coaching is an interactive process through which managers and supervisors aim to enhance employee performance and capabilities.<sup>34</sup> The process relies on collaboration and is based on three components: (1) technical help, (2) personal support, and (3) individual challenge.<sup>34,35</sup> These three coaching elements are held together by a bond between the manager/coach and the direct report/coachee. When coaching is done well, it may actually produce less work for managers in the long run by<sup>7</sup> (1) developing employee skills and enabling managers to



**delegate** more; (2) increasing productivity by teaching employees how to work smarter and effectively collaborate; (3) improving retention, especially among those employees whom managers most want to retain; and (4) fostering a positive work culture that can increase job satisfaction and motivation.<sup>34</sup> Effective coaching requires identifying specific performance gaps, identifying options to address the performance issue, agreeing on indicators of progress, monitoring progress, and recognizing when improvements have occurred.

## Communicating with Impact

❖ *Communication is one of the most important management competencies and includes sharing information through verbal means, body language, written documents, and compelling presentations. Pharmacist managers who master communication have a unique ability to connect with people to achieve organizational results.* Strong communicators understand that there are four basic elements of communication: (1) the sender, (2) the receiver, (3) the message, and (4) the environment. Each of these affects the results and the effectiveness of communication. To be successful communicators, pharmacists and pharmacist managers must take responsibility for each element of the communication.<sup>36</sup> Often, senders want to put the responsibility for successful communication on the receivers rather than accept it themselves. When the message does not get through, senders place the blame on the receiver, rather than admit that their own communication skills may have caused the error. They convince themselves that “I don’t know how I could have been clearer.” Thus, it is important to understand that

- What you say may not be what the receiver hears. People have “filters,” a series of barriers that alter the message as it is delivered. Barriers can be the result of past experiences or simply the unfamiliarity that comes from inexperience.
- The sender and the receiver have different levels of interest in the subject matter. People may not be interested in your message, and as a result, they may not hear it completely. Make your message “stick.” You must deliver

it in a way that communicates the importance of the message to the listener.

- It is up to the sender to realize that a recipient may not be interested in the message.
- Body language, facial expressions, posture, tone, and inflection greatly influence communication.
- Message “packaging” can enhance or inhibit effective transmission. The way messages are delivered can influence whether information is received or ignored. Effective communicators design their messages with their recipients’ needs and interests in mind.
- People differ in the ways they like to receive information. Some prefer extensive detail, while others will only want a general overview.
- People often need to receive a message multiple times and in multiple ways.

Strong communication skills are especially important when there is a need to negotiate with others or resolve conflict.

## NEGOTIATING WITH OTHERS

Without even being aware of it, we tend to negotiate all day long. “If you can pick up milk, I can swing by the dry cleaners.” “I’d be happy to present at the management team meeting if you can help me with the slides.” “I’m not in the mood for Italian tonight. Can we have Chinese food instead?” Although most of us are able to negotiate effectively with friends and family members, negotiating within a work setting can be more challenging. In a pharmacy setting, pharmacists and pharmacist managers may negotiate prices or delivery schedules with vendors, formularies with insurance companies, and schedules and duties with employees. Negotiation is a voluntary attempt, through direct dialogue, to achieve goals or resolve conflicts that arise from competing needs, interests, and objectives.

There are many approaches to negotiation; however, the **principled negotiation** approach supports productive and long-term relationships. Principled negotiation is a process designed to reach mutually acceptable solutions based on using objective standards to address the concerns of the individuals or organizations involved.<sup>37</sup> As

reviewed in Chapter 22 (“Negotiation Techniques”), effective principled negotiation is a multistep process that involves<sup>37</sup>

- Identifying your own interests
- Seeking to understand the interests of the other party
- Working together to develop potential options
- Evaluating possibilities
- Reaching agreements that benefit both parties

Effective managers use well-developed negotiation techniques to accomplish work and extend resources. They may also use these techniques when faced with individual or organizational conflict.

### MANAGING CONFLICT

Managers with strong negotiation skills are typically more equipped to manage conflict than those without these skills. In a pharmacy setting, opportunities for conflict abound. A patient may be angry about the cost of a medication or its side effects. A vendor may object to your corporate accounts payable practices. An employee may take issue with the way you have planned the week’s schedule. The possibilities are endless. Conflict situations can often emerge during times of adversity and stress. The ability to plan and develop contingency plans is one way to minimize conflict in the workplace, and the following strategies can help pharmacists and pharmacist managers prepare for and work through employee conflict.<sup>38–40</sup>

- Treat the other person with respect
- Separate people from the problem
- Confront the problem
- Define the conflict by determining the underlying interests
  - Focus on behaviors or problems, not people
  - Define the conflict as a problem to solve together, not a battle to be won
- Communicate understanding
  - Listen to really understand the other person’s feelings, needs, etc.
  - Seek first to understand, then to be understood<sup>41</sup>
  - Step back and try to imagine how the other person sees things
  - Explain how you see the problem after you have talked about it; discuss any changes

you have made in the way you see things or how you feel

- Explore alternative solutions
  - Take turns offering alternative solutions, and list them all
  - Be nonjudgmental of others’ ideas
  - Examine consequences of each solution
  - Think and talk positively
- Agree on the most workable solution
  - Agree to a solution you both understand and can live with
  - Work to find a “win-win” solution
  - Be committed to resolving the conflict
- Conduct a postnegotiation evaluation
  - Check on how well the solution is working, and adjust the resolution when necessary

### Organizing Team Meetings

Team meetings organized by the pharmacist manager are commonplace in a variety of pharmacy settings. Team meetings set the tone for interactions with employees and, for the first-time manager, serve as the true management initiation. Managers should create a supportive, nonthreatening atmosphere in team meetings.<sup>32,42,43</sup> By making everyone feel comfortable, they can build momentum and instill and maintain confidence in their management abilities. Such meetings should occur regularly to keep the team apprised of relevant information, events, and projects. One strategy to prepare for the meeting is to make a list of questions that employees may ask, which should include issues that individuals have already raised in one-on-one meetings. Managers should then consider responses to each question, noting important points to express. Managers should also ask themselves

- What is the key message?
- What words or phrases will best convey the importance of the message?
- What is the best format to communicate clearly and concisely?

If possible, managers should hold meetings in a conference room where everyone can sit together and arrange the seats in a circle so that all participants are positioned as peers. This fosters a close-knit, collegial feeling. If people are too scattered, retreat into their own space, or form “camps,” it

will be harder to rally them as a group. A class-room-style setting can create an invisible barrier between manager and staff because the rows of seats may make employees feel like students (and they will perceive the manager as the teacher/taskmaster). This is also true for a U-shaped conference setup with the manager at the head of the table.

### SUPPORTING TEAM SUCCESS

Both team and individual employee meetings may be used by managers to identify issues and problems significant to employees.<sup>32,42,43</sup> This information helps to focus efforts and produce results. There is no better way to establish and maintain momentum as a manager than to demonstrate responsiveness to the team's concerns.<sup>33</sup> Ways to address employee concerns and demonstrate support for the success of the team include the following:

- *Remove long-standing irritants.* The longer something has plagued employees, the more heroic the manager will appear if he or she addresses the problem.<sup>44-46</sup>
- *Simplify their lives.* Managers should find ways to make their employees' jobs easier; for example, eliminate a needless policy or procedure.<sup>20,45</sup>
- *Assign team leaders to recommend solutions.* Convening a team every time employees mention a problem can get managers into trouble, especially if they are not ready to act on employees' suggestions. However, managers can use this approach effectively by distributing a precise timetable to each team leader (chosen by teammates, and not necessarily the manager) that outlines when a list of proposed solutions should be submitted and commits to a response date.<sup>20,45,46</sup>
- *Provide necessary resources.* To accomplish goals, resources will be required. The type and amount of resources needed are a function of the goal and resources available. Managers should ask what resources are needed to accomplish a task and determine whether the request is within reason. Moreover, managers should review the request and communicate which resources can be obtained.
- *Provide training.* Trained and competent employees are one of the organization's and manager's greatest resources. Pharmacist managers should instill a culture of competency and learning.

### Planning for Crises

◆ *Effective managers are good planners who manage their time well, establish reasonable budgets, deploy people appropriately, and prepare for contingencies. Managers cannot possibly prevent all emergencies, but they can take steps to minimize surprises.* Refer to Chapter 10 ("Cents and Sensibilities: Understanding the Numbers") and Chapter 14 ("Pharmacy Business and Staff Planning"). Nothing kills momentum like a crisis. It can arise out of nowhere and deplete everyone's energy. Although managers cannot possibly "put out every fire before it ignites," they can take steps to reduce risks. This requires a high level of readiness and preparation. Take, for example, a pharmacy that faces the depletion of an important medication in its pharmacy stock. A prepared manager and department would have a plan in place to obtain emergency supplies. By anticipating what can go wrong and devising strategies to guard against such occurrences, managers are able to impose at least some order on an otherwise disorderly universe of work-related mishaps.<sup>47</sup>

◆ *Although crisis-level events are generally considered negative, they can open doors to more positive opportunities and possibilities.* Crises often force us to think creatively and to develop innovative solutions. For example, one retail pharmacy experienced a sharp increase in demand for prescription dispensing just as two staff pharmacists resigned. This crisis threatened to derail the pharmacist manager's plan to implement two new services, immunization and medication therapy management (MTM), for two reasons: (1) the staff pharmacists who resigned were primarily responsible for these new services and (2) the remaining staff pharmacists were already overburdened by the increased prescription-dispensing demand (although two of these individuals were trained and motivated to provide the new services). Rather than allow the crisis to overwhelm her, the manager decided to identify opportunities the crisis

presented. To meet the increased prescription-dispensing demand (which was expected to be ongoing), the manager negotiated the purchase and implementation of robotics and other automation that could help meet prescription-filling needs. The installation of this technology allowed the manager to use those staff pharmacists who wanted to be involved in immunizations and MTM services without having to hire more pharmacists. As a result, prescription demand was met in a timely manner and the new services were implemented; in turn, greater income was generated and patient satisfaction increased. Thus, the pharmacist manager was successfully able to create opportunity from crisis. Another strategy the pharmacist manager may have considered was using a regional filling center. As a result of economic challenges, some chain pharmacies implemented regional prescription-filling centers for chronic medications and used local stores for acute and new prescription-filling. A benefit of this approach is that it allows local pharmacies to concentrate the efforts of their pharmacists on more direct patient care services rather than dispensing-only functions.

## Managing Time

Demands on pharmacists and pharmacist managers are intense, thus time management skills are an especially important management competency. Managing time requires understanding one's workload, identifying priority tasks, staying organized, and remaining flexible in the face of emergent situations. Managers can employ several strategies to better manage their time, including establishing explicit priorities, using to-do lists, establishing meeting agendas, and using scheduling and organizational tools, such as electronic calendars and personal digital assistants. Additional information on time management is provided in Chapter 24 ("Managing Your Time").

## DELEGATING

Effective delegation is one of the best time management skills a manager can develop, and **Table 2-6** lists some examples of day-to-day activities that may be considered for delegation in a pharmacy. **9** *Delegation is most effective when manag-*

*ers.*<sup>48</sup> (1) **entrust** employees with a job; (2) give employees adequate freedom to get a job done (the act of empowering employees); (3) provide employees with the appropriate level of support to get the job done well, including information, training, and resources; and (4) hold employees accountable to produce desirable outcomes. Thus, managers do not have to be hands-on for the right outcomes to occur, but neither do they have to be uninvolved and unaware of what is occurring.<sup>49</sup>

As a pharmacist manager, you must accept one hard fact: you cannot do it all. You should resist the urge to finish what your employees start—realize that, even though you may need to wait another hour for someone to complete a task you could have done easily, that hour is a wise investment in the future. Managers save many hours over the long run by giving employees enough time to grapple with tasks and gain the experience they need to be successful. If employees grow and continually sharpen their skills, then they will become more valuable assets and be positioned to perform their work with more enthusiasm and confidence.<sup>50</sup>

Most employees thrive in a culture of autonomy and will work hard to exceed their manager's expectations. The key to autonomy is establishing and communicating clear guidelines and expectations. Managers need to determine (1) which decisions to make versus which decisions to delegate; (2) how frequently to communicate; and (3) goals and performance metrics. If you find it hard to delegate, consider the worst-case scenario if things go awry postdelegation. Errors may occur; but most of the time, you will likely be able to find solutions and take appropriate measures. Delegation is most likely to lead to successful outcomes when the manager is willing to<sup>51</sup>

- *Select qualified individuals.* Ensuring that the employee has the necessary skill set to accomplish the task is critical.
- *Delegate tasks of significance.* Delegating "grunt work," rather than work with meaning and importance, can reduce morale and increase turnover.
- *Exhibit confidence.* Exuding confidence while delegating eases anxiety the employee might

TABLE 2-6

### Examples of Day-to-Day Activities That May Be Delegated in a Pharmacy Setting

- Solving fairly routine patient care and dispensing problems.
- Setting the daily work schedule and work flow.
- Preparing agendas for regular staff meetings.
- Making decisions on situations that employees face in carrying out their responsibilities.
- Handling technical duties—for example, troubleshooting of automation, scheduling, or reconciling time worked.
- Compiling data—for example, medication error tracking, capital expenses, or tracking medication waste.
- Composing administrative reports.
- Conducting research.
- Training new employees.
- Handling vendor-relation issues.

have about completing a new or difficult project.

- *Delegate the proper authority to complete the task and convey accountability for completion.* Clarification of the resources available and expectations of outcomes equip the employee with knowledge of the tools and expectations of the manager.
- *Supervise according to employees' follow-up style.* Know the amount (frequently to rarely) and type (hands-on to hands-off) of supervision that works best for each employee.
- *Give employees room to fail (and then hopefully succeed).* Certain components of projects lend themselves to more latitude for the employee to make decisions, and learning from making a wrong choice can often be a beneficial experience.
- *Provide adequate directions and ensure that the employee understands them.* The manner in which managers provide directions for delegated tasks plays an important role in how

others respond.<sup>52</sup> Many employees need extra time to process instructions and gain confidence that they understand how to follow them. Therefore, managers should make sure they have a suitable amount of time set aside to provide adequate instructions, rather than trying to give instructions while pressed for time. If managers deny employees the opportunity to absorb directions and ask questions, then errors are more likely.<sup>51</sup>

- *Focus on outcomes rather than deadlines.* Effective managers give reasonable deadlines and trust employees to get the work done without excessive follow-up.<sup>51</sup>
- *Treat employees like grown-ups.* Employees are not children and should not be treated as such. Managers must not delegate with the assumption that employees are unable to understand simple directions. If obvious points are repeated needlessly in a condescending tone, employees will almost certainly feel offended and alienated. As a result,



they may spend more energy resenting the manager's communication style than listening to the content of his or her message.<sup>51</sup>

- *Give praise and credit for work well done.* Good managers not only delegate and direct but make certain to acknowledge the efforts of their employees.

Managers who are unable to delegate may have what organizational psychologists refer to as **self-enhancement bias**, a psychological condition in which an individual grows convinced that he or she is the only one who can produce the necessary level of acceptable work.<sup>53</sup> In perpetuating this bias, the individual disregards or discounts employees' skills, attitudes, and contributions. He or she gains an inflated sense of importance by repeatedly claiming to have skills, talents, experience, and intuitive ability that far exceed others. The biased manager eventually concludes that he or she should "just do it all" or else the unit's work will suffer. In truth, self-enhancement bias is detrimental to successful management, as you risk alienating employees and becoming overwhelmed with the amount of work that needs to be done. Relinquishing activities that can be delegated and empowering your staff are quintessential traits of effective pharmacist managers.

## "Managing Up"

Managing one's manager is another management competency. ♦ *"Managing up" is the process of consciously working with your boss to obtain the best possible results for you, your boss, and your organization.*<sup>54</sup> *"Managing" in this context is not the result of formal authority over one's supervisor but rather is a method for developing a positive and effective working relationship with him or her.*<sup>55</sup> Managing up is also a deliberate effort to bring understanding and cooperation to a relationship between individuals who often have different perspectives.<sup>56,57</sup>

**Table 2-7** addresses several managing up strategies.<sup>22,24,26,27,33,34,44-46,58-62</sup> Managing up may seem counterintuitive in a world of top-down organizational structures.<sup>63</sup> Many new pharmacist managers often invest significant time and effort in managing the personnel they directly supervise, yet they take a passive approach to managing their supervisors. Doing so can harm personnel and the

organization. For example, failure to manage the boss can result in misunderstandings about what you expect from one another and can cause you to waste time on tasks that are not congruent with organizational goals. Furthermore, career progress and satisfaction rarely occur if pharmacists and pharmacist managers do not manage their respective bosses or supervisors. The following are areas on which you as a pharmacist or pharmacist manager should concentrate to build a solid relationship with your boss:<sup>64-67</sup>

- Clarify roles and expectations so that both you and your boss understand your tasks, responsibilities, and priorities.
- Know and adhere to your boss's work and communication styles to facilitate effective interactions.<sup>64,65</sup> For example, if your boss likes information presented in writing, prepare well-written reports. If your boss prefers brief executive summaries, provide one-page reports with bulleted content rather than lengthier documents with significant amounts of background information.
- Provide your boss with necessary and complete information, all relevant news (whether good or bad), and your concerns/issues/positions, so that he or she can make accurate and beneficial assessments and decisions on behalf of the organization.<sup>64,66,67</sup>
- Develop a trusting relationship with your boss by being dependable and fulfilling your work commitments.<sup>64,65</sup>
- Assist your boss in better managing his or her time by ensuring that requests of your boss's time are necessary, and address issues and problems on your own when it is appropriate to do so.<sup>64,65</sup>
- Provide your boss with sincerely positive comments and express appreciation so your boss will, in turn, develop positive regard for you.<sup>64,65</sup>
- Disagree with your boss tactfully and respectfully when you believe it is appropriate and in the best interest of the organization.<sup>64</sup>

## Accurate Self-Insight

Just as managing your boss is important, managing yourself is also critical, and regular requests for



- **Enhance the reputation of your manager.** Your manager cares as much about his or her career as you do about yours and looks to you to make him or her look smart and successful.<sup>45</sup>
- **Never criticize your manager to others.** There is nothing to be gained by doing this, and the consequences could be more negative for you than for your boss.<sup>33</sup>
- **Never “show up” or correct your manager when others are around.** Do not strive to look good at the expense of your boss.<sup>33,44</sup>
- **Be nice to everyone in the department.** New managers may choose to be nice to the VIPs (very important persons) and ignore others, but that is the worst way to go about ingratiating yourself within the department. If you develop a reputation for elitism, it will reflect poorly on you and your boss.<sup>46</sup>
- **Always give credit where credit is due.** Everyone wants to feel as if the job he or she is doing is important. Keeping up morale around the office by crediting employees when appropriate will send the message to the organization that the department is running well and will reflect well on your boss.<sup>33,45,46</sup>
- **Never put others down.** Disrespect and disloyalty will always reflect poorly on you, the department and ultimately your manager.<sup>33,45,46</sup>
- **Honor your commitments.** If your boss asks you to complete an assignment by tomorrow, have it done. Managers do not typically hand out tight deadlines arbitrarily. It is likely that the assignment is due outside the department, and the tight deadline reflects its importance. Failing to meet the deadline will send a poor message.<sup>33,45,46</sup>
- **Present options to your boss.** In decision making, managers like to see alternatives and the consequences associated with each alternative. You were hired for your expertise—share it. This is particularly critical if the decision may put the department or your boss at risk. It is your responsibility to make sure your boss is aware of any hidden risks that may compromise his or her position or the organization.<sup>45</sup>
- **Pay attention to details.** If you are preparing information for your boss to present to external stakeholders, double-check your work. If you put your boss in a situation where he or she looks bad in front of management, you have not only hurt your credibility but also your boss’s credibility.<sup>33,45,46</sup>
- **Find out how often and in what manner your manager wants to hear from you.** Does your manager like daily check-ins, weekly meetings, or something different? Does he prefer phone calls to discuss several items or a series of e-mail messages that tackle one issue at a time?
- **Determine your manager’s preferred communication style.** Does your manager like information provided in conversations or in writing? Does he or she like a lot of detail or is an executive summary more his or her style? Providing information in the way your manager likes to receive it will make you more effective and your manager more satisfied.
- **Remember your priorities.** You will have many assignments delegated to you. It is your responsibility to keep your boss informed of your priority list so that he or she can readjust or reassign work. It is unacceptable to let a critical assignment fall through the cracks because you allowed your work list to derail your priorities without informing your boss.<sup>45</sup>

(continues)

- **Be a role model.** Be a manager who represents the department/unit well. This will increase your functionality and allow your boss to assign you to more diverse assignments.<sup>26,33,45</sup>
- **Serve as a resource.** Make yourself indispensable by collecting pertinent knowledge. Research more than you need to so you will have information when your boss needs it. Keep him or her updated on organizational and professional events and other news. You are his or her eyes and ears on the ground organizationally.<sup>46</sup>
- **Show initiative.** Figure out what projects are making your boss's life more difficult and volunteer to help. If you pay attention to time-consuming projects that aggravate your boss and come up with creative solutions to those projects, you will increase your value.<sup>26,46</sup>
- **Communicate well.** Do not make your boss work to find out information. Package information well so that he or she can easily repackage it for others.<sup>27,45</sup>
- **Check your ego.** While your boss will give you as much credit as he or she can, there are times when the final product must have only his or her name on it. Accept this.<sup>33,45,46</sup>
- **Seek advice and feedback.** Your boss will not want to give you feedback constantly and will likely only tell you the "big things." This does not mean you cannot improve. Make sure your boss knows you are willing to improve and are interested in the intricacies of your job. Key questions for your boss: How can I improve? How can I get ahead? What can I do to make your job easier? Ask for advice on your daily duties and the long-term projects you are tackling. Your boss can be a good resource as he or she has probably encountered a similar situation. If you listen to your boss, you might learn something from his or her experiences.<sup>45</sup>
- **Watch and learn.** You do not know how to do many things. Do not be afraid to let your boss know you need help. He or she would rather know that up front than get a poorly completed assignment late because you were too embarrassed to admit you did not know how to do something. Your boss does not expect you to know everything. He or she does expect you to be adult enough to say so.<sup>34,62</sup>
- **Look professional.** As a manager, you represent the department, not just when you are on duty, but all of the time. Be mindful of your behavior and your dress. Pay close attention to what the senior administrators wear, and model your dress after them. When in doubt, it is better to be too conservative than too casual.<sup>26</sup>
- **Manage your own conflicts.** Your boss does not want to intervene on your behalf or spend his or her political capital to make things right with others. If you are at odds with a colleague, figure out how to resolve it. If you reach an impasse with the director of another unit, use your negotiation and conflict management skills to reach an agreement. Do not send these issues to your boss.<sup>26</sup>

Sources: Data from Cohen WA. *The Art of a Leader*. Englewood Cliffs, NJ: Prentice Hall; 1990. Bennis WG. The seven ages of the leader. *Harv Bus Rev* 2004;82(1):46–53. Hunsaker PL, Alessandra AJ. *The Art of Managing People*. New York, NY: Simon and Schuster Inc; 1980. Weisinger H. *Emotional Intelligence at Work: The Untapped Edge for Success*. San Francisco, CA: Jossey-Bass Publishers; 1998. Gaynor GH. *What Every New Manager Needs to Know: Making a Successful Transition to Management*. New York, NY: AMACOM; 2004. *Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance*. Boston, MA: Harvard Business School Press; 2004. Straub JT. *The Rookie Manager*. New York, NY: AMACOM; 2000. Betof E, Harwood F. *Just Promoted: How to Survive and Thrive in Your First 12 Months as a Manager*. New York, NY: McGraw-Hill; 1992. Finzel H. *The Top Ten Mistakes Leaders Make*. Trenton, NJ: Nexgen Press; 2000. Raiffa H. *The Art and Science of Negotiation*. Boston, MA: Belknap Press; 2005. Brousseau KR, Driver MJ, Hourihan G, Larsson R. The seasoned executive's decision-making style. *Harv Bus Rev* 2006;84(2):110–121. Michelman P, Kleiner A. Debriefing Art Kleiner: how to lead when your influence goes off the (org) chart. *Harv Manag* 2004;9(5). Hogan R, Curphy GJ, Hogan J. What we know about leadership: effectiveness and personality. *Am Psychol* 1994;49:493–504. White SJ. Will there be a pharmacy leadership crisis? An ASHP Foundation Scholar-in-Residence report. *Am J Health Syst-Pharm* 2005;62:845–855.

employee feedback can reveal opportunities to improve your own effectiveness. This chapter focuses a great deal on providing feedback to employees to promote their success, but it is equally important for both new and experienced managers to evaluate their own progress periodically by soliciting feedback *from* others.<sup>20,68</sup> On the basis of this feedback, managers can make needed adjustments and improvements. Three ways to solicit employee feedback effectively are to

- *Seek casual advice.* By showing interest in employees' ideas and opinions, managers can increase employees' willingness to provide honest feedback and offer the manager valuable insights.<sup>47,69</sup>
- *Formalize the process.* Ask employees to submit items of concern.<sup>42,70</sup> This can be done through suggestion boxes, focus groups, or an appointed employee **ombudsman**.<sup>43,44</sup> If a manager chooses to use focus groups, he or she should consider asking a neutral person to facilitate the group, as employees may be inhibited by the manager's presence.<sup>20,45,46</sup> Remember, the goal is to get honest feedback.<sup>47,71</sup>
- *Trace changes in behavior.* Managers should be attentive to changes in employee behavior. For example, do they smile and seem comfortable chatting with the manager? Do they volunteer comments when they run into the manager in the hall? Do they station themselves near the manager in a meeting or try to keep a low profile? Armed with these observations, managers should monitor changes in the first month or two on the job. If they notice

that someone no longer seems as eager to stop and chat in the cafeteria, for instance, they may want to get input as to why.<sup>54,69,71</sup>

To open communication channels, managers should prepare to listen without lashing out and accept they may hear things that are surprising and upsetting. However, rather than react negatively, managers must maintain their composure. In this way, they condition employees to be open and honest without fear of recrimination or backlash. Peers and colleagues can also be a valuable source of insight and will often provide specific advice and guidance if they believe you genuinely want to enhance your management skills.

## SUMMARY

Pharmacists have the unique ability to practice in a variety of different settings, and whether planned or not, pharmacists will likely have opportunities to become managers in these settings. In addition to reviewing an array of management theories, this chapter addresses key management competencies, such as personnel management, communicating with impact, organizing team meetings, planning for crises, managing time, managing up, and developing accurate self-insight. This chapter also provides specific recommendations to increase effectiveness. Each of these elements will be discussed in a more comprehensive manner in subsequent chapters. Armed with solid management skills, pharmacists will have the opportunity to make a difference in their profession and in the lives of others.

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## Abbreviations

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IQ:	intelligence quotient
MTM:	medication therapy management
SMART:	specific, measurable, agreed upon, realistic, and time based
VIPs:	very important persons



## Case Scenarios

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CASE ONE: Mark Anderson is the pharmacist manager at a community pharmacy. Raul, his lead pharmacist, works on projects with Mark frequently. Because Mark is a busy person, he relies heavily on Raul to make decisions that will lead to successful execution of the projects. What would you recommend to Raul to help him be more successful in his work with the manager, Mark?

CASE TWO: Cara Douglas, one of the hospital's pharmacists, is suddenly appearing complacent. She does all that is required, but never anything more. Her manager is struggling to figure out what has happened and what can be done to turn it around. When he said to Dr. Douglas point blank, "Cara, You're not your old self," she responded, "That's because I'm bored. How many more days can I count pills and put them in a bottle, and feel like my life has meaning?" How should Dr. Douglas' manager respond?

CASE THREE: You are the assistant pharmacy director at an urban medical center. Your boss, the pharmacy director, recently instituted new operational procedures to which pharmacy staff members have expressed resistance. These staff members have complained to you about the new procedures on several occasions. What strategies might you employ to "manage up" and "down" in this situation?

CASE FOUR: Adam Ryan has recently been thrust into a management position in his pharmacy. He has been around for a long time and understands both the political landscape and major issues facing the department. After Dr. Ryan's first meeting, he realizes there is much work to be done: (1) decreasing the amount of documentation required for simple operations; (2) removing a grumpy, part-time business manager when the job clearly requires a full-time employee; and (3) encouraging staff to focus on patient counseling activities instead of other unnecessary activities, such as nonrequired paperwork. Dr. Ryan quickly needs to build relationships with his team members to create momentum toward achieving desired outcomes. How could he score "quick wins" in order to accomplish this?

CASE FIVE: Kimberly Lewis is a young pharmacist who is highly motivated and a detail-oriented individual. Recently, Kimberly has been asked to lead a high-profile project for the pharmacy. As a manager, you need Kimberly to succeed with this project because, although it is a high-profile project, you have 10 other high-profile projects that are consuming your time. However, you will still be responsible for her success or failure. Discuss how you as a manager will prepare Kimberly to take on the role of project leader and provide Kimberly with clear goals to help her succeed.

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