



Section I

Pharmacy Management and Leadership

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Management Essentials for Pharmacists

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Learning Objectives

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

1. Define management and list some management opportunities for pharmacists.
2. Cite factors that motivate pharmacy employees.
3. Describe techniques for providing effective feedback.
4. Differentiate the four basic elements of communication and describe how each relates to effective communication.
5. Discuss the processes of principled negotiation and problem solving.
6. Assess strategies for managers to demonstrate support for the success of employees and teams.
7. Explain the process of contingency planning and its utility in managing crises.
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

These key concepts are designed to focus learning, and the textual material that develops these concepts is easily identified throughout the chapter with circle-shaped icons indicating the key concept number (the end of each key concept is also denoted with a circle-shaped icon).

- 1 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.
- 2 There is a shortage of pharmacist managers, so many career opportunities are available for those who are interested in pharmacy management. Paths to achieve a management career include formal education through obtaining a management degree (e.g., MBA, MS) and/or informal training through on-the-job experience.
- 3 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.
- 4 Effective managers surround themselves with talented people and develop those individuals into high-performing team members who can translate vision into reality.
- 5 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, but other motivation factors also come into play, including 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.
- 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.
- 7 Communication is one of the most important management competencies; it 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.
- 8 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 opportunities.
- 9 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.
- 10 "Managing up" is the process of consciously working with your manager to obtain the best possible results for you, your manager, and your organization. "Managing" in this context is not the result of formal authority over one's supervisor but rather a method for developing a positive and effective working relationship with him or her.

Introduction

1 **Management** is the art of maximizing productivity by using and developing people’s talent, while providing them with self-enrichment and opportunities for growth.¹ Management is also concerned with the allocation and use of resources to accomplish tasks and achieve objectives. 2 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.

2 There is a shortage of pharmacist managers, so many career opportunities are available for those who are interested in pharmacy management (see [Table 1-1](#)).²⁻⁵ Paths to achieve a management career include formal education through obtaining a management degree (e.g., MBA, MS) and/or informal training through on-the-job experience. 3 This text addresses different competencies involved in pharmacy management, 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 resources management, communication, organizing meetings, planning for contingencies and crises, time management, “**managing up**,” and self-insight. This chapter provides the foundational concepts discussed throughout this text.

Essential Management Competencies

Knowledge of Organizational Context and Environment

3 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. 4 While much of this understanding is gained through time spent in an organization, there are other means by which to learn how to conduct activities and accomplish goals. Effective pharmacist managers utilize 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. While people in senior positions are influential, there are many people on the front lines who can influence projects and make things happen. To be competent practitioners, improve patient care, and achieve organizational goals, managers read pharmacy- and medical-related publications, attend professional meetings, and form and leverage relationships with colleagues. By analyzing their internal and external environments, they are able to understand organizational decisions and pharmacy-related changes, anticipate emerging needs, and help their employees make sense of new directions.

Human Resources Management

Most pharmacist managers are responsible for personnel management activities, including hiring, motivating, engaging, establishing goals, providing **feedback**, evaluating performance, and **coaching** employees. 4 Effective managers surround themselves with talented people and develop those individuals into high-performing team members who can translate **vision** into reality. 5 The most successful managers hire people who complement their own skill set, providing a diverse talent pool to accomplish activities.

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 perception 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. Eliciting the right information during an interview is a skill, and planning in advance which traits and experiences are needed for the person to be successful is critical.

Hiring the right person actually starts before the candidate ever applies for a job. Chapter 24 (*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

Table 1-1 Examples of Pharmacy Management Career Opportunities

Setting	Managerial Role	
Academia	Director of experiential education Coordinator of pharmaceutical care skills lab Director of student admissions Director of graduate studies	Chair/vice chair of a division Assistant/associate dean Dean
Association management	Manager Senior manager Associate director Director Senior director	Vice president Senior vice president Chief financial officer/chief operating officer Chief executive officer
Community pharmacy	Store pharmacist Pharmacy manager Manager of clinical programs District manager	Regional manager Vice president Store owner
Federal government	Chief of regulatory affairs Deputy chief, Centers for Disease Control and Prevention Drug Service	Clinical reviewer Health scientist Research support officer
Health-system	Clinical pharmacist Operations pharmacist Residency program director Clinical coordinator Operations manager	Assistant/associate director Director of pharmacy Chief pharmacy officer Corporate director of pharmacy Vice president of pharmacy
Home health care	Pharmacy manager	
Long-term care	Consultant pharmacist	Pharmacy manager
Managed care	Pharmacist/clinical pharmacist	Pharmacist manager
Nuclear pharmacy	Nuclear pharmacist	Pharmacy manager
Pharmaceutical industry	Sales manager Medical writer coordinator Medical science liaison Marketing manager Research study coordinator	District manager Regional manager Director Vice president

Sources: Data from American Pharmacists Association (APhA). Career option profiles. Available at: http://www.pharmacist.com/AM/Template.cfm?Section=Pathways_Program&Template=/CM/ContentDisplay.cfm&ContentID=12183. Accessed November 18, 2011; Schommer JC, Brown LM, Sogol EM. Work profiles identified from the 2007 Pharmacist and Pharmaceutical Scientist Career Pathway Profile Survey. *Am J Pharm Educ* 2008;72(1) Article 2; Nuclear Education Online. Nuclear jobs. Available at: <http://www.nuclearonline.org/curriculum/nuclearjobs.asp>. Accessed November 18, 2011; and USAJOBS. Homepage. Available at: <http://www.usajobs.gov>. Accessed November 18, 2011.

a new employee accepts an offer but rather continues until the orientation process is complete. Once employees are on board, pharmacist managers must work to ensure they are motivated, engaged, satisfied, and successful.

Motivating and Engaging Employees

While most believe good managers have the ability to motivate employees, some have suggested it is a manager's job simply to avoid *demotivating* employees.⁶ Several

management theorists have attempted to determine exactly which factors promote employee **motivation**. Management scholar Victor Vroom is among them; he 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.⁷ According to Vroom's expectancy theory, an employee's motivation is influenced by three key factors:⁷

- *Expectancy*: Does the employee believe 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 that it will 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 in managing oncology or diabetes therapy. If the employee receives information that suggests hiring officials will not consider this certification in the selection process, he may choose not to pursue it. Similarly, if employees observe that other 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.⁷

As experienced pharmacist managers know, motivating employees to complete tasks is not enough to build a successful organization that provides superior patient care; in addition, 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 2011 BlessingWhite study on employee engagement, engaged employees are enthusiastic and committed, using their talents and efforts to make contributions to their employer's goal of sustainable business success.⁸ Thus engagement enhances performance, increases discretionary efforts, strengthens commitment, and supports retention. Refer to Chapter 23 (*Creating and Identifying Desirable Workplaces*) for more recommendations on engaging employees.

Given the positive potential of employee engagement, how can pharmacist managers ensure their employees are fully engaged? 5 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.⁹ Many pharmacists enter the profession because they are interested in providing patient care, but other motivation factors also come into play, including 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.^{10,11} 6 **Table 1-2** 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 1-3**.¹² As described in Chapter 23 (*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.¹³ The employee value proposition comprises five key components:¹³

- *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

What is the best way to determine what motivates your staff? Simply ask them.^{12,14} 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 so that they can advance, whereas 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 may want to understand how their work contributes

Table 1-2 Examples of Nonmonetary Motivators

Method	Description	Examples in Pharmacy Practice
Recognition	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.
Celebration	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.
Compelling mission	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.
Balance of achievement and challenge	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 in crises. You will not only motivate your staff but also cut their stress level by respecting their ability to make decisions.	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 acknowledged and has provided challenges back to them.
Increased responsibility	One of the most often cited reasons for employees to put in extra effort is having responsibility for results. When employees are allowed to make decisions and produce results on their own, they are 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 1-3 Factors Influencing Motivation

Factors Influencing Motivation	Strategy
Attainment	Motivate employees by constantly introducing new tasks that build on one another. Allow them to work toward both short- and long-term goals, thereby creating a record of achievement and growth.
Power	Treat employees like in-house experts, and frequently ask them for advice. This will instantly plug employees into what makes them feel motivated because they will savor the chance to offer their opinions and see that you take them seriously.
Belonging	Because these individuals find the social aspects of their job to be the most meaningful, you can motivate them by making them feel as if 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.
Independence	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.
Respect	Recognize employees' contributions and acknowledge the value of their 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.
Equity	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.

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.

Establishing Goals and Performance Standards and Providing Feedback

Employees look to their managers to establish clear expectations regarding work performance and results, and they 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.⁷ Orientation programs are often helpful in demonstrating correct application of skills and explaining information systems and processes but generally do not explain which 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.^{1,15} 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 potential misunderstandings. As reviewed in [Table 1-4](#), all goals for employees should be SMART: specific, measurable, agreed upon, reasonable, and time based.¹⁵ For example, the manager and staff pharmacists of a community pharmacy might agree that the goal of their new diabetes management

program will be for 75% of patients to reach and maintain target hemoglobin A_{1c} levels within 12 months of enrollment into the program.

In addition to setting performance goals and expectations, pharmacist managers should provide performance feedback. All employees require regular communication about things that are working well and aspects of their performance that merit attention. It is not uncommon to hear employees say the only time they receive feedback is during their annual evaluation. Although an annual evaluation is an excellent opportunity to review overall performance, there 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. **7** Ongoing communication allows managers and employees to “trade knowledge”—managers are provided with updates, or progress reports, on the status of work assignments, and employees receive advice, guidance, feedback, and support regarding their efforts.^{1,15} Ongoing communication also provides an 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; they may be feedback averse and reluctant to tell both new and experienced employees how to do their jobs better.^{1,15,16} While a fear of upsetting or alienating employees is often the foundation for this reluctance, not providing feedback can have unfortunate consequences.

Table 1-4 SMART Goals

Specific	Well defined Clear to anyone who has a basic knowledge of the project
Measurable	Know whether the goal is obtainable and how far away completion is Know when the goal 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.

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.^{1,15,16} For example, suppose a hospital pharmacy director is reluctant to inform the evening pharmacy manager that his reports are incomplete by hospital standards. The evening manager is an experienced pharmacist who practiced several years at other area hospitals and has held previous management positions. The director believes the manager may resent being told he is not “doing it right” by someone with less experience and worries the manager may resign. As he has not been told there is anything wrong with his reports, the manager continues writing them up in his usual fashion for several months. The pharmacy’s records are now being audited, and the incomplete reports could cost the manager his job. If the manager had been informed of the error in his reporting style earlier, he could have had the opportunity to make corrections and his position would not be in jeopardy.

Some managers find it easier to provide feedback once they reframe their thinking about it. Rather than providing constructive criticism, managers can “support employee success by providing work-related advice.” Providing feedback in this manner requires using **emotional intelligence** (see **Table 1-5**) and **social intelligence**.¹⁵⁻¹⁹ Daniel Goleman,

psychologist, journalist, and author of *Emotional Intelligence* and *Social Intelligence*, asserts that noncognitive skills can matter as much or more than intelligence quotient (IQ) for workplace achievement.^{19,20} 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 manager’s part.^{18,21} When managers view feedback as a development opportunity that benefits both the organization and the employee, rather than as 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 3 (*Communicating Effectively in the Workplace*), Chapter 4 (*Managing Conflict and Building Consensus*), and Chapter 25 (*Effective Performance Management*).

As noted in Chapter 25 (*Effective Performance Management*), useful feedback requires a manager to focus on observable actions. Focusing on actions and their consequences rather than on 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

Table 1-5 Emotional Intelligence

Emotional Intelligence Is a Skill That Requires . . .	Description
Developing a high self-awareness	With high self-awareness, you are able to monitor yourself (observe yourself in action) to influence your actions so they work to your benefit. It is the foundation on which all other emotional intelligence skills are built.
Managing emotions	Unlike suppressing your emotions, which deprives you of valuable information that your emotions can give you, managing your emotions means understanding them and then using that understanding to deal with situations productively.
Motivating yourself	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.
Developing effective communication skills	Communication is the basis of any relationship. It establishes connections, and connections forge relationships.
Developing interpersonal expertise	This requires deep connections with others to exchange information meaningfully and appropriately.
Helping others help themselves	This means helping others to manage emotions, communicate effectively, solve problems, resolve 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; and Goleman D. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books; 2005.

coworkers.” When providing feedback, managers should do the following:^{16,22}

- *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.²³ 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.^{16,22} 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.^{16,22,23} Assumptions are dangerous and can create unnecessary ill will. As noted in Chapter 4 (*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 try to alleviate their anxiety by talking about a more comfortable subject—themselves.^{16,23} 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.^{16,22,23}
- *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.^{18,24,25}
- *Let employees propose their own solutions.* Suggestions offer hints, insights, or observations 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.²³ 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.²³

- *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.⁷ Let employees know you believe in their abilities and expect them to succeed.

Coaching for 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 on the field, and facilitates team bonding experiences to achieve team goals effectively—so 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.²⁴ This process relies on collaboration and is based on three components: (1) technical help, (2) personal support, and (3) individual challenge.^{24,25} These three coaching elements are held together by a bond between the manager/coach and the direct report/player. When coaching is done well, it may actually produce less work for managers in the long run through the following means:²⁶ (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.²⁴ 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. Coaching, as well as motivating, engaging, and providing feedback to employees, relies on a critical management skill: effective communication.

Communicating with Impact

⑦ Communication is one of the most important management competencies; it 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 communication relies on two engaged parties who are both focused on success. Strong communicators understand the four basic elements of communication: (1) the sender, (2) the receiver, (3) the message, and (4) the environment. Each of these aspects 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 process.²⁷ 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 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 how errors may occur:

- 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 may 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” by delivering 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, as well as speaking to another in the same plane (i.e., both sitting or standing) and making eye contact.
- Message “packaging” can either 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 only want a general overview.
- People often need to receive a message multiple times and in multiple ways.
- Having the recipient repeat the message that was just delivered may help the sender to determine if there was general understanding.

Strong communication skills are especially important when there is a need to negotiate with others, solve problems, 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. It might be necessary to negotiate with the patient to appropriately follow a treatment plan. Negotiation is a voluntary attempt, through direct dialogue, to achieve goals or resolve conflicts that arise from competing needs, interests, and objectives.

Although many approaches to negotiation are possible, 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.²⁸ As reviewed in Chapter 5 (*Negotiation Techniques*), effective principled negotiation is a multistep process that involves the following actions:²⁸

- 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 also may use these techniques when faced with individual or organizational problems or conflicts.

Solving Problems and Managing Conflict

Managers with strong negotiation skills are typically better equipped to solve problems and manage conflict than those without these skills. Problems are inevitable in any pharmacy setting, and a significant portion of a manager’s job consists of resolving problems. A process for problem solving may involve the following steps:²⁹

1. Define the problem
2. Analyze the problem
3. Develop possible solutions to the problem

4. Analyze proposed solutions
5. Select the best solution given the environment and parties involved
6. Plan the next course of action (or, how you will implement the solution)

This process may be used to address problems ranging in scale from minor inconveniences to large conflicts.

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 often emerge during times of adversity and stress. Unfortunately, many people demonstrate a tendency to avoid the conflict and respond to such situations in a "passive/aggressive" manner. This does not change the need for communication to resolve the issue. The tenets of principled negotiation and the process for problem solving may be used as follows to help pharmacists and pharmacist managers prepare for and work through employee conflict (also refer to Chapter 4, *Managing Conflict and Building Consensus*).³⁰⁻³²

- Treat the other person with respect
- Define the conflict by determining the underlying interests
 - Focus on behaviors or problems, not people (thus separating people from the problem)
 - 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, and concerns
 - Seek first to understand, then to be understood³³
 - 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 the 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

- Document the agreed-upon resolution to make sure both parties understand and support the outcomes
- Conduct a post-negotiation evaluation
 - Check on how well the solution is working
 - Adjust the resolution when necessary

Organizing Team Meetings

Communicating effectively and with impact, as discussed in the previous section, is necessary to conduct efficient and purposeful 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.^{22,34,35} 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 a team meeting is to make a list of questions that employees may ask, including 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 also should ask themselves:

- What is the key message?
- Which 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 arrangement fosters a close-knit, collegial feeling. If people are too scattered, retreat into their own space, or form "camps," it will be more difficult to rally them as a group. A classroom-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 also is 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.^{22,34,35} 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.²³ 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.^{36–38}

For example, suppose a medical center's information technology support department has been slow to respond to requests from the central pharmacy for several years. To address this issue, the new pharmacy director sat down with the information technology director to discuss why response time to requests has been a problem. Since this meeting, the staff have noticed considerable improvement in response time to information technology requests.

- *Simplify their lives.* Managers should find ways to make their employees' jobs easier—for example, by eliminating a needless policy or procedure.^{10,37}

In the case of the pharmacy director from the previous example, she also provided new computer software that facilitated a more efficient dispensing process.

- *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.^{10,37,38} For example, the staff of a large community pharmacy has had several conflicts regarding scheduling of holidays, vacations, rotations through the pharmacy's medication therapy management (MTM) clinic, and other timing problems. The manager of the pharmacy assigned a team leader to develop solutions to the scheduling issues and gave him one month to develop a new scheduling protocol that would help resolve these issues.

- *Provide necessary resources.* To accomplish goals, resources will be required. The type and amount of resources needed are a function of the goals and resources available. Managers should ask which 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. For example, a retail pharmacy has no private space in which to counsel patients—a matter of concern to the staff pharmacists. The new pharmacy manager decided to allocate a small, unused office near the pharmacy counter for this purpose.

- *Communication.* Make sure to celebrate any successes the team has. While some individuals do not like to be singled out for their work, others thrive on public recognition. Establishing a culture where “wins” and those responsible for them are shared with the group goes a long way toward building team morale and commitment for future activities. For example, in an academic pharmacy setting, the new department chair begins publishing a quarterly newsletter to announce the accomplishments of faculty (e.g., publications, awards).
- *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. For example, a new hospital pharmacy director institutes a policy whereby staff pharmacists and pharmacy technicians need to obtain training each year and allocates funds to support training attendance.

Planning for Contingencies, Crises, and Exit Strategies

8 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. ● Contingency planning refers to the development of strategies to address possible future risks, problems, or undesirable situations that could have serious negative consequences for the organization.³⁹ Contingency planning may also be thought of as *if-then* planning—if situation A occurs, *then* solution Z will be implemented. General steps in contingency planning proceed as follows:^{39,40}

1. Identify potential risk or problem scenarios
2. Set priorities and goals for these scenarios
3. Identify a range of strategies to address the risks or problems
4. Allocate resources and assign responsibilities for implementing strategies
5. Decide when and how strategies should be implemented

6. Implement strategies *as needed* to achieve priorities and goals
7. Evaluate strategies to determine if they are effective

Having contingency plans in place is an important aspect of crisis management. Nothing kills momentum like a crisis. Such an unexpected event 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 stock. A prepared manager and department would have a contingency plan in place for obtaining emergency supplies. By anticipating what can go wrong and devising strategies to prevent such occurrences or adequately deal with these events, managers are able to impose at least some order on an otherwise disorderly universe of work-related mishaps.⁴¹ Another crisis a manager needs to be prepared for is the resignation or extended leave of a highly trained employee. For example, if there are not an adequate number of trained backup technicians, there could be a delay in services or the potential for a significant medication error.

8 Although crisis-level events are generally considered negative, they *can* open doors to opportunities. Crises often force us to think creatively and to develop innovative solutions. For example, one community 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 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 presented by this scenario. 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 might have considered was using a regional filling center. As a result of economic challenges, some chain pharmacies have 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.

Exit Strategies

The exit of a manager or leader from an organization may be considered a crisis-level event. However, well-planned and executed exits may ultimately benefit both the exiting individual and the organization.

Basically, exit strategies are plans for leaving a position, investment, program, or business. Optimally, an exit strategy allows a person or entity to withdraw from a situation on a positive note. In other words, exit strategies should leave both parties well positioned to move forward to future achievements. For an individual in a managerial or leadership position, part of an exit strategy may involve succession planning, defined as identifying and developing or training other individuals who might assume the individual's responsibilities in the post-exit organization. Succession planning assures continuity of work within the organization during the transition period. Individuals, particularly managers and leaders, also should communicate with their supervisors at the appropriate time to discuss the exit and ways to ensure the stability of the organization/program. Additionally, exiting individuals should have a personal action plan: Are they leaving for a new opportunity? Will they be financially stable until they find a new position? What are their short- and long-term plans for the future?

Organizations and businesses also may have exit strategies for withdrawing from programs or ventures. This may involve transitioning ownership or operation of a program or product to another entity, or closing the organization or business altogether. The primary goals in such a case are to minimize disruption of operations and to protect the financial solvency of the organization, the program/venture, and/or the business owner (refer to Chapter 8, *Pharmacy Business and Staff Planning*).

Table 1-6 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
Scheduling appointments for patient care services
Placing reminder phone calls for patient appointments
Ordering medications, supplies, or equipment
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 purchasing/vendor-relation issues

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. Additional information on time management is provided in Chapter 32 (*Managing Your Time*).

Delegating

Effective delegation is one of the best time management skills a manager can develop, and [Table 1-6](#) lists some examples of day-to-day activities that may be considered for delegation in a pharmacy. [9](#) 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.⁴² 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.⁴³ ●

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, this 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.⁴⁴

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 make three determinations in this regard: (1) which decisions to make versus which decisions to delegate; (2) how frequently to communicate; and (3) which goals and performance metrics to utilize. If you find it hard to delegate, consider the worst-case scenario if things go awry post-delegation. 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 take these steps:⁴⁵

- *Select qualified individuals.* Ensuring 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 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 often can be a beneficial experience.
- *Provide adequate directions and ensure the employee understands them.* The manner in which managers provide directions for delegated tasks plays an important role in how others respond.⁴⁶ 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 to occur.⁴⁵
- *Focus on outcomes rather than deadlines.* Effective managers give reasonable deadlines and trust employees to get the work done without excessive follow-up.⁴⁵
- *Treat employees like grown-ups.* Employees are not children and should not be treated as such. Managers must not delegate responsibilities while making 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.⁴⁵
- *Give praise and credit for work well done.* Good managers not only delegate and direct but also 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.⁴⁷ 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. ⑩ "Managing up" is the process of consciously working with your manager to obtain the best possible results for you, your manager, and your organization.⁴⁸ "Managing" in this context is not the result of formal authority over one's supervisor but rather a method for developing a positive and effective working relationship with him or her.⁴⁹ ● Managing up is also a deliberate effort to bring understanding and cooperation to a relationship between individuals who often have different perspectives.^{46,47} **Table 1-7** addresses several managing up strategies.^{12,14,16,17,23,24,36-38,50-56}

Managing up may seem counterintuitive in a world of top-down organizational structures.⁵⁷ 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 manager 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 managers or supervisors. The following are areas on which you as a pharmacist or pharmacist manager should concentrate to build a solid relationship with your manager:⁵⁸⁻⁶¹

- Clarify roles and expectations so that both you and your manager understand your tasks, responsibilities, and priorities.
- Know and adhere to your manager's work and communication styles to facilitate effective interactions.^{58,59} For example, if your manager likes information presented in writing, prepare well-written reports. If your manager prefers brief executive

Table 1-7 “Managing Up” Strategies

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. ³⁷
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 manager. ²³
Never “show up” or correct your manager when others are around.	Do not strive to look good at the expense of your manager. ^{23,36}
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 manager. ³⁸
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 manager. ^{23,37,38}
Never put others down.	Disrespect and disloyalty will always reflect poorly on you, the department, and ultimately your manager. ^{23,37,38}
Honor your commitments.	If your manager asks you to complete an assignment by tomorrow, have it done. Managers do not typically hand out tight deadlines arbitrarily. It is likely the assignment is due outside the department, and the tight deadline reflects its importance. Failure to meet the deadline will send a poor message. ^{23,37,38}
Present options to your manager.	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 manager at risk. It is your responsibility to make sure your manager is aware of any hidden risks that may compromise his or her position or the organization. ³⁷
Pay attention to details.	If you are preparing information for your manager to present to external stakeholders, double-check your work. If you put your manager in a situation where he or she looks bad in front of management, you have hurt not only your credibility but also your manager's credibility. ^{23,37,38}
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 or she prefer phone calls to discuss several items or a series of email 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 manager 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 manager. ³⁷
Be a role model.	Be a manager who represents the department/unit well. This will increase your functionality and allow your manager to give you diverse assignments. ^{16,23,37}
Serve as a resource.	Make yourself indispensable by collecting pertinent knowledge. Research more than you need to know right now so you will have information when your manager needs it. Keep him or her updated on organizational and professional events and other news. You are your manager's eyes and ears on the ground organizationally. ³⁸
Show initiative.	Figure out which projects are making your manager's life more difficult and volunteer to help. If you pay attention to time-consuming projects that aggravate your manager and come up with creative solutions to those projects, you will increase your value. ^{16,38}
Communicate well.	Do not make your manager work to find out information. Package information well so that he or she can easily repackage it for others. ^{17,37}
Check your ego.	While your manager will give you as much credit as he or she can, there are times when the final product must have only the manager's name on it. Accept this fact. ^{23,37,38}

Table 1-7 “Managing Up” Strategies (continued)

Seek advice and feedback.	Your manager will not want to give you feedback constantly and will likely tell you only the “big things.” This does not mean you cannot improve your performance. Make sure your manager knows you are willing to improve and are interested in the intricacies of your job. Key questions for your manager include these: 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 manager can be a good resource, as he or she has probably encountered a similar situation. If you listen to your manager, you might learn something from his or her experiences. ³⁷
Watch and learn.	No one expects you to know everything. Do not be afraid to let your manager know you need help. He or she would rather know that upfront than get a poorly completed assignment late because you were too embarrassed to admit you did not know how to do something. Your manager does not expect you to know everything. He or she does expect you to be adult enough to say so. ^{24,52}
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. ¹⁶
Manage your own conflicts.	Your manager 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 manager. ¹⁶

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; and 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.

summaries, provide one-page reports with bulleted content rather than lengthier documents with significant amounts of background information.

- Provide your manager 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.^{58,60,61}
- Develop a trusting relationship with your manager by being dependable and fulfilling your work commitments.^{58,59}
- Assist your manager in better managing his or her time by ensuring that requests of your manager's time are necessary, and address issues and problems on your own when it is appropriate to do so.^{58,59}
- Provide your manager with sincerely positive comments and express appreciation so your manager will, in turn, develop positive regard for you.^{58,59}
- Disagree with your manager tactfully, respectfully, and in private when you believe it is appropriate and in the best interest of the organization.⁵⁸

Accurate Self-Insight

Just as managing your manager is important, so is managing yourself. Regular requests for 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.^{10,62} A 360-degree feedback process allows for information on performance to be received from all angles: those who report to you, your peers who work alongside you, and your manager. On the basis of this feedback, managers can make needed adjustments and improvements. Three ways to solicit employee feedback effectively include the following:

- *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.^{41,63}
- *Formalize the process.* Ask employees to submit items of concern.^{34,64} This can be done through suggestion

boxes, focus groups, or an appointed employee **ombudsman**.^{35,36} 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.^{10,37,38} Remember, the goal is to get honest feedback.^{41,65}

- *Trace changes in behavior.* Managers should be attentive to changes in employee behavior. For example, do employees 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.^{48,63,65}

To open communication channels, managers should prepare to listen without lashing out and accept that they may

hear things that are surprising and upsetting. Rather than react negatively in such cases, managers must maintain their composure. In this way, they condition employees to be open and honest without fear of recrimination. Peers and colleagues also can be a valuable source of insight and often will provide specific advice and guidance if they believe you genuinely want to enhance your management skills.

Management Challenge

With the aging of the population and an increasing number of prescriptions being processed, many pharmacists are struggling with balancing dispensing and other patient care tasks such as medication therapy management, immunizations, and point-of-care testing in the daily workload. Discuss management challenges presented by this trend and ways in which the pharmacist manager can ensure the success of the pharmacy team and good patient care.

Summary

Whether planned or not, many pharmacists will become managers. This chapter addressed key management competencies, such as personnel management, communicating with impact, organizing team meetings, planning for contingencies, managing crises, managing time, managing up, and developing accurate self-insight. It also provided specific

recommendations to increase a manager's effectiveness. Each of these elements will be discussed in a more comprehensive manner in subsequent chapters of this text. Armed with solid management and practice skills, pharmacists can make a difference not only in the lives of the patients who they serve but also in the entire healthcare profession.

Abbreviations

IQ	intelligence quotient
MBA	Master of Business Administration
MS	Master of Science
MTM	medication therapy management
SMART	specific, measurable, agreed upon, realistic, and time based
VIPs	very important persons

Case Scenarios

CASE ONE: Kevin Bell is a staff pharmacist who has been in his position for five years and is very happy with his role. Kristen Lee is a pharmacist manager who has recently been hired and is new to the company. Dr. Lee has implemented sweeping changes to protocol and workflow within the pharmacy. Dr. Bell and a few of his coworkers have expressed significant concerns with all the changes. They are frustrated because no one seems to be addressing their issues. This has led to a tense environment in the pharmacy. What can both Dr. Bell and Dr. Lee do to help resolve this conflict?

CASE TWO: You are the pharmacy director at an urban medical center. Due to the operational needs of the hospital, you have made the decision to increase the number of pharmacists who work the night and weekend shifts. This change has caused some pharmacists to work more undesirable shifts, leading to widespread dissatisfaction. These pharmacists have complained to physicians, who have subsequently shared with hospital administration (your manager) their negative opinions of this change. How would you manage the communication with your manager, the physicians, and your pharmacists?

CASE THREE: Karen Smith has recently been thrust into a management position in her pharmacy. She has been around for a long time and understands both the political landscape and the major issues facing the department. After Dr. Smith's first meeting, she 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 because 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. Smith needs to build relationships with her team members quickly to create momentum toward achieving the desired outcomes. How could she score "quick wins" to accomplish this goal?

CASE FOUR: Clara Sparks, 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 her attitude around. When he said to Dr. Sparks point blank, "Clara, 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. Sparks's manager respond?

CASE FIVE: Tony Vega is a pharmacist in a busy community pharmacy. He needs three technicians working efficiently to make sure that patient needs are met. Unfortunately, one of the newer technicians is not working as hard as the others and takes frequent breaks. This has caused tension among the other technicians and delays in prescription processing. What should Dr. Vega communicate to his technician? What is the best manner and method in which to provide this feedback?

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