

INSTRUCTIONAL DESIGN AND ASSESSMENT

A Management Skills Course for Pharmacy Students

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Objective. This paper describes the planning and implementation of a 3-credit pharmacy management skills course taught to third-year Doctor of Pharmacy students at Shenandoah University. The purpose of this course was to help pharmacy students to develop and improve their management skills.

Design. The curriculum for the course was based on a 5-step social learning theory model that included self-awareness, skill learning, skill analysis, skill practice, and skill application. A diverse number of methods were used to assess the students' managerial skills, including administration of a standardized test at the beginning and end of the class. Students were assessed on learning and demonstration of the requisite managerial skills deemed to be critical to their future success as managers.

Assessment. Based on both the instructor's assessment of student performance and on student feedback concerning the worthiness of the course, students appeared to develop new and improve existing management skills.

Conclusions. A substantial body of research supports the correlation between managerial skills and both career and personal effectiveness. Based on instructor assessment and student feedback, the course appears to have succeeded in at least making students cognizant of the need for management skills and how they can develop and improve their skills.

Keywords: management, curriculum, doctor of pharmacy

INTRODUCTION

The purpose of this paper is to describe the planning and implementation of a 3-credit pharmacy management skills course taught to third year Doctor of Pharmacy (PharmD) students at Shenandoah University. Management skills refer to general and specific behaviors that contribute to managerial effectiveness.¹⁻⁵

Professional Pharmacy Management is a 3-credit hour course taught to pharmacy students in their third professional year. The same instructor has taught the course since its inception in the fall of 1998. The first several years of the course were taught from an organizational behavior/human resource management perspective. Emphasis was placed on the functions of management and how they relate to pharmacy. Topics of discussion included managerial decision-making, motivating and rewarding employees, team building, performance appraisals, and basic leadership issues. While these topics are important, it is difficult to cover the top-

ics in sufficient detail in approximately 42 contact hours (one semester). Rather, a whole semester could be spent on each topic. Thus, the instructor believed that pharmacy students were being taught about the many aspects of management, but were not exposed to and provided with sufficient guidance and practice time to develop their management skills. The basic question asked was, "How can this course increase the probability that students will develop into good managers?" After examining the management literature, it was believed that helping to develop students' management skills was the best answer to the above question. The rationale for this and the model used for teaching management skills is explained elsewhere.⁶

Background and Rationale

Research demonstrates that effective managers exhibit the following behaviors:^{1-5,7,8}

1. Controlling the organization's environment and its resources (ie, the ability to be proactive and stay ahead of environmental changes in both short- and long-range planning);
2. Organizing and coordinating (the manager organizes subordinates' behaviors around tasks and coordinates interdependent relationships to

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- accomplish organizational goals);
3. Handling information (using information and communication channels to identify problems and to understand the changing environment to make effective managerial decisions),
 4. Providing for growth and development (the manager's role is to provide opportunities for his or her professional growth, as well as subordinates' professional growth);
 5. Motivating employees and handling conflict (the manager enhances the positive aspects of motivation to foster a climate whereby subordinates are encouraged to perform well), and
 6. Strategic problem solving (the manager takes responsibility for his or her own decisions and ensures that subordinates' effectively use their decision-making skills).

These 6 behaviors explained greater than 50% of managerial effectiveness.^{1-5,7,8}

However, in order to excel at the above 6 behaviors, managers must possess the requisite skill sets to implement them in the work place.^{1,2,4} According to the literature on management skills, effective managers must be competent in 4 different skill areas:^{1-5,9-11}

1. Conceptual skills involve an understanding of how the different components of the business are related to each other and to the business as a whole. Decision-making, planning, and organizing are specific managerial activities that require conceptual skills.
2. Human skills require the ability to understand oneself, to work with others, and to understand and to motivate others. Human skills include developing self-awareness, managing personal stress, coaching, counseling, motivating, managing conflict effectively, and empowering others.
3. Technical skills revolve around the ability to use the tools, procedures, and specialized knowledge and techniques of one's field. This might include competency in financial management techniques, general and specific computer skills, and pharmacoeconomic analysis.
4. Political skills include the ability to enhance one's position, build a power base, and establish the right connections. Skills in this area include gaining power and influence.

The question that must be asked is the following: "If these skills are important to a future manager's success, what are the best ways to obtain them in the pharmacy curriculum?" A distinction must be made between teaching students *about* pharmacy management and teaching them to manage. Several authors have concluded that cognitive learning to the exclusion of case analysis, behavioral practice, and application is not the

optimal method of teaching students to manage.¹²⁻¹⁴ This author has previously discussed the rationale for including managerial skills training in pharmacy curricula in greater detail elsewhere.⁶

DESIGN

Planning the Course: How Should it be Taught for Maximum Learning?

The major goal of the management skills course was to teach pharmacy students requisite managerial skills. "Skills" imply that one can develop and improve upon them. For example, clinical skills can be developed and improved upon by learning the skill, discerning between good and poor behavior through case studies, practicing clinical skills through experiential exercises such as standardized patient assessments and applying clinical skills on 4th year rotations. However, it must be recognized that practice without the requisite conceptual knowledge is not optimum. Thus, developing requisite management skills should include both conceptual learning and behavioral practice.¹⁴

One approach that is effective in helping students to develop and improve their management skills is based on Social Learning Theory.¹⁵⁻¹⁸ This approach is widely used in supervisory training programs, executive education programs, and corporate training universities in the United States.^{5,19} A major component of Social Learning Theory focuses on changing behavior through a modeling process.¹⁶ This is an extension of operant conditioning in that it assumes that behavior is a function of consequences. However, it also posits that individuals learn through both observation and direct experience. Thus, Social Learning Theory combines both cognition and behavioral work by meshing rigorous conceptual knowledge with practice and observation.¹⁶ The theory states that much of what people learn comes from watching and emulating the behavior of models such as parents, teachers, peers, television, and supervisors, among others. For example, a large distributor of medical supplies to physicians' offices utilizes social learning to train its sales representatives.⁸ After a 1-week orientation program, new employees spend 12 weeks in the field with veteran sales representatives to learn about the job and what is expected. After the field training, the representatives attend workshops at the home office to develop the skills they observed while working with their veteran sales models.

Based on an examination of the business literature on management skills, a course based on Social Learning theory was chosen. According to Whetten and Cameron, one useful way of incorporating Social Learning Theory concepts into a management skills training program comprise 5 components.⁵ Table 1 describes the model. The first component is skill assess-

Table 1. A Model for Developing Managerial Skills*

Components	Contents	Objectives
Skill assessment	Survey instruments, role play	Assess current level of skill competence; create readiness to change
Skill learning	Written text, behavioral guidelines	Teach correct principles with rationale
Skill analysis	Cases	Provide examples of appropriate and inappropriate behavior
Skill practice	Exercises, simulations, role play	Practice behavioral guidelines, adapt to personal style and receive feedback and assistance
Skill application	Assignments	Transfer classroom learning to real- life situations; foster on-going personal development

*Taken from: Whetten DA, Cameron KS. *Developing management skills*, 5th ed. Upper Saddle River, NJ: Prentice Hall; 2002; 3-297.

ment. Students must be aware of their level of skill competency. They must also be motivated to improve upon it if they are to benefit from the course. Many people get minimal feedback as to their skill level. In the work place, this feedback might be given only once a year in the form of a performance evaluation. For students, it might come in the form of a midterm and final course grade. The problem with both forms of assessment is that they are often too narrow in scope and may fail to assess competency in critical skill areas. Therefore, in order to help a student understand what skills to improve and why, skill assessment is a necessary component of management skills development. Additionally, because people are generally resistant to change behavior, an assessment instrument may increase the likelihood of behavioral change by illuminating their strengths and weaknesses. As such, assessment activities such as self-evaluation instruments and case studies help students identify which skills need to be improved.

A second component in the proposed management skills model is skill learning. Behavioral principles must have an empirical grounding in social science theory and the results must be reliable (as opposed to common sense generalizations and simple prescriptions for management success). In other words, empirically tested principles should take precedence over anecdotal or opinion data.^{5,6} The objective is to provide students with sound rationale for behavioral principles. These principles serve as a foundation for subsequent practice and application activities. As such, a lecture-discussion format may be best for presenting the skill-learning component.

The third component of the model is skill analysis.^{5,6} Whereas skill assessments might use survey instruments to assess current skill levels, and skill learning might use a lecture-discussion format to teach students, skill analysis is best demonstrated through the use of cases. Cases can illustrate both effective and ineffective applications of behavioral principles. Skill analysis bridges the gap between intellectual understanding and behavioral application because critiquing a manager's performance in real life cases enhances students' understanding of the skill learning material.

Next, skill practice can be used so that students can internalize the first 3 components by actually role-playing in an attempt to adapt the behavioral principles to their personal styles.^{5,6} For example, work-related stress is one of the most commonly identified problems faced by managers. One exercise might include working with a partner to recognize incremental successes through a "small-wins" strategy designed to help students build up psychological resiliency to stress. Two questions that students are required to answer and reflect upon include: "What major stressor do you currently face?" and "What are the parts and subparts of this stressor?" The dyads can provide ideas and suggestions for improving and refining stress management skills. Afterwards, a debriefing of the students about the exercise and a class discussion led by the facilitator may be helpful to students in improving their stress management strategies.

The fifth component in management skills training is skill application.^{5,6} The goal is to apply what is learned in the classroom to a practice setting outside the safety of a laboratory (the classroom). Without this step, application to the real world is often problematic. Application exercises take the form of a type of problem-centered intervention where the student must analyze a situation and determine its degree of success or failure. For example, an activity concerning the stress management lesson might be as follows: "Find someone you know well who is experiencing a great deal of stress. Teach him or her how to manage that stress better by applying the concepts, principles, techniques, and exercises discussed in class. Describe what you taught and record the results in your journal." Empirical evidence suggests that using this type of learning model to teach management skills is significantly more effective than the traditional lecture/discussion/case-method approaches.^{18,20-23}

Course Description and Implementation

The syllabus describes the course as follows:

PHAR 704 is a pharmacy management skills course that is designed to enhance professional ef-

fectiveness, career development (promotions, salary, and job satisfaction), and quality of life in general. A skill, by definition, is "the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a performance goal." Management skills are learned the same way that we learn to ride a bicycle or drive a car. A major implication of this type of learning is that managerial skills can only be learned from experience. To this end, through a variety of readings, self-assessments, videos, simulations, and class assignments, you will develop a wide range of ideas, tools, and best practices that will help you bring out the best in yourself, others, and your health care organizations.

Successful managers are skilled at understanding, managing, and leveraging their relationships with others. This is one of the key lessons from the Center for Creative Leadership's studies of executive development and derailment. Specifically, the Center found "3 major effectiveness factors" in successful managers. These managers are: "(1) more adaptable to change, deal better with ambiguity and complexity, and learn more quickly from a variety of experiences; (2) able to build teams in a variety of circumstances with many different types of people; and (3) characterized by respect for self and others. They seek out feedback, delineate their strengths and weaknesses, likes and dislikes. Knowing themselves enables them to both appreciate others and develop compassion for the inevitable limitations both they and others have."³

This course is designed to increase the students' professional effectiveness, career development, and general well being. Specifically, this class gives them an opportunity to:

- Increase the student's self-awareness;
- Develop a deeper understanding of and appreciation for the complexity of human relationships in organizations and the impact relationships have on the student's effectiveness, career development, and well-being; and
- Practice behavioral skills that will help the student develop effective and enjoyable work relationships.

Kerr wrote a classic article titled, "The folly of rewarding A while hoping for B."²⁴

The article cited numerous examples where organizations rewarded one behavior and hoped for another. A pharmacy example might be rewarding pharmacists for increased prescription volume, but hoping they would deliver more pharmaceutical care to customers. As discussed previously, the management skills model included 5 components: skill assessment, skill learning, skill analysis, skill practice, and skill application. In an effort to reward desired behavior, the 3 examinations were

given during the semester but they counted for only 20% of the student's final grade. The remaining 80% of their grade was based on their performance in self-assessment exercises, role playing, self-reflection learning logs, team debates, case analysis, and skills training modules in which teams of students presented a 15-minute presentation on skill topics ranging from coaching employees to leading change.

Since there were approximately 65 students in the class, it was necessary to plan in detail the logistics of the course. The approach was to spend 1 hour per week lecturing and discussing management concepts (the skill learning component), and 2 hours per week facilitating skill assessments, case analysis, and skill practice. Course topics were based on Whetten and Cameron's management skills text, which includes 3 critical domains of management skills: personal skills (developing self-awareness, managing stress), interpersonal skills (communicating supportively, gaining power and influence, motivating employees, leadership, and managing conflict), and group skills (empowering and delegating, and building effective teams).⁵

The first day of class the instructor explained the importance of management skills training to the students. An initial true/false quiz was given regarding management issues that many students might deem "common sense." Items included, "Your intelligence quotient predicts your professional success (False)" and "Everyone wants a challenging job (False)." Not surprisingly, many students did poorly on the quiz. The discussion went on to cite research demonstrating the link between company performance and management skill proficiency.²⁵

As discussed previously, for students to improve their management skills, they must first become aware of their level of skill competency. To this end, students initially filled out a 77-item Personal Assessment of Management Skills (PAMS) survey.⁵ The PAMS allows students to reflect on current skills. For example, using a Likert scale anchored at 1 (strongly disagree) to 6 (strongly agree) one subset of the PAMS asks students to answer a series of questions pertaining to the question, "When faced with a complex or difficult problem that does not have an easy solution." One item under this subheading requiring an answer is: "I try out several definitions of the problem. I don't limit myself to just one way to define it." Once students complete the PAMS they are required to have an associate (eg, supervisor who knows the student well) fill out the PAMS on them. One goal of doing this is to determine if others perceive the same strengths and weaknesses in the student as the student does.

A major theme during the early class meetings was encouraging students to become self-directed learners.

There are at least 3 primary benefits to using a self-directed learning approach to teaching management skills:⁵

1. Learners develop “continuous learning” skills that can help them persist in developing management skills long after the course is over.
2. Learners are encouraged to learn from experience (a crucial skill for managers).
3. Learners are more likely to be intrinsically motivated and committed to the learning process because they are given the freedom to make choices about what and how they learn.

Self-directed learning is learner directed as opposed to teacher directed. Whereas most learning takes place in the classroom in traditional education and ends with the end of the semester, self-directed learning is characterized by the freedom and responsibility to learn anywhere and everywhere. The major point for students to understand when it comes to developing their management skills is that what they learn and how well they learn is primarily their responsibility. Once students realize this, they will see the instructor and text as resources, and the class and life as opportunities to enhance skills.

ASSESSMENT

Student Assessment

As discussed above, since the goal of this course was to develop management skills, the majority of assessments pertained to self-awareness exercises, a paper based on journal recordings of personal development progress throughout the semester, debates, and presentations.

Self-Awareness

Students were required to maintain an “assessment journal” that included 20 self-assessment exercises, ranging from “What’s your learning style?” to “Time management.” After each exercise students were asked to reflect on their answers by stating what they liked, what they disliked, and what they learned from the exercise (ie, how it will help them in the future). The reason for this assignment stems from the fact that self-awareness is a greater predictor of success in life than intelligence quotient.²⁶ In order to develop management skills one must first have knowledge of oneself. Brouwer eloquently asserted, “The function of self-examination is to lay the groundwork for insight, without which no growth can occur.”²⁷ Insight is the “Oh, I see now” feeling that must consciously or unconsciously precede change in behavior. Insights—real, genuine glimpses of ourselves as we really are—are reached only with difficulty and sometimes with real psychic pain. But they are the building blocks of growth. Thus, self-examination is a preparation for insight, a groundbreaking for the seeds of self-

understanding that gradually blooms into changed behavior.

In addition to the self-awareness exercises, students were asked to maintain a learning log throughout the course. Keeping a learning log is a structured way to develop self-awareness. The learning log was a confidential, written record of students’ personal development through the class. Based on the learning log, students were asked to write a 6- to 8-page confidential paper (the paper was identified by student identification number and only the class instructor read it). The purpose of the paper was to enhance students’ effectiveness by being aware of their own strengths and weaknesses and giving them an opportunity to create their own personalized development plan for professional and personal success. This action plan for success was based on what students’ learned in the course through self-assessments, self-reflection, readings, class lectures and discussions, role playing exercises, and films. Students were asked to meet with someone who knew them well enough to provide honest feedback concerning their 3 most important strengths and weaknesses, as well as the impact these strengths and weaknesses have on students’ effectiveness. Students were then asked to compare the mentor’s responses to their own perceptions of their strengths and weaknesses. Next, students were asked to put a plan in place that may enhance their strengths and address their weaknesses. Appendix 1 provides a description and instructions for the learning log exercise.

Debates

Debates via point-counterpoint dialogues provide students with opportunities to develop their critical evaluation skills. Health care settings are not made up of true-false and multiple-choice questions. Because a student “knows” an answer is no assurance that he or she “understands.” These dialogues can contribute to developing problem-solving skills by helping students’ link knowledge and understanding by challenging their ability to think quickly. The debates lasted approximately 30 minutes and involved 2 teams debating a pro and con side of a management issue. Examples of topics for debate included “money motivates,” and “conflict benefits an organization.” The format for the debates paralleled a courtroom situation in that each side made an opening statement followed by a cross-examination and rebuttal. Members of the class who were not participants in the debate acted as a jury. Debates revolving around controversial management issues were used so that students would not only know and use course concepts, but would have to be able to use them in contexts to which they may have to “think quickly.” For example, cross examining and rebutting what one team said

on a topic (eg, managers can create satisfied employees) requires a thorough and flexible knowledge of the management concepts related to the literature on employee satisfaction. Appendix 2 provides instructions for the student debates. Copies of the grading instruments are available by e-mail from the author.

Presentations: Skill Training Module

This assignment was based on the assumption that (1) students have a great deal to offer other members of the class, and (2) human beings often learn most by teaching others. The purpose of this assignment was to work in a team to develop and present a 15-minute training module designed to enhance class members' expertise in a particular management skill that could help them enhance their managerial effectiveness. Topics for this presentation included the development of such skills as time management, managing conflict, and motivating others.

Course Assessment and Evidence of Student Learning

As discussed previously, the management skills course was designed to improve students' personal, interpersonal, and group skills. As such, assessing evidence of student learning is not as simple as numerical assessments on didactic examinations. The major questions were, "Did students feel they developed and improved their management skills?" and "What evidence did the instructor have that showed the students improved their management skills?" In order to examine these questions, 4 components of the course will be discussed: (1) assessment of the group activities by the instructor; (2) a pretest and posttest self-assessment of their personal management skills by students (PAMS); (3) instructor assessment of the students' journal and term paper on their strengths, weaknesses, and a personalized development plan for professional and personal success; and (4) student assessments of the management skills course.

Assessment of Group Activities

Students were assessed on several group activities. A guiding theme in evaluating activities was the question, "Did groups, not only learn the course concepts but could they practice what they learned?" For example, to encourage students to become more aware of concepts related to listening behavior, a team exercise was chosen and team assessments were given based on the completeness of responses. Appendix 3 depicts the listening exercise.²⁸ An important point made was that groups were graded as groups and not individuals (adhering to the belief that instructors must reward the behavior they want displayed). To combat the odd social

loafer (a student who contributed little to the group) students had the power to "fire" an individual who, in the unanimous opinion of the other group members was not contributing to the group. In these instances, the social loafers would be required to do the group projects individually. If it was not possible to do the project individually (eg, assessment required more than one person), another assignment would be given.

Pre and Post PAMS Self-Evaluation

Students were asked to complete the PAMS individually at the beginning and end of the semester. The purpose of administering the PAMS was to determine the overall profile of each student's level of skill competence by requiring them to rate their behavior as it is rather than as they would like it to be. Domains of the PAMS pertain to self-knowledge, time management, problem-solving, peer and managerial relationships, conflict management, delegation, and power relationships. Although students did not significantly increase their PAMS score during the semester, comments reveal that they are much more likely to have identified their weaknesses and what must be done to improve a particular skill weakness. Developing and improving skills is a lifelong endeavor.

Students' Assessment of Course

What were the students' perceptions of taking a management skills course? Although the objective course evaluations were very good, written comments from a representative sample about the course were most revealing (Appendix 4).

DISCUSSION

Although the instructor was quite pleased with the "first run" of the class, several challenges emerged and areas were identified in which possible changes could result in a better experience for students. The first challenge was student support for the relevancy of such a course. To gain this support, the course philosophy and the critical role that management skills play in organizational performance was discussed in detail during the first class.

A second challenge concerned the size of the class. Although some may argue that a class of 65 students does not constitute a large class, it is much more difficult to provide personal feedback, adequate practice time, and thorough assessment of small group activities than it would be in a smaller class. The instructor sought the advice of other professors' who were teaching management skill courses, as well as advice from the literature.¹⁻⁶ To overcome this challenge, fewer assignments were given than may have been given in a smaller class. For example, one basic 6- to 8-page writing assignment was given to students. In a smaller class, 2 writing as-

signments may have been given.

A third challenge was the instructor's adjustment to lecturing less. As stated previously, the course was designed for lectures to comprise only one third of class time. It was quite uncomfortable for the instructor during the first few weeks to be unable to control the class via lecture. Giving up this "control" became easier as the semester progressed.

How can the course be improved? The course can be improved in two areas, and as many of the following suggestions as possible will be incorporated. First, more opportunities should be provided for role-playing exercises. Role-playing is an essential element of the behavior change process. For a larger class, role-playing can take place in small groups. A typical format involves giving 2 people different roles to play, with a description of the situation, and the motivations and the background each person is playing. Students must be given time to prepare for their roles. They then can be paired with a person playing the opposite role, each being unfamiliar with the role of the other. Other members in the group may assess the actors via a predetermined grading rubric. One example may be a pharmacy manager and a chronically late staff pharmacist. The staff pharmacist has reasons for his or her tardiness, of which the manager is unaware. It is up to the manager to resolve the problem. Role-playing extends the traditional teaching approach by allowing skill practice. This activity is an integral component in enabling students to realize the full potential of the course: to change behaviors.

A second way in which the course could be improved would be by adding variety to the class in order to sustain student interest. Although the 5-step model is sound, students may get bored with the learning process if following slavishly for each topic. Instead of beginning each topic with a 15-minute discussion of the assessment instruments, followed by a 30-minute review of the skill learning material, followed by a discussion of a skill analysis case, it might be better to experiment with different formats. For example, it might be better at times to begin a topic with a case discussion to sensitize students to the key issues of the topic concepts (skill learning). Also, some students may have difficulty appreciating the value of a particular skill (eg, "This is intuitively obvious, so don't bother me"). In such cases it may be prudent to begin with student role-playing before discussing the topic (so that students may appreciate the difficulty of acquiring management skills).

CONCLUSIONS

The purpose of this paper was to describe the planning and implementation of a management skills course for third-year PharmD students. The course design was based on social learning theory and utilized a 5-step model of skill assessment, skill learning, skill analysis, practice, and application. Based on scores on the pre- and post-PAMS,

students became more aware of their managerial strengths and weaknesses during the course; however, their actual management skills did not improve significantly. This highlights the fact that management skills are developed over time (longer than 1-semester) and require much individual determination and persistence.

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Appendix 1. Learning Log Criteria and Evaluation Form

**INDIVIDUAL ASSIGNMENT:
LEARNING LOG CRITERIA AND EVALUATION FORM**

Specific experiences teach specific lessons necessary for success. But it is critical, as T.S. Eliot said, not to "...have the experience, and miss the meaning." Managers we studied who went on to become effective executives not only had the experiences but learned lessons from them. Center for Creative Leadership Studies on Executive Learning

Management research indicates that developing self-awareness has several advantages: personal growth, career development, and an enhanced ability to understand and have empathy with others. In their studies of managerial and executive derailment, the Center for Creative Leadership found that successful managers: (1) understand their values, personal styles, and strengths and weaknesses; (2) know the impact of these values, styles, and strengths and weaknesses on their ability to effectively work with others and achieve their goals; and (3) are quick to reflect upon and learn from their own experiences.

Despite these advantages, we often resist opportunities to increase our self-awareness. We try to protect our self-esteem. We fear that learning something new about ourselves will be painful or may require us to change our treasured and habitual ways of seeing, thinking, and behaving. We may think that we already know ourselves well enough. Or we may not want to take the time out of our busy schedules to engage in self-reflection -- like the busy woodcutter who never takes the time to sharpen the saw and eventually loses the ability to cut wood. In short, developing a willingness and ability to engage in self-reflection, is a critical leadership skill that is not easily learned yet reaps many rewards.

Keeping a learning log is a structured way to develop this skill. This log is a confidential, written record of your personal development through the class. Your comprehensive action plan for change should be 6 - 8 pages. Your learning log is a confidential document. Only I will read it. You are required to identify your learning log by student number only.

The following criteria will be used to evaluate your learning log.

- Completion of assignment: You submit the log on time, answer specific questions when asked to do so, and have complete entries for each assignment. *Eleven points per day will be deducted for logs that are handed in after the due date.* If there are special circumstances, please discuss these with the instructor.
- Self-reflection: You demonstrate a willingness and ability to engage in self-reflection. You provide examples from your own experience. You show an understanding of the consequences of your values, attitudes, style, behavior, etc. on yourself, others, and the organization.
- Conceptual understanding: You demonstrate a thoughtful understanding of conceptual materials from class and integrate them, as relevant, into your log.
- Application: You demonstrate a willingness and ability to take steps toward personal change. You discuss in depth possible plans for action.
- Written composition: The learning log is professionally presented: well-organized and well written (including spelling and grammar).
- Spelling and grammar: Your learning logs will be graded as indicated above. In addition, one percent will be deducted for each unique spelling error and each unique grammatical error. Improper margins will receive a 10% reduction in grade (Margins should be one inch on all sides).

LEARNING LOG QUESTION:

Comprehensive Action Plan for Change

Note: This entry should be 6 - 8 double-spaced pages.

Managers who continued to be effective added new patterns of management behavior; others who derailed often had the same experiences but missed the meaning. The derailed manager either relied too heavily on successful habits or exhibited flaws, which acted as blocks to his or her learning. The essence of learning, then, is in overcoming comfortable habits and personal quirks and making transitions to new ways of behaving. (Preventing Derailment: What To Do Before It's Too Late)

Purpose: Enhancing your effectiveness, career success, and well-being requires (1) knowing what it takes to stay on track; (2) being aware of your own strengths and weaknesses; and, most of all, (3) being willing to find new, more effective, ways of thinking and behaving. This entry is designed to give you an opportunity to create a personalized development plan for your professional and personal success.

Task: Create an action plan for enhancing your effectiveness, career success, and well-being based on what you've learned in this course through self-assessments, self-reflection, readings, class discussions, exercises, and films:

1. Meet with someone who knows you well and will give you honest feedback. Discuss with this person:
 - o What you think are your three most important strengths and three most important weaknesses, as well as how they may influence your effectiveness, career success, and well-being.
 - o What they think are your three most important strengths and three most important weaknesses are, as well as how they may influence your effectiveness, career success, and well-being.
 - o What immediate steps you can take to enhance your effectiveness, career success, and well-being.
2. In your learning log:
 - o Thoughtfully discuss what you learned from this. Specifically discuss the person with whom you discussed your profile (you don't need to mention the person's name), his or her feedback, and what you conclude are your three most important strengths and weaknesses and how they influence your effectiveness, career success, and well-being.
 - o Create a detailed personal developmental plan that will help you become a more effective, successful manager and enhance your well-being. Specifically address at least 3 things you'll need to do and how you will do them.

Appendix 2. Point-counterpoint debates

POINT-COUNTERPOINT DEBATES

These dialogues present the opportunity for students to develop their faculties in critical evaluation and debate. Life, unfortunately, is not made up of true-false and multiple-choice questions. Because a student "knows" is no assurance that he or she "understands." These dialogues can contribute by helping students' link knowledge and understanding by challenging their ability to think.

Each group will be assigned one side of an issue to debate in class (the rest of the class will act as a jury). You are expected to prepare, outside of class, your side of the issue (to be provided by the instructor). The format for presentation will be as follows:

Time required				
Opening statement	Pro	5 minutes	Con	5 minutes
Cross examination	Pro	2 minutes	Con	2 minutes
Preparation for rebuttal	Both sides	5 minutes		
Rebuttal	Con	3 minutes	Pro	3 minutes
Closing	Con	1 minute	Pro	1 minute
Total time		About 30 minutes		

Appendix 3. Team Exercise.

TEAM EXERCISE – The Impact of Attentive Listening Skills*

Purpose: The objective of this exercise is to show the importance of listening skills to interpersonal success.

Time: 30 minutes.

Instructions:

1. Form groups by counting off by sixes. There should be a minimum of three students to a group and a maximum of seven per group.
2. Each group should address the four questions below.
 - o How do you know when a person is listening to you?
 - o Describe a situation in which you exhibited outstanding listening behavior (ie, listen with intensity, empathy, demonstrate acceptance, take responsibility for completeness, and be yourself). How did it influence the speaker's subsequent communication behaviors?
 - o How do you know when a person is ignoring you?
 - o Describe a situation in which you ignored someone. What impact did it have on that person's subsequent communication behaviors?
3. The groups should begin by brainstorming answers, then narrow their selection to the three most significant answers.
4. Appoint one member of the group to transcribe answers on the board and another to tell the class why the group selected these answers.

* Clark T. Sharing the importance of attentive listening skills. *J Manage Educ.* 1999;23:216–23.

Appendix 4. Students' comments about course.

“When I took the test again, I realized that my score was about the same but one thing I know for sure is that I have learned a whole lot in this class. By taking this class I will be able to use my time very efficiently. Taking this class has been a great benefit to me because it has prepared me to face the work force and also be a successful pharmacist.”

“The class itself was very useful in its ideas. As a pharmacist, I will be a supervisor. It would be difficult to function as a supervisor without experience or skills training. Although my PAMS score did not change much, my understanding of why and how to obtain better management skills did.”

“Before this semester started I went through our schedule and noticed that we had to take a class called professional management and the first question that I asked myself was why in the world are we taking a management class? Are we ever going to have the need to implement what we learn in our pharmacy career? One thing I have noticed in life is that health care professionals tend to think that they don't need to know anything else outside their scope of practice and in so they are narrow minded. But one thing that i'm glad to say today is that I don't have the same thought that I had at the beginning of this semester. I have learned so many skills in this class that I can increase my effectiveness, enhance my career, and feel more fulfilled in general.”

“I was fortunate enough to be able to take this course and learn many good things.”

“Pharmacy 704 has provided me with skills to improve my weaknesses and helped me to become a more effective and successful manager. I have taken small amounts of information from almost all of the exercises we have completed. I now view a manager as someone who is responsible for the business as well as the employees.”

“Not only did I learn management skills, but I have also come to the understanding that certain behaviors I had may negatively effect my career.”

“This learning log is the most important assignment I have ever done.”

“Thank you very much for the opportunity to make me a better person and pharmacist. I will continue throughout my career as a student and a pharmacist to use what I have learned from this experience and be ever mindful of the strengths and weaknesses I will strive to better and overcome.”

“I avoid getting help from people, even people I trust such as my friends and family. I will now reach out to people for help, even people I do not trust. I failed to realize in the past until taking the professional practice management course.”

“To be honest, I thought this was another BS course and a waste of my time, but as the semester progressed, I was given the impression that I was totally wrong. I've been able to learn things that will not only make me a better person but also the best manager and leader I could possibly imagine.”