



Discovering the Leader Within

PHRX 3057

1-credit elective course open to P1-P3 students

Class Time: There are No in Class Meetings

Room: None Needed, Group Chat for Discussions

Course Co-Coordinator
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Leadership and learning are indispensable to each other.

~John F. Kennedy

Course description:

PHRX 3057: This is a 1-credit course designed to train people to think about themselves, their leaders, their goals, their organizations, and their time in a different way.

Curricular competencies:

This course is intended to help students achieve the following professional program competencies:

- Outcome 1.1 – Communicate clearly, accurately and persuasively with various audiences using a variety of methods and media
- Outcome 2.7 – Display the qualities and demeanor of a professional when interacting with peers, faculty, preceptors, or other health professionals
- Outcome 2.11 – Participate and accomplish responsibilities as a member of a small group
- Outcome 4.2 – Complete outside reading assignments that supplement lab and course lectures

Course materials:

Required Materials: PowerPoint handouts, voice-over lectures, and other readings/activities posted on HuskyCT.

Student assessment & grade calculation:

Your effort in the course will determine your grade. For each letter grade, the minimum requirement has been defined. Not meeting any criteria will reduce your grade to the next level. The grading rubric is simple, did the student put forth effort (did they read, did they discuss, did they do a reasonable job with their activities, did they send it in on time). Each day an assignment is late will result in a reduction in grade.

Group discussions are in HuskyCT using the blackboard group chat. A successful student will post a general thought about the lecture and one thing to discuss. Then the student goes back another time and comments on two other students' posts. All discussions will be open for two weeks before the discussion will be closed. Posts of about 200 words and replies or 75 to 100 words are usually best. If you are passionate and want to over and above, that is fine.

All written assignments must be turned in via the discussion board to Dr White the Friday ending the week or it will be considered late.

Signing into HuskyCT for content and discussion board posts as well as the submission of the videos is double verification that the person signed up for the class is also the person doing the work and learning these techniques.

Grading: If you listen to each lecture, complete the activity, and engage in the discussion, you will get full credit for that week. If you get full credit for 12 of the weeks, you will get an A, see the schema for lesser commitment below.

	Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
Activities fully completed and submitted on time	4*	3*	2	1	0
Active participant in group chats	14	12	10	8	<6

*Must be submitted on time with adequate length and good quality. Any submissions not meeting these criteria are not counted toward success metrics.

Leadership is practiced not so much in words as in attitude and in actions. ~Harold S. Geneen

Class date	Schedule
Week 1	<p>Welcome <i>Theme: Students should understand the syllabus and begin to learn how to write coherently.</i></p> <p>Exercises:</p> <ol style="list-style-type: none"> 1. Read through the syllabus. 2. Read through the following three websites on how to write effectively. <ol style="list-style-type: none"> a. http://www.copyblogger.com/brilliant-writing-tips/ b. http://www.thedutchphdcoach.com/uncategorized/the-best-tip-to-write-more-effectively/ c. https://smartblogger.com/editing-tips/ <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Discuss the importance of quality, legible writing as a pharmacist. 2. Post any questions you have about the syllabus.
Week 2	<p>Teachers are Your Leaders <i>Theme: Teachers are a microcosm of middle management leadership and aside from family; they are the most consistent leaders you have had in your life. This week’s lecture is centered on the teachers in your life and how they did, or did not, exhibit inspired or quality leadership.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lecture and follow along with the slides on “Teachers are Your Leaders” from the slide set for the course. <p>Here is the recording for the lecture on teachers as leaders. Please listen to them and follow along with the slides pertaining to the lecture. Streaming recording link:</p>

<https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=d00be57abb788cccde69121b032a22b9>

Download recording link:

<https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=c948f4f88d7b3c1bfbee4f12ed131797>

Group Discussion Topics:

1. Identify one teacher who exemplified the qualities of a good teacher and one who did not.
2. Define how teaching is actually ‘middle management’ organizational leadership.
3. Identify aspects of successful and substandard classroom leadership and understand how it applies to the organizational environment.
4. Identify common ways that teachers fail to steward their classes toward success and how to avoid those pitfalls when you find yourself in the role of teacher.

Week 3

Being the Best You Can Be

Theme: If you cannot lead yourself, it is impossible to lead others successfully. You must balance many things in your life and learn how to allocate time for achieving longer-term goals.

Exercises:

- Listen to the lecture and follow-along with the slides on “Being the Best You Can Be”.

Streaming recording link:

<https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=53ed4181f91137970440a96a269f4249>

Download recording link:

<https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=5a3d349defa1af9b10b9dd3241d1ce71>

Assignment: (2 Page Assignment, written exactly like a letter). When you are looking for your post-graduation job, write out a letter of recommendation that you would like a faculty member to write about you.

<https://homes.cs.washington.edu/~mernst/advice/write-recommendation.html>

Group Discussion Topics:

1. You all wrote out a mock letter of recommendation you wanted someone to write about yourself. Reflect about what the letter of recommendation would say if the person you asked to write the fictional letter was honestly assessing you.
2. Identify what quadrant III activities you have currently have and how can you minimize them to create more quadrant II time in your life? What quadrant II activities are you not doing well now?

	<p>3. Do you agree with the four human needs and capacities? Do you not need on or is there one that isn't included that you feel should be?</p>
<p>Week 4</p>	<p>Mission Statements and Strategic Plans <i>Theme: Having a mission is a core feature of living with intent and understanding your principles and goals. Everyone and every organization needs a mission and a plan.</i></p> <p>Pre-Class Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lecture on "Mission Statements and Strategic Plans". 2. Read the School of Pharmacy Strategic Plan. <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=96f2124d553ab03560d3071fc05e67ad</p> <p>Activity: (2-page max assignment). Write a personal strategic plan and 3-5 year goals for your life keeping in mind your life is multidimensional and has work/school, home/relationship, and health attributes.</p> <p>Group Discussion topics:</p> <ol style="list-style-type: none"> 1. Describe the attributes of a strong mission statement 2. Identify why buy-in from the entire organization, rather than solely from the leadership is important
<p>Week 5</p>	<p>Making Decisions <i>Theme: You are a compilation of the choices that you make. Being able to make choices based on principles or with longer term goals in mind are keys to be successful personally and as a leader.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lecture on "Making Choices" and follow along with the slides. <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=4260b817ee279f2246ad71c0ed17ad64</p> <p>Download recording link: https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=980f8f9922eb2d43cc8b2cef095115d2</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Identify why choices are so important to who you are and who your become 2. Describe what being "response-able" means to you 3. Do you focus on your circle of control, influence, or concern and where should your focus be?

	<p>4. Describe the last important choice you made, did you make it based on a snap decision, what society wanted you to do, or an explicit choice that was in line with goals and principles?</p>
<p>Wee k 6</p>	<p>The Power of Perseverance <i>Theme: In many cases it is not your God given or genetically based talents that determines success, it is your ability to work through adversity.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lecture on “The Power of Perseverance” and follow along with the slides. <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=e565ade9110fe55dea972bbc52a5afa7</p> <p>Download recording link: https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=882525120e4bb4bcc1bd57573b8ab4b9</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 2. Discuss what your “Grit” score is and what you would like it to be. 3. Identify the two components needed for career achievement and how one can lead into another. 4. Describe the importance of the following items [Growth Mindset (it takes a lot of work to improve) + Optimistic Self-Talk (I can do this, I can do better if I work at it) + Perseverance (I won’t give up)] for long term success. 5. Effective leaders bring two things to the table that help their team members perseverance, what are they?
<p>Wee k 7</p>	<p>Communicating Effectively and Small Talk Tips <i>Theme: Most people learn to communicate with people of similar background, similar interest, and similar views with whom they have a high trust environment. They break down when they don’t have this favorable milieu and people are distrustful of motives, unaware of anything about you, or have different thoughts and approaches. You have to learn to communicate differently in order to have broad based success.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lecture on “Communicating Effectively and Small Talk is no Small Potatoes” and follow along with the slides. <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=ae0a19bddeac21ac219f9988b8ee2ace</p> <p>Download recording link: https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=2fc98f7eff833e9c123941ad5b44549a</p>

	<p>Assignment: (All students). With your buddy, record a minimovie that shows what poor (usual) small talk looks like and then record a minimovie where the techniques utilized in the lecture is used.</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Describe how personal history or lack of personal history impact the message someone communicates. 2. Delineate the current amount of feedback that most people are provided by their bosses or leaders before an annual performance and why this occurs. 3. Define the merits and demerits of one-minute management. 4. Describe why small talk can be so challenging for some people and what people can do to improve.
<p>Wee k 8</p>	<p>Managing Projects and Resolving Conflict</p> <p><i>Theme 1: Managers get overwhelmed by accepting responsibility for items that their employees can better care for creating bottlenecks and a lack of productivity. When something is assigned, the manager supports the worker but does not take back ownership and engages the worker in proposing solutions to coincide with problems. Micromanagers create an environment where they are overwhelmed by managing projects of everyone else.</i></p> <p><i>Theme 2: Conflict is unavoidable but can be managed if the right culture is established. In the right culture, the partners negotiating listen first to understand before being understood and use this as a Segway to try and find win-win, rather than win-lose options. Win-win generates more buy-in and less resistance and builds trust.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Listen to the lectures on “Managing Projects” and “Resolving Conflict” <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=2b7b3bb9b2ad394ea3233df393faa20d</p> <p>Download recording link: https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=99656970fce5348bf623ba02e0bc06e3</p> <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=b76012ef0d3ae037b77a6a14c65f6d82</p> <p>Download recording link: https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=3f01652f8369b86257731ceecd394995</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Describe the concept of keeping employee control of tasks and empowering the worker versus with the manager and how it unleashes efficiency and empowerment. 2. Describe what conditions need to be in place to allow empowerment.

	<ol style="list-style-type: none"> 3. Define why conflicts arise and what can be done to minimize those conflicts. 4. Discuss how having a clear mission statement help minimize conflicts. 5. Delineate the main aspects of thinking win-win in your everyday life.
<p>Week 9</p>	<p>Conflict Resolution 2.0: Communicating in Difficult Circumstances <i>Theme: There is a better way to bring bad or constructive news to people and get positive results.</i></p> <p>Exercise</p> <ol style="list-style-type: none"> 1. Listen to lecture on “Communicating in Difficult Circumstances” <p><i>Streaming recording link:</i> https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=864f514278018a561832cdd239c36f3d</p> <p><i>Download recording link:</i> https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=f0807dc88c2fe5d09bfe1df25469b899</p> <p>Assignment: (All students). Record a 3 min role play scenario before class with one or two other students where either the PLAN or CANDID approach is not used and then when it is used, with better results.</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Describe issues in standard discussions about contentious issues. 2. Describe how the PLAN and CANDID approach can help to change the paradigm of these discussions resulting in more clear understanding, less conflict, and more productive outcomes.
<p>Week 10</p>	<p>Interview with Leader of National Organization (Lisa Holle, Pharm.D.)</p> <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=c887161e02862fb761734cfd0628272</p> <p>Download recording linkhttps://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=12a490b64c02644556dd6ceda07e5eb4</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. What was most impactful thing about this interview for you? 2. What did you disagree with or strongly agree with?
<p>Week 11</p>	<p>Interview with Leader of National Organization (Philip Hritcko, Pharm.D.)</p> <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ldr.php?RCID=802ccd484364ce1777221e5b604ad217</p> <p>Download recording link:</p>

	<p>https://uconn-cmr.webex.com/uconn-cmr/lsr.php?RCID=eee57632e0c01b51c3cc8335de09c442</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. What was most impactful thing about this interview for you? 2. What did you disagree with or strongly agree with?
Week 12	<p>Pulling Back the Veil: The Power of Asking for Feedback</p> <p>Streaming recording link: https://uconn-cmr.webex.com/uconn-cmr/ltr.php?RCID=799d2d100bdfb4af5b7dffdb53c547b5</p> <p>Group Discussion Topics:</p> <ol style="list-style-type: none"> 1. Why is it so hard for leaders to ask for feedback from those they work with on the overall culture and on what the leader can do to improve? 2. Why is it so vital for leaders to overcome their reticence to ask for feedback?
Week 13	<p>Giving a TED Style Talk and Dealing with the Media</p> <p>Giving TED Talk Link: https://uconn-cmr.webex.com/uconn-cmr/ltr.php?RCID=aa6a639ff4122beeea5acd16ca6aab8e</p> <p>My Actual TED Talk (if interested): https://www.youtube.com/watch?v=9k4HCDvFbBs&list=PL_MKU_ULY_O4gXGN2_Jq77t1H0-2YiTOvZ</p> <p>Dealing with the Media Link: https://uconn-cmr.webex.com/uconn-cmr/ltr.php?RCID=7a3bd56155d30b3688b9511791eb6d6c</p> <p>Group Discussion Topics”</p> <ol style="list-style-type: none"> 1. How is a TED Style Talk different than a regular one? 2. What are some important ways to deal with the media?
Week 14	<p>Personal Reflection: Final Writing. <i>Theme: All good things must come to an end.</i></p> <p>Group Discussion Topics: Go onto the Blackboard Group Discussion link in HuskyCT for the course. Comment on two of the questions below and respond to at least one other student’s comments.</p> <ol style="list-style-type: none"> 1. What is leadership? 2. What did you think of the course, did it enhance the way to look at your life, your time, your leaders, how you lead, and your plan for the future? 3. What is perfect that should never be changed? 4. What should be changed to enhance the course in the future?

University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Academic Integrity

You are encouraged to build on the ideas of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. For University policies on academic honesty please see UConn's Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

Students with Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

We will be discussing people's personal experiences and applying universal leadership techniques to those experiences. It is my expectation that students will discuss their experiences and be willing to listen intently to others and treat them with respect. The University is similarly committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community. More information is available at <http://policy.uconn.edu/?p=2884> and <http://sexualviolence.uconn.edu/>.