

New Leader Program

Handout from Michael Fulford, Assistant Dean for Institutional Effectiveness and Strategic Initiatives

Panel: “Effective Leadership Communication” (September 25, 2024)

American Association of Colleges of Pharmacy (AACCP) 2024

Organizational Effectiveness: Redefining Doing More LESS with Less

QEEMP Activity 1

Use the following link to access the QEEMP worksheet

<https://docs.google.com/spreadsheets/d/1J8epS9ogH3OTgY0vwpkI5FkSlgPqDVKxCdMrIYjWtpE/edit?usp=sharing>

- 1. Develop a list of goals, tasks, and functions for a College/School of Pharmacy**

- 2. Prioritize goals, tasks, and functions using QEEMP framework**

Activity 2 and 3

Steps Towards Building Social Capital in Your Organization

Based on Coleman's Social Capital Theory

Reflect on the Social Connections in your Organization

- Relationships within units/departments
- Relationships across units/departments
- Faculty-staff-student relationships
- Relationships with students

Top Ten Things YOU can do to develop your social capital

Stop Being Self-Centered: If you only think about your own gains and ignore the needs of others, you'll never build the trust needed for true social capital. Start caring about your peers' success as much as your own.

Communicate or Fail: Keeping information to yourself doesn't make you powerful; it makes you isolated. Share valuable information openly and watch how collaboration can transform your work environment.

Earn Trust, Don't Expect It: Trust isn't a given—it's earned. If you continually break promises or fail to meet expectations, you'll never build the social capital necessary to succeed.

Get Over Yourself: Your title or position doesn't entitle you to respect. You must demonstrate integrity, transparency, and commitment to others' well-being if you want genuine respect and support.

Contribute or Quit Complaining: If you're not willing to contribute to the collective effort, stop complaining about the lack of support or resources. Social capital is built by those who actively participate and give.

Adapt or Get Left Behind: Sticking to outdated norms and resisting change doesn't just hinder your progress; it drags everyone else down with you. Embrace new ways of thinking and working to build a stronger, more supportive network.

Stop Taking Credit Alone: If you habitually take credit for others' ideas and efforts, you're burning bridges faster than you can build them. Recognize and celebrate the contributions of your peers to foster mutual respect and cooperation.

Show Up and Engage: Being physically present but mentally absent is useless. Engage fully in meetings, discussions, and collaborative efforts if you want to be seen as a valuable and trustworthy member of the team.

Practice What You Preach: Hypocrisy destroys trust faster than anything else. If you advocate for certain values or behaviors, make sure you embody them yourself, or risk losing all credibility.

Be Transparent or Be Distrusted: Hidden agendas and secrecy breed suspicion and division. Be transparent about your intentions and decisions to build an environment of trust and collaboration.

Assessing Social Capital

Component	Definition	Examples for Individual Faculty Member	Examples for Administrator or Leader
Building Trust (Obligations and Expectations)	Developing trust through fulfilling obligations and creating mutual expectations.	1. Collaborative Research: A faculty member co-authors papers with colleagues, building a sense of trust and expectation for future collaboration. 2. Peer Support: A faculty member assists a colleague with grant writing, creating an expectation of future support.	1. Transparent Decision-Making: An administrator practices transparency in decisions, building trust and creating expectations of fairness. 2. Commitment to Promises: An administrator follows through on commitments to faculty, fostering trust and mutual expectations.
Creating Information Channels	Establishing means for sharing and disseminating information within the social network.	1. Regular Updates: A faculty member sends regular updates about research findings to peers, keeping them informed and engaged. 2. Listservs and Online Groups: A faculty member participates in listservs and online groups to share and receive information.	1. Institutional Newsletters: An administrator creates a newsletter to disseminate important information to faculty. 2. Open Forums: An administrator holds open forums for faculty to discuss issues and share information.

<p>Fostering Social Norms</p>	<p>Establishing shared values and norms that promote cooperation and mutual support.</p>	<p>1. Ethical Standards: A faculty member upholds and promotes ethical research standards, encouraging a culture of integrity. 2. Collaborative Culture: A faculty member encourages collaborative efforts by participating in team teaching and projects.</p>	<p>1. Inclusive Policies: An administrator implements policies promoting diversity and inclusion, setting a standard for the institution. 2. Recognition Programs: An administrator develops programs to recognize and reward faculty achievements, promoting a culture of excellence.</p>
<p>Facilitating Reciprocal Relationships</p>	<p>Encouraging mutual exchanges that benefit all parties involved.</p>	<p>1. Mentorship Programs: A faculty member mentors a junior colleague, who in turn provides fresh perspectives and support. 2. Resource Sharing: A faculty member shares research resources with peers, expecting similar reciprocity.</p>	<p>1. Professional Development Opportunities: An administrator provides professional development opportunities to faculty, expecting increased engagement and innovation. 2. Shared Governance: An administrator involves faculty in decision-making processes, fostering reciprocal trust and collaboration.</p>
<p>Leveraging Networks for Resources</p>	<p>Utilizing social networks to access and mobilize resources effectively.</p>	<p>1. Grant Partnerships: A faculty member collaborates with peers to secure grants, leveraging their network for resources. 2. Conference Participation: A faculty member attends conferences, building networks to access new resources and knowledge.</p>	<p>1. Alumni Networks: An administrator engages alumni networks to garner support and resources for the institution. 2. Industry Partnerships: An administrator establishes partnerships with industry leaders to provide resources and opportunities for faculty and students.</p>

Using the table and examples above as a guide. . .

1. Assess YOUR own social capital

2. Assess your ORGANIZATION's social capital

Activity 4

Let's develop an action plan emphasizing redefined goals for the effectiveness of your organization.

Consider your roles in the organization as you create the plan:

As an individual, what are my roles, influence, and impact?

As an organization (department, school, program, unit), what needs to be redefined, how can we develop more social capital, and what is our balanced scorecard for QMEEP?

You may find it valuable to use the following walkthrough based on the Triangle of Trust (Presented by Franks, Fulford, and Meny at AACP 2023)

The Triangle of Trust: Toward a Framework of Entrustable Inclusive Leadership in Pharmacy Education

Reflection Template

1. Who Do You Trust?
 - a. At home

 - b. At work

 - c. In your professional involvement

2. When you need to get something done or need to put a team together, do you routinely go to certain people or purposely avoid certain people? Why do you follow these trust routines? We provided a few reasons that might resonate.
 - I know this person will do it my way
 - I know this person will get it done early
 - I know this person will prioritize my needs first
 - I know this person will share the credit
 - I know this person will not get it done, ever
 - I know this person doesn't know what they are doing

3. Ask yourself, am I potentially excluding people without realizing it?

4. Let's reflect on how intentional you are about including others and developing trust.
 - Describe times when you know you made people feel included? What did you do to foster that?
 - Describe a time when you could have done more to make people feel included and developed trust? How might you have done things differently?
 - How can you create a more inclusive environment with your team, in your unit, in your classroom, in professional involvement?
 - What is a simple first act you can do now to be more inclusive in your trust circle?

- How can you reinforce the BRIDGE framework in your professional growth as it relates to trust?

B Be uncomfortable

R Reflect on what you don't know

I Invite feedback

D Defensiveness doesn't help

G Grow from your mistakes

E Expect that change takes time

5. Flip the Script- How well do you feel trusted in your organization?