

**APhA CAREER
PATHWAY
EVALUATION
PROGRAM[®]**

for Pharmacy Professionals

FACILITATOR'S GUIDE



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7th Edition

Overview to Facilitator's Notes

These notes for the *APhA Career Pathway Evaluation Program for Pharmacy Professionals* have been developed to guide you as you facilitate the workshop. These notes are based on several years of experience in conducting workshops for student pharmacists and on extensive research on the pharmacy environment conducted during the development of the program. Trained facilitators who offer the program also provided valuable input for the revision of these notes.

The workshop is highly interactive and the students do much of the work. Your role is to **facilitate** the process for the students. Facilitating is different from teaching: Teaching involves using your expertise and communicating information from a specific body of knowledge. Facilitating involves sharing your expertise about a process and guiding the students to use their own self-knowledge. The specific tasks of the facilitator include:

- Introducing and clearly explaining key concepts.
- Guiding discussions and interactions to ensure coverage and appropriate emphasis on key points.
- Keeping the workshop “on schedule.”
- Orchestrating and connecting the various workshop segments into a cohesive, interesting whole.

These facilitator's notes are designed to assist you in communicating these concepts to students and to support you in conducting a positive and effective workshop for students.

Materials/Equipment Needed

The materials and equipment needed for the workshop include:

- Workshop Workbook (can be obtained from <http://www.pharmacist.com/careers.cfm> and follow the APhA Pathway Program link)
- A few copies of the Briefing Document (for students who may forget their copy)
- An easel with a flip chart (optional)
- LCD Projector/Laptop (if using a slide presentation)

Room Arrangement

The room should have enough tables to form a U with the chairs arranged around them both inside and outside the U.

To provide an optimal environment for discussion, it is recommended that the class size be limited to a maximum of 24 students.

Prior to the Workshop

Before students arrive for the workshop, it is useful to complete the following:

- Face all tent cards (if using them) to the front of the room.
- Make sure all refreshments have arrived.
- Note location of light switches and rest rooms.

APhA Career Pathway Evaluation Program for Pharmacy Professionals

Detailed Program Agenda

Steps of Vigilant Decision- Making Process	Activity	Duration (min)	Total Time
I. Appraising the Challenge			
	I-A: Facilitator/Program Introduction	2	2 min
	I-B: Introduction to Career Option Chart	5	7 min
	I-C: Appraising the Challenge Exercise	10	17 min
	I-D: Program Focus	5	22 min
	I-E: Presentation of Decision-Making Model	10	32 min
	I-F: Summary for Appraising the Challenge	1	33 min
II. Assessing Yourself			
	II-A: Introduction to Self-Assessment	3	36 min
	II-B: Self-Assessment Exercise	10	46 min
	II-C: Introduction to Critical Factors	5	51 min
	II-D: Summary for Assessing Yourself	1	52 min
III. Surveying Alternatives			
	III-A: Introduction to Career Option Profiles	5	57 min
	III-B: Career Options Profile Exercise	15	1 hr 12 min
	III-C: Summary for Surveying Alternatives	1	1 hr 13 min
	BREAK	10	1 hr 23 min
IV. Evaluating Alternatives			
	IV-A: Introduction to Decision Balance Sheet	10	1 hr 33 min
	IV-B: Decision Balance Sheet Exercise	20	1 hr 53 min
	IV-C: Summary for Evaluating Alternatives	1	1 hr 54 min
V. Achieving Commitment			
	V-A: Introduction on Achieving Commitment ¹	5 (varies)	1 hr 59 min
	V-B: Summary for Achieving Commitment	1	2 hrs 00 min
	V-C: Description of Follow-Up Materials	5	2 hrs 5 min
	V-D: Workshop Evaluation	5	2 hrs 10 min
	V-E: Closing Remarks	5	2 hrs 15 min

¹ Optional Expanded Activities are available for this section. See Facilitators' Notes under Section V.

Visual Cue Definitions



Use flip chart to capture information



Workshop Workbook/Briefing Document/Follow-Up Materials page being discussed



Display slide shown

Important Notes

Information, discussion points, and instructions to be communicated to the group are written in plain script.

Suggestions to the facilitator or recommendations for facilitating a particular activity are written in italics.

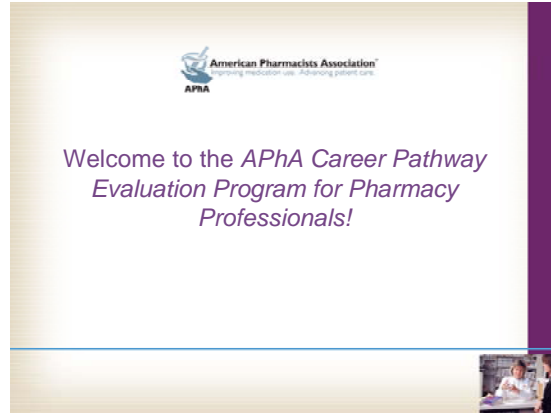
I. Appraising the Challenge

Activity I-A Facilitator/Program Introduction
Activity Time: 2 minutes
Total Time Elapsed: 2 minutes

Facilitator Instructions:



Slide #1

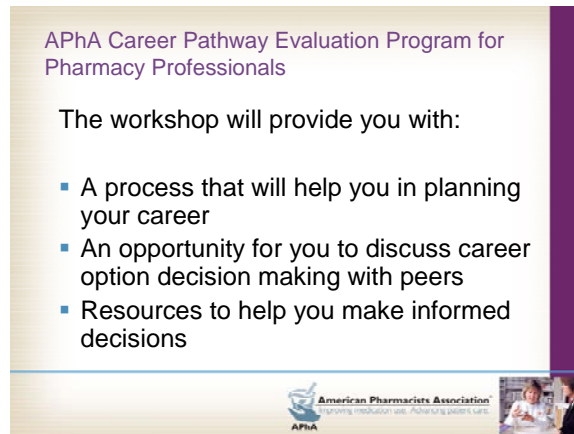


Introduce yourself for the benefit of those who may not know you. Briefly comment on your personal background in relation to career counseling. Explain that your school is offering this program to help student pharmacists make more informed career decisions.

The *Career Pathway Evaluation Program* has been in use since the early 1990s by student pharmacists and pharmacy professionals. The program was initially developed by Glaxo Inc. (now known as GlaxoSmithKline). In 2000, APhA acquired the program to continue to make the materials available to the profession. APhA has been working on updating the research and enhancing the materials to ensure that the program reflects today's opportunities for pharmacists. Most of the program materials are now available online via the APhA Career Center at www.pharmacist.com/careers.cfm.



Slide #2



Activity I-A Facilitator/Program Introduction (continued)

Facilitator Instructions

The workshop will consist of:

- A few brief lectures
- A variety of interactive exercises to enable you to use the concepts introduced in the workshop
- *Optional Exercises: Live Presentation*
- Follow-Up Materials/Exercises




Slide #3

Program Contents
(available at www.pharmacist.com/careers.cfm)

- Briefing Document (pre-seminar materials)
- Workshop Workbook
- Career Specialty Profiles (online only)
- Online Assessment Tool
- Career Resources
- Follow-Up Materials/Exercises

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Most of the program can be found online at www.pharmacist.com/careers.cfm:

- Briefing Document (pre-seminar materials)
- Workshop Workbook
- Career Specialty Profiles
- Online Assessment Tool
- Career Resources
- Follow-Up Materials




Slide #4

Today's Agenda

- Interactive Workshop
 - Exercises with small and large group discussions
- Scheduled Break
- Program's End

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Activity I-A Facilitator/Program Introduction (continued)

Facilitator Instructions

Housekeeping details:

- Finish time
- Break time
- Refreshments (if any)
- Location of rest rooms

Total Time Elapsed: 2 minutes

Activity I-B Introduction to Career Options Chart
Activity Time: 5 minutes
Total Time Elapsed: 7 minutes

Facilitator Instructions



Slide #5

Introduction to Career Options

- Refer to the “Career Options” chart on pages BD-8 and BD-9 of the Briefing Document
- On page BD-10, record some of the career options that you understand, that you are aware of and that are new to you

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Refer to the “Career Options” chart in their Briefing Document on pages BD-8 and BD-9.



Turn to Briefing Document, page BD-10. Name some of the career options you have identified. (Career options you understand, career options of which you are aware of, and options which are new to you).



Elicit and chart several participants’ comments on a flip chart

Lead a discussion with students about the many career options available in the field of pharmacy. Include the following points:

- It is understandable that there are many options in pharmacy with which you are not familiar. Even very experienced practitioners and educators have been surprised at the range of options that are available when they saw this chart.
- You may seem overwhelmed by the large number of options at this point. (*It is important to acknowledge and legitimize this anxiety.*)
- The field of pharmacy is changing at a very rapid pace. While this career options chart represents most of the options that are available today, there will certainly be others available to you by the time you are making your final career decisions.
- It is the purpose of the *APhA Career Pathway Evaluation Program* to give you a map to navigate your way through this complex list of options.
- At the end of today’s program, you will know how you can begin to make one of your most important life decisions.

Total Time Elapsed: 7 minutes

Activity I-C Appraising the Challenge Exercise
Activity Time: 10 minutes
Total Time Elapsed: 17 minutes

Facilitator Instructions



Slide #6

Program Purpose and Benefits

- The purpose of this activity is to help you understand exactly why we're here focusing on careers in pharmacy
- It will be an enjoyable activity and it will help prepare you for today's workshop

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Purpose and Benefits

- The purpose of this activity is to help you understand exactly why we're here focusing on careers in pharmacy.
- It will be an enjoyable activity and it will prepare you for today's workshop.

Overview:

- You will have an opportunity to talk about yourself with one or two other people.

Roles:

- *Assign pairs to work together for this activity. If there is an odd number of participants form one group of three. (Form groups first prior to giving instructions.)*



Detailed Instructions:

- Refer to your Briefing Document, Exercise 1 on page BD-6 for this activity.
- Show Slide #7: (also on Workbook page W-7)



Slide#7

Appraising the Challenge Exercise

- Go to page BD-6 of the Briefing Document
- Discuss with your partner:
 - What led you to choose a career in pharmacy
 - Major decisions you will make in pharmacy school
 - How you are going to make these decisions

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Activity I-C Appraising the Challenge Exercise (continued)

- On Workbook page W-5, write notes to use later in our group discussion.
- You will have 10 minutes for this discussion (5 minutes per person).

Facilitator Instructions



- *When students are finished, elicit and chart several participants' comments on two flip charts entitled:*
 - ✓ *“What led you to pharmacy?”*
 - ✓ *“Major decisions to be made in pharmacy school”*
- *Then lead a discussion about these two areas.*

The following points are not to be made in a lecture style, but rather woven into the discussion with the students. Use questions to bring out these points (e.g., What similarities and differences do you see in your goals and interests that are listed here?, How important is money in making career decisions?)

What led you to pharmacy?

- Each person has different goals, ideas, and interests in the field of pharmacy. All of these factors are important.
- These reasons, your individual goals and interests, will be the primary factors in determining your career direction.
- It is possible that you will be tempted by the financial benefits of certain areas of pharmacy. In the *APhA Career Pathway Evaluation Program*, however, you will be encouraged to consider financial compensation as only one of many critical factors in the selection of a career direction. You will also be encouraged to consider long-term goals as well as short-term rewards.

Facilitator Instructions

- We also want to acknowledge the fact that some of you may be thinking, “it’s going to be difficult to find a position in a specific area of interest.” We do realize the competition is great, especially in certain practice areas and geographical locations. It may be necessary to begin your employment in an area that may not exactly match your short-range plans but will still help you to reach your long-range plans.
- In a time of competition, it is more important than ever to focus on where you are going and what you really want. People who have a clear idea about where they are heading are more likely to find what they are looking for and in the long run, will be far more satisfied with their career choices.

Activity I-C Appraising the Challenge Exercise (continued)

Major decisions to be made in pharmacy school

- There are many important decisions that you will make. The career decision is only one of these decisions.
- All of the decisions that you make are directly related to the career decision. How?
 - They give you information to help you make your career decision.
 - They help you confirm your decision.
 - They help prepare you for your career.
- The *APhA Career Pathway Evaluation Program* will help you navigate these decisions and make your career choice.

Total Time Elapsed: 17 minutes

Activity **I-D Program Focus**
Activity Time **5 minutes**
Total Time Elapsed: **22 minutes**

Facilitator Instructions



So far we have been talking about the importance of having a process to make important life decisions. Before we present the decision-making process that you will use for making your career decision, let's make sure we are all clear on what this program will do AND what it won't do for you.



Slide #8 (also on Workbook page W-3)

What Is the APhA Career Pathway Evaluation Program?

<u>It is:</u>	<u>It is not:</u>
<ul style="list-style-type: none">▪ A decision-making process▪ A source of useful information▪ An aid in choosing a career option▪ A self-directed process▪ An interactive workshop▪ A thorough, ongoing effort	<ul style="list-style-type: none">▪ A decision▪ A substitute for your own research▪ A shortcut to career satisfaction▪ Comprehensive career counseling▪ A lecture course▪ A quick fix

The principal purpose is to give you a *process* that you can use throughout your course of studies. Don't expect to come away from this workshop with a decision. In fact, you may have more questions about career options when you finish the workshop. Hopefully, these questions will be more directed and provide you with a mechanism to research your options and make an informed career decision.

Total Elapsed Time: 22 minutes

Activity I-E Presentation of Decision-Making Model
Activity Time 10 minutes
Total Time Elapsed: 32 minutes

Facilitator Instructions

Purpose of the decision-making model

The model has been developed to give you a practical process that will enable you to take a more examined approach to career development and decision making.

Expectations

It will help you become informed about your own objectives and motives as well as your options. It is useful, practical, and “portable.”

The thinking behind the model

The model is based on the work of Irving L. Janis and Leon Mann in their book, *Decision-Making*. It is a five-step decision-making process. Each step builds on the previous step.

The steps of the model

Present the model, step by step, using examples which will involve the group. Show how making the career decision can be similar to making other decisions in their lives. (e.g., The same steps of The Vigilant Decision-Making Process can be used when deciding which car to buy, which school to attend, where to live, etc.).

Facilitator Instructions





Slide #9

The Vigilant Decision-Making Process*
(*Decision Making*, Irving Janis and Leon Mann)

- I. Appraising the Challenge
- II. Assessing Yourself
- III. Surveying Alternatives
- IV. Evaluating Alternatives
- V. Achieving Commitment

*Note: “Vigilant” suggests self-awareness and determination.

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Activity I-E Presentation of Decision-Making Model (continued)

Lead a discussion about the model, including the following points:

- The term “vigilant” was taken from the psychological literature on decision making and adopted because it suggests self-awareness and determination, maybe even the idea of keeping faith with one’s self.
- This is not a lockstep process. Steps II-IV in particular are apt to be cyclical. For example, as you evaluate your options (Step IV), you may discover that you should consider others that have been overlooked (Step III) or you may learn new things about yourself (Step II).

Facilitator Instructions

- While the ultimate goal of this process is selecting the “right” pharmacy career, it also will enable you to make the smaller, incremental decisions leading up to the final decision more effectively (e.g., electives, externships, clerkships, summer work). In addition, the process will increase your ability to:
 - 1) Adhere to a decision in the face of criticism or negative experiences during clerkships.
 - 2) Keep your poise and redirect yourself if you wish to reverse a choice.
- The decision-making model will provide the structure of the workshop. Each activity in today’s workshop is related to a phase of the Vigilant Decision-Making Process.

Total Time Elapsed: 32 minutes

Activity I-F Summary for Appraising the Challenge
Activity Time 1 minute
Total Time Elapsed: 33 minutes

Facilitator Instructions



Slide #10 (also on Workbook page W-8)

Summary for Appraising the Challenge

- Determine the advantages of becoming proactive
- Assume responsibility for decision making
- Avoid adhering to unexamined choices
- Determine the amount of time needed

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In summary, these are the major points involved in Step 1 of *The Vigilant Decision-Making Process*, “Appraising the Challenge.”

What questions do you have about this phase of the decision-making process?

Total Time Elapsed: 33 minutes

II. Assessing Yourself

Activity II-A Introduction to Self-Assessment
Activity Time: 3 minutes
Total Time Elapsed: 36 minutes

Facilitator Instructions



Slide #11

Assessing Yourself

- Requires reflection, introspection, imagination
- Yields inferential knowledge
“conclusions” subject to change
- Requires coming to terms with one’s self-image

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Give a brief talk on self-assessment. Include the following points:

- *For many people this is the hardest part of the process. For one thing, it requires a reflective, introspective kind of thinking. For example, you must make a real effort to imagine what it would be like to work in a given pharmacy environment and how you would feel about both the positive and the negative experiences you would have. Since the ultimate “pay-out” is going to be your own sense of personal fulfillment, it is absolutely critical that you assess your feelings about what you prefer and what you wish to avoid.*
- *Self-assessment involves the challenge to come to terms with your own self-image and to be objective about your strengths and weaknesses, interests, and ambitions.*

Total Elapsed Time: 36 minutes

Activity II-B Self-Assessment Exercise
Activity Time 10 minutes
Total Time Elapsed: 46 minutes

Facilitator Instructions

Purpose of the Exercise

- To begin the process of self-assessment that will lay the groundwork for ultimately choosing a career direction.

Benefits:

- To help you appreciate how useful it is to focus on self-assessment on your own, with a counselor, or a fellow student.

Overview:

- You will now have an opportunity to work in pairs to discuss some topics of importance to you.
- You will use this information in later stages of the decision-making process.

Roles:

- *Assign new pairs to work together for this activity. If there is an odd number of participants, form one group of three and advise them that they will be under some time pressure to finish with the others. (Form groups first prior to giving instructions.)*

Detailed Instructions:




Slide #12 (also on Workbook page W-11)




Turn to Briefing Document pages BD-12 & BD-21

Self-Assessment Exercises

- Turn to Exercises 4 and 6 in your Briefing Document (pages BD-12 and BD-21)
- Pair off with your neighbor
- Take turns discussing the following:
 - Your decision-making style (as a thinker, feeler, doer)
 - Your top five critical factors and WHY they are most important to you

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Activity II-B Self-Assessment Exercise (continued)

Facilitator Instructions

- You will have 10 minutes for this discussion (5 minutes per person).
- You may well find that you have weighted more than five factors with the maximum score of 5. In this case, simply choose the top five without agonizing too much about it.
- Take turns talking and listening. Listen attentively and empathetically. Ask questions for clarification but do not criticize or interrupt to make your own point.

After they have worked in pairs:

- *Elicit anything they may have learned from this exercise they would be willing to share.*
- *Provide strong positive reinforcement to anyone who shares their insights at this point. As always, reinforce key points.*




Slide #13




Turn to Briefing Document page BD-21

Self-Assessment Exercises

- Turn to page BD-21 in the Briefing Document
- Next to your top five critical factors, list the ratings you gave that factor on pages BD-14 through BD-21 or when you completed Exercise 5 online before the workshop

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Turn to page BD-21 in your Briefing Document. Next to your top five critical factors, list the rating you gave that factor on pages BD-14–BD-21. This will prepare you to do the critical factors exercise later.

Total Time Elapsed: 46 minutes

Activity II-C Introduction to Critical Factors
Activity Time 5 minutes
Total Time Elapsed: 51 minutes

Facilitator Instructions



Turn to Workbook page W-12 to the list of critical factors.

The critical factors will assist you in your self-assessment by helping you develop a personal profile of your preferences. This profile can serve as a set of criteria by which you can examine and evaluate the various career options.

These factors were identified through Glaxo’s research and through consultation with student pharmacists, practicing pharmacists, faculty, and an advisory board of pharmacy school deans. New research conducted by APhA has expanded the list of factors which reflects the changes in pharmacy practice over the past decade.



Each critical factor may apply to varying degrees across the range of pharmacy career options. Your task is to determine which ones are important to you. In addition, there may be other factors that you should consider while making your personal career decisions (e.g., a spouse’s career).

Several exercises in the *APhA Career Pathway Evaluation Program* require you to use numerical ratings and calculations, which can be confusing because three different numerical scales are used. These arbitrary scales are used to facilitate calculations for several of the exercises designed to make individual preferences more visible.



Slide #14

Rating Scale	Terminology	Exercise
1 to 10	Rating	Critical Factors in Briefing Document
0 to 5	Weighting	Critical Factors in Briefing Document
-5 to +5	Value	Decision Balance Sheet and Decision Matrix

Activity II-C Introduction to Critical Factors (continued)

Facilitator Instructions



Slide #15

Critical Factors (general headings)

- Interaction With Patients
- Conducting Physical Assessments
- Interpreting Laboratory Values
- Continuity of Relationships
- Helping People
- Collaboration With Other Professionals
- Educating Other Professionals
- Variety of Daily Activities
- Multiple Task Handling
- Problem Solving
- Focus of Expertise
- Innovative Thinking
- Applying Scientific/Medical Knowledge
- Creating New Knowledge via Research
- Management/Supervision
- Pressure/Stress
- Work Schedule
- Part-Time/Job-Share Opportunities
- Leisure/Family Time/Parental Leave
- Exit/Re-entry Opportunities
- Job Security
- Opportunities for Advancement/Leadership
- Professional Involvement
- Income /Benefits
- Geographic Location
- Autonomy
- Self-Worth
- Future Focus
- Professional/Community Prestige
- Unique Practice Environment
- Advanced Degree
- Entrepreneurial Opportunity
- Additional Training
- Interacting With Colleagues
- Travel
- Writing
- Working With Teams
- "On-Call"
- Work on Holidays/Weekends
- Presentations

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Select a few of the critical factors and explain them in detail.

Are there any questions about these factors?

The exercise you did in the Briefing Document (Exercise 5, page BD-14) is only the first step in using the critical factors.

Working the critical factors:

When you leave today's workshop, ask yourself what you consider to be the relevant questions under each heading. Then attempt to answer as many of these questions as you can. In this way, "working" the critical factors will help you develop an in-depth personal profile relevant to your decision.




In working the critical factors, take into account four essential considerations.



Slide #16

Considerations in "Working" the Critical Factors

- "What I want" versus "what I want to avoid"
- Self versus others
- Short term versus long term
- Changing health care environment

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Activity II-C Introduction to Critical Factors (continued)

Facilitator Instructions

Lead a discussion about the critical factors, weaving in the following points:

- Focus not only on what you want to experience in your professional work, but also clarify for yourself what things you want to avoid.
- Be aware that a number of other people will be affected by your decisions—especially spouses, immediate family, significant others. Consider their points of view in the process.
- The health care environment is changing at a rapid pace. Stay current on the changes and consider how they affect your career choice.
- Try to think beyond the immediate future which naturally looms largest for you at this time. Project what you will want and what you wish to avoid well into the future (not just during clerkships).

Note: Looking only at the short term is developmentally appropriate for people the age of most student pharmacists. The point to be made is not that a short-term view is wrong; rather, that they need to be aware of and consider long-term effects.



Turn to pages F-15–F-25 in the Follow-Up Materials—Working the Critical Factors.

Choose one critical factor as an example. Discuss the questions listed. Ask students if they can think of other questions that would be relevant for this critical factor. For all the critical factors, these questions are there to stimulate their thinking and should not preclude their formulating questions of their own.



Turn to page F-13 of the Follow-Up Materials. *Copy the four considerations from Slide #16 onto page F-13 of the Follow-Up Materials. You will need to refer to them later when you “work” the critical factors.*

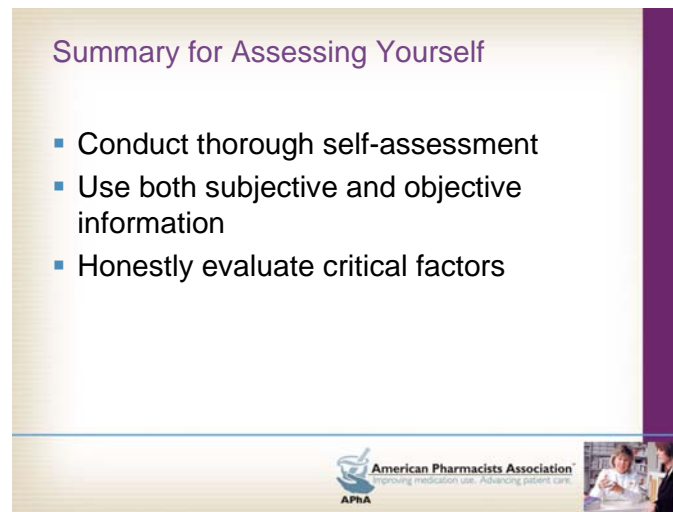
Total Time Elapsed: 51 minutes

Activity II-D Summary for Assessing Yourself
Activity Time 1 minute
Total Time Elapsed: 52 minutes

Facilitator Instructions



Slide #17 (also on Workbook page W-13)



Summary for Assessing Yourself

- Conduct thorough self-assessment
- Use both subjective and objective information
- Honestly evaluate critical factors

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These are the major points involved in Step 2 of *The Vigilant Decision-Making Process*, “Assessing Yourself.”

What questions do you have about this phase of the decision-making process?

Total Time Elapsed: 52 minutes

III. Surveying Alternatives

Activity	III-A Introduction to Career Option Profiles
Activity Time	5 minutes
Total Time Elapsed:	57 minutes

Facilitator Instructions

You can access a variety of Career Specialty Profiles containing detailed information on a number of career options in pharmacy through the APhA Career Center web site, www.pharmacist.com/careers.cfm.

These profiles should help you conduct a thorough screening of many career options in a time-efficient way. While this is only the “tip of the iceberg,” you can apply the principles of these profiles to areas of interest that may not be covered through this program.

Turn to the career option profile on page W-16 of the Workbook. Simply browse through it so that you can understand what is included in a career option profile.

All of the Career Specialty Profiles are based upon research conducted with pharmacists in each of the various practice environments. The initial research was done in 1988, revised once in 1993, 2002, and again in 2007. APhA has updated the entire program, including the addition of new critical factors and career specialty profiles.

The profile you will read is being used as a sample only. Some of you may have an interest in this option, while others may not. We selected one profile for all to read so that we have a common ground for our discussion.

Data for the profiles were provided by 1,374 pharmacists who responded to a Web-based national survey. Pharmacists responding to the *APhA Career Pathway Evaluation Program* questionnaire provided data for the profiles, while additional research was conducted to provide additional information about a given practice.

Total Time Elapsed: 57 minutes

Activity III-B Career Option Profile Exercise
Activity Time 15 minutes
Total Time Elapsed: 1 hour, 12 minutes

Facilitator Instructions

Purpose/Benefits:

- This is a tool for you to familiarize yourself with the career option profiles. You will learn how to use them as a simple technique for surveying and screening career options.

Overview:

- You will read the sample specialty profile and then compare how you rated your own critical factors with the ratings on this profile.

Detailed Instructions:



Slide #18



Turn to Workbook page W-16

Career Option Profile Exercise

- Read the sample profile (Workbook pages W-16 to W-30)
- Compare the profile of this career option with your rating of critical factors (Briefing Document pages BD-14 to BD-21)
- Complete the exercise immediately after the profile (Workbook page W-31)



Slide #19



Turn to Workbook page W-31. *Explain in detail how to complete the exercise on page W-31. Tell them that there are no magic numbers! If the numbers show a close match of interests, this will not provide an answer. It will, at best, indicate that this is an option that should be explored further.*

Sample Career Option Profile

(The closer to "0," the more likely this option needs more investigation)

Critical Factor	Your Rating (1 to 10)	Mean Scores From Profile	Difference (Ignore +/-)
Interaction With Patients	10	3.0	7.0
Helping People <small>(direct vs indirect)</small>	8	4.1	3.9
Educating Other Professionals	9	6.0	3.0
Pressure/Stress	5	7.0	2.0
Work Schedule	10	5.7	4.3
Total			20.2

Activity III-B Career Option Profile Exercise (continued)

Facilitator Instructions

- Certain critical factors, that may be important to you have not received scores from the pharmacists surveyed. For example, “parent(s)” are not included in the scores from the pharmacists. There may be others that are also important to you that are not included in the list of critical factors.
- Doing the exercise before reading the profile is counterproductive. Until you get a feel for the career option, the numbers will be of no value to you.
- You will have 15 minutes for this activity. What questions do you have about the instructions?

After they have completed the exercise:

- *When the students have finished, ask them to share any insights gained: see if anyone has decided to consider this career option further as a possible choice as a result of this exercise. Do not belabor the point, however. Before students can make any meaningful comparisons, they have to read many of the career option profiles.*
- Using the Career Specialty Profiles listed within the Pathway Program of the APhA Career Center is merely a basic screening device. You will need to do further research on your own.

Note:

While the students are reading the profile, determine exactly how you will divide the students into small groups (4 or 5) for the next exercise.

Total Time Elapsed: 1 hour, 12 minutes

Activity III-C Summary for Surveying Alternatives
Activity Time 1 minute
Total Time Elapsed: 1 hour, 13 minutes

Facilitator Instructions



Slide #20 (also on Workbook page W-32)

These are the major points involved in Step 3 of *The Vigilant Decision-Making Process*, “Surveying Alternatives.”

What questions do you have about this phase of the decision-making process?

Total Time Elapsed: 1 hour, 13 minutes

BREAK
10 minutes



Slide #21

Total Time Elapsed: 1 hour, 23 minutes

IV. Evaluating Alternatives

Activity	IV-A Introduction to Decision Balance Sheet
Activity Time	10 minutes
Total Time Elapsed:	1 hour, 33 minutes

Facilitator Instructions



Slide #22

The Vigilant Decision-Making Process

- I. Appraising the Challenge
- II. Assessing Yourself
- III. Surveying Alternatives
- IV. Evaluating Alternatives
- V. Achieving Commitment

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Refer participants to the slide and distinguish between the initial screening process involved in Step III of the model and the in-depth evaluation indicated in Step IV. The latter is the heart of the matter: This is the process of matching one's personal aspirations and expectations with the realities of what the various career options both offer and demand.

Emphasize the importance of persistence, openness, and objectivity in carrying out this process—all indicated by the points under this heading in the model.

Activity IV-A Introduction to Decision Balance Sheet (continued)

The Decision Balance Sheet

The Decision Balance Sheet is a straightforward tool for facilitating the evaluation process, one you can do on your own or even better, with a counselor or friend.




Slide #23: (Also on Workbook page W-34)




Turn to Workbook page W-34.

Decision Balance Sheet Preparation

- Please refer to page W-34 in your Workbook
- List serious career options
- List critical factors
- Add your personal thoughts
- Assign value
 - +5 = Best appropriate fit
 - 5 = Least appropriate fit

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The Decision Balance Sheet is simply a device to help you arrange your thoughts and feelings after you have surveyed alternatives and narrowed them down.




Slide #24 (Blank Decision Balance Sheet)

Sample Decision Balance Sheet (Blank)

Critical Factors (Self/Others)	Career Option:	
	Value (+5 to -5)	Comments

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Activity IV-A Introduction to Decision Balance Sheet (continued)

Facilitator Instructions

The headings should be used in this order:

- a) **Career Options**—list options you are seriously considering.
- b) **Critical Factors (Self/Others)**—List those important to you identified in the Briefing Document and add “Other Considerations” important to you.
- c) **Comments**—Add your thoughts as to how each option compares with each factor.
- d) **Value** – Assign a value to each comment.
+5 = most appropriate fit
-5 = least appropriate fit

Detailed instructions are given on pages F-26 and F-27 in the Follow-Up Materials section.





Slide #25: (A portion of Workbook page W-35)

This is a portion of a sample balance sheet done by a student. You will be working with the entire sheet in an exercise in a few minutes.

Sample Decision Balance Sheet

Critical Factors (Self/Others)	Career Option: <i>Independent Community Pharmacy</i>	
	Value	Comments
Entrepreneurial Opportunity	+5	I'd be responsible for managing the entire operation.
Leisure/Family Time	-4	Self: Very long hours. Others: Once we have kids, it will be especially tough.
Applying Scientific Knowledge	??/-2	I hope so. Most of the time at work, I'm too busy filling prescriptions.

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Facilitator Instructions

You will not complete a balance sheet in today's workshop. This would take several hours, and would require additional outside research for information.

Total Time Elapsed: 1 hour, 33 minutes

Activity IV-B Decision Balance Sheet Exercise
Activity Time 20 minutes
Total Time Elapsed: 1 hours, 53 minutes

Facilitator Instructions

Purpose of the Exercise:

- This activity will help you understand how the Decision Balance Sheet works and how it can help your own decision making.

Benefits:

- It is a useful tool that will help you make sense of all of the information you will gather about career options.
- You may find that this resource is the most useful part of the workshop.

Overview:

- You will review a decision balance sheet that was filled out by a third-year student pharmacist.
- First, you will review the decision balance sheet on your own.
- Then, you will discuss your observations with a small group of students in the room.

Roles:

- *Designate small groups of 4 or 5 students. (Form groups first prior to giving instructions.)*

Detailed Instructions



Turn to Workbook pages W-35, W-36, and W-37.


- Go to the sample decision balance sheet on Workbook page W-35 and discussion questions on pages W-36 and W-37.




Slide #26:

Decision Balance Sheet Case Discussion

- Review the sample decision balance sheet individually on page W-35
- Work together in small groups to answer the questions on pages W-36 and W-37 and record any observations
- Have one member record your conclusions
- Once you have completed your small group review, we will discuss the case together

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Activity IV-B Decision Balance Sheet Exercise (continued)

Facilitator Instructions

- As you go through the decision balance sheet, highlight important items as well as make notes about the questions found on Workbook pages W-36 and W-37.
- During the group discussions, one student (a “designated scribe”) should be responsible for keeping record of conclusions reached by the group.
- Begin reviewing the sample decision balance sheet on your own. After 5 minutes, arrange your chairs in small groups and begin discussing the decision balance sheet.



While they are working in their groups, take key words from the questions on Workbook pages W-36 and W-37 and write them on a flip chart (two per chart page):

<i>Values</i>	<i>Conflicts</i>
<i>Gaps</i>	<i>(?) Career Options</i>
<i>Questions</i>	<i>Other Career Options</i>
	<i>Decision-Making Step</i>



Slides #27 to #32 (Optional slides to assist with identifying values, gaps, and questions.)

Slide #27

Summary for Evaluating Alternatives

Values

- Influence of others
- Reliance on the opinions of others
- Personal goals
- Meaningful contact with people
- Desire to own pharmacy
- Prestige and status
- Security

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The slide footer contains the American Pharmacists Association logo with the tagline 'improving medication use. Advancing patient care.' and a small photograph of three people in a professional setting.

Slide #28

Summary for Evaluating Alternatives

Gaps

- Knows little about degree of free time with hospital option; leisure and family time are important
- Less knowledgeable about industry research and development
- Limited knowledge of management and business; may be insufficient to own a pharmacy

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The slide footer contains the American Pharmacists Association logo with the tagline 'improving medication use. Advancing patient care.' and a small photograph of three people in a professional setting.

Activity IV-B Decision Balance Sheet Exercise (continued)

Facilitator Instructions


Slide #29

Summary for Evaluating Alternatives

Questions

- Willing to accept trade-offs?
- Have you visited a hospital pharmacy?
- Do you enjoy research?
- Are you giving too much weight to the opinions of others?
- Do you have a sincere interest in the business aspects of pharmacy?

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Slide #30

Summary for Evaluating Alternatives

Questionable Career Option(s)

- Independent Community Pharmacist
- Hospital Pharmacist
- Industry Research and Development

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Slide #31

Summary for Evaluating Alternatives

Other Career Options

- Part-time work in a community pharmacy
- Partnership in a community pharmacy
- Teaching

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Activity IV-B Decision Balance Sheet Exercise (continued)

Facilitator Instructions

Slide #32

Summary for Evaluating Alternatives

Decision-Making Step

- Early
 - Self versus others
 - Career versus family
 - Manageable schedule versus people contact

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Photo of two people in a professional setting.

After they have finished the discussions:

- *Lead a discussion of the questions on pages W-36 and W-37. Chart their answers on the flip chart and post them on a wall. Point out the themes in their comments.*

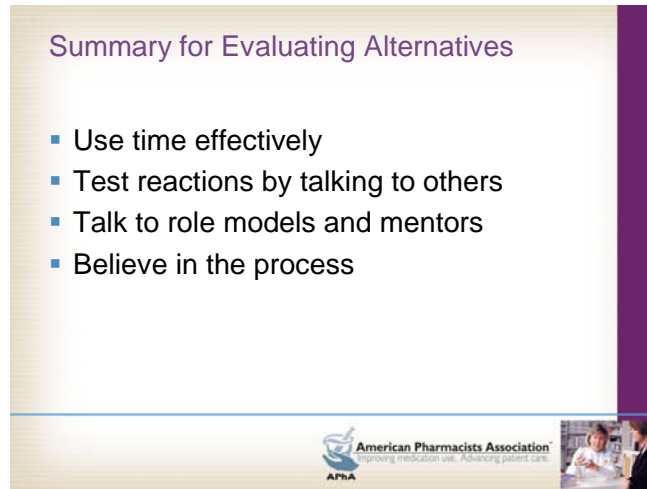
Total Time Elapsed: 1 hour, 53 minutes

Activity IV-C Summary for Evaluating Alternatives
Activity Time 1 minute
Total Time Elapsed: 1 hours, 54 minutes

Facilitator Instructions



Slide #33: (Also on Workbook page W-38)



Summary for Evaluating Alternatives

- Use time effectively
- Test reactions by talking to others
- Talk to role models and mentors
- Believe in the process

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These are the major points involved in Step 4 of *The Vigilant Decision-Making Process*, “Evaluating Alternatives.”

What questions do you have about this phase of decision-making process?

Total Time Elapsed: 1 hours, 54 minutes

V. Achieving Commitment

Activity	V-A Introduction for Achieving Commitment
Activity Time	Variable (assume 5 minutes)
Total Elapsed Time	1 hour, 59 minutes

There are a number of resources available that can be used by student pharmacists to assist in the process of evaluating alternatives and achieving commitment. Some of these options are done by the students on their own time. However, if you would like to add additional information into your workshop, this section provides a perfect opportunity to provide students with other resources and/or establish a discussion in the workshop with a panel of pharmacists or guests to talk about their career path and choices (be careful not to push one specific career choice but to provide the process that was used, including important critical factors).

Some resources that can be included in this section are the following:

- *Pathway's Career Specialty Profiles*
- *Guest speakers (pharmacists)*
- *Career Awareness Roundtables*
- *Career Guides*
- *Interviews with pharmacists in unique practice settings (as an assignment; done prior to workshop)*
- *Panel discussion*
- *Association representatives discussing pharmacy practice across many options*

Facilitator Notes

Purpose of Activity:

- To familiarize you with the experiences of pharmacists who have chosen various career paths.

Benefits:

- You may have the opportunity to listen to pharmacists who have made career decisions (if speakers are brought in to the classroom).
- You may have the opportunity to hear which critical factors have influenced some practicing pharmacists.

Overview:

- You will research different types of pharmacy practice and/or listen to practicing pharmacists discuss their careers.



Activity V-A Introduction to Achieving Commitment (continued)



Slide #34 (Optional Exercise) – Also on Workbook page W-41

Interactive Exercise (Optional)

- As pharmacists tell their stories, note anything that you feel is interesting or helpful on page W-41 of the Workbook
- Note especially:
 - Decision processes used
 - Critical factors important to each pharmacist
 - Advice offered
- At the end, we will discuss your observations

After the interactive discussion, lead a discussion, eliciting the following points:

- The pharmacists chose careers that were challenging and rewarding because they identified critical factors important to them and asked, “What will make them happy?”
- There is an important distinction between a bad decision, based on an insufficiently vigilant process that later has to be reversed, and one that is right at the time but that leads to new interests. One is the result of a mistake; the other of growth.
- It is important to try and distinguish between the fascination of the new, which will probably wear off over time, and an abiding interest. It is not always easy to tell the difference, but the important thing to know enough to ask the question.

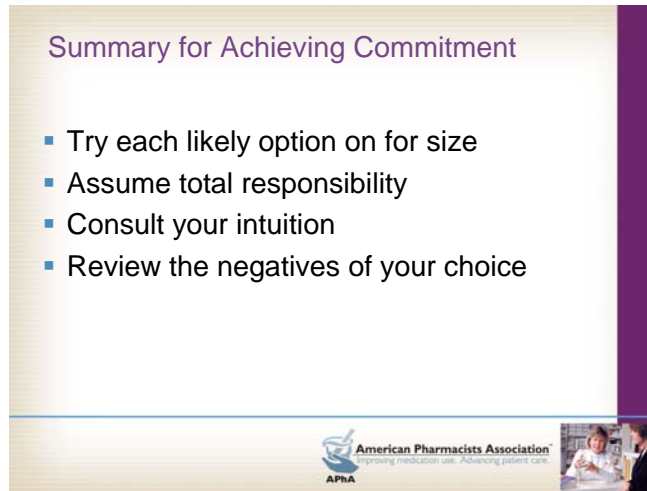
Total time elapsed: 1 hour, 59 minutes [will vary based on activity]

Activity V-B Summary for Achieving Commitment
Activity Time 1 minute
Total Time Elapsed: 2 hours

Facilitator Instructions



Slide #35: (also on Workbook page W-43)



Summary for Achieving Commitment

- Try each likely option on for size
- Assume total responsibility
- Consult your intuition
- Review the negatives of your choice

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Lead a discussion about the last step of the decision-making process, including the following points:

- The process of actually deciding is significantly different from that of evaluating. However, if you have done the evaluations thoroughly and objectively, reaching a decision should be much easier than it would be otherwise.
- Discuss with others the possibility of practicing in an environment you are seriously considering and see how it feels. (This step is analogous to the way we make a decision to buy clothes. Having looked over a number of options, we typically try on a few to see how they look and feel.)
- By all means, find a way to consult your “heart” and “guts” at Stage V. You may find that you have reached a decision without having known exactly how or when you arrived at it. If you have followed the vigilant decision-making process up to this point, you will, of course, have a well-informed heart/gut to depend on.

Activity V-B Summary for Achieving Commitment (continued)

Facilitator Instructions

- Once you have done all the investigating, appraising, and calculating involved in the first four stages of the model, you might take a step back and begin to look at both the individual stages and the “big picture” to contemplate all the facts as a whole. You can also discuss your thoughts with a colleague and see if he or she feels you are on track with the information you have.
- Even after you have decided, review the negatives of your choice. This will “inoculate” you against over-reaction to criticism of your decision or to any negatives that might come up as you begin to pursue your career choice.

Total Time Elapsed: 2 hours

Activity

Activity Time

Total Time Elapsed:

V-C Description of Follow-Up Materials

5 minutes

2 hours, 5 minutes



Facilitator Instructions



Slide #36:

Follow-Up Materials

- Overview
- Guide to Numerical Scales
- Tools for Assessing Yourself
 - Rating the Critical Factors
 - Weighting the Critical Factors
 - Working the Critical Factors
- Tools for Evaluating Career Options
 - Decision Balance Sheet
 - Decision Matrix
- Tools for Evaluating Professional Experiences
 - Introduction
 - Pre-Professional Experience Evaluation
 - Post-Professional Experience Evaluation
- Suggested Readings
- Career Specialty Profiles (online)



Turn to the Follow-Up Materials section of the workshop materials.

The value of the workshop will be in your follow-up. An added value is to talk with your counselor using the techniques learned in the workshop.

Facilitator Instructions

Go through each of the materials listed on the slide (#36), commenting on each. Review the purpose of each activity with students as you go through them.





Slide #37

Decision Matrix

- Go to F-30 in the Follow-Up Materials section

	Critical Factor 1	Critical Factor 2	Critical Factor 3	Critical Factor 4
Weighting	4	5	2	4
Career Option 1	-3 -12	4 20	2 4	-5 -20
Career Option 2				
Career Option 3				

Activity V-C Description of Follow-Up Materials (continued)

Facilitator Instructions

Key Points about the Decision Matrix

The Decision Matrix is a tool that will be appropriate for some, but not for all students. A benefit of the Decision Matrix is that it gives the student one place to consolidate all of the data gathered about various career options. A disadvantage of the Decision Matrix is that it might encourage the student to place too much emphasis on numbers (scores) and therefore ignore the fact that the career search is an ongoing process, which involves a series of decisions.

Use your judgment in determining when and how to recommend use of this form.

Please note: The calculations in the Decision Matrix are automatically done when using the “Online Assessment Tool”.



Slides #38-39 (optional – visual images of the APhA Web sites)

Facilitator: These slides provide additional information to workshop participants on how to access the *APhA Career Pathway Evaluation Program* online. Pharmacy professionals are able to go to www.pharmacist.com/careers.cfm to get to the home page of the *APhA Career Pathway Evaluation Program*.

From www.pharmacist.com, click on the button to the APhA Career Center. This will take you to the APhA Career Center’s home page. From here, you can click on the “APhA Pathway Program” under the “Your Career in Pharmacy” section. This will take you to the APhA Pathway Program home page.



Total Time Elapsed: 2 hours, 5 minutes

Activity V-D Workshop Evaluation
Activity Time 5 minutes
Total Time Elapsed: 2 hours, 10 minutes

Facilitator Instructions



Turn to the last pages of the Workbook. Remove the last pages in your Workbook: Workshop Evaluation Form. **Complete this form and place them on the table before you leave.**

Total Time Elapsed: 2 hours, 10 minutes

Activity V-E Closing Remarks
Activity Time 5 minutes
Total Time Elapsed: 2 hours, 15 minutes

Facilitator Instructions

I hope that the program has been helpful and that you will regard the making of your career decision as an adventure for which you are now better prepared.

Tell them that you are available as a resource to them as they continue to work through these materials. Tell the students how they can reach you (e.g., write your telephone number on the flip chart).

Leave them with one last thought – not “good luck,” but ...



Slide #40:



Total Time Elapsed: 2 hours, 15 minutes

Reference Materials

Making Oral Presentations: A Five-Step Model

Bibliography

Making Oral Presentations: A Five-Step Model

INTRODUCTION

All of us have experience making oral presentations—lectures to students, talks at conferences, participation in symposia, etc. Many of us, however, have given little thought to what we actually do when we give such presentations effectively.

On the following page is a simple five-step model about giving oral presentations. Its value lies in its simplicity—in its ability to act as a reminder of what we are trying to accomplish and how we can get there quite easily. This model, which was developed by John E. Jones, PhD, of Organization Universe Systems, relies on common sense, on basic psychology, on clarity, and on repetition of key messages.

Let's look at an example of how this model might be used. The situation is that you are going to present the *APhA Career Pathway Evaluation Program for Pharmacy Professionals* to your colleagues.

Step I. Getting the Audience On Track

To open, you could show the “Career Options” chart and ask the audience to identify how many of these options they are aware of. You then could ask them what the effect of this awareness is on their students. After citing some examples of students you have spoken to, you could elicit responses from the audience. From all the responses, you can draw the message: students range from those who are unaware of much that their chosen profession offers to those for whom the many options induce anxiety.

Step II. Objectives and Overview

Picking up on these varied reactions, you could say that a program exists to help student pharmacists a) become aware of the many and various career options in pharmacy and b) learn a process by which to select which option would be most satisfying for them. The objectives of your presentation, then, would be to introduce this program and to get the audience to understand its benefits to their students in their decision-making process.

Step III. Cognitive Input

While explaining the workshop and the follow-up materials and counseling, you could show slides/overheads of the Vigilant Decision-Making Process, Critical Factors, Career Options Profiles, etc. At the same time, you could describe your students' reactions to the workshop, perhaps even showing slides of students as you quote them. Throughout, you constantly could refer to the program's benefits to students.

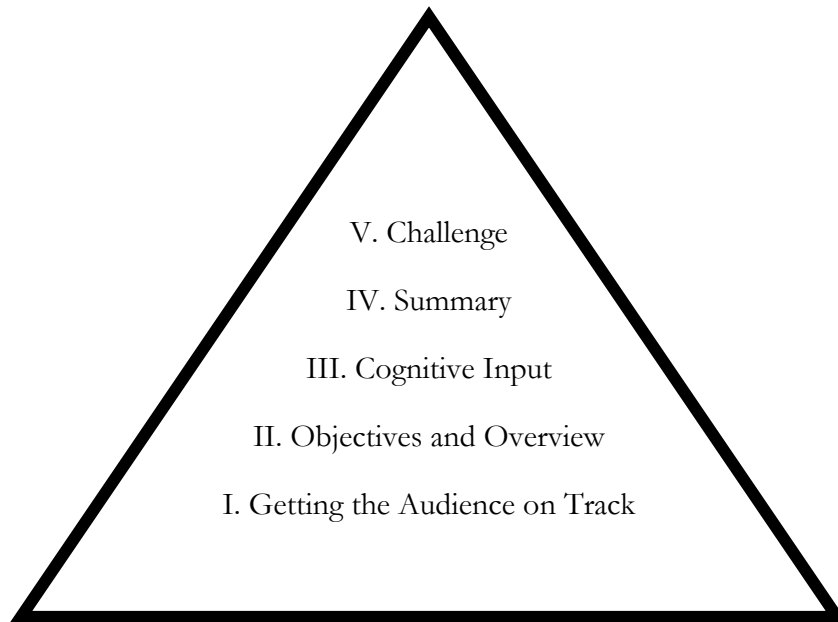
Step IV. Summary

After you have explained the program, you could show a slide/overhead of the Vigilant Decision-Making Process again, reiterating the process of the workshop and follow-up, as well as underlining students' reactions and the benefits they derive.

Step V. Challenge

Finally, you could ask the audience to observe the next student workshop you will be facilitating and to become involved with the program. Or you could announce that you will be conducting a workshop for faculty, advisers, etc., and invite members of the audience to sign up.

Making Oral Presentations: A Five-Step Model



THE FIVE STEPS

- I. Get their attention and get them thinking with you.
- II. Tell them what you are going to cover and why.
- III. Keep them with you through the body of your content.
- IV. “Tie ribbons” around the content; tell them what you told them.
- V. Leave them eager to go on to the next step.

THE STRATEGY

1. Use creative beginnings to prepare the audience.
2. Show your objectives and overview continuously.
3. Add punch to your presentation with experiential activities.
4. Show key points in perspective.
5. Push them to do something differently as a result of your input.

Developed by John E. Jones, PhD. Used with permission.

Bibliography

Janis IL. *Short-Term Counseling: Guidelines Based on Recent Research*. New Haven, CT: Yale University Press; 1983.

Janis IL, Mann L. *Decision Making: A Psychological Analysis of Conflict, Choice, and Commitment*. New York, NY: The Free Press, Macmillan Publishing Co.; 1977.

Pfeiffer WJ, Jones JE. Openness, collusion and feedback. In: *The 1972 Annual Handbook for Group Facilitators*. San Diego, CA: University Associates; 1972.

**An updated list of pharmacy career-based references is available
in the Follow-Up Materials section.**