

Career development toolkit for early career pharmacists and pharmaceutical scientists

FIP Young Pharmacists Group



FIP Development Goals



ADVANCING PHARMACY WORLDWIDE

Colophon

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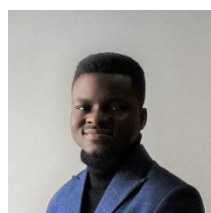
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Foreword

The World Health Organization (WHO) states that there is “no health without a workforce”. As the third-largest health workforce in the world, the pharmaceutical workforce is an indispensable component of the healthcare system. The capacity to deliver high-quality healthcare depends on having a sufficient, competent and flexible pharmaceutical workforce who can deliver pharmaceutical and medicines-related services. The continued development of pharmacy services and pharmaceutical sciences can only be built on a well-balanced, competent and well-distributed pharmaceutical workforce. This is aligned with the International Pharmaceutical Federation (FIP)’s mission, which is to support global health by enabling the advancement of pharmaceutical practice, science and education. It is also worthy of note that a functional pharmaceutical workforce can only exist where there is good education, training and opportunities for professional development. This brings about the importance of having a guide to support the pharmaceutical workforce’s professional development.

To achieve the FIP strategic outcome 6 — “FIP is a cost-effective, unified, vibrant and growing organisation that meets the needs and supports the work of its members” — FIP aims to develop future leaders from all parts of the organisation, the profession and the globe. The FIP Young Pharmacists Group (YPG) is a network of motivated young pharmacists and pharmaceutical scientists within FIP which aligns with this strategic outcome. The 2019 YPG needs assessment survey conducted by FIP YPG expressed a need for career development resources. This is also aligned with one of the objectives of the FIP strategic outcome 6, which is to facilitate and enable the sharing of relevant knowledge and professional development tools for all members across countries and regions. This career development toolkit prepared by FIP YPG is intended to be beneficial to and provide sufficient guidance for early career pharmacists and pharmaceutical scientists. This ready-made resource is also aligned with the FIP Development Goals, particularly FIP DG 2: “Early career training strategy”, FIP DG 4: “Advanced and specialist development”, FIP DG 5: “Competency development”, FIP DG 6: “Leadership development”, FIP DG 8: “Working with others” and FIP DG 9: “Continuing professional development strategies.”

This toolkit will help individuals develop ideas, set goals and build a sense of self-awareness and understanding of what they need to do to reach their full potential. It will support early career pharmacists and pharmaceutical scientists in creating their own career paths, and personal development plans that will help them make strategic decisions, increase career fulfilment and increase employment opportunities. This will support the achievement of Sustainable Development Goals (SDGs) 3: “Good health and wellbeing” and 8: “Decent work and economic growth”.

This toolkit has only been made possible thanks to the collective expertise, time, effort and commitment of the authors, content editors and reviewers who have contributed to the development of this important resource. On behalf of FIP, I am sincerely grateful to all, without whose contribution this influential and rich publication would not be possible.

Thank you,

A handwritten signature in black ink, which appears to read 'C. Duggan'. The signature is written in a cursive, flowing style.

Dr Catherine Duggan
Chief Executive Officer, FIP

Toolkit overview



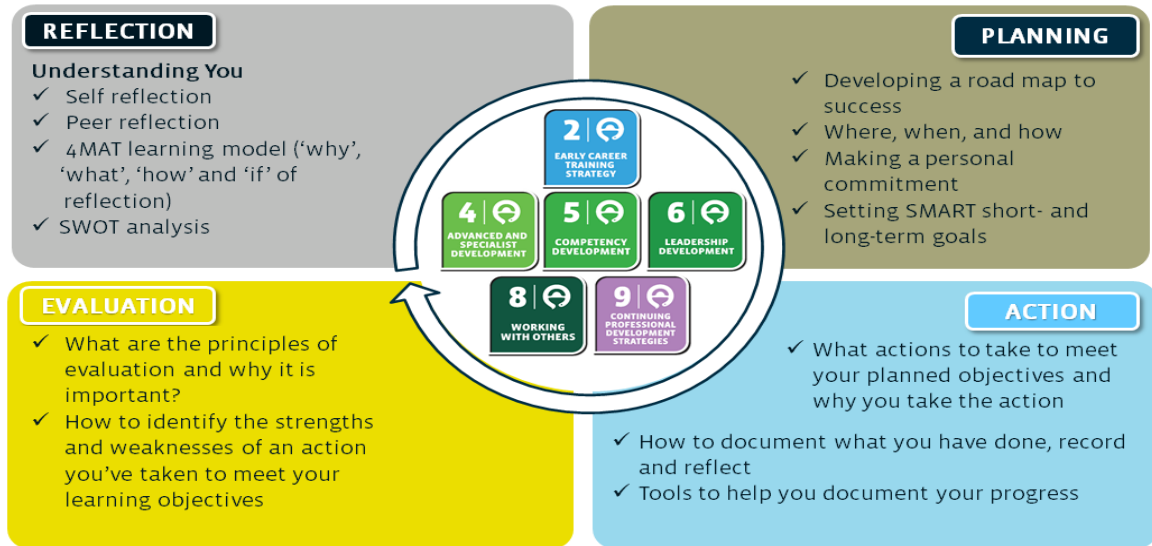
FIP YPG Career Development Toolkit for Early Career Pharmacists and Pharmaceutical Scientists

What's Inside?

Career Paths and Opportunities
in Pharmacy and Pharmaceutical Sciences

100+ pharmacy and pharmaceutical sciences jobs list!

Career Development Cycle



Global Frameworks to Support Professional Development



- ✓ Global Competency Framework (GbCF)
- ✓ Global Advanced Development Framework (GADF)

Developing Transferable Skills



- ✓ Communication skills
- ✓ Negotiation skills
- ✓ Analytical skills
- ✓ Interpersonal skills
- ✓ Conflict resolution skills
- ✓ Leadership skills
- ✓ Resilience
- ✓ Personal branding skills

Activities to Develop Your Skills and Expertise



- ✓ Mentorship
- ✓ Training and certification
- ✓ Networking for success

Strategies for Successful Career Changes!

1 Background and concept

“A universal truth: No health without a workforce.”

The WHO strategy for Human Resources for Health (HRH) highlighted that there is “no health without a workforce” (1) to emphasise the role of the workforce in the health system. As the third-largest health workforce (2) in the world, the pharmaceutical workforce is an indispensable component of the healthcare system. We play a critical role in linking all healthcare providers through the formation of coherent relationships between patients and medical teams, developing evidence-based plans in the field of care and following up with patients’ health conditions to achieve optimal health outcomes. Worldwide, the pharmaceutical workforce is often the most accessible point of contact (3) and has an important role in ensuring access to essential medicines, which is one of the most basic health services. Pharmaceutical scientists contribute towards the development of new medicines and explore new therapeutic targets to offer more effective ways of managing disease. To guarantee access to essential medicines and appropriate use of medicines, it is expedient to have an appropriately trained pharmaceutical workforce. (4)

The term “pharmaceutical workforce” refers to the whole of the pharmacy-related workforce, including registered pharmacist practitioners, pharmaceutical scientists such as chemists, molecular biologists etc, pharmacy technicians and other pharmacy support workforce cadres, pre-service students/trainees working in a diversity of settings (community, hospital, research and development, industry, military, regulatory, academia and other sectors) with diversity in the scope of practice.

As the pharmacy profession has evolved and shifted in focus from a product-oriented to a patient-oriented profession, pharmacists’ training and roles have seen a great shift. This shift has led to the redesign of pharmacy education programmes globally. The world is also changing, and it has become important now more than ever to ensure that pharmacists are aware of existing opportunities and are equally prepared to take on the challenges of an evolving profession.

In addition, in some countries, there is a growing increase in young pharmacists and pharmaceutical scientists entering the workforce. Investing in early career pharmacists’ and pharmaceutical scientists’ training and infrastructure is crucial to help them navigate their careers.

1.1 Global strategy to invest in early-career pharmacists and pharmaceutical scientists

The International Pharmaceutical Federation (FIP) is the global body representing over four million pharmacists and pharmaceutical scientists. FIP’s mission is to support global health by enabling the advancement of pharmaceutical practice, sciences and education. The continued development of pharmacy services and the pharmaceutical sciences can only be built on a well-educated, competent and well-distributed pharmaceutical workforce. (5)

Good education is required for a functional workforce. Therefore, it is fundamental that the international community agrees on how pharmaceutical workforce competency is developed and assured through initial and subsequent professional education, accreditation and certification.

Communication, dissemination, monitoring, evaluation, systematic planning and comprehensive stakeholder engagement are clear objectives for FIP to coordinate global efforts for pharmaceutical workforce development to meet future pharmaceutical healthcare needs globally. (5)

A cornerstone of meeting these objectives is by supporting young and early career pharmacists and pharmaceutical scientists through the Young Pharmacists Group of FIP (FIP YPG). FIP YPG is a network of young pharmacists and pharmaceutical scientists within FIP. (6, 7) The group’s objectives are to engage young pharmacists and pharmaceutical scientists and foster leadership within the different sections and special interest groups (SIGs) of FIP. FIP YPG has several activities to support the professional development of early-career pharmacists and pharmaceutical scientists. One of the features of the FIP World Congress is a two-day leadership development workshop which includes courses such as project management skills, succession planning, leadership styles, how to run effective meetings, communication skills, and how

young pharmacists can contribute their quota towards achieving Sustainable Development Goals (SDGs). (8) The leadership development support provided by FIP and FIP YPG has more recently evolved into an online longitudinal leadership development programme (LDP) for FIP YPG members, “LDP 2.0”. (9)

In addition, FIP YPG supports its members in making career decisions and getting advice from more experienced peers or senior colleagues in their areas of interest through the FIP YPG mentorship programme. The FIP YPG mentorship programme runs for nine months. (10)

FIP YPG also hosts multiple webinars all year round for professional development. Some past webinars have looked at digital health, advanced roles of the next generation of pharmacists and pharmaceutical scientists in public health, the role of youth in achieving one of the triple billion targets of the WHO (universal health coverage), and how to prepare a successful grant application, among others. (8)

FIP YPG published a 2019 mHealth report (11) which discusses how pharmacists can utilise mHealth to improve patient care, and a professional development support resource entitled “Leading with emotional intelligence”(12) to help young pharmacists learn and practise emotional intelligence skills.

To support policy and advocacy, FIP YPG has also developed, led and disseminated several surveys. First, the "job and career satisfaction survey" was distributed between November 2019 and May 2020 to assess the satisfaction of early career pharmacists and pharmaceutical scientists in their workplace and to identify gaps in education and training for early career pharmacists and pharmaceutical scientists globally. Second, a survey on the roles of national and regional young pharmacists groups in global health was disseminated from August to October 2020 to understand the impact of young pharmacists and pharmaceutical scientists in global health. Lastly, a survey on soft skills in the pharmaceutical field was distributed to elucidate the gaps that currently exist in soft skills education and development in young pharmaceutical scientists and pharmacists, between August and September 2020. Apart from that, FIP YPG also supported the FIP migration survey on young and early career pharmacists and pharmaceutical scientists to assess the intention to migrate of young pharmacists and pharmaceutical scientists globally, and the "digital health in pharmacy education survey" which aimed to investigate and describe the readiness and responsiveness of educational programmes in preparing the future pharmaceutical workforce on digital health in pharmacy education.

Following the provision of these resources and activities, FIP YPG believes that there is a need to have a ready-made resource available to early career pharmacists and pharmaceutical scientists to guide them in developing their careers. (7) This toolkit was specifically developed to provide just such a resource.

1.2 Career development toolkit

The word "career" is used to refer to a person's profession or occupation, or their course of action or progress throughout their life. (13) There is no one-size-fits-all approach to career development as it usually relies on the individual, their interests, their goals and their vision of the future.

However, now more than ever, it is important for individuals to take charge of their career development as the world evolves. It is becoming increasingly important for individuals to be able to identify for themselves specific gaps in their skills or career development in line with their career goals — without relying on employers, policymakers or educators to help them on the journey. Furthermore, with increasingly globalised economies, competition for well-paid and secure roles is increasing. Continuous professional development is key and should be internalised as a main priority for every early career pharmacist and pharmaceutical scientist that seeks to advance in their career.

This toolkit will help individuals develop ideas about their career, set goals and build a sense of self-awareness and understanding of what they need to do to reach their full potential.

2 Career paths and opportunities in pharmacy and pharmaceutical sciences

Pharmacists and pharmaceutical scientists' minds are full of endless opportunities. In recent decades, the pharmacy profession has shifted its focus from being traditionally medicine-centred to specialised person-centred, i.e., from that of compounder and dispenser towards a more inclusive focus on patient care. The forthcoming Fourth Industrial Revolution has the potential to bring about a further change in the profession, with the profession turning to non-pharmaceutical means of treating diseases and reducing its involvement in the supply of medicines. (14) It is important to ensure that the future generation is adaptable, enthusiastic and capable of facing this change.

FIP aims to make the profession attractive for future and young pharmacists and has co-created a youth agenda for professional development together with the International Pharmaceutical Students Federation (IPSF). Ten reasons for future generations to be pharmacists and/or pharmaceutical scientists based on current innovations and future trends were outlined (14) (see Figure 1).

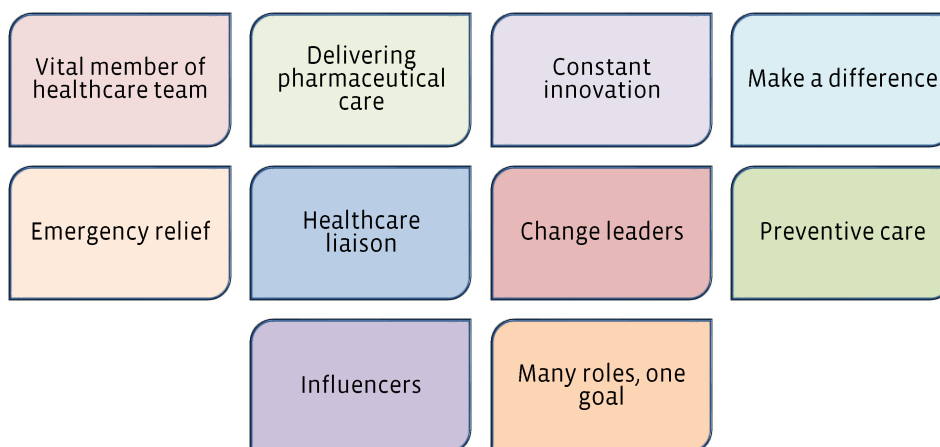


Figure 1. 10 reasons to be a pharmaceutical professional

Pharmacists and pharmaceutical scientists are becoming truly flexible professionals, as much as other healthcare professionals (thus using their expertise in various settings). Pharmacists and pharmaceutical scientists should endeavour not to view the opportunities available to them as strictly within “boxes”. We should be able to observe the environment within which we are practising and identify where our expertise and capabilities are most needed; this does not have to be the traditional career paths which we already know. Here we outline the settings where pharmacists and pharmaceutical scientists can work, i.e., community, hospital, industry, academia, regulatory and other sectors, such as public health and professional representation bodies (see Figure 2) (15). Pharmacist and Pharmaceutical Scientist roles can include a range of activities starting from drug development, quality control, fundamental research, regulatory pharmaceuticals, drug dispensing, patient education and counselling, hospital/pharmacy administration and community services. (16, 17) Pharmacists and pharmaceutical scientists can be involved in the discovery, development, manufacturing, regulation, and utilisation of medical products, as well as marketing and economics. (18) With the continuously evolving and expanding role of the pharmaceutical workforce, a pharmacy or pharmaceutical sciences degree opens the doors to many unconventional and unique roles.

This section provides general information on some career paths and opportunities for pharmacists and pharmaceutical scientists (see Figure 2) and a tool to help you explore diverse career path opportunities.

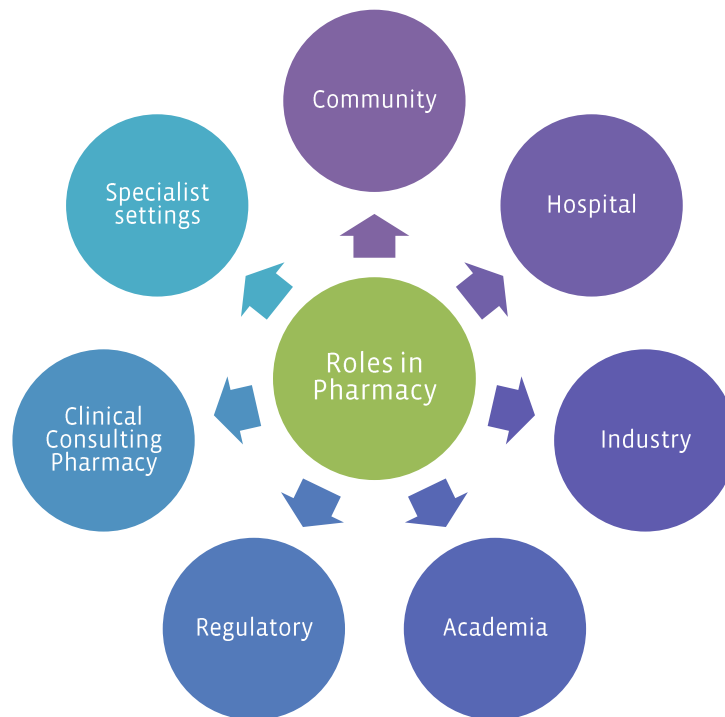


Figure 2. Career paths and opportunities for pharmacy and pharmaceutical science graduates

2.1 Career paths and opportunities in diverse settings

In this section, information about different career paths and opportunities has been compiled based on the experiences of the toolkit authors and case study contributors. Bear in mind that some roles will require additional qualifications and experience, including postgraduate degrees such as master's (MSc) or doctoral degrees (PhDs). To achieve an MSc, candidates typically complete a small research project that takes a year. MSc degrees also include structured teaching that involves sitting examinations and submitting coursework. To achieve a PhD degree, candidates must demonstrate the ability to plan, execute and analyse a research project (or projects) to advance understanding in a specialist field. PhDs graduates have the ability to present their research to peers, in writing and orally at conferences, and publish their work in peer-reviewed scientific journals. The time frame to achieve a PhD varies between three and five years and may include structured or self-directed learning. Requirements for postgraduate qualifications vary from institute to institute, so check with the institute of your choice before applying.

2.1.1 Community

Community pharmacy is one of the most popular choices for early career pharmacists in most countries. A community pharmacist's role is to dispense prescribed medicines accurately and to provide education and information to patients on prescribed and over-the-counter products. Community pharmacists play an important "gatekeeper" role in the prevention and early identification of people at risk (e.g., through point-of-care testing); this is one of the major services community pharmacists now provide.

In some parts of the world, the community pharmacist's role is evolving whereby there is an increasing focus on the utilisation of clinical skills to manage chronic conditions, and also an opportunity to become prescribers of some medicines to patients. As a community pharmacist, you can also choose to specialise in an area of expertise, such as diabetes, respiratory medicine, anticoagulation management, travel clinics, and many more. You can also be involved in some public health initiatives, such as smoking cessation programmes, managing and preventing diabetes and its related complications, and vaccination.

2.1.2 Hospital

Hospital pharmacists provide drug management and clinical oversight to hospital inpatients and outpatients. A hospital pharmacist's role could be to oversee the development of medicines use policies for the hospital, train other healthcare professionals in the hospital, lead organisational change and ensure the right patient receives the right treatment in the right way at the right time. Hospital pharmacists can join ward rounds with the medical and nursing team to identify potential drug therapy problems and create solutions — this even includes prescribing in some countries.

Hospital pharmacists may also run pre-assessment clinics for patients coming into hospital for elective surgery, work in urgent care environments or accident and emergency, or supervise the production of parenteral products, such as chemotherapy, intravenous antibiotics or total parenteral nutrition. Hospital pharmacists work at individual, patient and organisational levels to ensure robust policies and procedures for medicines, as well as delivering direct patient care. As a hospital pharmacist, you can be an advanced generalist and work across specialities or specialise in a clinical area such as oncology, surgical, dialysis, infectious disease, critical care, bariatrics, psychiatry, general medicine, parenteral nutrition, and many others based on your clinical interest and expertise.

2.1.3 Industry

Being an industrial pharmacist or pharmaceutical scientist involves the preparation, design, manufacture, development and testing of new medicines and treatments. Being involved in the production of medicines or the supply chain is an essential role in industry that oversees the safe and accurate creation of pharmaceuticals. This is particularly important to ensure medicines can safely be produced and transported across jurisdictions legally. These roles require excellent administration and management skills. Industrial pharmacy can be a rewarding career path which can often lead to managerial positions or any other pharmacy related positions in business. Pharmaceutical scientists and pharmacists working for large pharmaceutical manufacturers may also work with colleagues in regulatory affairs to bring new products to the market and monitor existing markets. You might be involved in the delivery of clinical trials of new medicines. The role will sometimes involve coordinating studies from a medical perspective, ensuring that drugs used in the trials are imported, stored, accounted for, compounded, dispensed and used under strict protocols.

Some areas of research and development in the industry include:

- Structural bioinformatics and structural molecular biology
- Cheminformatics and computational drug discovery
- Molecular pharmacology
- Pharmacogenomics and functional genomics
- Medicinal chemistry and drug design/optimisation
- Drug delivery, pharmacokinetics and pharmacodynamics
- Pharmacoepidemiology
- Pharmacognosy and natural products chemistry

Industrial roles can also include being a representative or acting as a medical information liaison officer — providing clinical insights to technical teams and technical insights to clinical teams. Senior roles in this area require additional qualifications, such as a postgraduate doctorate and very senior roles will require post-doctoral experience.

2.1.4 Academia

The skills and expertise of a pharmacist and pharmaceutical sciences researcher are invaluable in educating future generations in universities, health professional training schools and colleges. In academia, your roles might include being a clinical instructor, a lecturer or professor involved in teaching or being a dedicated full-time researcher — or a mix of both. You will provide training and education to students in a variety of topics including drug therapy selection, pharmacokinetics, medicinal chemistry, pharmacology, community pharmacy, compounding, herbal and ancient therapies, clinical pharmacy and pharmacoepidemiology, as well as many other subject areas. You could also be involved in establishing and implementing policies about undergraduate and continuing education, in-service training and other

aspects of workforce development in the university. Workforce development in the university includes supervising PhD and master's students, as well as applying for funding to provide opportunities for junior researchers to develop their skills. Senior roles in this area require additional qualifications, such as a postgraduate doctorate and very senior roles will require post-doctoral experience.

2.1.5 Regulatory

Regulatory departments are usually found in pharmaceutical companies and government bodies. You will need to have a comprehensive understanding of the regulations, policies and laws which relate to medicines' manufacture and supply. Many countries require government approval for clinical studies, and almost all of them require drugs to be approved or authorised before they can be marketed. You will be involved in these complex regulatory processes to protect the public through safe and effective new medicinal products. This could include post-authorisation monitoring, such as pharmacovigilance. You could be in charge of the quality control of drugs, cosmetics and medical devices and work with enforcement agencies, including customs departments that control the distribution of drugs through licit and illicit channels, and in the inspections of the manufacture, importation, distribution and sale of drugs. Another important role you may have is to help decide whether a medicine should be part of a drug coverage plan (private or public insurance) using your expertise and emerging literature. Senior roles in this setting require additional qualifications, such as a postgraduate doctorate and very senior roles will require post-doctoral experience.

2.1.6 Clinical consulting pharmacy

As clinical pharmacists, you can work in the community, in nursing homes, in aged care facilities or in hospital settings. Within this area of expertise, you can also specialise in fields such as geriatrics, cardiovascular diseases, infectious diseases, diabetes, respiratory care and home health care. The focus of this role is on clinical interventions, including medication reviews, drug interaction monitoring, drug therapy response monitoring, review of factors impacting pharmacokinetics and pharmacology of medicines, and review of laboratory findings with physicians and health care providers as appropriate. This emerging role is a hybrid of the functions of community and hospital pharmacists. You will need to be a subject matter expert, thereby allowing you to use your cognitive and clinical expertise as a drug therapy expert in managing chronically ill patients. To succeed in this role, internships and/or residency in the area of expertise are often required.

As a clinical consultant, you can also find opportunities within benefits management, managed care and mail order pharmacy. In some areas, consultant clinical pharmacists are also involved in leading clinical trials in their areas of expertise, managing other clinical pharmacists in the specialty and developing teaching or resource materials for others.

2.2 Specialist areas of pharmacy

Specialist areas of pharmacy have developed in many countries across the globe. These emerging areas have generated new technologies, skill sets and knowledge — pushing the boundaries of pharmacy and pharmaceutical science. Specialist areas emerge when traditional roles for pharmacists and pharmaceutical sciences evolve and lead to new tools or innovative practices. Over time, these tools take on a meaning and life of their own, creating specialist areas of practice. In this section, we provide an overview of emerging areas of specialist practice.

2.2.1 Pharmacogenomics

An emerging role of pharmacists and pharmaceutical scientists is in the pharmacogenomics sector. Pharmacogenomics is the study of how an individual's genetic inheritance affects the body's response to drugs. It was coined from two words, "pharmacology" and "genomics" and is thus the intersection of pharmaceuticals and genetics (19). The importance of pharmacogenomics to health care cannot be overemphasised due to the negative impacts caused by adverse drug reactions of prescribed medicines in some individuals. Pharmacists and pharmaceutical scientists, as medicines experts, have an important role in this sector.

The idea of pharmacogenomics stems from the fact that drugs might one day be tailor-made for individuals and adapted to each person's genetic makeup. This is a significant area for development in the pharmaceutical industry, healthcare systems at large and the pharmaceutical workforce.

Through your involvement in this sector, you could help in reducing the cost of health care because of decreases in: the number of adverse drug reactions; the number of failed drug trials; the time it takes to get a drug approved; the length of time patients are on medicines; the number of medicines patients must take to find one that is effective; and the effects of a disease on the body (through early detection). (19)

Presently physicians diagnose and sometimes prescribe a drug on a trial and error basis. Pharmacists or pharmaceutical scientists provide advice about side effects and drug-drug interactions. But in the coming years, genetic profile reports might be of more importance than diagnostic or blood reports. Thus, after diagnosis by a physician, a pharmacist or pharmaceutical scientist might interpret genetic results and provide treatment recommendations based on which drug would be best for a patient's particular genetic makeup.

2.2.2 Health informatics and technology

Health informatics and technology is a growing niche with the many technological advances that are taking place within the healthcare industry worldwide. Your expertise as a pharmacist or pharmaceutical scientist in drug therapy management is essential in creating treatment algorithms, dosing calculators, electronic health records and drug directories, along with inventory management and managing computerised physician order entry.

You can also be involved in pharmacy informatics. This is the study of best practices in information accrual, handling, dissemination and comprehension using appropriate technology. You will deal with the subset of informatics relevant to the practice of pharmacy.

2.2.3 Astro-pharmacy

As humans leave the earth, they are taking their medicines with them! Emerging roles are exploring the administration, absorption, metabolism and elimination of medicines in zero-gravity. As space travel becomes more commercialised and astronauts spend longer in space, understanding how medicines can be manufactured, stored and supplied in space may be areas of significant investment in the future. This is a very new field, and there is extreme competition to work for space agencies around the world.

2.2.4 General practice

Pharmacists who spent the majority of their working time in community or hospital settings have historically contributed to medication safety in general practices intermittently. This might include completing audits or doing casual sessional work for the practice. However, increasingly, pharmacists are an embedded member of the general practice team, taking on their own caseload of patients and running their own clinics. This is similar to clinical consultant pharmacists. However, rather than provide highly specialised pharmaceutical care for a specific group of patients, general practice pharmacists know "a little bit about a lot" and contribute to pharmaceutical care of a wide range of patients. Training programmes are being developed, to mirror the training pathways in hospital and community, that enable pharmacists to work solely in this sector.

2.2.5 Other opportunities

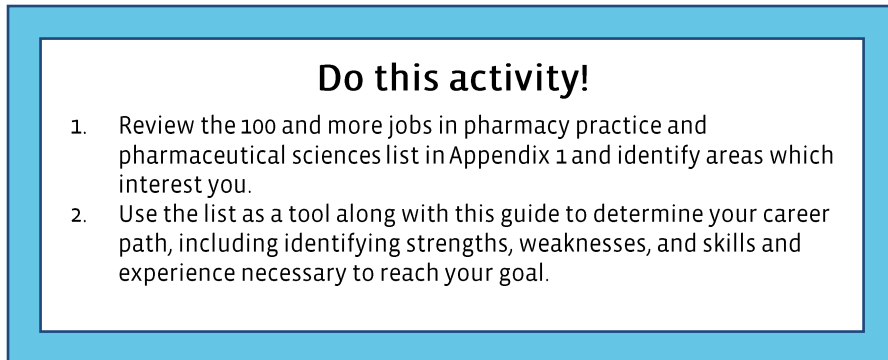
Pharmacist and pharmaceutical scientists can participate in formulating health and drug policies, particularly those on the selection, procurement and distribution of drugs. You can serve as a source of information for healthcare professionals and the public and participate in the preparation of pharmacopoeias and other official documents. In some countries, you can also have a role in the control of environmental health, quality of food and cosmetics, and medical devices.

Working in a government organisation, you can also be involved in drug management, which includes the selection of essential drugs, the determination of drug requirements, the procurement and distribution of drugs and their rational use, as well as the design and use of information systems. Also, you can collect and collate data required by your national government agencies and by international bodies, such as the International Narcotics Control Board.

You can also engage with agencies such as boards of pharmacy, which establish criteria for the registration of pharmacists or licensing requirements, register pharmacies and pharmacists, and monitor the way pharmacies are operated and the professional conduct of pharmacists. Regulatory bodies and advocacy groups also offer opportunities to utilise your skills and experience as a pharmacy professional to help further the profession and improve public safety.

2.3 A tool to help you explore diverse career paths

To help you in exploring your own career path, see the activity in Figure 3.



Do this activity!

1. Review the 100 and more jobs in pharmacy practice and pharmaceutical sciences list in Appendix 1 and identify areas which interest you.
2. Use the list as a tool along with this guide to determine your career path, including identifying strengths, weaknesses, and skills and experience necessary to reach your goal.

Figure 3. An activity to explore your career path

3 Career development cycle

There are multiple models of career development. The career development model used in this toolkit focuses on reflection, planning, action and evaluation, which is known as the continuing professional development cycle in the pharmacy profession (20) (Figure 4). This model is simple and has clear applicability to everyday practice through the action and evaluation cycle. It is pragmatic compared with other CPD cycles and is used in many different countries.

“Reflection” includes thinking about your skills and competencies to identify an area for development. “Planning” includes thinking about the options you have and identifying how you will develop your skills. “Action” focuses on specific activities you can do to develop your career, including building a CV and how you will develop particular skills. “Evaluation” includes appraising how well the actions you carried out met the objectives you planned and how you developed the competencies you identified in reflection. The cycle (see Figure 4) restarts with “reflection”, because during “evaluation”, you might start to think about your next area for development.

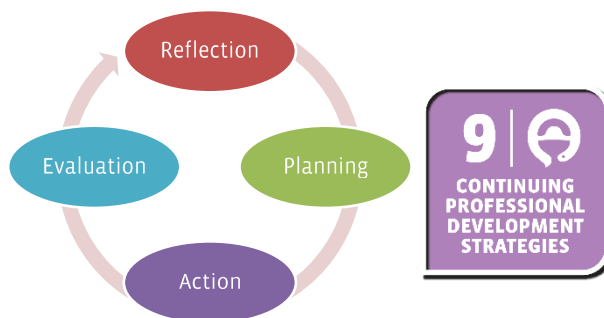


Figure 4. Career development model cycle used in this toolkit (20)



Using the career development model will help you to develop your competence throughout your life, by repeating the process of planning, taking action and reflecting. The model will allow you to focus on the behaviours, skills and competences required for effective performance and development. This cycle also matches with the “4MAT” learning model, which is a model that drives the learning process by answering four key questions: (1) why, (2) what, (3) how and (4) if. (21) So, for example, in the reflection part, we will describe “why” reflection is important, “what” reflection will be about, and “how” to do the reflection; “if” is to be considered when we have done the reflection. We start to evaluate the reflection process and bring it into practice. Other CPD cycles exist, for example the Chartered Institute of Personnel and Development has a six-step model of CPD. (22)

The four-step model in Figure 4 can be used alongside existing competence standards (such as FIP’s Global Competency Framework (GbCF) and Global Advanced Development Framework (GADF). (23) (See Section 4 for more details). Supported by professional codes of ethics, competency standards describe the skills, attitudes and other attributes (including values and beliefs) attained by an individual based on knowledge and experience. They specify the application of knowledge and skills to the standards of performance required in a practice setting. Used together, these tools will enable you to practise effectively as a pharmacist or pharmaceutical scientist. The value of competency standards rests with their capacity to support and facilitate professional practice and growth, in the interests of public safety. Developing your career using competency standards, you will be able to demonstrate to the public and other healthcare professionals how you are developing the expertise you bring to patient care and the important role you play in ensuring the safe and responsible use of medicines.

3.1 Reflection

This section includes:

- What reflection is and why it is important;
- How to do the reflection by yourself or with others; and
- Tools to help you reflect on your current job-specific skills and knowledge, your capabilities, your transferable skills, your work values and your interests.

3.1.1 What is reflection and why is it important in career development?

Reflection is an aspect of experiential learning and it involves thinking about your performance. Reflection can use triggers or materials to help you think about your development; it could, for example, be a videotape of you undertaking a patient consultation. Reflection helps you in identifying what was done well and what could have been done better. You can reflect alone or with peers to facilitate learning.

Reflection can be done using a variety of different theoretical approaches or without any theoretical approach. If you would like to learn more about the theoretical approaches that can be used to facilitate reflection, see Appendix 2.

Reflection is sometimes called “self-assessment” or “self-appraisal”. There is no right or wrong method and most people have their own unique way of self-evaluation or reflection. The process of reflection can sometimes be difficult; however, once you have developed your reflective skills, they will help you develop yourself professionally and personally (see Figure 5).

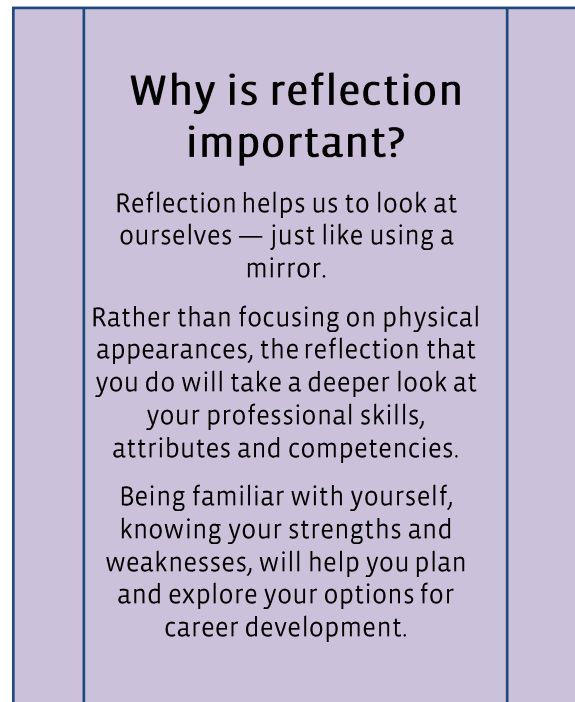


Figure 5. Importance of reflection

3.1.2 How to reflect?

Self-reflection

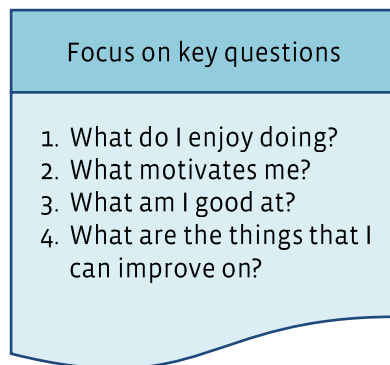


Figure 6. Key questions for self-reflection

Self-reflection can happen in lots of different ways. One way to reflect might be to focus on key questions (see Figure 6).

Self-reflection like this can help you identify which direction you would like your career to go in, which jobs you might like to do and which skills you need to develop to get those jobs.

Other people prefer a process of reflecting on the performance of a particular task or competency compared with a standard to create a benchmark of themselves. For example, you might know that pharmacists should be able to recognise that a common side effect of ACE inhibitors is a dry cough. You could reflect by thinking about how often you recognise this side effect: rarely, regularly or always. If you know that pharmacists should always recognise this side effect, but you only recognise it rarely, this may be an area in which you should plan some development in order to identify side effects of ACE inhibitors more often.

This is important for two reasons. First, by reflecting on your own performance, you will be able to create a benchmark of your competency, which will help you to monitor your own professional development. Second, identifying where you are now will help you set clear targets for your professional development that are linked to a measurable outcome and will help to focus your skills development.

Peer-reflection

Peer-reflection is a process whereby we receive feedback from our peers, either formally or informally. A good way to obtain feedback using peer-reflection is to have an agreed and shared understanding of what you are reflecting about. For example, if your peer reflection is on your ability to work safely in the laboratory, you need to know what definition of “safely” your peers are using. One peer might think working safely includes just wearing gloves whereas another might think it includes wearing gloves,

goggles, a lab coat and face mask. How can you find your peers? One way to find peers is through a mentorship programme where you will be able to obtain feedback from a qualified peer mentor. See more information about mentorship in Section 6.1.

Establishing a clear and shared understanding will support peer-reflection. Peer-reflection is important because it can provide validation from your peers that you are performing at an appropriate standard for the stage of your career — after all, your peers will often know the most about your particular career setting.

Using aspects of reflection where we look back at our performance of a particular task or competency is similar to evaluation. Evaluation can also be about looking ahead to identify, appraise and consider obstacles and opportunities that may arise in the future. Using tools to help reflect on or evaluate our practice is a good way to ensure we are developing the right skills at the right time.

3.1.3 SWOT analysis to help your reflection

SWOT is an acronym that stands for “Strengths”, “Weaknesses”, “Opportunities” and “Threats”. This approach was first developed in the 1960s by Albert Humphrey.⁽²⁴⁾ The point of a SWOT analysis is to capture your current strengths and weaknesses and identify how they may have an impact on your career. For each strength you identify, you should be able to identify an opportunity for career development. Equally, for each weakness, you can identify how that might threaten your career development. An example is shown in Figure 7.

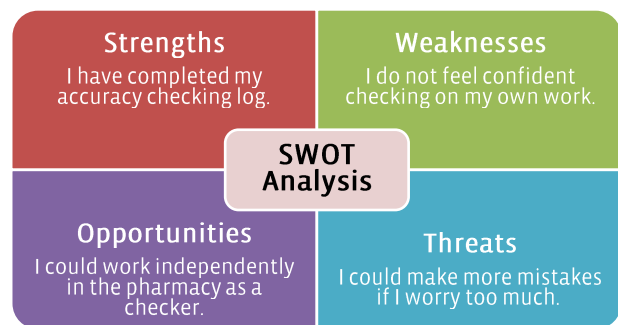


Figure 7. SWOT analysis

Using the example in Figure 7, after identifying the threat of “worrying too much and making mistakes” and linking this to the weakness of “not feeling confident”, you could plan an activity to build your confidence in accuracy checking, for example, completing an audit of how many near-miss mistakes that you make.



TOP TIP!

Some employers will ask you to complete a SWOT analysis each year as part of your appraisal. When going for interviews, it can be a good way to showcase yourself — as long as you remember to include your opportunities for overcoming any threats you have identified.

It can be easier to complete a SWOT analysis by thinking about a specific period of time, either retrospectively or prospectively over the next six months, 12 months or five years. Identifying weaknesses and threats to your career development will help you plan what actions you need to take to develop yourself professionally in a realistic timescale. Try completing your own SWOT analysis using the template in Appendix 3.

Following reflection, to help you to achieve your development objectives, you should make a plan. Setting objectives as part of a development plan can help you to see what you need to do, motivate you to act and help you to measure your progress. Clear objectives help to ensure that activities are relevant to your needs. It is important to identify learning activities that are appropriate for you as an individual, so career development exploration will focus on your own individual professional needs. In selecting learning activities, it is important to consider your preferred learning style, time and resources.⁽¹⁷⁾ Try completing your own reflection using the template in Appendix 4.

3.2 Planning

This section includes:

- What to do to identify opportunities for career progression and why it is important;
- How to plan your career progression by seeing how others have developed their career and identified skills needed to develop their career progression; and
- Tools to help create SMART objectives and action plans in order to help your planning.

3.2.1 What is planning and why is it important in career development?

Career planning is key for great success and building your own strategy that suits your personality, skills and qualities which will help you in achieving your desired goals and objectives.

Planning your career means that you are not leaving things to chance, but taking control of your career journey. You can start the career planning process at any point in your career. Although it is often associated with high school and final year students, it can also be helpful for those who are contemplating a career change or who are not seeing the progress they would like in their career field.

Make a personal commitment to change, to risk doing something new and different, to benefit your own personal growth. Developing a road map that outlines your future and how you are going to get there will help you meet your commitment. Planning could include measurable short-term or long-term goals, such as learning a new skill, getting a promotion or moving to a new organisation.

Career planning involves mapping and identifying the key steps of your professional future. From identifying fields of interest to developing long-term objectives and goals, it can help you devise a strategy for career success.

3.2.2 How to develop your career planning strategy

It is important to consider these two steps when creating your career path:

Reflect and do some research

Starting with reflection will help understand your own interests, strengths and weaknesses, and this is the first step to planning your career successfully. Reflecting with peers such as friends, family and colleagues about their jobs and experiences may help. Find out what skills they use and what qualifications they have. Ask them what type of experience they earned before their current position (see Section 3.1). Finding people to reflect with can be challenging for some people: accessing mentorship programmes or requesting to shadow people in different career paths can make this process easier. When you are reaching out to people you do not know to ask about their career, choose polite and courteous questions. For example: How did you get into your current role? Were there extra qualifications or experience you needed? What are the best parts of your role? What are the less enjoyable parts of your role?

Once you have identified what skills, competencies or attributes you would like to develop, it is time to figure out how you might do it. Brainstorm possible activities and investigate them and look at the descriptions and qualifications you might gain and what the learning outcomes might be.

In addition to online research, try to seek out and talk to professionals and experts in the field. Attend in-person or online networking events or set up informational interviews with experts. You could try to gain hands-on experience in a potential profession by pursuing volunteer opportunities, internships or job shadowing experiences, also known as externships. These activities can last from one morning to several weeks and are an excellent way to get a feel for what your responsibilities would be in a given role.

It is important that you plan activities that align with the gaps in your skills and competencies identified during reflection. Listing your current skills, abilities, and experience and the ones needed for your preferred job may help you to understand what career path suits you the most and help you figure out which activities you should plan to do.

Determine your target

Once you know which activities you need to do to develop the skills, competencies or attributes identified in reflection, it is time to set some goals which will help you decide what actions you need to take. Some of your goals may be short-term; others, long-term. For example, you might set a goal of being promoted in two years' time or you might set a goal of achieving an executive-level position in 10 years' time.

Think about the small steps you will need to take to achieve that goal and set reasonable and realistic timelines. "Realistic" means you should set deadlines for each of the goals that will motivate you to get things done, that are actually achievable. You could work towards an exact date (e.g., 22 July 2043) or pick a broader timescale (e.g., July 2043 or even just the year 2043). Adding time frames into your career plan will keep you motivated to keep going.

To make sure your goals are up to date, make a note of your goals and keep checking your progress. You might do this annually, as part of professional registration, revalidation or appraisal. Since pursuing a career path can take years, dividing broader objectives into smaller goals that you can track can be very useful.

3.2.3 SMART framework to help your career planning

SMART is an acronym referring to Specific, Measurable, Achievable, Relevant and Timely objectives. The SMART framework (25) (see Figure 8) is a way of ensuring that your objectives have a meaning.



Figure 8. The SMART Framework

Make your goal as specific or precise as possible. If you aspire to be a community pharmacist, set a specific goal, like securing a job in a community pharmacy in one of your local drug stores or even your own. Quantify or measure your progress. Set benchmarks like completing a bachelor's degree in education or applying to 10 jobs that meet your requirements. Set goals that you can achieve. To confirm that your goal is attainable, think about the small steps before the big ones and consider how realistic they are.

Any career-related goal you set should genuinely matter to you, your colleagues or the people you provide services for. Think about how important the goal is and whether it will help you reach your long-term objectives. Give your goals specific deadlines. You will have an easier time achieving the end result and motivating yourself to action if you have committed to a specific time frame. You could even create milestones or check-in points to review progress — you could ask a colleague, manager or mentor to check in on your objectives.

The planning stage can be started at any point throughout the year, but you may find it useful to align it with your annual development or performance review.

It is important to remember that you may spend time at work learning or completing training that is not planned (or at least not part of your plan). Having your own plan for career development will ensure you have a guide to follow that will help you take advantage of training offered by a provider or identify how you need to supplement work-based learning. Focus on the outcomes you would like to see realised, rather than the time spent on activities or have a detailed plan of every activity you plan to undertake. Try completing your own planning using the template in Appendix 5.

After you identify which area you need to work on, it is important to identify places to gain your knowledge and/or experience. The next section will help identify some actions to develop your knowledge and gain skills, attributes and competencies.

3.3 Action

This section includes:

- What actions to take to meet your planned objectives and why you take the action;
- How to document what you have done, record and reflect; and
- Tools to help you document your actions.

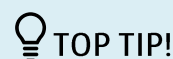
3.3.1 What is the action, and why do you do the action?

The action relates to your own ability to undertake specific activities to develop particular skills, competencies or attributes. For example, during reflection, you may identify that you need to work on your leadership skills. You could plan to attend a conference on leadership attributes by 31 July next year. The action you do would be to attend the conference, what you did at the conference and what you learned. You would then be able to evaluate how attending the conference (what you did or the action you took) helped meet your learning need. It is important to take action to achieve your goal. There is no point to your plan if you do not take any action to achieve your goal/plan.

The action could include something as simple as listening to a podcast or lecture, or something more complex like writing a paper or attending specific training. Many of these activities can be completed at home or are available online for free and can be identified through search engines. It may also include very focused activities to develop particular skills, attributes or competencies. Another example is that if in the previous reflection section, you identified that you might need to develop confidence when checking, an action that might help to meet this learning need might be to attend some consolidation training that focuses on dispensing in stressful situations (see more actions related to skills that you can develop in Section 5: Developing transferable skills).

The action might also relate to something that has already happened that helped you learn something. For example, if you have had a conflict at work with a colleague, this might have helped you learn about how to de-escalate difficult situations. Being able to recognise actions that have already happened is great as it lets you learn from actions that you might not be able to plan — like disagreeing with a colleague.

The action could also include working with a recognised organisation or a university that offers courses that will help meet your objective. Be bold here; try not to attend the same usual courses other people in your network attend — this will help you stand out. For example, clinical pharmacists focusing on diabetes can look up internationally recognised associations, such as the International Diabetes Federation. This lets you take learning from your specialty back to your workplace and gives you an edge.



TOP TIP!

Look for national courses available in your country which might be funded by your government.

3.3.2 How to document your action

It can take some effort to identify the right type of action you need to take — with the right organisation and costs. Once you have identified a useful action that helped you learn, keeping accurate records of what happened and how it happened will allow you to evaluate how well your actions supported your learning needs. For example, if a particular action (such as attending a conference) did not meet your learning needs, you could plan a different activity next time. Keep a record in a physical folder or online — but make sure to keep a backup. Over time this will represent a portfolio of all of your experiences, which you can use to present to your employer (or future employers) during appraisals.⁽¹⁷⁾

Take a look at the example in Figure 9.

What did you do?	When did you do it?	What resources did you use?
I attended three training sessions on managing stressful situations during the checking process.	I did this on 2 nd July, 9 th July and 16 th July 2020.	The training was provided by my employer, so it did not cost me anything. The training lasted three hours all together.
What did you learn?	What was most positive thing about this experience?	What was the most negative thing about this experience?
I learned that to reduce the chance of making an error I need to keep my workstation clear, delegate tasks to colleagues (if possible) and to take regular breaks	We got to simulate checking in a very stressful environment that helped me learn to deal with the stress.	It was sometimes challenging to make errors in front of people

Figure 9. Record of learning example

After trying out some of the activities in this section to develop your skills, attributes and competencies, you can record your own experiences of using the template in Appendix 6.

3.4 Evaluation

This section includes:

- What the principles of evaluation are and why it is important;
- How to identify the strengths and weaknesses of an action you have taken to meet your learning objectives; and
- Tools to support the evaluation.

3.4.1 What is the evaluation process?

The evaluation process is how you evaluate the outcomes of your action on your development of skills, attributes and competencies. Evaluation helps you identify if you have learned what you needed to achieve your goal. Assessing the success or progress towards achieving your goals is a cornerstone of the professional development cycle. (5)

3.4.2 How to do your evaluation

Some questions to help you to evaluate your goals are:

- Were the addressed learning needs met?
- How has your practice changed?
- How have your colleagues benefited?
- Did you identify any gaps in learning? If so, what were they?

Evaluating your actions can be a first step to identifying new learning needs or that existing learning needs have not been met.

For example, in the previous reflection, using the SWOT template, you have planned activity to build your confidence in checking by completing an audit of how many near-miss mistakes that you make. Your

evaluation might include “Have you completed the audit?”. If “yes”, then did the findings improve your confidence?

Your evaluation could include a rating of how much completing the audit improved your confidence on a scale of 0–10, where 0 means not at all and 10 means as much as possible. Alternatively, you could identify how your practice, or the practice of your colleagues, has changed since you completed your learning action. Have your colleagues noticed you are more confident around the dispensary? Asking simple questions like these can be a good way to evaluate your learning activities subjectively.

3.4.3 Tools to support your evaluation

Another useful way to evaluate your learning more objectively is to use checklists. You can create your own checklist about what “quality” looks like for you. We have provided some checklists for common activities that are part of professional development (see Appendix 7).

You can also use templates to evaluate specific actions you have taken to improve your career, such as updating your CV or writing a cover letter. We have included some of these templates (see Appendix 8 for CV and see Appendix 9 for cover letter) to get you started — but if these do not work for you, you could create your own.

You may also utilise colleagues to provide peer evaluation. Peer evaluation can involve the use of standardised checklists or agreed standards to provide an alternative perspective to how well you achieved your action plan. Peers can include your friends or work colleagues or if you are looking for someone different, you could access mentorship programmes or professional networks.

Some people may not prefer to evaluate themselves using checklists, templates or subjectively via their peers. They may prefer to use professional standards that enable them to monitor their professional development over time. For example, the FIP Global Competency Framework (GbCF) and Global Advanced Development Framework (GADF) include standards to monitor your professional development in a structured way, over time.

4 Global frameworks to support professional development

4.1 Global Competency Framework

“A framework to support your competency development”



The [Global Competency Framework \(GbCF\)](#) (23, 26) was developed by FIP as a focused support structure for early career pharmacists (those in the immediate post-licensure foundational period of perhaps one to two years). The GbCF consists of 123 behavioural statements, with 23 competency domains within four broad competency clusters. The four broad competency clusters are generally applicable for the pharmacy workforce worldwide (see Figure 10).



Figure 10. Four focus areas of the GbCF (23)

The GbCF is a useful way to keep track of your career development journey by monitoring how often you perform one of the competencies. For example, how often do you “accurately assess medicines” in terms of identifying, prioritising, resolving and following up on medicines interactions without making an error. Would you say consistently (85–100% of the time), usually (50–85% of the time), sometimes (25–50% of the time) or rarely (0–25% of the time)? Another example in the area of procurement could involve asking how often do you “accurately evaluate tender bids”. Would you say consistently (85–100% of the time), usually (50–85% of the time), sometimes (25–50% of the time) or rarely (0–25% of the time)?

As your career progresses, you should be able to see that when you first started your career, you may only have accurately assessed medicines rarely or sometimes — everyone makes mistakes at the beginning. But

as you develop, you should see yourself move to assess and supply accurate medicines as part of your usual practice and then be able to do it consistently.

This approach to keeping track of your career development links to the GbCF and is a useful way of supporting your reflection. By monitoring how often you demonstrate the competencies in the GbCF, you can reflect on which areas you need to improve, plan and then decide which actions to take to develop your skillset. You could even evaluate your progress by completing regular appraisals using the framework with your peer, mentor or employer.

4.2 Global Advanced Development Framework

“A framework to advance your career development”



The [Global Advanced Development Framework \(GADF\)](#) was developed to support the professional development and recognition of the pharmacy workforce everywhere. (27) The framework has the primary purpose of identifying broad areas for professional development and advancement for pharmacists and pharmaceutical scientists to develop their careers in a structured manner. It builds up from the GbCF for you to map and plan your professional development and develop your personal development portfolio and career pathway.

The GADF does not define job descriptions or a specific scope of practice; it generically and structurally supports the continued professional development of pharmacy practitioners along any chosen career trajectory. It is believed that the principle of the advancement competencies should include those competencies connected with leadership, managing others, educating and mentoring others and supporting evaluation and innovation in health service provision.

There are six clusters of developmental competencies included in the GADF:

1. Expert professional practice;
2. Working with others;
3. Leadership;
4. Management;
5. Education, training and development; and
6. Research and evaluation.

The first cluster, “Expert professional practice”, is adaptable for all sectors and specialties. “Expert practice” should be defined and shaped by the practitioner, within the context of the individual’s job and career. The “Expert practice” cluster reflects this design principle and is formatted to allow you to self-define your area of medicines expertise.

The remaining five clusters are generic domains which are applicable and independent of the sector of practice or focus. There are 34 competencies located across six clusters. Each competency has three defined stages of advancement which will allow a continuum of practitioner development and progression. Through self-assessment of each competency, you will be able to know what your level of practice is. The GADF will help you in identifying areas that you wish to develop across all the competency clusters, therefore assisting in formulating a personal development plan to advance your practice.

Both the GbCF and GADF are useful frameworks for you to implement your reflection, plan, action and evaluation process in developing your career journey.

5 Developing transferable skills

According to a recent article by the World Economic Forum (28), there will be a great change in the skills needed to succeed in the workplace by 2025, as the in-demand skills across different roles change due to the impacts of the 2020 pandemic and other factors such as the increasing application of technology. The top skills which employers see as rising in prominence in the lead up to 2025 include skills such as critical thinking and analysis, problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility.



Figure 11: The WHO concept of a “seven-star pharmacist”.

Career growth requires consistent development of skills relevant to your career goals. It can be troubling deciding which skills you need to develop. Luckily, many models can help you identify these. For example, the concept of the “seven-star pharmacist” was proposed at the third WHO Consultative Group on the Role of the Pharmacist, which defines the roles of the pharmacist as being a caregiver, decision-maker, communicator, leader, manager, life-long learner and teacher (see Figure 11). (2, 16)

Alternatively, you can choose to focus on developing skills for specific jobs or roles. We have had a look at some of the most recent jobs advertised for pharmacists in 2020 and picked out some of the key attributes of pharmacists and pharmaceutical scientists that are required. These include being:

- Accurate and methodical;
- Able to understand and apply the law;
- Responsible;
- Interested in people’s health;
- Willing to supervise others;
- Able to work with all types of people;
- Able to explain clearly to members of the public;
- Able to read and write effectively;
- Able to use a computer and the main software packages;
- Thorough and able to pay attention to detail;
- Sensitive and understanding; and
- Willing to be accountable for patients’ outcomes.

We also looked at some of the key skills pharmacists and pharmaceutical scientists are required to have for common jobs and that are listed as “essential”. You will need to have:

- Excellent verbal and written communication skills;
- Negotiation skills;
- Analytical skills;
- Interpersonal skills;
- Conflict resolution skills;
- Leadership skills;
- Resilience; and
- Personal branding skills.

These above skills can be categorised into transferable skills, i.e., qualities or skills that can be transferred from one job to another.

5.1 Communication skills

Communication is simply the act of transferring information from one place, person or group to another. Regardless of the job you are applying for, employers will expect you to have excellent written and verbal communication skills. (29) Depending on the position, you will need to be able to communicate effectively with employees, colleagues, and patients in person, online, in writing and on the phone.

Pharmacists and pharmaceutical scientists exercise all types of communication in daily work practices in community pharmacy, hospital pharmacy, pharmaceutical industry and academic work such as research and teaching. Pharmacy practice is mainly based on the interaction with those seeking healthcare, looking for advice and counselling. It is therefore universally accepted that the pharmacist needs to be highly competent in human communication.

Acquiring communication skills is important for pharmacists and pharmaceutical scientists, in order to develop their careers, whether counselling patients, communicating with physicians or interfacing with associates. (30)

Communication skills for pharmacists are commonly described in professional frameworks and guidelines and are equally important as other current pharmaceutical competencies. (23). Taking community pharmacy as an example; effective communication by pharmacists is essential to improve the use of medicines by patients and ensure optimal therapeutic outcomes. Pharmacists can improve patient adherence to drug therapy through appropriate strategies, (31) including patient counselling and education. In addition to verbal communication, appropriately written recommendations to physicians to resolve drug therapy problems can be an effective strategy for drug therapy changes. Communicating with patients and colleagues is important to realise impactful outcomes.

Non-verbal communication skills needed here include active listening, establishing eye contact and avoiding jargon. (32) This is particularly important for patient or consumer-facing roles in community or hospital pharmacy. But it also applies to academic pharmacy and other pharmacy roles. Think about your body language — what facial impression do you have? What is this communicating about you or your mood to someone looking at you?

To practise your non-verbal communication skills, do the activity in Figure 12.

Do this activity!

Try to control your non-verbal communication consciously. You could set up a conversation with a colleague at work, fully conscious of your non-verbal communication skills; you could raise your eyebrows, smile, nod along energetically and make lots of eye contact while they are speaking. Then switch to acting really uninterested. This might include not making eye contact, shuffling around, fidgeting or slouching. Did they notice your actions? Did it change how they spoke to you?

Most of the time, people speak more fluently and fully if they think you are paying attention to them than if you are acting disinterested. Keep practising these skills until you can control your non-verbal and verbal communications skills competently.

Figure 12. Activity for non-verbal communication

Do this activity!

Draw a random set of shapes on a piece of A4 paper — the more creative, the better. Do not show anyone what you have drawn. Now, describe your image and ask a colleague to draw what you are telling them to draw. It helps if you are back to back, so you cannot see each other. Once you have described all of the images on your sheet of paper, compare the two drawings.

How did it go?

Most of the time, the images are very different as people have different interpretations of how the shapes are described.

Verbal communication skills include using the correct tone and volume for the setting. This makes sure that you are heard. Simple things like looking at the person you are speaking to can also help — especially for people who may be hard of hearing and lip read. An example is lowering your voice or tone when giving bad news or speaking more softly if comforting someone. Alternatively, you can speak boldly and confidently if you are trying to impress someone — perhaps a potential employer.

To practise your verbal and listening skills, do the activity in Figure 13.

Figure 13. Activity for verbal communication

Another key part of verbal communication is speaking simply and plainly. Avoid jargon where you can. Use short sentences, especially in written communication — your readers will thank you for it.

Communication matters; whether pharmacists are counselling patients in a retail pharmacy, working with other healthcare providers in a hospital, or presenting a business plan in a corporate setting, it is important that they effectively share messages with others. But there is another form of communication that is just as important but less popular than any other skills among those who often pursue pharmacy careers, and that is writing.

According to The Pharmacy Student Survival Guide, Third Edition, “writing is the vehicle that drives pharmacy practice, regardless of practice type or setting”.⁽³³⁾

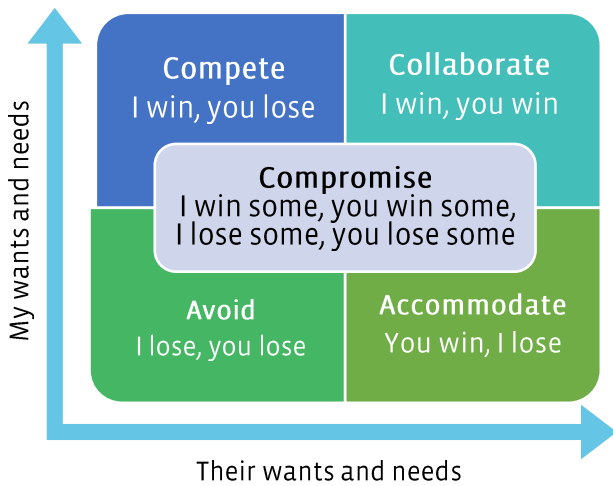
Written communication skills are essential for most professionals in the 21st century. Again, avoid jargon and use short, snappy sentences. Remember, a picture speaks a thousand words — so replace the text with an image, diagram or infographic if you can. If you are going to use pictures, diagrams or a slide show to help you communicate, make sure not to over-fill your slides with information. Try to use images or icons to convey meaning.

5.2 Negotiation skills

Negotiation is defined as a strategy to resolve a divergence of interests, where common interests also exist. ⁽³⁴⁾ It could be cooperative where both parties are trying to get the best possible result and mainly looking for a win-win situation by getting as much value as possible for their objectives. ⁽³⁵⁾ It also could be soft or hard, based on the concessions offered. Whatever its type, negotiation is a set of skills that can be learned and practised; it needs advanced planning and patience.

Negotiation as a skill is a central part of each and every career development where dealing with multiple parties is involved. Pharmacists and pharmaceutical scientists require such skills especially while dealing with employees or managers regarding contracts, new system applications or even work time schedule.

Mastering negotiation will help you to develop your career on many levels: it will help you to save time and effort, get your dream job and contract, and influence other parties and convince them of your point.



Do this activity!

Reflect on past experiences that required some negotiations. Which of the style(s) in the negotiation chart above did you employ?

Do you think you could have done better?

What style would you employ the next time you find yourself in a situation requiring your negotiation skills?

Figure 14: Negotiating style chart and negotiating skills activity(36)

Each one of us has our own style of negotiation (see Figure 14), and getting familiar with your personal style will help you to identify ways to improve your negotiation skills. (35) You can master all styles by practice in real situations, and the more you repeat and practise these skills, the more natural using them will be.

Whatever style you are following, negotiation always requires effective communication of goals, needs and wants, where both planning and preparing are essential.

See a case study from our member Ciara O’Brien below, which demonstrates how she developed her communication and negotiation skills.

As a **pharmacist registered in Great Britain**, I am eligible to become a nominated signatory for the ABPI Code of Practice. The medical final signatory is responsible for the final check of promotional and non-promotional materials that will be sent to healthcare professionals, patients or the public. In my current company, a validation is required to become a medical final signatory.



Ciara O’Brien
Industrial pharmacist

As the area I worked in did not involve actively promoted products, **I did not feel that I had sufficient exposure to sit the validation. I decided** I needed more time to apply my technical knowledge of the Code, practice my **decision-making skills** and develop my **communication** and **negotiation skills**.

I decided to delay my validation while I built up my working knowledge and practical application of the Code. This involved working closely with my line manager to **mentor** me through the system, checking materials and delivering negative feedback to teams to build up my skills beyond the technical aspects. I also took the opportunity to speak with different colleagues about their approach to help me understand their decision-making process in order to develop my own. Where I could not find any live examples of less-common materials, I used the system to search for already approved materials — first to develop my own judgement and then reviewing the final sign off comments to see if I had missed anything.

After the **self-directed** extra preparation and the encouragement from my colleagues, I undertook and passed the validation. I am **much more confident** in my ability to perform final sign off of materials according to the ABPI Code of Practice. I am proud of the professional approach I took to ensure I was ready to take on the responsibility and accountability of a medical final signatory.

What can you identify from this case study that links to your experience and how would you apply the skills to your career?

5.3 Analytical skills

Data analysis is defined as a process of cleaning, transforming, and modelling data to discover useful information for work-related decision-making.⁽³⁷⁾ It is a vital part of having a successful career. When data is used effectively, it leads to better understanding of your previous work performance and better decision-making for your future steps. Which skills you need to analyse data vary depending on methods of data collection and the type of data you have. Although there are multiple methods of data analysis, this section will focus on statistical, descriptive, diagnostic, predictive, prescriptive and qualitative analysis.

Statistical analysis is a quantitative form of analysis that draws on the principles of mathematics and probability.⁽³⁸⁾ It is concerned with the organisation and interpretation of data according to well-defined, systematic assumptions, procedures and rules.⁽³⁹⁾ There are different categories of this type of analysis.

Descriptive analysis is the simplest and the most common use of data in all work fields today and it is used to reduce large sets of observations into more compact and interpretable forms.

Some useful resources that can help you develop your descriptive statistical analysis skills can be found at:

- [Statistical analysis](#)
- [Statistics training](#)
- [Statistical analytics tutorials](#)

Diagnostic analysis is a form of advanced analysis which examines data or content by finding the cause from the insight found in statistical analysis.⁽⁴⁰⁾ Diagnostic analysis is useful to identify behaviour patterns of data. For example, if a new problem arrives in your work process, you can use diagnostic analysis to find if similar problems have occurred elsewhere, to establish a pattern. If you already have a set of data, you may be able to complete diagnostic analysis to see if problems are interconnected.

Predictive analysis utilises previous data to make predictions about future outcomes.⁽⁴¹⁾ For example, let us say that last year you bought three handbags based on your savings and if this year your salary doubles then you can buy six handbags. However, what about other factors which may influence how many handbags you can buy, like the chance of the prices of bags increasing this year or maybe instead of handbags you would want to buy a new bike, or you need to buy a car? Organisations are increasingly using predictive analysis to help plan their activities, overcome difficult problems and uncover new opportunities.⁽⁴¹⁾

Prescriptive analysis relies on artificial intelligence techniques, without additional human input.⁽⁴²⁾ Numerous types of data-intensive businesses and government agencies can benefit from using prescriptive analysis, including those in the financial services and healthcare sectors, where the cost of human error is high.⁽⁴²⁾ Currently, most of the big data-driven companies (Apple, Facebook, Netflix, etc.) utilise prescriptive analysis and artificial intelligence (AI) to improve decision making.⁽⁴²⁾

Qualitative analysis involves synthesising data collected from interviews, document analysis or through observation by creating themes and categorising data to provide a greater depth of understanding and meaning.⁽⁴³⁾ Some pharmacists and social pharmaceutical scientists utilise qualitative analysis to understand medicines use.

To learn more about data analysis in pharmacy visit the following links:

- [Introduction to statistics](#)
- [Six ways pharmaceutical companies are using data analytics to drive innovation & value](#)
- [How big data is affecting pharmacy practice](#)
- [Data analytics: key to operating a successful pharmacy business and practice](#)

See a case study from our member Shepard Nqobile Mhlaba below, which demonstrates how he applied data analysis and decision-making skills in practice.



**Shepard Nqobile
Mhlaba**
Community pharmacist

I was charged with the responsibility of ordering of pharmaceutical products for the pharmacy by creating an order list, carrying out a forecast and procuring medicines. I compiled a list of medicines using consumption data of products which were sold in a given period of time. These data were then used to calculate the average monthly consumption, months of stock and forecast quantities for the next six months. Microsoft Excel can be used to calculate the order quantity of products based on the above parameters and this will help in making an informed procurement decision. The process is also based on available funds and if the total order price is more than available, funds adjustments are made accordingly, making decisions based on available stock and the demand for the product. As a result of this process, an order list was created based on available funds and the order was placed and received. The process allowed the pharmacy to restock and replenish about-to-finish stock.

What can you identify from this case study that links to your experience and how would you apply the skills to your career?

5.4 Interpersonal skills

5.4.1 Emotional intelligence

Emotional intelligence is an indispensable ingredient for effective leadership.⁽⁴⁴⁾ As healthcare keeps evolving towards interdisciplinary teamwork, the impact of emotional intelligence on workplace behaviour is of particular interest.

Emotions are linked to the purposes, projects and needs of every individual. Your emotions motivate and regulate your actions.⁽⁴⁴⁾ Awareness of your emotions is essential in building your career path, as this may influence your decision making about the field of practice to focus on, around your workspace and your relationship with other professionals in your workplace.

The best thing about emotional intelligence is that it can be learned. At the start of your career, you may not understand why people in your team are behaving the way they do. However, you can learn to understand their motives by developing your emotional intelligence and empathy skills.

Using emotional intelligence in the workplace can: improve relationships with your associates and colleagues ⁽⁴⁵⁾; improve empathy skills for pharmacists focused on patient-centred care; help you to act with integrity; help you to get respect from your peers; help you to manage change more confidently; improve job satisfaction; help you to feel confident and positive in your attitude; reduce stress levels; and increase creativity.

An emotional competency framework can help you to develop your personal competence (relating to self-awareness, self-regulation and self-motivation) as well as your social competence (made up of social skills and social awareness).⁽⁴⁵⁾

“Nothing great was ever achieved without enthusiasm” — Ralph Waldo Emerson

If you are enthused to develop your emotional intelligence you could try some of the steps in Figure 15.

Step 1: Build your awareness to a level of unconscious competence

Constantly work on your emotions to the point at which understanding your feelings become part of you.

Step 2: Differentiate and analyse your emotions by keeping a journal or diary

Colour code the page (red, amber, green) for days where you felt good, okay or bad and then analyse what happened on the red days to make you feel bad. This could help identify triggers that you could learn to control.

Step 3: Accept and appreciate emotions as signals

Emotions are important tools that help to keep us going — if your emotions are fluctuating, it could be a sign you are working too hard and need to take a break.

Step 4: Accept and recognise the emotions of others

The patients we serve and the people we work with may not be able to control their emotions, but you can control how you react to them. Emotions are part of what makes us human. If you can recognise that someone is sad, angry or frustrated and empathise with them, you will have better relationships and climb the career ladder faster.

To learn more about emotional intelligence read FIP YPG's support material on "[Leading with Emotional Intelligence](#)".

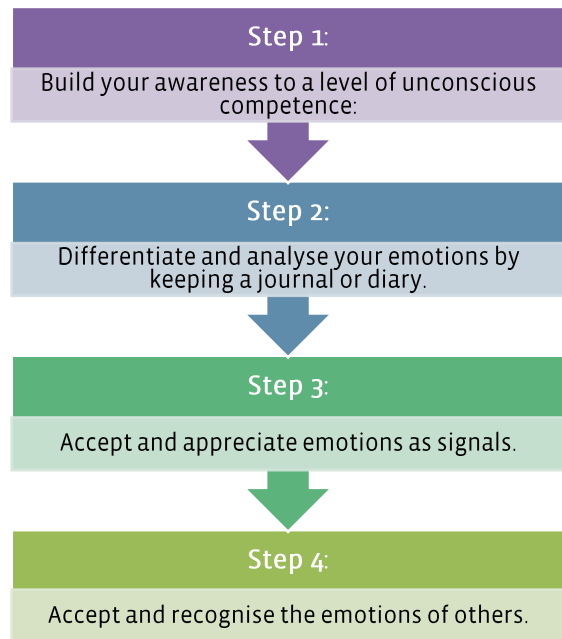


Figure 15. Steps to develop your emotional intelligence

5.4.2 Personal competence

Self-awareness involves being emotionally aware, and recognising your emotions and their effect on you and those around you.⁽⁴⁶⁾ You should understand how you are feeling and why you are feeling that way. This can help you see how your emotions influence your thoughts and actions about the things that pertain to you and others.

Self-regulation lets you decide how well you respond to external factors around you (people, information, technology).⁽⁴⁶⁾ Do you have self-control and can easily manage disruptive emotions such as getting insulted by a colleague or being reprimanded by your boss? Do you feel content and become complacent after being praised for a job well done?

To be self-aware you must be able to evaluate your emotions.⁽⁴⁵⁾ This involves thinking carefully about why you feel the way you do. Is it because of a past experience? Or because of something that happened more recently? What is the context to your emotions? Is it about a person, a situation or yourself? Once you understand why you feel the way you do, you may be able to adapt this and manage your own motivation.

Being aware of your own self-confidence and believing in your own self-worth and capabilities is an important part of your personal competence too. You need to be able to stand your ground and voice your opinion even when it is unpopular, learn to be decisive and stick to your core values. You must also be able to recognise your own limitations, so that you do not end up in a difficult situation that is out of your depth.

As a pharmacist or a pharmaceutical scientist having undergone several trainings in the course of your study, you are fit to work in any field of pharmacy practice you wish to. However, knowing your strengths and weaknesses, where your interests lie, and your long- and short-term goals is what personal competence is all about. You can also use several frameworks to identify your strengths and weakness, for example, by using the SWOT template (see Section

3.1.3), the Global Competency Framework (see Section 4.1) or the Global Advanced Development Framework (see Section 4.2).

TOP TIP!

Research says 80% of employees that contribute to other areas outside their immediate and defined job description move faster and further than their contemporaries. So, try to get involved in activities that are different from your routine, day-to-day role.

5.4.3 Social competence



As members of the pharmaceutical workforce and part of the healthcare team, our job demands we interact with other professionals and this means we must be socially competent on a daily basis. Social competence relates to social awareness and specific skills that we can use during social situations which are called social skills.^(47, 48) Even outside the working environment, it is crucial we use social competence skills.

Social awareness involves being empathic and sensing others' feelings and perspectives, taking an active interest in their concerns.⁽⁴⁷⁾ You must acknowledge the social climate (financial, physical and environmental situation you and your colleagues are in). Anticipating, recognising and meeting their needs will demonstrate that you are socially aware.⁽⁴⁸⁾

Developing others, for example, through mentorship, can help you leverage diversity.⁽⁴⁹⁾ Cultivating opportunities by working with diverse people, learning to work with people of different races, sexualities, religions, and political beliefs can help you learn new things and present new opportunities for career development.

In our opinion, being politically aware is one of the most important skills in emotional intelligence. Wherever you find yourself, you should try to read and understand an individual's or a group's emotional currents and power relationships. Look out for the decision makers, detect crucial social networks, and understand the forces that shape the view of your clients and competitors.

Although there are many different social skills, we focus here on eight key social skills. You could reflect on these and plan an activity to help you develop your social skills:

1. **Influence:** can you persuade people to key into your goals or support your project?
2. **Communication:** can you send clear and convincing messages?
3. **Leadership:** do you inspire and guide groups and people?
4. **Change catalyst:** do you initiate or manage change?
5. **Conflict management:** how well do you negotiate and resolve disagreements?
6. **Building bonds:** do you nurture instrumental relationships?
7. **Collaboration and cooperation:** how well do you work with others toward shared goals?
8. **Team capabilities:** have you created group synergy in pursuing collective goals?

Personal competence is a solid foundation on which you can build your social competence (see Figure 16).⁽⁴⁵⁾



Figure 16. Personal competence as a foundation for social competence (45)

Do the activity in Figure 17 to reflect on how you can develop your interpersonal skills.

Do this activity!
Reflect on the scenario below:

Anjay, a hospital pharmacist has observed a high occurrence in the rate of medication errors. She has informed her colleagues, including the head of department, about the problem but everyone seems unconcerned. The issue gets worse and she increasingly becomes frustrated. She is not in a formal leadership role to spearhead the investigations into the causes of the problem.

How would you apply your interpersonal skills to handle this issue if you were in the same situation as Anjay?

Figure 17. Activity to develop your interpersonal skill

5.5 Conflict resolution skills

Conflict resolution skills are applied in handling disagreements or disputes between two or more people or groups of people, with the aim of mitigating the negative impacts of such disagreements or disputes.(50). It is very important in a work setting to minimise or prevent conflicts that might lead to decreased productivity. The application of conflict management skills also transcends the workplace into our personal and social lives.

There are five conflict management styles:(51)

1. **Avoidance** — This style of conflict resolution involves ignoring the conflict with the hope that it resolves by itself. This approach is useful when the conflict is not important or there is no time for more in-depth intervention.
2. **Accommodation** — Using this style involves putting the needs of others in place of yours. It involves taking measures to determine what the other party's concerns are and possibly conceding to their argument to keep the peace.
3. **Compromise** — This conflict management style aims to arrive at a common ground or agreed resolution between both parties involved in the conflict. This approach may not leave either side completely satisfied with the outcome.
4. **Competition** — This style is important when you need to take a stand about a particular issue and satisfy certain requirements of a company or your own desires at the expense of the other parties involved in the conflict. This may mean being more assertive and rejecting other parties' ideas to achieve the final say.
5. **Collaboration** — This style aims to find solutions that satisfy the needs of all parties involved. This goes beyond trying to find a middle ground, and instead focuses on pleasing all parties involved and making sure that all opinions are represented in the final resolution(s)

Read more information about conflict management styles and skills in the following links.

- [Five Conflict Management Styles for Every Personality Type](#)
- [What Are the Five Conflict Resolution Strategies?](#)

Do the activity in Figure 18 to develop your conflict resolution skills.

See a case study from our member Chun-Wai Mai below, which demonstrates how he handled unforeseen situations during his career.

Do this activity!

Reflect on the listed ways of conflict resolution. Which is your predominant style? Think about how you can combine the different strategies at various stages of resolving a conflict.

Figure 18. Activity to develop your conflict resolution skills

As a **research project leader**, it is pivotal to make sure a project achieves all the set milestones and outcomes. However, **there are always unforeseen circumstances** that may delay research progress. In one of the national research grant rounds, I secured the funding for a technically challenging project.

We had only two years to achieve all the milestones and outcomes for our project. During that time, I had **regular meetings with all team members to track our milestones**. There were a few incidences when our consumables were delayed. Luckily, we managed to solve the purchasing issues, placed another order to obtain the materials from another supplier, and finally we got the materials. We were only slightly delayed in achieving our milestone. Due to the concern that we may not have been able to achieve all the milestones if it was a project for one postgraduate student, I recruited two full-time master students to support the project.

We delivered all the milestones and outcomes within the stipulated time frame. We published three ISI papers instead of two papers that I promised to the funders, both of my MSc students graduated on-time, and their theses were accepted with minor corrections.



Chun-Wai Mai
Pharmacist/
pharmaceutical
scientist

What can you identify from this case study that links to your experience and how would you apply the skills to your career?

5.6 Leadership skills



Leadership in the pharmaceutical workforce and healthcare sector in general cuts across management and clinical workforces, (52) creating distinct challenges. A strong and competent management and leadership workforce is required to navigate the sector through the complex interacting factors and to lead reforms for effective and efficient healthcare delivery. (52, 53)

This section examines the concept of effective leadership and the important skills early career pharmacists and pharmaceutical scientists need to hone to become better at what they do.

“By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.” — Confucius

Self-reflection in leadership means carving out time to review yourself as a leader, and it is critical for your leadership development. It involves examining your current level of skills, your strengths, weaknesses, behavioural patterns and how you seek to influence others. It is also about interrogating your values, goals and ambitions. All these serve to increase your self-knowledge, alignment, authenticity, learning and growth.

Self-reflection also accelerates improvement in your leadership skills and practice, and enables you to better understand others. Self-reflection is an important process in leadership development not only for new leaders, but for all leaders — especially those who operate in constantly changing environments (see Figure 19)

Values-based leadership sets the tone for the organisation, from the top. (54) Our values drive our behaviour, impacting on how we respond to the issues we encounter. (54) They also serve as an example for others in the organisation. In our opinion, values-driven leadership has become even more important over the past decade, and the leader’s personal values may be one of the most important determinants of how the leader’s power is exercised or constrained in an organisation.

When was the last time you articulated or reviewed your personal values? Understanding your personal values is the first step to self-awareness and is an important area of self-reflection in leadership. That said, we often unconsciously develop our most important values. Let us bring them to consciousness.

- **A leader you admire** — think of the person or a mentor you most admire. Which three words or phrases describe the qualities you admire in them?
- **Your legacy** — what do you want to be remembered for?
- **Core values** — what are your values? Which things, people and qualities are most important to you?

Figure 19. Self-reflection on leadership skills

Do the activity in Figure 20 to develop your leadership skills.

Do this activity!

Reflect on these questions:

- What are your organisation’s values?
- How do your personal values align with those of your organisation?

Rationalising an alignment between your personal values of leadership and the values of your organisation will help you work as a leader.

Figure 20. Activity to develop your leadership skills

Using our own experiences, here are some actions that we think you can take to develop your leadership skills:

1. Be proactive, not reactive

Take responsibility for your life. Proactive people think and act on their thoughts. As a leader you have to be proactive because of external factors which might not always be favourable. Reactive people, on the other hand, are often affected by their physical environment. They find external sources to blame for their behaviour.

2. Practise discipline

Discipline is the most important element in leadership. Developing discipline in your professional (and personal) life is a must in order to be an effective leader, and to inspire others to be disciplined as well. People will judge your capacity to lead by the amount of discipline you display at work. Demonstrate discipline at work by getting to work on time, meeting deadlines, keeping appointments, and ending meetings on time. If you are naturally disorganised, then you may have your work cut out, but you can always start small: try implementing good habits at home, like waking up on time and getting daily exercise, and work your way up from there.

3. Expand your capacity

An effective strategy to develop your leadership skills is to take on more responsibility. You do not have to take on more than you can handle, but you do need to do more than simply what is covered in your job description if you want to grow. Stepping out of your comfort zone is the only way you will learn anything new and doing so will get you noticed by executives or leaders as someone who takes initiative. This simple action will improve your learning ability as you learn quickly when you learn new things. This eventually makes you invaluable in your environment.

4. Look ahead

The mark of a good leader is having foresight, and the ability to anticipate problems before they occur. This is a valuable skill to have when handling complex projects with tight deadlines. The ability to spot potential problems and provide suggestions is invaluable for a leader. This ability also helps you recognise opportunities that others overlook, which will certainly earn you recognition (see Figure 21).

Consider this:

In the first quarter of 2020 during the first wave of the COVID-19 pandemic, while there was problem in pharmaceutical logistics in a country due to the lockdown and thus shortage of personal protective equipment, a community pharmacy was able to provide their environment and staff with the appropriate PPE needed because they ordered sufficient PPE before there was a lockdown.

A pharmacist took the initiative to inform the management of a possible difficulty in logistics during the pandemic.

He was commended because of his critical thinking and his proactiveness in ensuring that his patients and colleagues had access to protective equipment.

Figure 21. Example of leadership skill' attributes

5. Inspire and empower others

Being a leader means you are part of a team, and as a leader you should be able to motivate and inspire those you work with to collaborate as best they can. Delegate duties as often as you can and ensure you are maximising the strengths of your teammates; this enables you to explore your own strengths as well. When a team member needs encouragement or guidance, offer it. Sometimes, all a person needs is someone to listen and be sympathetic.

6. Communicate

The most important skill of a leader is to listen to the ideas of those they lead and share their vision effectively. Create an atmosphere of helpful give-and-take by taking the time to fully understand issues,

and give candid and accurate feedback. You should not feel threatened when someone disagrees with you, questions your thinking or puts forward ideas of their own. Keep an open mind and give merit where it is due. It will not always be easy, but if you learn to value and respect others on your team, they will be more likely to step up to the plate for you, which would yield positive results and help you in career growth.

7. Resolve conflicts

You may experience conflicts, between yourself and a colleague or between team mates. Not everyone will get along all the time. As a leader you must have emotional intelligence and always assume responsibility for resolving disputes, instead of ignoring interpersonal conflicts. Good leaders do not just hope conflicts will go away. Address conflicts by talking to those involved privately and be open to creative solutions to solve problems. (55)

8. Strategic thinking and execution

To cope with new realities, it is imperative that leaders are strategic with their ideas and the execution of these. Excellent leaders are good strategists. A framework for effective strategy includes both strategic planning, and strategic thinking that reflects intuition and creativity. As a leader, you need to ensure that your strategies are aligned with your visions, plans and communication. Your strategies are results of the type and depth of information at your disposal, therefore you need to be well informed. Strategic thinking and execution require collaboration, motivation, openness, vision, logic and creativity, as well as excellent leadership. Find more information on strategic thinking and models of strategic thinking here: [strategic thinking and execution](#)

Do the activity in Figure 22 to reflect on how you can develop your leadership skills by observing others.

Do this activity!

As an early career professional, reflect on these questions:

- Have you ever mentioned the phrase “they are the best boss I have ever had”?
- Have you wondered why you feel confident about some of your colleagues handling a particular task more than others?
- Do you prefer a particular team leader to another?
- Have you considered why some patients prefer to be attended to by some of your colleagues rather than others in your community or hospital practice?

All these feelings are intrinsic indicators that you have met or worked with someone with good leadership skills. Reflect carefully about that person and rate how often they demonstrated the key attributes of a good leader. We have included a “What makes a good leader” template in Appendix 10 to help you do this. If you would like to complete a more comprehensive assessment, see Appendix 11.

Figure 22. Activity to develop your leadership skill

See a case study from our member George Vasilopoulos below, which demonstrates how he showed his leadership skills.

Here I share the experience of the development of a new community pharmacy in the city of Patras in Greece, and how I applied my **management, leadership**, decision making and analytical skills. The idea was to **create a new store** that would provide customers and patients not only with a variety of choices in cosmetics and supplements but also with professional advice for their needs.

The project involved market research and planning, development of the business unit and its operating strategy. I was responsible for developing and operating the Community Pharmacy in a market that is highly competitive (one community pharmacy per 1,000 citizens).

I worked with a marketing company in order to set up the right marketing strategy, especially in the cosmetics and supplements sector. The process involved evaluating data and field market research, so that the right decisions could be made. Accordingly, the proposed plan had to be presented to the workforce and the **appropriate roles** had to be assigned. As a follow up, I worked on a weekly and monthly base to analyse the sales and orders data in order to evaluate the effectiveness of the proposed strategy. Moreover, I applied a **360° approach** for the evaluation of the workforce.

I had to think about this project in terms of a start-up retail that incorporates the responsibilities, towards the patient and the community, of a pharmacy. I believe that this was the hardest part at the beginning of this effort.

Currently, it is our seventh year of operation despite the financial difficulties in the Greek economy and we have become an important point for customers in my city.



George Vasilopoulos
*Entrepreneur:
community pharmacy*

What can you identify from this case study that links to your experience and how would you apply the skills to your career?

5.7 Resilience

Life is full of challenges, and in navigating your career path you will be faced with numerous curves and turns along the way. Resilience is a key skill that helps you continue on your career path when things get tough or do not work out as expected.

Resilience is the ability to recover from obstacles quickly.⁽⁵⁶⁾ It is as much a mindset as it is a skill.

In your career and even in your personal life, it is inevitable that issues will come up that will throw you off balance and shake your ability to work, or even affect your belief in yourself. Resilience is being able to continue despite the obstacles in your way. It is not a skill that comes naturally to everyone, but one that can be learned by developing strategies.⁽⁵⁷⁾

The concept of **career resilience** is the ability to adjust to career changes — whether as a result of job loss or as a result of changes in the sector. This is dealt with in greater depth in Section 7: Strategies for successful career changes. A really important part of resilience is creating a work-life balance that meets your needs for your current situation. At different parts of your life, you may be able to work longer hours and only rest a little; however, as you move through life you may need to adjust the amount you work to ensure you stay productive. If we do not adjust our working patterns to meet our needs, we can experience burnout (see Section 7 for more detail) which makes us less productive and less successful. Ensuring you take time out of work to “rest and recuperate” is a key part of building your resilience.

Do the activity in Figure 23 to reflect on how you can develop your resilience skills.

Do this activity!

Reflect on the scenario below:

Mark completed his second degree after pharmacy school and got a new job at a fast-growing pharmaceutical sales company. He had done really well at the interview and had been recommended by the interview panel as the best candidate for the role. Everything was going well for him. However, barely a year into his job he got the news that the department was going through some restructuring and that they were planning to let staff go. Thankfully, Mark was not one of the staff to be let go, but he was faced with a new challenge because he had to take on the work of those members of staff that left in addition to his existing workload. This meant that he needed to learn some new skills in a very short time. The company also threatened more job losses. He was scared he might lose his job at any time and needed to put in extra effort to prove that he was competent for the tasks at hand. This took a toll on his mental health, his physical health and his personal life. It was a struggle for him to keep going to work every day and he often cried uncontrollably on the way into and out of work.

Think about what Mark could do to improve his resilience to an increased workload and fear of redundancy?

Figure 23. Activity to develop your resilience skill

Here are some actions that we think will help you develop your resilience skills:

1. Reflect on the issue at hand

If you are faced with a challenging situation, it is very easy to feel overwhelmed and become emotional. If this happens, stop and reflect, try to understand how you are making sense of a situation and why you feel the way you do. Mark, in Figure 23, could have set aside time to think about what taking on the new tasks meant for him, what it meant for him to have not been laid off, and what he could do to move forward. He started by making a list of things that were going well for him, and things that were not going too well and could be improved. He also took time and adapted his routine to make room to express emotions. Going through this process helped him to get better clarity on what the situation was and helped him to realise that he was in a good position to develop professionally as a result of being given more responsibility.

2. Remembering why you are doing what you are doing

Going back to the steps of the career development model and reflecting on your career plan will help you have a clear understanding of what your career goal is. Why you chose a certain career path and what you aim to achieve in the short-to-long term. This helps to keep you on track as you work towards achieving the end goal and avoids being 'dragged down' by current hardships being faced.

3. Find a support system

This may include family and friends or even work colleagues who can help you to stay on track just by being there for you. It could also be a community group or other sort of group of people with whom you can share your thoughts and aspirations and from whom you get useful advice. You could also have mentors, who will guide you through the process of tackling the issue at hand, as they most likely would have had experiences with similar issues. Knowing you have a support system and people who understand what you are going through can help you stay on track, especially when you want to give up.

4. Take breaks often

Relax. Breathe. Exercise. Try not to overthink or overwork yourself. Practise mindfulness, be aware of how healthy you are or what you need to do to stay physically and mentally healthy. Trying to do too much all at once, in a bid to tackle the issue quickly, can lead to you burning out. Although it may seem counterintuitive to take a break if you need to, remember that the work is likely to still be there when

you return. Taking a day off, a weekend off, or even longer time off key tasks can help you to come back to them with a fresh mindset when you do decide to restart them.

5. Determine what you can control

Understanding the distinction between what you can control and what is out of your control can help improve your resilience. In Mark's case (see Figure 23), he is not in charge of making company policies or deciding who is retained or made redundant. He is also not necessarily in charge of deciding which tasks are allocated to him while the company undergoes restructuring. However, he does have control over his attitude, his approach to the tasks given to him and his career plan. If his current plan is not working well, he has the power to change it, including pursuing a different career plan.

6. Map out different scenarios for yourself

So for example, Mark could consider what happens if the company decides to let him go and how he will handle this. He adopts a positive attitude, makes sure his CV is up-to-date and sets up regular alerts on job vacancy sites. He is planning actively. He also gives his absolute best to his current tasks at work, whilst retaining enough energy to look after himself physically and mentally. Whilst he anticipates being retained and meeting his commitments to the company, he is also aware of his commitments to himself and his future.

For more information on resilience see the following link: [career resilience](#)

See a case study from our member Ahmad El Ouweini below, which demonstrates how he applied resilience skills.

During the cardiology clinical rotation of my post-graduate residency year 1, my major platform presentation **was suddenly changed** from the last week to the second week of the rotation. Concurrently, I had pre-assigned deadlines for two other tasks in addition to my daily teaching/precepting and direct patient care duties.

As a pharmacy resident, I was asked to prepare a 15-minute presentation on a controversial topic in cardiology, requiring huge amount of research, and to end it with my recommendations for clinical practice.

Since all these tasks were important and urgent, I **rearranged them** according to **difficulty** and the amount of time and number of individuals involved in their implementation. Afterwards, I designed a **detailed timeline** for completing those tasks with the most resource-consuming ones first. I had to sleep only for three hours for two days in order to manage between delivering on time while giving the best work quality I can offer. Moreover, I allowed myself to have one whole day **off** for a **picnic** with my friends, which certainly allowed me to recharge my spirit, boost my energy and fuel my creativity for new ideas at work. Additionally, I allocated enough time for feedback from my preceptors and the stakeholders involved in the implementation of my projects.

Major lessons learned:

- 1- **Resilience** is your strongest weapon to keep your momentum, focus and manage yourself properly to produce beyond-expectations work.
- 2- In order to brilliantly sell your idea among different stakeholders, you should first **understand their personalities and priorities**; then show them the benefits of adopting your idea on their practice and work environment; and finally, tactically match their priorities with the values that your idea brings to the field.
- 3- **Regular self-retreat time**, even during your busiest times, has its magical effect, reducing the amount of work burnout.



Ahmad El Ouweini
*Clinical pharmacist/
preceptor*

What can you identify from this case study that links to your experience and how would you apply the skills to your career?

5.8 Personal branding skills

Your personal brand is the way you present and promote yourself with an emphasis on your unique skills, experiences and personality. How you portray yourself can tell your unique story or highlight your unique selling point. Your personal brand makes you stand out to your peers and potential employers, and allows you to carve a niche for yourself in an ever-growing professional world.

Actions that you can take to develop your branding include:[\(58\)](#)

1. Have a clear objective

Why do you need to develop a personal brand? You need to determine your reason for wanting to develop a personal brand. Are you trying to position yourself for new opportunities in the sector? Are you trying to break into a new area of pharmacy or pharmaceutical sciences? Are you interested in growing across a certain career path? Answering these questions will help you determine your why and keep you grounded on your journey to developing your personal brand.

2. Determine your target audience

Who is your target audience? Peers in your field, employers, researchers and/or potential supervisors (if you are interested in academia) etc.? Determining your target audience will help you narrow down to the right platform on which to build your personal brand.

3. Choose your platform

Knowing your objective for building a personal brand and your target audience will help you narrow down to the right platform on which to build your personal brand. For example, if you were looking to find interesting roles in the field of pharmacoepidemiology and potentially get a new role in that field (your objective), you would determine that your target audience would be researchers or professors in the field of pharmacoepidemiology. This might lead you to think about which platform you can use to reach researchers and professors; such people can be found at [ResearchGate](#). Alternatively, if your target audience is broader, you could use a different platform, such as [LinkedIn](#). LinkedIn is a great platform for building your personal brand as it allows you to connect with diverse professionals within and also outside the pharmacy and pharmaceutical sciences sector. There are a number of other great platforms where you can start building your personal and professional brand, such as [Twitter](#), [Facebook](#), and others specific to researchers such as academic profiles on institutional websites. If you cannot choose a platform, why not create a personal website?

4. Develop your profile

The first task once you have chosen a platform is to build a profile, almost like an online CV, and communicate your values on the platform through an up-to-date and engaging summary and high-resolution photo. You can develop your profile further by regularly posting content.[\(59\)](#) How do you expect to keep your audience interested if you do not? Are you going to write articles or post infographics? Are you going to share interesting links to your work and tag the relevant people? As busy professionals we may not have the luxury of developing content so often, but having a plan, a strategy and deciding on the frequency of this will ensure you remain consistent in achieving your personal branding objective.

This also ensures you are not easily forgotten. It is easy for people to feel uncomfortable about sharing their activities and content as they may perceive it to be bragging or showing off, especially in the field of pharmacy and pharmaceutical sciences where, traditionally, individuals have not been encouraged to promote themselves. However, we live in a fast-paced and changing world that it is now important to always communicate your value, own your own accomplishments and skills — not with the intention of being a show-off but to engage people and provide opportunities for them to learn from your experiences. Striking a good balance with this is key.[\(60\)](#)

5. Build a network and stay connected

Building and maintaining strong networks online and offline can help you stay connected with your peers, your colleagues and your superiors.[\(61\)](#) Start by [joining FIP](#) and keeping your membership up to date every year. The benefits of joining a professional network and getting actively involved are many. Join other professional organisations too, particularly if they are specific to your field or research area, and explore ways to remain actively involved. Join committees and volunteer your time. By building and fostering networks, you maintain the trust of people you work with through the delivery of quality work

consistently. When people are always aware of your value, you remain at the top of their minds and can carve a niche for yourself in a very diverse sector.

Do the activity in Figure 24 to develop your personal branding skills.

Do this activity!

On a **single side of A4 paper**, draw a pyramid. At the top of the pyramid, write your name. At each corner of the base of pyramid write down four principles, ideas, attributes or themes that you want to include in your personal brand that create your unique selling point.

Each of the bases should **represent a foundation** to your identity – without it, you wouldn't be you!




Figure 24. Activity to develop your personal branding skill

In the following section, we describe some tips to prepare your curriculum vitae (CV) and cover letter as tools to support you branding yourself.

5.8.1 Preparing your curriculum vitae

A curriculum vitae (CV), or résumé, is a written description of a professional's career outline. A typical CV should include extensive information on your educational background, work experience, honours and awards, publications and keynote presentations, as well as any other remarkable work-related achievements. (62) A CV acts as a mediator between you and a potential employer and creates an initial impression about your personal and professional profile. Along with your cover letter these documents can influence whether you are selected for an interview.

Writing an effective and easy-to-read CV is key to advancing up the career ladder. (63) You want to have a structured and well-organised CV which truthfully represents your highest accomplishments. You have to be confident regarding your achievements, while maintaining honesty and never exaggerating. Your CV is your personal marketing tool, in which content needs to be tailored to suit each job application. It should tell a story about your profile, your professional achievements and ultimately highlight specific qualities that match you to a role. A summary of points that you may include in your CV appears in Figure 25.

Personal details and career objective

In general, you should start by providing some brief personal details, followed by an optional career objective section where you should describe how your skills align with the requirements of the job you are applying for. Your personal information should include your full name and title as well as contact details, such as address of residence, phone number and professional email address. You might want to also include your professional social media accounts (e.g., LinkedIn or Twitter). Regarding the career objective, the CV should provide a brief outline of your professional background and career goals while enabling you to showcase the skills and attributes that make you a good candidate.

Work experience

A list of your current and previous professional experience should follow. Rank each position of your employment in reverse chronological order and state your job title, the employer, as well as the dates you worked.

Use bullet points to pinpoint a concise summary of the position and key responsibilities and achievements to show your impact. Show what you were assigned to do and what you actually delivered, so try to be results-focused in this section. You could also include any research or teaching experience you have.

You could also focus on the skills and qualifications that make you stand out from the crowd if these align with the job you are applying for. For example, soft skills may be required in consumer facing roles, so any volunteering experience, online training and certifications as well as any experience from hobbies may be relevant. Once you start gaining experience, you can reduce the detail of old or irrelevant roles.

Educational and academic qualifications

Your educational qualifications should also be listed in reverse chronological order. Include the name of the institutions and the dates you attended, followed by the qualifications and grades you achieved. Make sure to emphasise any academic honours, awards or educational scholarships you received during your studies.

Publications and presentations

Particularly important for academic CVs is to list any publications, including articles, reviews and books. Write all required information about each publication, including the title, journal title, date of publication, and page numbers based on appropriate citation formats (e.g., Vancouver, APA, Harvard etc.). Likewise, list any oral presentations, also including poster presentations, and any talks given at scientific conferences.

Professional memberships and affiliations

If you belong to any professional group or network related to your areas of expertise, you should list it in this section. Mention if you hold a position on the board of any organisation. Only list active affiliations and memberships.

Licences and continuing professional development (CPD) certificates

This section provides information on extra components you can add to your CV, demonstrating to potential employers your drive to remain current in your field and your willingness to continue learning as a professional. However, it is important that you avoid overstating your experience levels based solely on certificates. List here any relevant professional development licence or certificate, including the institution's and the instructor's name and grade.

Relevant skills and interests

This section should facilitate the addition of other pertinent information to your job application such as additional languages, any work-related computer skills and personal interests, and hobbies. You should list all languages that you can speak or write, including your mother tongue, and alongside include an indication of how fluent you are (basic, conversational, intermediate, fluent, bilingual or native).

Here you can also include any volunteer experience. However, if your volunteer experience is highly relevant to your job application, it should be listed with an appropriate title and a description that highlights your skills and any accomplishments.

Hobbies and interests should show positive traits or skills, such as dedication, analytical thinking and teamwork, in order to have a positive impact. In that sense, a hobby gives employers an idea about the things you value and what additional skills you may have, while interests may indicate topics you are currently exploring. For example, if the job requires you to be outgoing and a good team player, any team sport would be sufficient to exhibit both qualities, while playing chess requires patience and analytical thinking.



Figure 25. CV builder

On a closing note, always keep in mind that a good CV is a professional asset and a powerful tool. A regularly updated and suitably adapted CV can optimise your chances of success for awards and fellowships, grant applications or volunteer activities. Alongside a powerful cover letter, you will have increased chances of a successful application. We highlight some “Dos and don’ts” for you when you write your CV (see Figure 26). You can also do an activity for developing your CV (see Figure 27).

For an example of a curriculum vitae, see Appendix 12. We also provide some evaluation templates for updating your CV in Appendix 8.

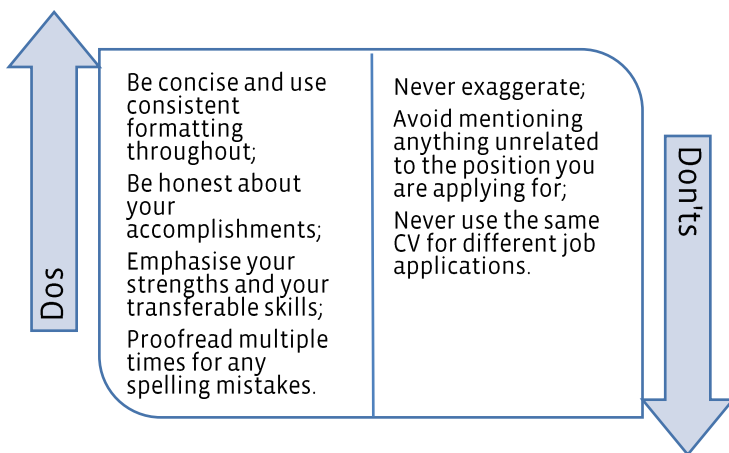


Figure 26. CV Dos and Don'ts

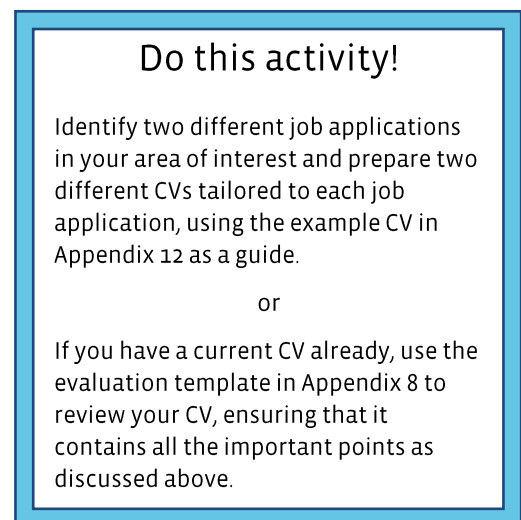


Figure 27. Activity to develop your CV

5.8.2 Writing your cover letter

A cover letter is an introduction or piece of correspondence that usually “covers” the main document you are sending to someone. (64) These are typically used to accompany your CV in almost every application. While your CV is intended to lay out the facts, the cover letter is meant to convey personality. Cover letters should complement your CV and not duplicate it. (64)

Your cover letter will give a first impression of you to a potential employer. Its purpose is to create a good impression and be as memorable as possible. Thus, writing a unique cover letter for every job application is key to success. Templates should not be considered as a good strategic approach when crafting a cover letter. However, even though there is no official format, ideally your cover letter should be well-structured, visually organised, and concise — emphasising your suitability for employment.

Introduce yourself

The header of every professional cover letter should include your name and contact details, including your address, email and phone number, at the top right or left corner of the page. The date and an appropriate greeting should follow. Depending on the position you apply for, use the first or last name of the hiring manager. If you do not know whom to address the letter to, even after doing some research, you can use the following:

- Dear Hiring Manager,
- Dear [Example Company] Team,
- To Whom It May Concern,
- Dear Sir or Madam,

Grab their attention

You should make a memorable introduction, be engaging and direct while informing your hiring manager about your professional background and what you can offer to the position. Explain your motivation for applying. Key things to remember are:

- Highlight your achievements;
- Show that you are mindful of their requirements; and
- Base the introduction on your passion and enthusiasm.

Showcase your skills

You should explain why you are the perfect candidate. Show your expertise in the field, without exaggeration, and then continue with previous experiences that complement your application. Highlight your unique selling points. However, try to avoid a repetition of your CV. It has to become clear why you are interested in working in the specific position and what you can offer to the employer. If you do not have any previous experience, state any relevant soft skills, coursework or personal traits and characteristics and tell them why you are so eager to join.

Call to action

Conclude your cover letter with a closing paragraph to reiterate your interest in the job position and a call to action. Indicate that you desire a personal interview, so encourage them to contact you or have a look at your CV.

Finally, you just need to put a formal closing at the very end, by writing “yours faithfully” and then follow it with your full name. Adding your handwritten signature is optional, but it is suggested for formal cover letters. We highlight some “Dos and don’ts” for you when you write your cover letter in Figure 28. We also provided some evaluation templates for writing your cover letter in Appendix 9.

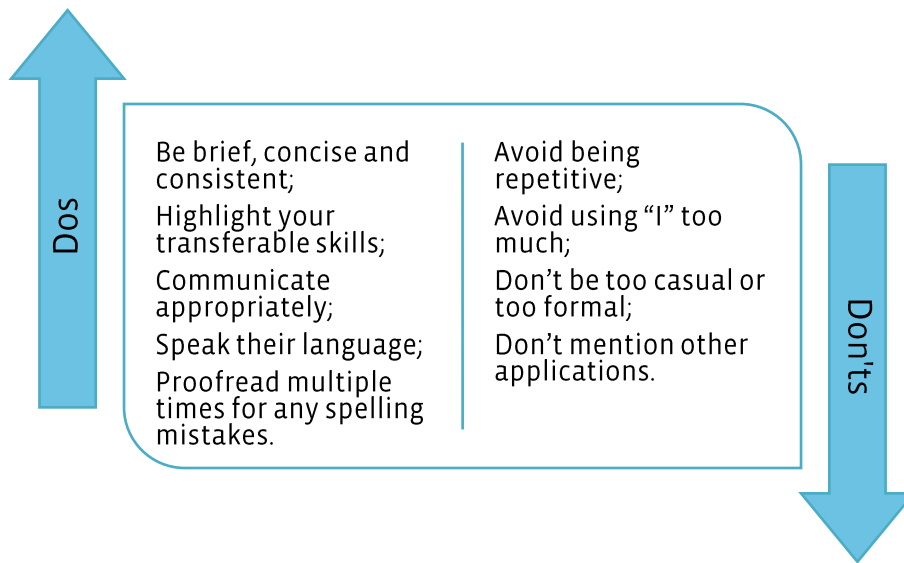


Figure 28. Cover letter Dos and Don'ts

6 Activities to develop your skills and expertise

We describe three broad activities that you can do to develop your skills and expertise: mentorship, training and certification, and networking.

6.1 Mentorship

Mentorship is a “nurturing process that involves a more skilled or more experienced person — serving as a role model — teaching, sponsoring, encouraging, counselling and befriending a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development.”(65)

Mentorship is a key aspect of career development because it provides an opportunity for the person being mentored to be able to have a roadmap for their career, influenced by the guidance of a mentor. Mentoring can help the mentee feel more confident and supported. Mentees can also develop a clearer sense of what they want in their careers and their personal lives. This process allows mentees to develop greater self-awareness.

Nowadays, the concept of “reverse mentoring” is also well known in the workplace. It is a mentoring format which is basically the opposite of traditional mentoring. Reverse mentoring involves experienced colleagues being mentored by members of staff from a younger generation, background or experience.(66) Some benefits have been reported from this form of mentoring, which include: increased retention of the younger generation; sharing of digital skills with senior members; driving cultural change; and promoting diversity. (67) Young mentors can also gain a lot of benefits like leadership skills and an increase in their confidence.

6.1.1 Why is mentorship needed?

Young pharmacists and pharmaceutical scientists at an early stage of their career are usually in need of guidance and mentorship from more experienced peers or mentors who can provide them with guidance on how to achieve the goals that they have set for themselves in their career.

6.1.2 Mentorship framework

Mentoring is about transferring information, competence and experience to mentees, so that they can make good use of these and build their confidence accordingly. Mentors serve to encourage, nurture and provide support. It is important to remember that mentoring is about structured development — the mentor does not have to tell the mentee everything they know about a subject, at every opportunity. Instead they should provide an opportunity for self-directed learning and for the mentee to come to a place where they can proactively seek out specific solutions.(68)

The mentoring process should involve the use of a personalised mentoring roadmap tool based on mapping self-identified needs and career goals.(68) The mapping process includes a self-assessment to determine your personal need for mentoring and thereby support successful career advancement. A mentor can get to know your personal strengths and weaknesses and, in this way, get to know you better. With this a mentor will be able to address your unique needs and guide you along a path of action that plays to your strengths, while providing opportunities to improve recognised weaknesses for the benefit of your personal growth and successful educational and/or career goals.(68)

Comprehensive mentoring can fulfil the complete mentoring needs of different personality types, at different times, and for different individual weaknesses and strength-building opportunities.

6.1.3 Starting your mentorship journey

The [GROW](#) (Goal, Reality, Obstacles and option, and Way forward) (69) model can be used to help you as a mentee identify what you want to discuss with your mentor. This model can be used as a tool for discussion between the mentee and mentor, to share their expectations (see Figure 29).

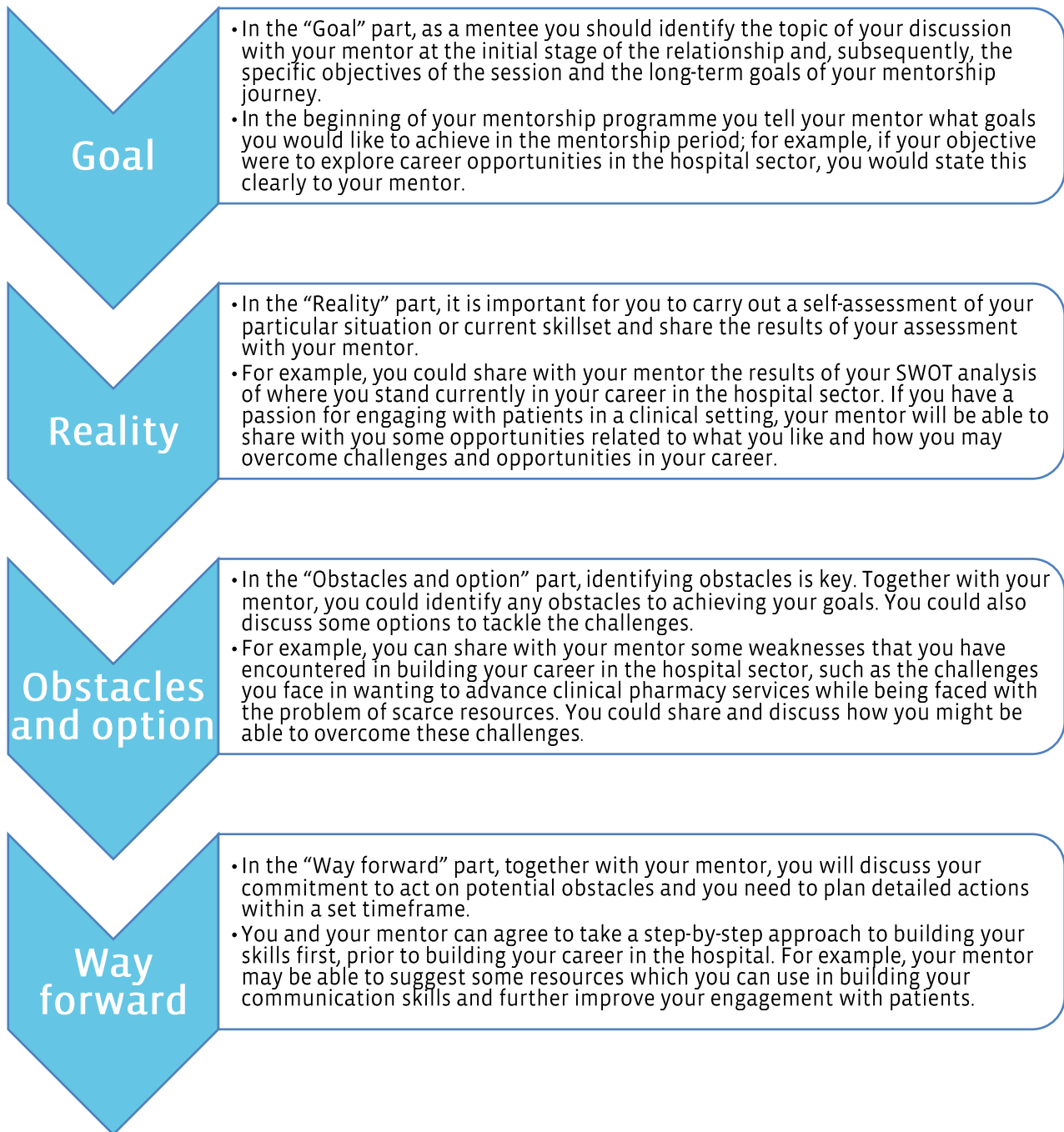


Figure 29. The GROW model and examples (69)

6.1.4 The FIP YPG Mentorship Programme

FIP YPG supports its members needs for mentorship through the establishment of the FIP YPG Mentorship Programme to support early career pharmacists and pharmaceutical scientists.(10) The programme has been in existence for years and was redesigned and relaunched in the year 2020.

The aim of the programme is to provide mentorship for early career pharmacists and pharmaceutical scientists as they develop their careers. Mentors are intended to provide general advice, assist in setting goals and help the young pharmacist or pharmaceutical scientist to stay on track with their career development. The programme lasts for nine months. In the first month of the programme mentees and their mentors are expected to complete a month-1 mentoring plan. The aim of the month-1 mentoring plan

is for the mentee to set SMART (specific, measurable, achievable, realistic and timely) goals for the following nine months of the programme and to reflect on their action plan in achieving those goals. In addition, mentees are required to complete mentoring reports at months 3, 6, and 9 of the programme.

Emine Merve Yildirim and Farhan Yusuf, mentees on the 2020/2021 cycle of the FIP YPG Mentorship Programme share their experience on the programme below.

As a pharmacy student, I always pictured myself as a pharmaceutical scientist who will work in the area of neuroscience, but there was just one problem: I didn't know how to achieve my goal. Then I learnt about the FIP YPG Mentorship Programme in July 2020. I was at the beginning of my career, and I aimed to take advantage of this programme by mapping my way clearly from the very beginning. I wanted to know which new skills I should gain and which aspects of myself I should improve.

I applied with a fear of rejection, but eventually, I got selected as a mentee. As I expected, my mentor Miranda Damic Sertić helped me a lot in the process. At first, we talked about my long-term goals, then we determined SMART goals. We focused on increasing my teamwork and networking skills. For this reason, she encouraged me to apply for a position in international organisations, and in October 2020 I became a Pharmacy Education Committee Member at the International Pharmaceutical Students Federation. She also taught me the ways to choose my specialty. Briefly, having a mentor stimulated my personal and professional growth.

As at the time of writing it had only been one month since the programme commenced, but I already felt so much improved. Most importantly, the guidance of someone who has lots of experience and knowledge increased my confidence and belief to reach my goals. I feel fortunate to have had this experience in my life.



**Emine Merve
Yildirim (Turkey)**
Pharmacy student

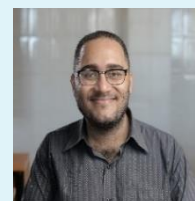
I have been working in the Tanzanian health ecosystem since 2010 having worked in the public sector (as pharmacy intern), private sector through community pharmacy, and the NGO sector.

My major aim for joining the mentorship programme was to hone my skills in relation to the field of pharmacy through guidance from an expert within the field. I find mentorship to be an extremely valuable experience for personal and professional development allowing an individual as a mentee to not only gain skills but also benefit from the life and professional experiences and networks of the mentor for long-term growth.

One of my main goals prior to joining the mentorship programme was to develop my skills in management. However, during our first discussion my mentor, Timothy Chen, guided me towards thinking of leadership, beyond management. While management is a tangible skill that can be learned through technical capacity, building leadership goes beyond just management and allows one to be a holistic leader within the field. In order to grow my leadership skills my mentor also suggested a more specific objective as my deliverable for the mentorship programme — leading the development of a Young Pharmacists Group in my country.

Another goal that prompted me to join the mentorship programme was to develop my skills as a researcher and learn the principles of good research and establishing myself as a thought leader within the global health arena. To facilitate this my mentor began by providing me with the necessary knowledge and steps to ensure good quality research in the work that I do and also involved me in research led by him. This process allowed me to practically experience research with guidance from a mentor.

Just two months into the mentorship programme, I could already see the value of participating and would recommend all young pharmacists to either participate in future iterations of this programme or to seek mentors from within their immediate environments. This is a tip given to me by my mentor as well — to continuously seek mentors depending on my career objectives at the time. The mentorship programme also developed my discipline, communication skills, planning and organisational ability and many other areas of my personal and professional life.



**Farhan Yusuf
(Tanzania)**
*Pharmaceutical
systems and
supply chain
(NGO)*

6.2 Training and certification

A “seven-star” pharmacist (see Figure 11) should be a life-long learner and welcome continuous professional development. Fortunately, today there are many different online avenues to pursue education and learning beyond the classroom, such as massive open online courses (MOOCs), podcasts, articles, e-books, and conferences. There is even the possibility of acquiring certified professional qualifications through various training programmes and courses.⁽⁷⁰⁾

Professional certificate programmes are a series of courses/training, usually designed by industry leaders, pharmaceutical organisations or top universities, which help you build and develop the skills you need to succeed in today’s competitive professional battlefield. Given their increasing popularity over the last years, there is a plethora of different courses with diverse subjects and skill levels. They are designed for recent graduates and even experienced professionals who are looking to further develop their career. Therefore, many are available to everyone, while others require some prior experience. Similarly, the length of training courses can range from a few hours to several months, depending on the qualification and whether you study full- or part-time.^(71, 72)

Costs vary considerably, depending on the intensity of the topic, the provider’s prestige and the relevance of the course. However, you may be able to negotiate with your employer to cover all or part of the costs. If the qualification you are interested in is crucial for career progression or the newly acquired skills and knowledge would be valuable to them, you might be able to inquire about financial support.

Professional qualifications differ from advanced degrees such as master’s degrees, which often involve a greater time commitment for meticulous academic/research study. Therefore, even though a master’s degree might be considered a more diverse solution, since it can provide both expertise and general knowledge, a professional certificate either acts as an entry path to a specific job or allows you to delve deeper into that job. If you are looking for a faster career progression and increased career change possibilities but cannot afford the time commitment of an advanced degree (master’s or PhD), professional certifications can often be less onerous and still provide high-quality and highly relevant training. Having said that, a professional certificate should not be a substitute for any academic degree but rather complement it.

TOP TIP!

To find the right professional certification:

1. Consult your professional network (fellow peers, supervisor, mentor or employer)
2. Check the content of the course and the reputation of the provider
3. Do your research on the fees and timetable of the course
4. Check your career and employment prospects on completing the certification.

6.2.1 Benefits of professional training

Benefits of professional training include:

- Improved access to higher education;
- Democratisation of scientific and educational content — the same level and quality of knowledge is obtainable to the vast majority, including people who would otherwise not have access in low resource settings; an affordable and flexible alternative to formal education is provided to everybody;
- Reduction in the gap between tertiary education and professional experience;
- Attainment of practical skills through focusing on the knowledge needed to perform real-world job responsibilities; other related areas of expertise are now available for exploration;
- Broadened career opportunities;
- Creation of a solid knowledge base that keeps you professionally current and helps you to stay ahead of the competition, and increase your employability and your chances for a successful career change
- Development of transferable skills; and
- Expansion of your skillset and build-up of your confidence, showing your commitment and dedication to succeed in your field.

6.2.2 Training platforms

A broad range of training platforms exists online, which are available free of charge or for a fee (see Figure 30).

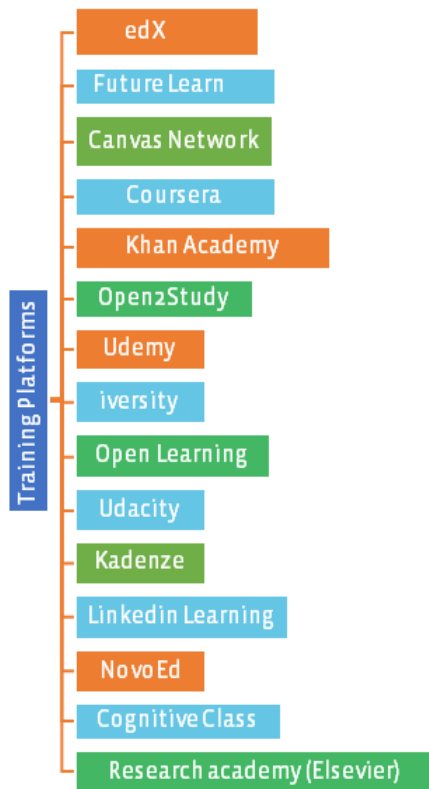


Figure 30: Training platforms

There are also a number of organisations that provide free or paid accredited certifications, such as:

- [Global Health Training Centre](#)
- British Medical Journal (BMJ) Learning
- European Association of Hospital Pharmacists (EAHP)
- Board of Pharmacy Specialties (BPS)
- American Society of Health-System Pharmacists (ASHP)
- Project Management Institute (PMI)
- Royal Pharmaceutical Society (RPS)
- The French Chamber of Pharmacists
- CE Consultation and Accreditation portal by Food & Drug Administration (FDA)
- Accreditation Council for Pharmacy Education (ACPE).
- Confederación Farmacéutica Argentina (CoFA)
- Conselho Federal de Farmácia de Brasil (CFF)
- [Medizin To Go](#)
- Colegio Nacional de Químicos Farmacéuticos de Colombia
- Colegio de Farmacéuticos de Costa Rica (ColFar)

6.3 Networking for success

“Your network is your net worth” — Tim Sanders

As an early career professional looking to advance in your career, it is important to be strategic about networking and finding networking opportunities.

Some of the most common misconceptions about networking is that you need to be an extrovert to network, or that networking can be a chore. (73) However, this is not true. If you apply tried and tested strategies to networking, you can find it equally enjoyable and important to achieving your career goals.

6.3.1 What is networking?

Networking is a formal or informal exchange of information or ideas among people within common specialties and professions. (74) Traditionally, networking is done within a formal or informal in-person event and could contribute to some of the reasons why people find networking daunting. However, the world is rapidly changing and as we shift towards a post-pandemic era almost everything has shifted online, making it easier to network.

Networking is not a one-way process and should not be viewed as an opportunity only to get something from people. Instead, networking positions you to develop long-term relationships with personal and professional benefits for you and for everyone in your network. (75)

6.3.2 Why network?

There are a number of benefits to networking. Key among them is that networking “strategically” positions you to being visible to certain people, in line with your personal and career goals. Networking is linked to your personal brand.

Here are five importance reasons why you should network:(75)

1. Networking helps you to become noticeable

By linking up with the right people and developing a reputation for delivering consistent value to your network you become more visible.

2. Increased opportunities

As you become more visible and gain people’s trust new opportunities in career or business, etc., are made available to you.

3. Opportunity to reassess your expertise

When you engage increasingly with people with a diverse skillset you will realise that there are certain skills in which you are lacking. This does not mean that you would be comparing yourself to people in your network, as each person’s career journey is different. However, being aware of what steps others have taken to achieve certain skills, certifications, etc., will allow you to know where to direct your career planning efforts.

4. Increased self-confidence

Over time as you develop skills and take advantage of trainings and certifications made available through your network, you develop self-confidence and increased self-esteem. This comes as a result of networking with the right people and knowing what is current within your field of interest as a result of this.

5. Development of important long-term relationships

Acquaintances could become friends, former colleagues could become business partners, and so on. Networking gives you an opportunity to develop long lasting relationships with key people.

6.3.3 How to network effectively

It is important not to view the networking process as an opportunity only to gain something for yourself. It is important to know how to network effectively. First, you have to choose a networking platform, and then you can implement some strategies outlined below to facilitate a successful networking process.

Choosing a networking platform

One of the easiest ways to take advantage of networking opportunities is to join a professional group or organisation. Through this you can take advantage of opportunities to get involved in activities with equally experienced or more experienced people, as well as attend conferences or events on offer through the professional group or organisation.

For an early career pharmacist or pharmaceutical scientist, networking through FIP is a good option. However, you may find that there are other professional groups or fields through which you can take advantage of networking opportunities.

Networking online may also be a useful strategy (see Section 5.8: Personal branding skills, for more information).

Strategies to facilitate successful networking (73)

Some strategies to facilitate successful networking are outlined in Figure 31, namely:

1. **See networking as a learning opportunity**
Instead of seeing networking as a chore think about how much you have to learn just by building relationships with people within and beyond your area of practice.
2. **Plan ahead and take note of common interests**
If you are attending a conference and looking to meet interesting people with whom to network, it is important to do a lot of planning before you attend the conference. Make a list of people with common interests whom you would like to meet (this is easily available to view ahead of a conference on conference apps or websites). This could be people in the same stage of your career journey, or people far ahead in their journey (including conference speakers etc.) whom you have identified as having a common interest with you. Going through this process ahead of time will allow you to identify whom you need to be speaking with and where you may find them.
3. **Identify what value you have to offer**
In ensuring that you truly benefit from networking, think about how you can help the other person or how you may add value for them.
4. **Follow up**
People sometimes mistake the networking process as an opportunity to just give everyone you meet your business card and add to your own stack of cards. Some people even brag about how many cards they exchanged at a conference. However, it is important to ask yourself what is the point of stacking up cards if you are not then following up with people.

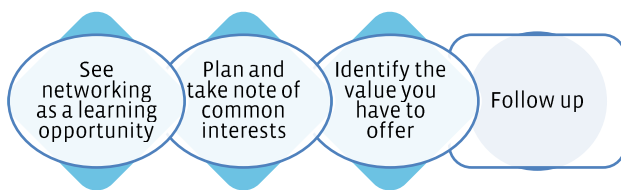


Figure 31: Strategy for successful networking

💡 TOP TIP!

After attending an event and exchanging business cards with people, endeavour to follow up with them within 48 hours or up to a week at the most. Send an email and remind the person where you met them, what you discussed and how you may be of help to them.

This helps you to stay top on their mind and positions you as a person of value.

7 Strategies for successful career changes

“The only way to make sense out of change is to plunge into it, move with it, and join the dance” — Alan W Watts

While some people find career change exhilarating, others may find the uncertainty of career transition stressful. For people in both categories, the first question to be considered is “how do you know it’s time to change?” If you are still employed, you may experience a mild discontent with your work and this feeling cannot be ignored.

Career change can be considered in two different aspects. One involves changing to a different field that is largely unrelated to your previous work skills or responsibilities; the other involves a job change, i.e., switching to a different job in the same field. Career change involves more than leaving an organisation or changing companies. It encompasses an interprofessional transition from one occupational field to another. Career change is typically a more difficult work transition compared with job change because it requires new training and additional human capital investment in a new field. (76)

7.1 Factors leading to a career change

There are some factors that might cause you to think about changing your career, e.g., reduced job satisfaction, burnout, job insecurity, personality traits, poor remuneration and unanswered callings.

First, when you are not satisfied with your job, you usually think about leaving or searching for alternative career options. Low job satisfaction and job loss can be seen as a new opportunity to leave dissatisfying and unpleasant work, and this can trigger career change.

Secondly, career change can occur as a result of experiencing burnout. Burnout refers to changes in your ability to function (psychologically and physically) in response to constant interpersonal stressors at work.(77) People can notice burnout when they sense that they are making more errors than usual, missing important deadlines or forgetting to complete tasks assigned to them. When this happens, people can experience a lowered self-esteem, as they start to believe they are no longer as good as they used to be. It is a bit like having too much food on your plate: as individuals we can only take on so much work, just as a plate can only take on so much food. As the food piles up, some will start to slip off the edges and be lost. The same thing happens with work. Stress is a part of many people’s lives and although it is admirable to strive for not being stressed, this simply is not possible for many people in the society we live in. Burnout is nothing to be ashamed of, although it does carry a stigma in some countries. Deal with burnout by taking a break from work and looking after your physical and mental health through exercise, meditation, mindfulness and allocating time for rest and recuperation. This can help create a better work-life balance and increase your productivity. Most importantly, if you do feel stressed and do not know how to manage it, you should reach out to support services, such as a licensed counsellor or your manager as soon as possible.

Thirdly, job insecurity can lead to career change. Job insecurity is defined as “perceived powerlessness to maintain desired continuity in a threatened job situation”.(78) When an individual perceives a subjective threat about their current job, feelings of job insecurity arise. The significance of the threat is dependent on an individual’s evaluation of their ability to cope with the threat. If an individual perceives that their personal resources are not sufficient to handle the threatening situation, feelings of job insecurity intensify, subsequently resulting in poorer well-being (e.g., increased exhaustion, decreased vigour) and poorer work-related outcomes.(79)

Fourthly, individual characteristics are widely considered a fundamental influence on career-related decision-making. Research suggests that emotional stability, conscientiousness and openness to experience are significantly related to job mobility. Emotional stability is defined as being calm, cool and collected, as opposed to being overly anxious, depressed and worried. Conscientiousness is associated with being careful and responsible, and openness to experience refers to being creative and broad-minded.(80)

Fifthly, poor remuneration has an impact on career choice and the decision to make a career change. Remuneration has a key role to play in employee retention in organisations.(81) Findings from FIP YPG’s Job

and career satisfaction survey highlight that financial rewards or the possibility of a salary increase have an impact on early career pharmacists and pharmaceutical scientists' professional satisfaction and the decision to follow a career pathway or potentially make a career change.⁽⁸²⁾

Finally, individuals are likely looking for more than just financial incentives from their job, which has led to the development of new approaches in order to understand what work means to them. Along with the extrinsic benefits of work, there is growing attention directed toward work's intrinsic rewards, which include fulfilling one's purpose, experiencing meaningful work, engaging in self-expression and benefiting society.⁽⁸³⁾

7.2 Strategies for successful career changes

We have reflected on our experiences of career change and have provided some questions that we think might be helpful if you think a change of career seems to be the answer when evaluating yourself in terms of the above factors. If the questions are answered honestly, it may help you to think your decision through, evaluate your position and view your prospects with a steady gaze. Ask yourself the following questions:

1. Why do you want to change?
2. What kind of work do you want to do?
3. What are your skills and capabilities?
4. Do you want to use your existing skills and capabilities?
5. What are you interested in?
6. What are your values?
7. Are you prepared to retrain or start from the bottom again?
8. How much money do you need to make?
9. Will you regret it if you do not make the change?

To gain more insight on the strategies for successful career changes, visit [Top Tips for a Career Change](#).

See a case study from our member Aska Patel below, which demonstrates how she decided to make a switch in her career.

I graduated with my Bachelor of Pharmacy degree with a clear intention to build my practice in a community setting. However, practising in a retail pharmacy for over three years, I realised that I was missing a critical component in my practice, namely, professional satisfaction. I had always envisioned my pharmacy practice to be able to create valuable and effective patient interactions, which lead to improved patient outcomes. The busy environment of a retail pharmacy with competing priorities **did not provide me** with sufficient time to create a valuable impact on my patients and made it difficult to give them my undivided attention.

My **goal** as an active practitioner was and always will be to improve patient outcomes in the community while advocating for pharmacists to have an expanded scope of practice. I was clearly not aligned with my goal and did not have opportunities where I could adapt my role to find the balance I sought.

I enrolled in pharmacy school again to complete my Doctor of Pharmacy degree. Through the programme, I was able to build on my existing clinical skills and gained hospital experience through my clinical rotations. These rotations provided opportunities to expand my network and seek mentors who became my guides along the way. An **important lesson** I learned through my rotations was that we are only as good as our network. **Having mentors** invested in your growth is key to success in career planning.

After six months of practice as a hospital pharmacist, I **transitioned** to my current role in a government setting providing home care and consulting services within my region. I made the choice to transition from hospital, as I had limited patient interactions, which again did not align with my end goal. In my current role, I have built a successful practice in the community, providing solely clinical services such as medication management in patients' own homes. Along with which, I am also involved in policy work with the government and participate in committees at the provincial level. I enjoy my current role, as it was everything I had envisioned. It did not happen overnight. I had to build rapport with my seniors, display my skills through projects, negotiate how my time would be divided, and discuss my short- and long-term goals with my managers to ensure we can work together to create a role and opportunities that I had sought.



Aska Patel
Government/
home care

“Career change is a process, which starts with identifying your end goals, your strengths and weaknesses, and what you wish to accomplish with the change.”

An important question I asked myself before making the switch in my career from retail to hospital and then to government/consulting role was: why am I making the change, and is there any way my current role can morph to fulfil the current gaps I experience? It is important to identify the **“why”** first as if there are no compelling reasons for or against it, then there will not be enough motivation to pursue the change. Once you have identified your **“why”**, then **determine a clear end goal** of what you wish to accomplish and **align** all your activities to **match** the end goal. However, do not be afraid of setbacks or taking detours along the way to explore other opportunities, if they pique your interest.

Factors essential for career change include: communication skills; negotiation skills; personal branding skills; resilience building skills; conflict management skills; emotional intelligence skills; leadership skills; decision making skills; self-management skills; goal setting; mentorship; and networking.

Some **lessons** I learned from my own journey so far are:

1. Explore your options, research, and talk to people who are already in roles similar to that which you are seeking.
2. Do a self-inventory to identify what you already have and what you will need to obtain to be qualified for the role you are seeking.
3. Change is a slow process and it takes time and consistent effort.
4. Embrace the setbacks and detours, as often they can open new doors, which you never anticipated.
5. Opportunities are everywhere, network and make sure your circle knows what your goals are to help you achieve it.

Also, Brian Cicali highlights strategies that have helped him to make career changes, while applying his decision-making skills, alongside emotional intelligence and self-management.

Changing career can be a difficult decision to make, yet it can provide immense benefits. From my experience, **making the decision to change career paths** comes from having the **emotional intelligence** to recognise that one's interests have changed and perhaps a different career is better aligned with these new interests. Here, I provide my experience of changing my career from pharmacist to medical chemist to PK/PD modeler.

As my interests in various fields of pharmacy/pharmaceutical science expanded and changed, I had to make important decisions about what I was going to do: keep my job/career path or take the risk and shift careers with my interests?

During my pharmacy schooling, it became apparent that I was more interested in the "bench-work" science than clinical pharmacy. I was lucky to volunteer in a medical chemistry lab, and from that experience get a job within the pharmaceutical industry as a chemist. However, after two years, I recognised my interest in pharmaceutical science was expanding to include computers. After six months of debating, I choose to pursue graduate school for an MSc in computational science to pursue my interests in combining pharmacy research and computer programming. This was a difficult time. After all, I didn't want to be a computer scientist; I wanted to be a pharmaceutical scientist who could apply computer science to my work. But, having the self-management and emotional intelligence to understand it would be worth it in the end, I persevered. After my MSc schooling, I got a job as a PK research scientist incorporating PK/PD principles to software development for enhancing clinical pharmacy services. While I was very happy in this position, my experiences had taught me to keep an open mind. So, while attending the 2016 FIP World Congress in Buenos Aires, I met someone who introduced the field of pharmacometrics and systems pharmacology to me. After speaking with him and corresponding over a couple months, I decided that I was interested enough in this exciting new field PK/PD modeling to change careers again and pursue a PhD.



Brian Cicali
*Pharmaceutical
scientist*

By the third year of my PhD studies, I had many new experiences, publications, and opportunities under my belt. I highly enjoy my career in this relatively new field of pharmaceutical sciences and owe it all to my career change decision making based on my changing career interests. **Life is not a straight line. Being open to career change allows us to pursue our career interests to the fullest.**

What can you identify from Brian's case study that links to your experience and how would you apply the skills he applied in making career changes?

8 Conclusion

This FIP YPG Career Development Toolkit is a very important resource to guide early career pharmacists and pharmaceutical scientists in making sound career decisions and navigating the ever-changing landscape of pharmacy and pharmaceutical sciences.

Users of this toolkit will benefit from actively applying the tools and techniques shared within, at every stage of their career journey.

For future leaders in pharmacy and pharmaceutical sciences there has never been a better time to prioritise career development.

9 Appendices

Appendix 1. 100 and more jobs in pharmacy practice and pharmaceutical sciences

Inspired by the concept created by Tim Butler, adapted by: Aska Patel, PharmD., BSc. Pharm., RPh
Reviewed by: FIP YPG Career Development Toolkit Project Team and Working Group

9.1.1 What is the 100 or more jobs exercise?

The concept of 100 or more jobs in pharmacy practice and pharmaceutical sciences is inspired by the concept developed by Tim Butler, author of the book 'Getting unstuck: How dead ends become new paths', and director of career development at Harvard Business School. Mr Butler created the concept of the 100 jobs exercise based on his research for his book, which focuses on exploring feelings of uncertainty in any area of your life. In a podcast interview with Harvard Business Review, he describes the exercise as a tool to, "[elicit] deep images about aspects of yourself that are not currently being expressed sufficiently in your current life or work situation".(84, 85)

Inspired by Mr. Butler's work, the concept of this tool was adapted to create a more pharmacy and pharmaceutical sciences focused tool to aid pharmacy professionals of all ages and careers, explore their interests and visions of what they wish to achieve in their careers. The purpose of this exercise is to align you with what you truly wish to achieve in your career right now and in the future. It helps to guide you in deciding your next steps which will bring you one step closer to your dreams.

This exercise is to guide you to explore what truly excites you in the field of pharmacy and pharmaceutical sciences, regardless of where you are in your pharmacy/pharmaceutical journey. To allow you to explore your passions, options and choices, roles are not differentiated as either being for pharmacy professionals (pharmacists and pharmacy technicians) or pharmaceutical scientists. The list combines roles for pharmacy professionals and pharmaceutical scientists, and as such some roles will require additional education and/or training prior to becoming eligible for these roles. There are some roles which can be performed by both pharmacy professionals and pharmaceutical scientists, and others which can only be performed with proper education and education. For brevity, job descriptions are not provided, however, it is highly recommended that you research the titles and the related job duties and responsibilities as you complete this exercise. The jobs within the list are accurate as identified at the time of creation of this list. Roles, qualification requirements and titles may change over time.

9.1.2 How do you complete this exercise?

Answer the following questions, as part of the exercise to identify your interests and explore your next steps:

1. As you read through the 100 or more jobs within pharmacy practice and pharmaceutical sciences below, identify 10 titles that excite you. (Note: select titles or roles that truly excite you. Do not base the selections on what you think you can and cannot do or how much money you can make out of it.)

100 and more jobs in Pharmacy Practice and Pharmaceutical Sciences				
Pharmacy practice and specialties (requires necessary pharmacist or pharmacy technician training and registration; programmes are available for specialised fellowships and residencies)	1.	Community/retail (pharmacist/pharmacy technician)	2.	Clinical pharmacist (foundation, advanced, consultant)
	3.	Hospital pharmacist/pharmacy technician	4.	General practice pharmacist
	5.	Home care pharmacist	6.	Geriatrics pharmacist
	7.	Home health equipment (pharmacist/pharmacy technician)	8.	Oncology pharmacist
	9.	Critical care pharmacist	10.	Bariatrics pharmacist
	11.	Paediatric care pharmacist	12.	Compounding specialist
	13.	Emergency care pharmacist	14.	Managed care pharmacist

100 and more jobs in Pharmacy Practice and Pharmaceutical Sciences			
	15. Surgical care pharmacist	16. Veterinary pharmacist	
	17. Aseptic infusion and IV manufacturing (pharmacist/pharmacy technician)	18. Outpatient pharmacist	
	19. Biologics and biosimilars pharmacist	20. Ambulatory care (pharmacist/pharmacy technician)	
	21. Internal medicine/general medicine pharmacist	22. Mental health and addictions pharmacist	
	23. Hormone medicine pharmacist	24. Sexual health pharmacist	
	25. Functional medicine pharmacist	26. Long-term care operations (pharmacist/pharmacy technician)	
	27. Natural supplements and herbal medicine pharmacist	28. Infectious disease pharmacist/antimicrobial steward	
	29. Pain management/opioid steward	30. Systemic therapy pharmacist	
	31. Nutraceutical pharmacist	32. Cosmeceuticals/cosmetics pharmacists	
	33. Immunisation specialist (pharmacist/pharmacy technician)	34. Travel medicine pharmacist	
	35. Infectious disease testing specialist (pharmacist/pharmacy technician)		
Management roles (requires work experience and in some cases additional education; combines roles for pharmacy professionals and pharmaceutical scientists)	36. Clinical programmes lead	37. Director of clinical solutions	
	38. Pharmacy/Pharmacy Operations Manager	39. Clinical director	
	40. Regulatory Health Project Leader	41. Chief Clinical/Medical Officer	
	42. Chief Pharmaceutical Officer or Associate/Deputy Pharmaceutical Officer	43. Chief Pharmacy Officer	
Pharmaceutical industry roles (roles for pharmacy professionals and pharmaceutical scientists are combined; may require additional education and training)	44. Pharmaceutical sales representative	45. Pharmacologist	
	46. Marketing and medical strategy	47. Medical science liaison	
	48. Medical/drug information associate	49. Product development	
	50. Drug safety associate	51. Forensic scientist	
	52. Pharmacist clinical pathologist	53. Clinical research associate	
	54. Toxicology pharmacist	55. Regulatory affairs pharmacist	
	56. Pharmacovigilance specialist	57. Pharmaceutical study/ research lead	
	58. Industrial manufacturing	59. Regulatory affairs specialist	
	60. Pharmaceutical modeler (pharmacokinetics [PK], pharmacodynamics [PD], physiologically based pharmacokinetics [PBPK], and quantitative system pharmacology [QSP] modelling)		
	61. Research scientist	62. Medicinal chemist	
	63. Quality assurance	64. Quality control chemist	
65. Biomedical researcher	66. Pharmaceutical scientist		
67. Digital therapeutics researcher	68. Digital diagnostics researcher		
Academia (combines roles for pharmacy professionals and pharmaceutical scientists)	69. Lecturer/professor	70. Education and training pharmacist	
	71. Residency/fellowship coordinator	72. Research and development pharmacist	
	73. Pharmacy practice researcher/professor	74. Pharmacy student mentor/preceptor	
	75. Pharmacology researcher/professor	76. Pharmacokinetics researcher/professor	
	77. Therapeutics professor	78. Pharmaceutics professor	
	79. Teaching assistant/lab assistant	80. Pharmacodynamics researcher/professor	

100 and more jobs in Pharmacy Practice and Pharmaceutical Sciences		
	81. Clinical rotations preceptor	82. Teaching fellow
	83. Teacher practitioner	84. Licensing exam preceptor/moderator
Government/regulatory roles (combines roles for pharmacy professionals and pharmaceutical scientists)	85. Consumer safety officer	86. Pharmaceutical services commissioner/negotiator, drug reimbursement reviewer
	87. Specialist pharmaceutical advisor to local/regional/national government	88. Drug advertising reviewer
	89. Drug safety data reviewer	90. Poisons centre pharmacist
	91. Regulatory board member	92. Drug reimbursement expert
	93. Clinical inspection pharmacist	94. Drug pricing reviewer
	95. Pharmacy education accreditation reviewer	96. Patient advocacy board member
	97. Pharmacoeconomics specialist	98. Military pharmacist/forces pharmacist (air, army, navy)
	99. Public health service pharmacist	100. Nuclear pharmacist
	101. Pharmacy advocacy member	102. Correctional facility pharmacist
	103. Medicines advisor	
Technology and health informatics roles (combines roles for pharmacy professionals and pharmaceutical scientists)	104. Information technology pharmacist	105. Health informatics specialist
	106. Electronic health record training pharmacist	107. Pharmacy informatics specialist
	108. Digital health specialist	109. Telehealth service provider
	110. Automation pharmacist	111. Virtual clinical pharmacist
	112. Clinical data analyst	113. Clinical solutions pharmacist
	114. Clinical applications pharmacist	115. Clinical software development specialist
	116. Clinical software integration specialist	117. Social media engagement/communication specialist
Non-traditional roles (combines roles for pharmacy professionals and pharmaceutical scientists)	118. Geospatial pharmacist	119. Pharmacogenomics specialist
	120. Academic detailer	121. Aerospace/space health pharmacist
	122. Drug information pharmacist	123. Pharmacy programmes coordinator
	124. Medication safety management specialist	125. Central fill pharmacist
	126. Continuing education provider	127. Pharmacy research coordinator
	128. Health/life coach	129. Digital therapeutics specialist
	130. Business adviser/investor	131. Pharmacy strategy consultant
	132. Career development coach	133. Pharmacy financial consultant
	134. Start-up developer/innovator	135. Estate and tax planning consultant
	136. Supply chain pharmacists/warehouse manager/distribution manager/wholesaling manager	137. Medical writer/editor (in medical communications agencies)

2. The top 10 jobs titles/roles that excite me are:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

3. The role that excites me the most from the list identified in question 2 above is _____
4. From the roles identified above, identify common themes/skills within these roles, such as leadership, managing people, research, patient care, communication, sales, negotiations, non-traditional roles, etc. Tip: Pay attention to your thoughts as you read the titles identified in question 2, and write down the words that describe these roles.

5. Using the themes/skills you identified above, match these skills with the personal SWOT analysis you completed in the other exercises in this toolkit. You will identify the skills that you already have, and how they can help you match for roles that you can take up right now. Identify skills that require more time and experience to develop and create a plan of how you will achieve these skills to help you reach to the role that excites you the most.

You can revisit this list as many times as you need now and in the future and complete the exercise. Every plan when divided into smaller goals can lead to action. Consistent efforts and persistence will help you along your journey and ensure that you achieve your final goal. Along with completing this exercise, you are highly encouraged to also consider reading the book ‘Getting unstuck: How dead ends become new paths’, by Tim Butler, to understand uncertainty and how you can embrace the feeling of being uncertain about your next move to create the career of your dreams. [\(82\)](#)

Appendix 2. Theoretical approach for self-reflection

Here we provide a guide to theoretical approaches to reflection.

9.1.3 Holland's theory

John Holland was a psychologist who identified six personality types — realistic, investigative, artistic, social, enterprising and conventional — that could be used to support career development. He thought that by being able to identify your personality type, you would be able to choose a career that suited you. However, his ideas are also a useful way to identify which personality type you might be so that you can plan activities to develop other aspects of your personality — increasing your skill set, attributes and employability.

Realistic types like hands-on work that can show real, tangible results. Investigative types prefer to work independently and solve complex problems creatively. Artistic types are visionaries and prefer to work on creating new and exciting things that challenge normal conventions. Social types prefer to work in groups and excel at working collaboratively to ensure the welfare of others. Enterprising types enjoy persuading and leading people to money, power or status. Conventional types like organisation, clear hierarchies and a reliable chain of command.

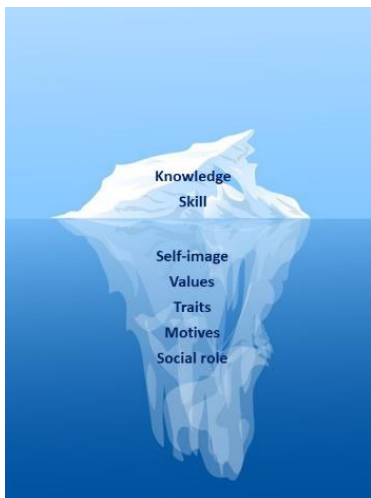
Realistic	Practical Straightforward
Investigative	Logical Precise
Artistic	Creative Innovative
Social	Understanding Idealistic
Enterprising	Persuasive Energetic
Conventional	Well-organised Conventional

Holland's six personality types

By being familiar with your personality type you can choose a career that will enable you to excel. Most people are not 100% one type and are usually a mix of one, two or even three types. The most successful people have aspects of each personality type that they can tap into depending on the situation. For example, if you are a pharmacist working in a retail setting you may be very enterprising, but you will also have to work conventionally to create systems to work with others. You may also have to be social to be able to work collaboratively with other businesses and think creatively to build up a customer base. Recognising your personality type could be the first step of building a successful career. If you would like to learn more about Holland's personality types visit: <https://bmcmmededuc.biomedcentral.com/track/pdf/10.1186/1472-6920-4-18>

9.1.4 Iceberg model

This model uses an iceberg to explain competency. An iceberg has only one-ninth of its total volume above water, with the rest remaining beneath the surface of the sea. Similarly, developing a competency has some components which are visible, like knowledge and skills, but also components that are not visible, like attitude, behaviour thinking styles and self-image.



Iceberg model

It is beneficial to have a look at the different components of the model:

- Knowledge: The content/information coming from education and experience in the field of work.
- Skill: The ability to do something well. For instance, technical skills to use knowledge.
- Self-image: How people see/view themselves; identity; worth. For example; an expert, a learner, a leader, a manager.
- Traits: Habitual/enduring characteristics. For instance; flexibility, good listener, self-control, builds trust.
- Values: Human values are the virtues that guide us to take into account the human element when we interact with other people: for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards others.

The aspects of competencies which lie below the surface like attitude, traits and thinking styles directly influence how you use knowledge and skills to complete a job effectively. In jobs like pharmacy, where you are dealing with health issues, these behavioural aspects, motives and traits are just as important as the skills and knowledge required to do the job. Think of a pharmacist who is working for a pharmaceutical company. They know how to make a formulation which can poison people, but prefer to use their skills for the well-being of people. For some people, the visible competencies like knowledge and skills can be more easily developed (through education and training). However, the behavioural competencies are more difficult to develop, because they are invisible.

Top tip

Some employers are aware of this complete picture regarding the competence of a person consisting of both visible and hidden aspects and it becomes necessary to understand both to arrive at identifying the best workforce for a job.

9.1.5 Personalities test

Completing a personality test can be a good way to get to test your invisible characteristics.

StrengthsFinder is a personality test based on decades of scientific research by Don Clifton and aims to assess individuals for their most prominent leadership strengths. The test has 34 different themes (or strengths) that fall into four different domains. The four domains are strategic thinking, relationship building, influencing, and executing.⁽⁸⁶⁾ The 34 themes are broken down by domain in the Table below:

StrengthsFinder			
Strategic thinking	Relationship building	Influencing	Executing
Analytical	Adaptability	Activator	Achiever
Context	Connectedness	Command	Arranger
Futuristic	Developer	Communication	Belief
Ideation	Empathy	Competition	Consistency
Input	Harmony	Maximiser	Deliberative
Intellection	Includer	Self-assurance	Discipline
Learner	Individualisation	Significance	Focus
Strategic	Positivity	Woo	Responsibility
	Relator		Restorative

The four domains, strategic thinking, relationship building, influencing and executing are all broad categorisations that contain more specific strengths within them. Strategic thinking involves decision-making processes and has to do with how you absorb and process information to make decisions. Relationship-building analyses how you interact with others around you, especially regarding teamwork. Influencing shows

how you work to convince other people. Finally, executing shows how the goal will be accomplished. Each theme falls into one of these domains and is crucial in some way as to how you as an individual function.

The StrengthsFinder assessment is 177 questions long and should take approximately 35–45 minutes to complete. Following the assessment, depending on which option you have chosen, you will receive a report with either your top five strengths, or a list ranking all 34 of the themes. This personalised report will include information about each of your strengths in detail.

So far, this test has been taken by over 23 million people around the world. People of all sorts take the StrengthsFinder assessment, including top executives, organisation leaders, people on various sorts of teams, as well as individuals just starting their career who want to know more about their invisible traits. More information about how to take the test can be found here: [CliftonStrengths](#)

For a pharmacist, this test is helpful on various levels. Some workplaces will offer this test to various teams so that the team can optimise how they work together. This test is also useful to the pharmacist who wants to understand in which areas they have natural talent. After you take the test, the generated report will explain what your top five strengths mean and how they interact with each other, allowing you to understand more about your strengths and how you might be able to use them in your lives and in the workplace.

Top tip

Each of the themes (or strengths) has its place in the workforce. There are no “best strengths” meaning that employers should not immediately favour an individual with one strength over another. Employers do, however, analyse the mix of strengths on their teams to see how the team might function and interact.

9.1.6 Myers Briggs Test Indicator (MBTI)

An alternative personality test is the Myer Briggs Test Indicator developed by Katharine Cook Briggs and her daughter Isabel Briggs Myers, based on Carl Gustav Jung’s theory of psychological types.⁽⁸⁷⁾ The theory classifies people based on their preferences of cognitive function and interaction with people and their environment.⁽⁸⁸⁾

The preferences are:

1. Extroversion (E) or Introversion (I)

This depends on whether you prefer to focus on and gain energy from the outer world or your inner world.⁽⁵¹⁾ You prefer extroversion if you are energised from being around people and being actively involved in different activities. As such, careers that involve human interaction like pharmaceutical sales, community pharmacy, hospital/clinical pharmacy, educators/counsellors, etc. tend to be more enjoyable. You prefer introversion if you are energised by dealing with ideas, thoughts, memories, etc. in your head and easily get exhausted from social interaction. Careers relating to research, development, production, etc. tend to give more opportunities to work in solitude.

2. Sensing (S) or Intuition (N)

This depends on whether you prefer to take information as it is or you prefer to interpret and add meaning. You prefer sensing if you like to deal with what is real (what you can see, hear, touch, taste and smell) and facts from the past and present. As such, careers in administration, regulatory and enforcement, IT engineering, supply chain and logistics, etc. allow you to focus on practical matters. You prefer intuition when you like to imagine future possibilities and explore new ideas. As such, careers that require creativity like marketing, analysts and consultancy allow you to put your imagination to work.

3. Thinking (T) or Feeling (F)

This depends on if you tend to make decisions based on logic and consistency or by following your heart and emotions. You make decisions by thinking if you evaluate objective information before identifying the best choice. Careers that involve dealing with facts and data like academia, logistics, analysts, regulatory and administration are often ideal. You make decisions by feeling, after you put the feelings and well-being of

others first. As such, careers that involve caring for others like community pharmacy, clinical/hospital pharmacy, public health advocacy, veterinary pharmacy, paediatrics and geriatrics are fulfilling.

4. Judging (J) or Perceiving (P)

This depends on if you prefer a more structured and planned lifestyle or a more flexible and adaptable lifestyle. People who prefer judging feel most comfortable sticking to a plan and most times have a plan for everything. Careers involving strategy, detail-orientation and management like policy, quality control and production tend to be a good fit. People who prefer perceiving like to go with the flow, rarely following their plans to the letter. These people enjoy careers in roles that require resourcefulness and creativity like writing, consultancy, etc. as well as high-stake settings like emergency pharmacy, disaster response, nuclear pharmacy, biochemical research and humanitarian work in conflict affected and high-risk areas.

The different combinations of these preferences result in 16 personalities, shown in the table below:

Myers-Briggs personality types

INTJ	ENTJ	INTP	ENTP
INFJ	ENFJ	INFP	ENFP
ISFJ	ESFJ	ISTJ	ESTJ
ISTP	ESTP	ISFP	ESFP

These 16 personalities have distinct behavioural patterns and certain strengths and weaknesses. Information on your personality type is meant to lead to personal growth by enabling you to better understand yourself, your style of communication, and your relationships.⁽⁵¹⁾ Understanding this can help you focus on areas for development.

You can take the official MBTI instrument (www.myersbriggs.org) for a fee. There are also a number of free, reliable and validated alternatives like The NERIS Type Explorer (www.16personalities.com) and The TypeFinder Personality Test (www.truity.com).

Top tip

There is no right or wrong; each preference has its strengths and weaknesses. No preference is absolute. Your preferences may change over time as you grow and depending on your environment. People with the same personality type can vary distinctly as some other factors like environment, experiences and goals influence behaviour. There are many online free personality tests, however, most are not research-based and may not be accurate, reliable or valid.

9.1.7 Gap or discrepancy analysis

The gap or discrepancy analysis approach involves comparing your performance against intended competencies. This can be completed individually, by analysing diaries, journals, or log books to see if you can identify any gaps in how you completed historical tasks. For good practice, you should do this regularly and close to the time you completed the task, so that you can solve any problems you identify.

This approach can also be completed with others through a peer review. It involves two people assessing each other's practice and giving feedback about possible education, training or organisational strategies to improve performance. These can be formal (with your manager) or informal (with a friend) and be with someone more or less senior, or with someone at your level.

Gap analysis can also be completed using observations. This usually requires an observer to formally assess how you complete a task according to known criteria. The results are discussed, and learning needs are identified. The observer can be a peer, a senior, or someone junior if the ratings are sufficiently objective or overlap with the observer's area of expertise (such as communication skills or management).

Critical incident reviews and significant event auditing are usually reserved for quality assurance. However, it can also be used by individuals to reflect on strengths and weaknesses. The method involves individuals identifying and recording, say, one incident each week in which they think they should have performed better, analysing the incident by its setting, exactly what occurred, and the outcome and why it was ineffective.

While there are many ways to categorise personalities, it is important to note that no model can provide a true description of one's personality as this is more complex. Although a test might indicate a person will likely show a certain personality type, this does not define them as being only those traits and characteristics.

Appendix 3. Template for SWOT Analysis

Strengths 1. 2. 3. 4. 5.	Weaknesses 1. 2. 3. 4. 5.
Opportunities 1. 2. 3. 4. 5.	Threats 1. 2. 3. 4. 5.

Your SWOT analysis

Appendix 4. Reflection template (89)

<p>What kind of situation in your practice (from the past continuing professional development cycle) made you feel confident or competent?</p>
<p>What knowledge/skills contributed to the successes above?</p>
<p>What kind of limitation did you experience in your practice (from the past CPD cycle) and which needs improvement?</p>
<p>What knowledge/skills would you want to develop to better manage similar situations in the future?</p>
<p>What areas of performance improvement does your supervisor or colleagues recommend?</p>
<p>What knowledge/skills, attitudes or values do you need to work on or acquire?</p>

Appendix 5. Planning template

What do you want to learn?	
What will you do to learn it?	
What resources or support will you need?	
How will you know when you have finished?	
When do you want to start and complete your learning?	
<p>Now review your plan: Use the SMART questions below to check your plan. If your plan does not include all the elements you should think about revising it.</p>	
Is it specific?	
Is it measurable?	
Is it achievable?	
Is it relevant?	
Is it timely?	

Appendix 6. Record of learning template

What did you do?
When did you do it?
What resources did you use?
What did you learn?
What was most positive thing about this experience?
What was the most negative thing about this experience?

Appendix 7. Evaluating learning template

What did you intend to learn from your continuous professional development?									
What did you learn?									
How has your learning changed your practice?									
How have your colleagues benefitted?									
How well did this activity meet your learning needs?									
1 — not at all and 10 — completely met									
1	2	3	4	5	6	7	8	9	10
If your learning needs were not met by this activity, check out the Reflection (3.1), Planning (3.2) and Action (3.3) sections of the career development toolkit to learn more about meeting your development needs.									

Appendix 8. Evaluating your CV

Read the list on the left-hand side and tick the box on the right-hand side if this information is already included in your CV.	
Personal information	
Your full name	
Your professional title	
Contact details that are up to date	
Career background	
Job titles	
Employer names	
Dates	
Is this presented in reverse chronological order?	
Education and academic qualification	
Qualification (name)	
Institution (name)	
Date achieved	
Professional memberships and affiliations	
List of special skills	
Publications	
List of oral presentations	
List of posters	
List of publications	
Now count the number of ticks in the right-hand column and score your CV in the box.	/19
If there are any empty boxes, update your CV to include the missing information. To find out more about writing a good CV check out Section 5.8: Personal branding skills, of the toolkit.	

Appendix 9. Evaluating cover letter

Read the list on the left-hand side and tick the box on the right-hand side if this information is already included in your cover letter.	
Does it include the information of the person receiving the letter?	<input type="checkbox"/>
Does it include the information of the person who wrote the letter in the header?	<input type="checkbox"/>
Does it explain what the letter is about?	<input type="checkbox"/>
Does it refer to specific information relating to the content of the letter (e.g. a job specific or journal submission requirements)	<input type="checkbox"/>
Are there any spelling or grammatical mistakes?	<input type="checkbox"/>
Now count the number of ticks in the right-hand column and score your cover letter in the box.	/5
If there are any empty boxes, update your cover letter to include the missing information. To find out more about writing a good cover letter check out the Section 5.8: Personal branding skills of the Career Development Toolkit.	

Appendix 10. “What makes a good leader” evaluation template

Use this template to think about your leader then tick the column that corresponds with how often the leader you are thinking of demonstrates the attribute.			
Attributes	Never (1)	Often (2)	Always (3)
Honest			
Accountable			
Good communicator			
Responsible			
Confident			
Committed			
Creative			
Positive			
Empathetic			
Using the scores at the top of the columns, calculate the total. The best leaders usually achieve a score of 16 or more.			
Now assess yourself using the same template. If you score below 16 you should think about working on your leadership skills.			

Appendix 11. Comprehensive assessment to develop leadership skills activity

Review the statements below and assign a score:		Not at all (1)	Rarely (2)	Sometimes (3)	Often (4)	Very often (5)
1	When assigning tasks, I consider people's skills and interests.					
2	I doubt myself and my ability to succeed.					
3	I expect nothing less than top-notch results from people.					
4	I expect my people to work harder than I do.					
5	When someone is upset, I try to understand how he or she is feeling.					
6	When circumstances change, I can struggle to know what to do.					
7	I think that personal feelings shouldn't be allowed to get in the way of performance and productivity.					
8	I am highly motivated because I know I have what it takes to be successful.					
9	Time spent worrying about team morale is time that's wasted.					
10	I get upset and worried quite often in the workplace.					
11	My actions show people what I want from them.					
12	When working with a team, I encourage everyone to work towards the same overall objectives.					
13	I make exceptions to my rules and expectations. It's easier than being the enforcer all the time.					
14	I enjoy planning for the future.					
15	I feel threatened when someone criticises me.					
16	I make time to learn what people need from me, so that they can be successful.					
17	I am optimistic about life, and I can see beyond temporary setbacks and problems.					
18	I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves.					
Once completed, add up your total and use the score interpretation tool to identify your leadership skills						
Score interpretation tool						
18-34	You need to work hard on your leadership skills. The good news is that if you use more of these skills at work, at home and in the community, you will be a real asset to the people around you. You can do it — and now is a great time to start.					
35-52	You are doing OK as a leader, but you have the potential to do much better. While you have built the foundation of effective leadership, this is your opportunity to improve your skills, and become the best you can be. Examine the areas where you lost points and determine what you can do to develop skills in these areas.					
53-90	Excellent! You are well on your way to becoming a good leader. However, you can never be too good at leadership or too experienced — so look at the areas where you did not score maximum points, and figure out what you can do to improve your performance.					

Source: www.mindtools.com

Appendix 12. Example of curriculum vitae

Name SURNAME

Andries Bickerweg 5, 2517
JP The Hague Netherlands
+31 (0) 703021970, fip@fip.org

CAREER OBJECTIVE (Optional)

Here is a brief outline of my professional background and career goals. I have a lot of expertise within this sector. These are the qualities/skills, I am capable to contribute to this position, which make me a suitable candidate for the job.

WORK/RESEARCH EXPERIENCE

Quality Officer, Full-time, Example Pharma Company, Dec 2020 – Present

- Duty #1
- Accomplishment #2
- Project #3

Research Assistant, Full-time, Example University, Lab of Prof. Example E, Dec 2016 – Dec 2020

- Duty #1
- Accomplishment #2
- Project #3

Community Pharmacist, Internship, Community Pharmacy of Example E., June 2012 – Dec 2012

- Duty #1
- Accomplishment #2
- Project #3

EDUCATION

PhD in Pharmacy, 2020 – Example University. Dissertation: *How to write an effective CV*, Supervisor Prof. Example E.

Grade: X

MSc in Clinical Pharmacy, June 2016 – Example University. Master Thesis: *How to write a CV*, Supervisor Prof. Example E.

Grade: X

BSc in Pharmacy, June 2012 – Example University.

HONORS AND AWARDS

High Profile Dissertation Fellowship, 2017

Example Study Abroad Grant, 2016

LICENCES AND CPD CERTIFICATES

Introduction to Writing a CV, CV Monitoring Centre, 5th May 2020

Professional Impact of good CV, Example Research Academy, 1st May 2019

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

Member of the Example Pharmaceutical Federation

FOREIGN LANGUAGES

English, C2 – Fluent

German, C1 – Advanced operational proficiency

Greek – Native

COMPUTER SKILLS

Microsoft Office (Word, PowerPoint, Excel)

Graphics (Photoshop, Illustrator, GIMP)

ACTIVITIES AND INTERESTS / VOLUNTEERING

I play competitive chess and basketball

I volunteer at my local elderly care center

I enjoy reading crime novels

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