

Perceptions of pharmacy professionals on the value of leadership training programmes

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ABSTRACT

The main aim of the study is intended towards the assessment of perceptions of pharmacy professionals on the value of leadership training programs. It has been made apparent by the previous studies that leadership training programs can significantly influence the pharmacists' professional career. However, to test this statement, the study was based on mixed design, in which both qualitative and quantitative data to understand the perception of the pharmacy professionals regarding the leadership training programs. Moreover, a total of 76 completely filled questionnaires were incorporated in this study where 10 managers were approached for the interviews. It was found that there is a significant relationship between perceptions of pharmacy professionals and the value of leadership training programs. Therefore, it was recommended that a viable evaluation and monitoring system should be allocated for the pharmacists in order to prepare for professional challenges.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Access to quality medicines and competent and capable health professionals are fundamental aspects for any health system. Human pharmaceutical resources must ensure the uninterrupted delivery of quality medicines to the population, their management and responsible use, as vital components for improving the health of nations (Elvey et al., 2013). Multi-stakeholder collaboration Stakeholders incorporating the best available evidence is needed to inform planning based on the needs of human resources. When relevant and well-informed stakeholders come together to address labour force problems, there is greater potential for coordinated planning and implementation of the workforce (Fuller, 2012).

The per capita pharmaceutical labour force varies considerably across countries and regions, and is generally correlated with the level of economic development indicators in the country. Countries and territories with lower economic indicators, such as those in Africa, tend to have relatively fewer pharmacists and pharmacy support workers. This has implications for the inequalities observed in access to and experience of drug use (Kheir and Fahey, 2011). In addition, some countries and territories often have more pharmacies than pharmacists, which may imply a renewed need for drug monitoring and use. Strategic and policy frameworks related to the pharmaceutical workforce have been successfully developed and implemented at the national level through multi-stakeholder processes involving ministries of health, health professional associations, regulators and educators to lead and obtain competition and professional excellence for quality of care (Group, 2011).

Improving workforce performance and productivity, competence and the ability to adapt to new roles is a constant challenge in the increasingly dynamic environment of high health care costs, growing demand for health services, and the growing burden of chronic diseases (Rubino, Esparza and Chassiakos, 2013). Driven in part by a greater focus on patient care and interprofessional collaboration, these elements provide pharmacists with an opportunity to use their professional skills to provide safe, high-quality and cost-effective pharmaceutical services for the benefit of populations. Leadership is a key aspect to empower pharmacy professionals to maximize these opportunities and innovate and shape their practice (Janke, Traynor and Boyle, 2013).

Investment for the transformation and expansion of vocational training is essential, since education is the basis for building a skilled health workforce. The ability to provide pharmaceutical services in each country depends on having a competent workforce and an

integrated academic strength to train a sufficient number of new pharmacists and other support staff at both basic and advanced levels. Continued effort is required to ensure the development of drug expertise that responds to the populations' pharmaceutical health needs (Shannon, Bradley-Baker, and Truong, 2012). A needs-based education strategy enables local systems to better assess the needs of their community and thus develop (or adapt) the educational support system to produce a workforce relevant to these needs. National demands for health care are diverse and complex, often vary widely within and between regions. While broad and broad frameworks can be beneficial at the macro level, the "one size fits all" system does not provide the authenticity required for full participation and sustainability at the local level (Chisholm-Burns, 2012).

Human Pharmaceutical resources continue to be a priority theme all over the world to participate in collaboration with all stakeholders. It is important to work together to achieve the development of a profession that can meet the present and future pharmaceutical health needs of society and the world. Facing these challenges, faculties and pharmacy schools must create learning opportunities that provide all students with a basic understanding of leadership, organizational change, and the role of the leader in change (Grindrod, et al., 2014). In addition, faculties and pharmacy schools must demonstrate to students that leadership not only comes from professional leaders with a hierarchy of authority. Students should hear success stories from recent graduates who made changes even without having a position as such. More specifically, new graduates require a particular knowledge and a group of skills (Traynor, Boyle, and Janke, 2013).

First, in the minds of students, leadership needs become tangible and concrete. Studying the 5 practices of a leader makes leadership less ethereal. As a foundation, students must learn that they need to model style, have a broad vision, face the process, be willing to act and motivate the heart. The 5 practices are decipherable, learnable and measurable. Inventions such as Student Leadership Practices Inventory can be used to support students in leadership development (Grindrod, et al., 2014).

Second, the ability to recognize and identify the process of change is vital. It can be difficult to thrive during the agitation and anxiety that often accompanies a change in organizations. Objectivity and perspective is necessary to calm the storm. Kotter provides a coherent model of organizational change processes, which includes the concepts of creating emergencies, envisioning, guiding coalitions, and communicating. Once studied, this model provides students with a road map to avoid obstacles and to turn to best practices, such as a change during navigation (Shannon, Bradley-Baker, and Truong, 2012).

Third, new graduates need to understand the leader's role in the change process. Successful leaders employ strategies that can be identified and learned to guide an organization through change. The leader must "stay on the balcony" thinking politically and controlling the pressure. There must be enough pressure to motivate the organization to go forward but not so much that it creates chaos (Traynor, Boyle and Janke, 2013). Rubino, Esparza and Chassiakos (2013) highlight the strategies and tactics that are essential for change leaders. Pharmacy students should be convinced that change is not only for those in positions of authority. Pharmacists cannot wait until an appropriate practice for them is created by someone with power. Creating best practice is not just an administrative issue, the basis of leadership is necessary. Although the academic portion has made good progress in preparing new graduates to provide patient care, opportunities for students to develop skills to lead change must also be incorporated into the curriculum.

The Pharmacy in the hospital should have a strong leadership, a clear strategic vision and ensures the management and control of the processes necessary to give the patient the best possible therapeutics (Chisholm-Burns, 2012). Overall pharmacy professionals need to develop leadership skills with respect to three broader aspects:

1.1.1 Strategic Leadership

The leading hospital pharmacist ensures that the Pharmacy Service as an organization maintains a clear vision about pharmaceutical benefits and the use of medicines and medical products throughout the healthcare facility and related systems (Janke, Traynor, and Boyle, 2013). The hospital pharmacist must have technical and administrative knowledge for the definition and implementation of strategic plans according to policies established for the Pharmacy Service and aligned with those of the organization that contains it. The hospital pharmacist must develop skills and attitude to lead, teamwork, make decisions, delegate, communicate, motivate, learn and teach, focused on improving and innovating pharmaceutical benefits that involve the best possible therapy for the patient (Kheir and Fahey, 2011).

1.1.2 Operational Leadership

The leading hospital pharmacist ensures that the Pharmacy Service performs its patient benefits in line with operational plans and resources available at the health facility and related systems. The hospital pharmacist must have knowledge that applies to process management within the framework of integrated systems. The hospital pharmacist must develop skills and have an attitude to operate patient-focused professional action plans according to available guidelines and resources (Elvey, et al., 2013).

1.1.3 Clinical Leadership

The leading hospital pharmacist ensures that the Pharmacy Service performs its services to the patient by intervening in the phases of the chain of use of medicines and medical products that apply to their professional responsibility. The hospital pharmacist must have up-to-date and transformative knowledge of the processes intended to ensure the effective and safe use of medicines and medical products in patients assisted in the care setting and related systems. The hospital pharmacist must develop skills and attitude to lead, advise, support and educate health team members and patients on the safe and effective use of medicines and medical products (Group, 2011).

1.2 Research Aim and Objectives

To investigate how pharmacy professionals perceive the value of leadership training programmes and their impact.

1.2.1 Research Objectives:

The research will be conducted through compiling quantitative and qualitative feedback from trainees who attend the leadership training programme.

- A literature review will first be conducted to gather evidence from current research in this field and provide a scope on what leadership training provision is currently available for pharmacy professionals and whether this has been evaluated and its perceived values.
- The literature review will be used to establish the most appropriate method to use for this research proposal through building on what has worked in the past. The method will include both quantitative and qualitative results in the form of surveys and interviews
- The results will be presented in table format and key points from trainees will be highlighted in an easy to follow format.
- A discussion will follow that analyses the results to draw the important learning points gathered from the research and to identify whether the training has had an impact on trainees perceptions
- Finally a summary and recommendations will be made based on the findings and how we hope to move this work forward in the future, if any limitations occurred during the research these will be highlighted.

1.3 Research Approach

Since the underlying epistemological assumption for this study is constructionist, because of the fact that pharmacy professionals are likely to provide various perspectives about the impact of leadership on their professional career. Thus the approach of this study is decided to be mixed approach in which both quantitative and qualitative data is collected for research data collection purposes. The main hypothesis of this study is based on the belief that leadership training programmes can add significant value to the overall career of the pharmacy professionals. Thus it is important that this study answer this research hypothesis by evaluating the perceptions of pharmacists regarding the importance and value of a leadership programme in their professional life.

There are a number of studies that have adopted a variety of research approaches to evaluate the impact of leadership on pharmacy career. For instance the study of Eich (2008) is based on grounded theory, which is a commonly used research design in construction of theoretical models. The aim of this study is to assess the impact of leadership programmes towards learning and development of students. Thus current study also uses elements of Eich (2008)'s methodology to integrate qualitative evidence while constructing research questions and gathering data using interviews as qualitative data collection. Recently, Chesnut and Tran-Johnson (2013) also conducted a quantitative study design to analyse the impact of students leadership development and used a 5-point Likert scale questionnaire to understand the usefulness of leadership programme as a curricular components for students.

Therefore the research approach of this study is based on mixed design, as other researchers have used both qualitative and quantitative designs. Another advantage of mixed design is that it requires the researcher to triangulate qualitative and quantitative evidence which increases the reliability and validity of results and conclusions drawn in the study.

1.4 Rationale for the study and the contribution to the field

In the document The General Pharmaceutical Council: Future pharmacists Standards, the need for students to develop skills and abilities to anticipate and lead change is highlighted, particularly as a component of initial education and training of pharmacists (GPhc May 2011). Currently, in pharmacy schools of the UK pharmacy schools, developing leadership skills does not get adequate attention. Some institutions have introduced leadership training programmes but only as elective modules during initial training and education, while other institutions only deliver special lectures that try to address broad clinical perspective. Generally students are left to develop leadership skills on their own after completing the

education, typically through continuing professional development. There are also some organisations for example big pharmacy chains that provide training as a component of career development programmes.

However, all these efforts are not sufficient and do not provide a clear pathway for pharmacy students to develop leadership skills. A pharmacy training organisation called ProPharmace Ltd designs and provides special and innovative training programmes for pharmacy professionals and one of the programmes include leadership training, specially for newly qualified pharmacy professionals. The underlying purpose is the belief that these programmes have significant impact on the professional career of pharmacy graduates. The programmes introduces leadership theories and fulfils the educational and developmental need of undergraduate pharmacy students.

There is a need to provide leadership education to pharmacy student at earlier stage in the pharmacy education period with a structured approach to develop a sound foundation in students that they can use in developing leadership skills in their future professional careers. There is a number of academic that have made similar suggestions, particularly in the fields of pharmacy education and profession, for example (Janke et al. 2016; Maddalena 2016; Mort JR 2014; Chesnut and Tran-Johnson 2013; GPhc May 2011; Sorensen, Traynor and Janke 2009; Kerr et al. 2009;).

1.4.1 Research Questions

1. Do pharmacy trainees show interest in leadership training and understand the importance of developing leadership skills?
2. Do pharmacy trainees, as a result of completing the training programme feel equipped and ready to manage and lead pharmacy teams?
3. Do pharmacy trainees as a result of attending the leadership programme feel more able to adapt to the changing face of pharmacy and the current turbulent climate changes to pharmacists roles?
4. Does the feedback from delegates who join the training programmes show that training has made a different to their practice as pharmacy professionals and an enhanced skillset?

1.5 Dissertation Outline

First chapter in this study introduces main topic and then continues to narrow it down to research problems. This chapter also presents research aim, questions, and objectives. The chapter also emphasises on rationale of the study and how it contributes in the field of

nursing. The second chapter presents review of existing literature and summarises the work contributed by other researchers in the same topic. The study then continues to chapter three that presents detailed discussion of all methodological decisions undertaken during the study which includes research philosophy, data collection methods, data analysis techniques, sampling, and ethical considerations among others. Chapter four of the study presents the results of primary research and data collected during the study. This chapter also presents a discussion of results within broader literature and how secondary and primary research results have achieved the aims and objectives of the study. Finally chapter five presents major conclusions drawn in the study and highlights limitations and future research implications.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The present chapter is intended to give a comprehensive and critical literature review for the following dissertation. With respect to the identified variables and aims and objectives of the study, the respective literature review sheds light on the concept of leadership and its types specifically related to pharmaceutical leadership. Moreover, the literature has also included the main points regarding the significance of leadership training program for the trainees as well as the perception of pharmacy professionals towards these programs. The primary research problem which has promulgated the following study is related to the lack of leadership initiatives and training programs within the pharmacy professionals. With changes in global technological standard, especially in the field of health and safety, has put more pressure on the respective institutions to ensure the implementation of effective leadership programs so the leaders can lead their subordinates in a more profound manner.

2.2 Concept of Leadership

Leadership is referred to as acting in a manner which effects the action of others. With respect to this, Paradis and Gauthier (2016) defined, that leadership in the field of pharmacy is considered to be the notion which further effects the development, efficiency and skills of pharmacists. The main concern might be the efficiency in the actions of future pharmacists. In this argument, Lähdevuori (2014) stated that the leadership is the inclusion of behaviours which purports higher employee engagement. This might lead to the notion that pharmaceutical scientists and pharmacists might have to adopt a uniform approach to leadership behaviours in order to influence future pharmacists in a best way possible.

2.3 Types of Leadership in Pharmacy

Leadership in pharmacy has been related to a development of highly influential pharmacists in the field. According to Aspden et al. (2017) pharmacist have been incorporated in a sensitive profession for which authentic knowledge of field is an important element for the future pharmaceutical. Amongst many types of leadership in pharmacy, the following can be considered to be the most important ones:

2.3.1 Strategic Leadership

According to Heffernan et al. (2013, p.155) strategic leadership is defined as the actions taken by the leaders which ensures the achievement of clear vision in the pharmaceutical practice. This might lead to the fact that strategic leadership in pharmaceuticals gives the reflection of benefits for using medical products and medicines. However, various arguments have been made related to the systems of healthcare services and facilities. For this matter, Zadbuke et al. (2013, p.98) explained that the strategic leadership does not only mean the inclusion of decision making and actions taken for influencing new comers in the industry but also related to having administrative and technical knowledge of medication and medical products. Moreover, they further identified that the main competencies in a strategic leader includes teamwork, decision making ability, motivation, teaching abilities and communication skills. This might imply that the leader in pharmaceuticals has been responsible for astound implementation of strategic plans as well as the establishment of organization where all the authentic services can be incorporated.

2.3.2 Operational Leadership

According to Shane and Vogt (2013, p.228) operational leadership is referred to leading the team in a hospital where the services are being aligned with the benefits provided

to the patients. With respect to this, the leading pharmaceutical company might ensure that the patients are provided authentic resources, health facilities and other benefits in the system. On the other hand, Antonakis and House (2013, p.3) determined that operational leadership is also related to the identification of all the resources which can be applied in the process.

It is also known as process management which might imply that the management would be responsible for bringing integrated systems and frameworks in the organization leading towards the patient-focused approach with the premises. However, in the words of Borkowski (2015), the attitude and skills of an operational leader in the field of pharmacy leads towards action plan which does not only provide customer oriented mechanism in the health care system but also assist other trainees to develop their own skills and competencies in the field.

2.3.3 Clinical Leadership

According to Grethlein and Azar (2016, p.174) the pharmacists are being responsible for prescribing the medicines and medical products to the patients. This might mean that the credibility of their actions can be linked under the horizons of clinical leadership. However, Kyle, Firipis and Tietze (2015) said that clinical leadership is defined as the services provided by the pharmacists which include the intervention in the patient's use of medicines. This can also be known as clinical responsibility.

Clinical leadership, according to Mannix, Wilkes and Daly (2013, p.10), is the inclusion of the actions of leader which ensure the safe use of medicines by the patients for which the development of skills also reflect in the actions of the future pharmaceutical scientists. With this regard, the system of hospital might be responsible for leading,

educating, advising and supporting the health teams in a way which provide effectiveness in the use of medical products and medicines.

2.4 Pharmacists as Influencers

According to Mathews (2013) the leading pharmacists are considered to be the influencers due to the fact that their expertise is being used in stewarding medication and the respective field. However, Davis (2013,p.31) stated that better and authentic stewards of medication cannot necessarily linked with the medication expertise but also with the communication and trust building amongst the leader and the new pharmacists. This has led to the notion that having knowledge about the pharmaceuticals would not be enough without communicating the knowledge of the field to the new professionals.

According to Lee (2017) leading pharmacists are known to be influential due to their continual efforts and practice in order to improve quality and safety of medications for the patients. However, Dongen (2014, p.6) stated that there is a critical need for authentic leadership which would enable the change and growth of pharmaceuticals. It might lead to the notion that the schools and colleges are responsible for creating highly influential leaders in the field of pharmacy by employing the activities related to leadership development within the profession which would also be effective for facing future challenges as well.

2.5 Leadership Training Programmes

According to Helling and Johnson (2014, p.1348) leadership training is referred as an integral part of the residency programs in pharmacy. It has been identified in many studies that the pharmacists all over the world have an obligation to perform various functions as a leader. However, Kris-Etherton et al. (2014) explained that leadership is a fundamental component in profession which has been advancing the field of pharmacy. With respect this,

leadership training programmes have been regarded as the serving mechanism for all the young professionals in advancing their professional requirements. According to Patterson et al. (2013, p.223) pharmacy residents provide the incorporation of the leadership training program as a strategy to help the students and young professionals to meet needs to leadership in the profession. By doing this, the students and young professionals might be able to provide authentic and influential leadership services in the field of pharmacy.

2.6 Importance of Leadership Training Programmes for Pharmacy Trainees

According to Greco et al. (2013, p.143) leadership training programmes are important for establishing leadership skills in trainees. However, these programs might be considered to effective but only with the inclusion of effective curricula in the program.

2.6.1 Personal Strengths and Competencies

According to one study conducted by Hodgson, Pelzer and Inzana (2013, p.102) leadership training programmes are effective for building personal strengths and competencies in young professionals. This might be due to the fact that the leadership programmes develop an ability in a trainee to identify core strengths and using them in an effective manner. However, Rowitz (2013) said that leadership programs can include several leaning activities in which students would be able to devote considerable time. This might also imply that the young pharmacists would be able to achieve their career goals in pharmaceuticals.

The achievement of personal competencies, as explained by Owusu-Obeng et al. (2014, p.1102), would lead towards the development of leadership skills. It could be because the trainee might be able to focus on decision making ability regarding it to be prerequisite for leadership development. However, it has been identified by Charani et al. (2013, p.188)

that the curricula of leadership programs have been related to not only the personal strengths but also to the engagement with the working environment. The pertaining fact behind this notion might be that the trainees in the pharmaceuticals would be able to learn the credibility of their own actions amongst the other professionals working in the field.

According to Zapatka et al. (2014, p.378) the establishment of leadership training programmes has often been resulted in desired outcomes and competencies. These competencies could be regarded as a guiding mechanism for subsequent decision and understanding of content of leadership education. However, an argument has been made by Dow et al. (2013, p.952) that all the school of pharmacy have defining and distinctive competencies which provide different opportunities to all the trainees and young professionals. This might be regarded as the place to emphasise the pertaining issue with the leadership training programs. Nevertheless, the leadership program in pharmacy might be able to provide advocacy in the actions of individuals making them prone to building personal strengths and competencies.

2.6.2 Leading Change

According to Wanat and Garey (2013, p.200) the process of leadership development leads towards the inclusion of understanding change within the dynamics of pharmaceuticals. With regard to this, the leadership training programs would assist the trainees to comprehend the difference between adaptive system technical systems. However, Long et al. (2014, p.473) identified that leadership training programs would also lead toward the understanding of the trainees about how the leader should view change successfully. In addition to this, the understanding of such notion might lead towards building the ability of the person to lead change within their profession. In the words of Kamarudin et al. (2013, p.243) leading change means leading the whole team towards assessing positive outcome of change. The leadership

training programs incorporate such measures which make the trainees self-focused in their actions. However, Lancaster et al. (2014, p.99) said that along with the self-focused competencies, the trainees would also be able to obtain knowledge-based competencies such as demonstration of leadership of the team. This might imply that leadership training programs assist the trainees to advocate cognitive domain for facilitating change in the field.

As defined by Capewell et al. (2014, p.18) leadership training programs in pharmaceuticals would enable the emerging professionals to investigate, discuss and develop the framework of leadership in a manner, which further bring change and reflect through the mission of the pharmaceutical institution. This might also be able to provide guiding principles for effective leadership resulting in retaining the knowledge of the field. However, Mehdi et al. (2014, p.387) posited that the development of model of leadership training programs has also been related to assuring leadership experiences. These experiences might be due to the effective programs through which the trainees can concisely communicate with the professionals and peers in pharmaceutical industry which is a core aim of any curriculum of leadership training program.

2.6.3 Articulation Skills

According to Brock et al. (2013, p.414) the leadership training programs are important for building the skills of articulating the message with clarity. It might be due to the fact that pharmacists deal with medicines and the medical products for which the understanding patient's condition is important. The leadership training programs assist the trainees to understand how to communicate with the patients and provide medication accordingly. However, Kern et al. (2014) identified that due to the wide field of medicine, understanding the conditions of all the patients would be difficult to incorporate in the training program. Nevertheless, it would be important for the new comers in pharmaceuticals

to develop persuasiveness and extemporaneous skills to communicate with the patients and articulating the message in an efficient manner. Ellard et al. (2014) stated that this can be provided by taking part in leadership training program. This is where articulation might also lead towards understanding contemporary issues in pharmaceuticals and provide effective debates within the profession.

According to George, Frush and Michener (2013, p.1603) in the curriculum of each leadership programs the students should be assigned with number of tasks which are associated with articulating the message. The ability of leading and participating in the leadership programs might require team-delivered patience care. Chahine, El-Lababidi and Sourial (2015, p.585) said that the team-based system of care in pharmaceuticals can be achieved through following integrated teamwork skills in the trainees. This might be done through the articulation of message exchanged in the pharmaceutical team leading towards providence of effective benefits to the patients. Due to this reason, leadership training program has been regarded as the pioneer of understanding and building skills in themselves and proven to be an influencer leader in the occupation.

2.6.4 Leadership Awareness

According to Tregunno et al. (2014, p.257) leadership training programmes assist the trainees and upcoming professional to establish skills pertinent to the awareness every leader in pharmaceuticals requires. The skills, traits and values of the leaders as well as the leadership awareness might lead towards the development of high level commitment of the leader to professional life. However, Jardine et al. (2015) identified that the leadership awareness has included the main themes such as commitment to excellence, significance of self-reflection and the skills in choosing what to and how to lead. The retreat of the leadership program has been related to the material and concept taught in the curricula which

are effective to expose the trainees to the challenges. According to Heflin et al. (2014, p.41) the inclusion of this retreat enables the young professionals to face the audience and practice with the astound professionals in the field. However, this might create other issues for trainees.

Long, Spurgeon and Veronica (2013, p.11) said that there might be cynicism, fear and academic overload which lead towards the low performance and difficulty in understanding the various dimensions of the profession. However, this might be addressed by number of ways such as support mechanisms like indirect and direct financial support to the trainees. In order to activate student engagement in the leadership training program the academics should be included towards experiential education programs which also include ground-work for clinical immunization in pharmacies and advance medication process in the field. However, Brown et al. (2015, p.148) stated that leadership training programs enable the students to have additional opportunities of practicing innovation in the occupation. This could also be a part of leadership awareness which also provide the various rotations in the field of medication leading towards the reconciliation process in those institutions.

2.6.5 Creating a Vision

According to one study conducted by Weide (2014) the compelling vision for the future is being developed by training programs. These programs might be able to garner enthusiasm and the ability to be credible to the trainee's own decision making process. One of the important features of the leadership training programs has been that it creates ability in the young professional to foresee the future and the efficacy of their actions. However, Temple, Jakubecz and Link (2013) said that the leadership development is also related to the communication of vision which can develop the desire for envision the future in pharmaceutical field. As defined by Mills, Blenkinsopp and Black (2013) the leadership

training program has been related to the alignment of servant leadership, transformational leadership, and authentic leadership. For this purpose, the institutions would be encouraged to identify the process and instruments for creating development perspective in highly potential trainees.

According to one survey conducted by Pittenger et al. (2016, p.57) the development of vision has been related to observer and self-awareness component in the trainee. With respect to this, leadership training programs provide value to the development of leadership instruments in the pharmacy students. However, due to the developmental and longitudinal nature of leadership training programs, Irwin and Weidmann (2015, p.675) identified, the unique and innovative assessment approaches are provided to the trainees in order to create a vision. This might imply that it plays a crucial role in assessing leadership growth and development leading towards the continuous quality improvement in pharmaceutical services. In addition to this, creating vision might also influence future developments with regard to professionalism in the actions. This might be because the leaders have an ability to be credible for their actions which would ultimately lead towards the development of skills and learning how to create a vision for further future developments in pharmaceuticals.

2.6.6. Networking

According to Van Schaik, Plant and O'Brien (2015, p.52) networking in leadership is related to the skills which provide value to the pharmaceutical services. This might imply that leadership training programs might provide professional networking skills in the potential students. Successful leadership has been relied on the networking skills of the professionals. However, Swann et al. (2013, p.12) said that in the early stage of leadership training program the trainees might have a difficulty in building networking skills because it requires high level influential pharmacists.

Nevertheless, the relationship between trainer and the trainee creates through the level of engagement of the trainee in the leadership training program. This might also create new ideas and develop significant collaboration amongst the trainees as well as trainers. According to Nambudiri et al. (2013, p.96) the programs of leadership networking create opportunity for reorganizing change and leading the network skills in the trainees. With respect to this, each trainee might be provided with the professional pharmacists and learn how to effectively communicate with different units of the health care centres.

According to Bartelme et al. (2014, p.8) networking skills purport the leaders to address work-related issues. This might imply that leadership training programs are provided to the trainees in order to describe and discuss the meaning of networking and learning to face barriers and challenges in different sectors. However, Rosado et al. (2015) identified that this might be shaped by other different variable such as trainee-trainer relationship, pharmacists and the other young professionals. The trainees might be facilitated with the structured activities which would give distinctive network services to the trainees.

2.6.7 Personal Reflection

According to Kitzmiller et al. (2014, p.91) leadership training programs are important for providing personal reflection to the trainees. This might be due to the fact that these programs assist the trainers to gain experience in the field. However, an argument has been raised by Skledar, Doedyns and Yourich (2015.) that leadership training programs are significant for the purpose of connecting with the professional pharmacists and learning through their experiences.

In leadership training programs the students could be assigned with the tasks in which they would consider asking questions about their own competencies and skills as well as reflecting what has been learned throughout the training period. According to Ellard et al.

(2016) integrating reflection activities are the important part of curriculum of leadership training program. With respect to this, the professional pharmacists would be incorporating effective reflection in a highly effective program build future leaders in the field.

2.7 Perception of Pharmacy Professionals towards Leadership Training Programmes

According to Antonakis and House (2013, p.3) leadership training program is considered to be the pioneer for leadership development which is a desired result of pharmacy curricula. Numerous stakeholders in pharmacy profession and pharmacy education have made it the most important task in a leadership development of new comers in a profession. However, Capewell et al. (2014, p. 18) said that leadership has a large variety of definition which is highly dependent upon the context. With regard to this, he further explained that pharmacy professionals think of leadership as s process through which a group of people gets influenced in order to achieve particular goals and objectives.

2.7.1 Student Leadership Development

As defined by Davis (2013, p. 31) student leadership development is the main dimension of leadership training program. Many professional pharmacists have been thinking it to have an experiential and longitudinal nature, which might be used to achieve student leadership development. With respect to this, the entry-level students on pharmaceuticals have instilled a purpose for the matter if developing necessary skills and competencies of leadership. However, Ellard et al. (2016) stated that for a life-long development and reflection the leadership training program curricula would vary in its elements which might be essential for Pharmacy development of leadership. For this matter, the individuals involved in leadership education for pharmacy might be provided with the guiding principles ultimately leading towards leadership development in students.

Many arguments have been given by number of researchers giving a different view of leadership training programs. Greco et al. (2013, p. 143) stated that leadership development in young trainees cannot be achieved by the cultivation of single course. In contrast, one of the studies based on the development of quality and characteristics indicators related to the best practices of leadership as well as advocacy among the pharmacy student in US. Furthermore, researcher had accumulated information from 54 pharmacy institutes via phone survey related to development of leadership through programs, courses and notable practices. The researcher has recommended as well as encouraging the Pharmacy schools to plan and introduce curriculum, co-curriculum and extracurricular activities in order to develop both leadership and advocacy development among the students. It is undeniable fact that SLD involves in developing behaviours and skills, which is gradual process and develops over the period of time. Therefore, leadership skills can be developed in students through the curriculum activities and programs (Heflin et al., 2014, p. 41).

In addition to this, one of the research studies conducted by Kern et al. (2014) suggested that effective integration of leadership plan should occur both vertically as well as horizontally. It is responsibility of pharmacy institutes to provide valuable experiences to its students in order to successfully integrate leadership development program. Moreover, Pharmacy institution must pay attention that ensures the adequate SLD support from advisors, environment, role models and mentors, provide multiple opportunities to pharmacy students in order to lead as well as practice leadership skills and through appropriate assessment criteria should be introduced through which success rate of leadership activities should be assessed that whether the programs are achieving their respective targeted leadership competencies or not. Etherton et al. (2014) argued that leadership cannot alone be developed among the pharmacy students only through the curriculum and extracurricular activities related to leadership skills but it is of paramount importance that pharmacy schools

should also recognize and integrate the professionalism, effective management, leadership and advocacy must be interconnected but they are not entirely inclusive of one another.

2.7.2 Continuous Professional Development

According to Lancaster et al. (2014) concept and process of the continuous professional development has been continuously emerged and explored. The researcher has define the term CPD is the commitment by professionals of any genre to continuously upgrade their skills and knowledge in order to remain competent in their professional work. However, there are several questions have also been raised with respect to pharmacy professionals' attitudes and knowledge towards the newer concept of CPD approach. The scholar has further revealed that in Taxes, USA majority of the pharmacists were able to correctly determine the concept of CPD. On the other hand, nearly half of the research participants were not able to identify or even they did not heard of CPD approach ever in their professional life and even half of the respondents were not well aware of the CPD benefits in their professional life. One of the research studies conducted by Kyle et al. (2015) posited the evaluation of specific components of CPD.

The research study was based on the focus group of pharmacists in the UK and the finding of the research suggested that majority of the pharmacist do not feel like keeping their CPD record that contributes immensely in their pharmacy practices. Moreover, researcher has concluded that several Pharmacists are unaware of the CDP benefits and remained in the deniable state towards these emerging concepts that basically develop the new competencies related to leadership among the pharmacy professionals but lack of awareness is the major constraint in the acceptance of CPD in the pharmacy profession.

Mannix, Wilkes and Daly (2013, p. 10) aimed to assess the habits as well as attitudes of pharmacy professional towards the CPD prior to implement an authorized country side

system. The findings of the research suggested that participants were reportedly spent not more than 40 hours per year in CPD. On the other hand, 9.8 per cent of pharmacy professionals have never attended any CPD in their entire professional life. The researcher has identified the difference between the hospital pharmacist and primary care of community pharmacists and the finding stated that community pharmacist has undertaken the least amount of CPD as compare to hospital pharmacist. Therefore, Hospital pharmacists are more competent and possess leadership skills as compare to primary or community pharmacist.

Another study conducted by Aspden et al. (2017) identified the factors that affect the pharmacists' attitudes towards CPD and that includes; positive or healthy workplace environment, higher management support and access to the resources that facilitate the learning needs, empowering the pharmacy professionals, confidence in the process of CPD and lastly motivation in Pharmacist for the CPD. The results suggested that younger pharmacists are more intrinsically motivated to engage in learning CPD than the older pharmacist. Furthermore, researcher has associated the CPD with the leadership development and further stated that pharmacists that are thoroughly involved and motivated to participate in the CPD are more likely to develop leadership skills among them.

2.7.3 Facilitating Self-awareness

According to Brock et al. (2013, p.414), self-awareness is the integral part of leadership development and in order to facilitate the development pharmacy schools are striving to provide their students complete or partial instruments that provide sufficient insights related to their personality, emotional intelligence, styles and talents. For that purpose, numerous pharmacy schools have been incorporating Clifton Strengths-finder tool that facilitate the students to learn about themselves and utilize their strengths and talents in leadership roles.

In the light of research studies conducted by Long et al. (2014, p. 473) suggested that leadership requires an adequate departure from the prevailing status quo. Leaders are someone that continuously and persistently looking for emerging opportunities to innovate and improve. In other words, it is essential for the pharmacy leaders that must be instilled or infected with the divine discontent with their profession. Pharmacy leaders must be willing to apply all their existing and new knowledge, abilities, talents and skills in order to address unmet or latent health care needs of today's patients and society.

In addition to this, pharmacy schools that aimed to emphasis on the co-curricular activities in order to develop and equip their students with an expectation to challenge the prevailing mind set and status quo. However, schools experience education programs related to development of leadership among the young pharmacists are overly burdened with numerous prior expectations to achieve the program aims successfully (Shane, Doedyns and Yourich, 2015). On the other hand, one of the research studies conducted by Weide (2014) posited that early pharmacy practice experience would be helpful in the young pharmacist with respect to improving their analytical and creative thinking skills. Similarly, advanced pharmacy practice experience helps students to practice role model and apply all their knowledge and skills to care of actual patients.

On the whole, these experience based learning tactics enable the young pharmacists the ability to become self-aware of their potential strengths and weaknesses. When pharmacists are well aware of their internal capabilities then ultimately it would positively affect their leadership skills and advocacy skills. Hence, experiential learning practices are extremely viable for the pharmacist in order to become self-aware and when they totally know themselves then it would be easier for them to exhibit their leadership skills in their professional settings and continuously strive to implement their leadership skills in their

profession and reap maximum outcomes in terms of maximizing their effort in health care of their patients.

2.7.4 Intentional and Visible Institutional Commitment

According to Obeng et al. (2014, p.1102), faculty members or teacher as well as administrators are the role model for the aspiring pharmacists and should weave SLD into their goals and missions of their pharmacy institutes. In order to support the SLD environment, it is require having sufficient teachers, staff and other related resources. It is essential for the pharmacy schools to obtain maximum financial support and possess performance measurement tools that significantly support the SLD environment. Furthermore, if the financial budgeting goals are effectively linked with the overall institute strategic planning then leadership goals can be effectively achieved.

In addition to this, Patterson et al. (2013, p. 223) suggested that integrating the SLD goals and objectives into the overall institute strategic plan can draw attention to the message of faculty as well as administrator that are concerning the relevance of leadership development training and encouraging the pharmacy students to perceive that leadership is essentially important and being attractive and leadership development is achievable through consistent hard work. However, if the leadership goal is absent from the institution entire strategic objective, mission and vision of the pharmacy institution then it would be extremely difficult for the student to attain leadership skills.

The AACP (2012) Faculties Task Force council provided the importance of the development of culture of expectation in pharmacy schools for the involvement as leaders. The report further stated that survey participants have provided their valuable insights on the importance of developing such culture that expects the young pharmacists to become the leaders. In addition to this, one of the research studies conducted by Temple, Jakubecz and

Link (2013) examined that faculty members and administrators can equally contribute and flourish the environment in pharmacy schools, which is propitious to the creation of leadership among students in various ways. For that purpose, it is required from the faculty members to work along with the students in order to provide the criteria for the development of leadership, which supports non-positional and positional leadership and enable the students to differentiate leadership functions from managerial functions. Consequently, student based organization that exists in the pharmacy schools could be helpful and powerful source that attempts to dispel the myths related to leadership and resolve the confusion related to leadership among the students.

2.7.5 Raising Profile of Pharmacists

In general term, leaders have certain visions and dreams to achieve certain goal or objective. In similar way, pharmacy leaders have a vision of making pharmaceutical care the standard of practices in order to provide exceptional care to their patients. In addition to this, true leaders must have a shared set of values or vision with those people who agreed to follow and provide consistent support to those projects whose prime aim is to lessen the gaps between the reality and the vision. Therefore, pharmacy leaders must possess a shared vision related to providing exceptional pharmaceutical services up to the mark and provide exceptional patient care along with their supporters and followers.

It is core responsibility of leaders to stir the fire of passion among its followers and together they work for the betterment of their patients care (Wanat and Garey, 2013, p. 200). One of the research studies conducted by Grethlein and Azar (2016, p. 174) argued that pharmacy students who embraced the vision of patient-centred pharmacy practice at local, national or even at international platforms. The pharmacy leaders have been expressing their commitment towards the best pharmaceutical practices verbally in several platforms but it is

more important for them to depict their consistent and outstanding efforts in their practical patient care projects. Nevertheless, this appears to be inadequate in terms of sustainability to become a change agent and stimulate the similar action among their followers of peers the inspiring share vision that is sustainable in the pharmacy related practices.

Irwin and Weidmann (2015, p. 675) discussed the concept of elephant in the room with respect to inspiring and encouraging the existing and future pharmacists with the vision of leadership and persistent commitment to lead the change through their vision in order to change pharmaceutical industry. However, every pharmacy institution has been showing their students an exemplary work of their talented faculty and pharmacy practitioners that are associated with them in order to motivate and encourage the students to develop the leadership skills among themselves. In contrast the reality is completely different and there is significant disconnection exists between vision related to the future of pharmacy and the real time pharmacy practices in today's scenario. One of the studies conducted by Dongen (2014, p. 6) argued that professional pharmacist's leaders are unable to aspire their frontline pharmacy practitioners as well as middle level managers.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter discusses various methodological choices made in the research process. The basic purpose is to justify various choices related to research approach and design, data collection and analysis methods, and sampling strategy among others. The readers can use this chapter to assess overall validity and reliability of the conclusions drawn in this study.

3.2 Research Paradigm

Research paradigm can be defined as the philosophical assumptions of researcher undertaken to gain acceptable knowledge about social phenomena. There are two epistemological positions, namely, positivism (methods and ethos of natural sciences are applicable to pursue acceptable knowledge related to social phenomena); and interpretivism (researchers must develop separate research strategy to conduct research related to social phenomena to pursue knowledge) (Bryman, 2015).

This study is based on interpretivism because the researcher believes that there should be a separate research strategy to understand the perception of pharmacy professionals regarding value of leadership training programmes.

3.3 Research Approach

According to Bernard and Bernard, (2012) Social researchers can either use inductive or deductive approach to study phenomenon under consideration. Following an inductive approach, the study needs to collect specific observations and identify patterns and then continue to broaden the scope of approach and ultimately design a generally applicable theory. In contrast, deductive approach based study sets out to test general theories within specific circumstances by collecting general observations and then continuing to develop specific hypothesis to test the theories within chosen circumstances.

This study is based on inductive approach. Therefore the study begins with collecting and analysing specific observations and patterns from pharmacy trainees and aims to develop generalised conclusions regarding all pharmacy professionals.

3.4 Type of Investigation

According to Taylor, Bogdan, and DeVault, (2015) Social researchers may choose to conduct descriptive or explanatory, or exploratory investigation. Descriptive investigation is followed to describe a phenomenon providing in-depth details about research phenomenon.

Explanatory study is conducted to explain how a social phenomenon exists. Exploratory investigation is conducted to find new avenues by conducting detailed investigation into an existing phenomenon within specific circumstances.

This study is based on descriptive approach through which the main aim of the study i.e. to understand and report the perception about leadership training programmes among pharmacy professionals is to be described and explored.

3.5 Research Design

According to Ritchie, et al. (2013) research designs are categorised as qualitative, quantitative, and mixed. The most commonly cited advantage of quantitative research in social research is that quantitative results are highly verifiable because underlying data is numeric and objective and are derived from ethos and methods of natural sciences. In contrast, qualitative design is considered to have relatively low verifiability because underlying data is subjective and non-numeric. Qualitative design are particularly useful and effective when the aim is to study experiences, feelings, and opinions of participants.

This study is based on mixed design, in which both qualitative and quantitative data has been triangulated to overcome weaknesses in mono-design. The aim is to increase reliability and validity of the results and conclusions drawn in this study. Mixed design allows this study to have both qualitative and quantitative evidence to support conclusions.

3.6 Research Strategy

Matthews and Ross, (2014) argue that researchers have used numerous research strategies to conduct research in social phenomena. One of the most popular strategies is survey strategy, along with case study strategy, ethnographic studies, etc. in this study the research strategy is survey. Researchers use survey strategy because of the fact that survey is known for high level of cost and time efficiency when compared to ethnographic studies or case studies. In addition, survey strategy also is more beneficial as compared to case study because the results of the former are more generalizable as compared to the results of the later. Typically surveys are conducted by obtaining a sample from target population and conduct entire research process using data from sample, assuming that it is applicable on entire population.

For both qualitative and quantitative data collection, this study has used survey strategy. Since this study is using questionnaire survey and interviews as data collection

method, therefore it is important to have a time efficient research strategy. Thus, survey is the most suitable strategy for this strategy.

3.7 Data Collection Method

Rubin and Babbie, (2016) argue that data collection are categorised as primary data collection methods and secondary data collection methods. In this study, both secondary and primary data has been used. The main source of secondary data collection is digital libraries and search engines that have been used to collect literature. In this study, the most relevant sources of information are considered to be articles published in academic journal and academic books.

The study also collected primary data. Primary data is also further categorised into quantitative and qualitative data. This study has collected both qualitative and quantitative design therefore qualitative. Research instrument used to collect data is explained in the next section.

3.8 Research Instrument

According to Smith, (2015) Research instrument is defined as the tool used by researcher to gather data from sample members. There are several instruments to collect qualitative data which include interviews, focused groups, observations, etc. This study used individual interviews to collect data because there is high level of confidentiality and anonymity as compared to other methods such as focus group. Confidentiality and anonymity is important in this study.

According to De Vaus, (2013), individual interviews can be classified into structured, unstructured, and semi-structured interviews. This study conducted semi-structured interviews as they overcome weaknesses of both structured (inflexible no follow up questions) and unstructured (time consuming) and exploit strengths of both structured (time efficiency) and unstructured (high flexibility).

The researcher developed a set of themes based on secondary research conducted in this study. Using these themes, a number of interview questions were designed so that the researcher can gather opinions and experience of participants relevant to research aims and objectives while providing flexibility as well as controlling the focus of discussion towards research phenomenon.

For quantitative data, this study has used questionnaires. The main benefit of using questionnaire in this study is that they are the most time and cost efficient method for data

collection. However, questionnaires are considered to be inefficient in case researcher wants to understand feeling, experience, and perception of participants. This weakness has been overcome by using individual interviews described above.

The study used a self-administered questionnaire containing closed ended questions with Likert scale. The main benefit of using this questionnaire is that it collects most relevant data such specifically tailored to meet the aims and objectives of this study. Since questionnaires are able to collect large amount of data in relatively less time, therefore it is extremely important that the data collected through questionnaire is specifically relevant to research aims and objectives otherwise the results will fail to meet research objectives. All questions in the questionnaire are based on themes and variables identified in literature review.

3.9 Sampling Method and Sample Size

According to Clarke and Charmaz, (2014) a sampling technique is either probability based or non-probability based technique. This study used non-probability sampling technique called convenience sampling. Convenience sampling enables investigator to recruit participants in research sample on ease of proximity i.e. nearest accessible participant as well as on personal convenience to recruit participants. Since, there is only limited budget and time available for this study therefore, the researcher used convenience sampling.

This study started sampling process by recruiting participants in the nearest vicinity of researcher. The researcher approach managers and workers in nearest pharmacy and invited them to participate in the study. The researcher approached a total of ten pharmacies, having a total of 13 managers and 80 workers. For questionnaire survey, researcher asked pharmacy professionals at non-managerial level to fill in questionnaires. Total number of questionnaires distributed was 80. The researcher received 76 completely filled questionnaires along with signed consent form. Only complete questionnaires were used in this study. The researcher conducted interviews of managerial staff in pharmacies. Due to limited time only ten interviews were conducted.

3.10 Data Analysis Technique

According to Eriksson and Kovalainen, (2015) Data analysis techniques refer to methods that convert raw data collected to through primary data collection instrument into meaningful results and information which is further used to draw conclusions of the study.

For data collected through interviews there are various data analysis techniques that can be used to analyse text(s) for example, grounded theory, thematic analysis, and content analysis, among others.

This study used thematic analysis to analyse interview transcripts. The main benefit of thematic analysis is that it examines large pieces of text and identifies patterns and categories called themes. These themes are then used to examine information about the research phenomena and to achieve aims and objectives of the study. The analysis begins with searching texts to identify themes, followed by critical review of themes within the context of research phenomena. Finally the themes are finalised and presented in the final result.

For questionnaire surveys, this study used statistical analyses. The main benefit of using statistical analyses is that they are considered to be most authentic and verifiable techniques, however, they are not efficient in analysing texts. This study used correlation, regression and descriptive techniques to analyse quantitative data and derive meaningful results.

3.11 Accessibility Issues

The main accessibility issue during the course of research emerged due to limited time and budget available for the study. The researcher could not afford extensive and costly travelling as well as could not conduct more interviews. Furthermore, the researcher could not access those research studies that require purchasing.

3.12 Ethical Considerations

According to Banks and Zeitlyn, (2015) ethical considerations can be defined as set of moral principles, norms, and values that are adopted by researchers in order to show integrity with research participants and research community. Firstly, it is important to pay credit and appreciation to authors of existing literature. This study provides in-text citations with corresponding list of references using Harvard referencing style with at the end of the study. Furthermore, in order to show integrity with the research participants, this study obtained consent oral from all participants before conducting the interview. The interviewees were clearly communicated that the participation in the study is voluntary, without any monetary benefits and for academic purpose only. The participants were informed that they may quit research process any time without any obligation. Furthermore, this study adhered to strict

confidentiality and anonymity of all participants. There is no data in this study that could lead to tracing the identity of participants.

CHAPTER FOUR: FINDINGS

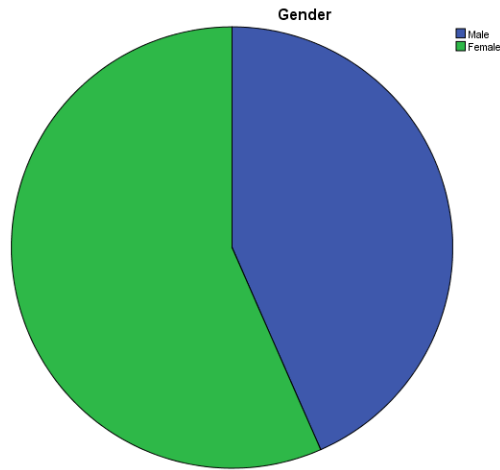
4.1. Introduction

The following section is planned towards presenting the insights from the respondents of the study in the form of findings of the research. The chapter will facilitate the readers in understanding the main theme of the research which is directed towards the perception of the pharmacist for the value of leadership programs. The research process was conducted through compiling quantitative and qualitative feedback from pharmacist professionals and the non-managerial workers for the purpose of getting their reviews on the importance of leadership in the clinical practices. The researcher surveyed 76 workers of the pharmacies and conducted interviews of managerial staff in pharmacies from 10 managers. In the chapter, the researcher has facilitated demographic analysis, descriptive, correlation and regression analysis. Furthermore, the interview responses have been presented in the form of themes. Finally, the chapter also includes a section of discussion which reflects on the objectives achievement of the research.

4.2. Demographic Analysis

Gender of Respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	43.4	43.4	43.4
	Female	43	56.6	56.6	100.0
Total		76	100.0	100.0	

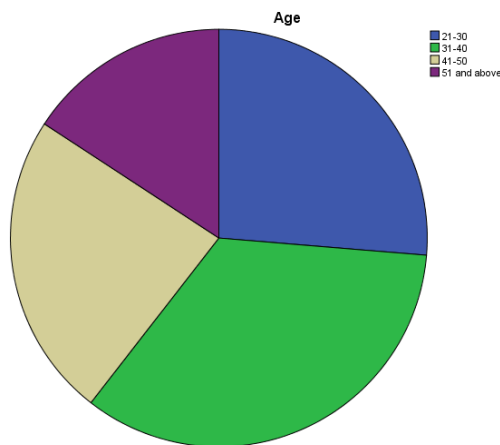


It can be reviewed from the graph and chart presented above that out of 76 respondents, there were 33% of the male respondents, whereas, 43% of the respondents were female. This depicts that majority of the respondents were female pharmacists for the study that can also be viewed from the pie-chart presented above.

Age of Respondents

Age

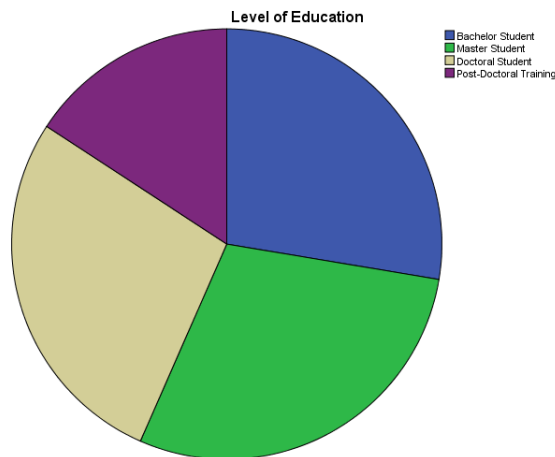
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30	20	26.3	26.3	26.3
31-40	26	34.2	34.2	60.5
41-50	18	23.7	23.7	84.2
51 and above	12	15.8	15.8	100.0
Total	76	100.0	100.0	



It can be observed from the table and pie chart presented that out of 76 respondents, 20% of the respondents were from the age group of 21-30 years, 26% of the respondents were from the age group of 31-40 years, 18% were from the age group of 41-50 years and the remaining 12% were from the age group of 51 years and above. This depicts that majority of the respondents were from the age group of 31-40 years of age.

Level of Education of Respondents

		Level of Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Student	21	27.6	27.6	27.6
	Master Student	22	28.9	28.9	56.6
	Doctoral Student	21	27.6	27.6	84.2
	Post-Doctoral Training	12	15.8	15.8	100.0
	Total	76	100.0	100.0	



It can be viewed from the table presented above that 21% of the respondents out of 76 were bachelors, 22% were masters, 21% of the respondents have completed their doctoral education and the remaining 12% of the respondents have completed their post-doctoral training. This reflected that most of the respondents have masters level of education serving as the pharmacists.

Occupational Experience of Respondents

Your occupational experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	8	10.5	10.5	10.5
	1 year - 3 years	16	21.1	21.1	31.6
	3 - 8 years	24	31.6	31.6	63.2
	9-12 years	11	14.5	14.5	77.6
	12 years and above	17	22.4	22.4	100.0
	Total	76	100.0	100.0	



It can be observed from the table that out of 76 respondents, 8% have below than 1 year experience of occupation, 16% lied in the bracket of 1 years-3 years, 24% of the respondents were from the occupation bracket of 9-12 years, and remaining 17% were from the bracket of 12 years and above. However, it can be interpreted that the majority of the respondents from the occupation bracket of 3-8years having experience to working being in a pharmaceutical company or serving as the pharmacist.

4.3. Descriptive Analysis

Perceptions of pharmacy professionals

Student leadership development is the main dimension of leadership training program in pharmacy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	13	17.1	17.1	17.1
Agree	27	35.5	35.5	52.6
Neutral	9	11.8	11.8	64.5
Disagree	4	5.3	5.3	69.7
Strongly Disagree	23	30.3	30.3	100.0
Total	76	100.0	100.0	

The above table highlighted here reflects that the perception of the pharmacy professionals by the statement that the student leadership development is considered as the main dimension for leadership training program in the pharmacy. From the results, it was found that 13% of the respondents were strongly agree with the statement that student leadership development should be incorporated in the pharmacy programs, 27% also agree with the statement making it an accumulated 52%. Moreover, 9% of the respondents remained neutral to the statement. On the contrary, an accumulated 27% of the respondents were not in the favour of the statement.

It is responsibility of pharmacy institutes to provide valuable experiences to its students in order to successfully integrate leadership development program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	36.8	36.8	36.8
Agree	26	34.2	34.2	71.1
Neutral	13	17.1	17.1	88.2
Disagree	7	9.2	9.2	97.4
Strongly Disagree	2	2.6	2.6	100.0
Total	76	100.0	100.0	

It was found from the table presented above that a total of 71% of the respondents strongly agree with the statement that it is considered as the responsibility of the pharmacy

institutes to its students for the successful integration of leadership development program. Around 13% of the respondents remained neutral to this statement, inferring that either they do not wanted to answer to this statement or does not understand the nature of question. In addition to the findings, 9% of the respondents were not in the favor of the statement suggesting that majority supported the statement.

Pharmacists are aware of the benefits of continuous professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	15	19.7	19.7	19.7
Agree	30	39.5	39.5	59.2
Neutral	14	18.4	18.4	77.6
Disagree	5	6.6	6.6	84.2
Strongly Disagree	12	15.8	15.8	100.0
Total	76	100.0	100.0	

The above table has been directed towards the question statement that the pharmacist are aware about the benefits of the continuous professional development. To which 15% of the respondents strongly agree with the statement, whereas, 30% only agree with the statement. Moreover, 14% of the respondents remained to the statement and the remaining 17 of the respondents were not the favour of the statement that the pharmacists are aware of the benefits related to the continuous professional development.

CPD helps pharmacist in developing new competencies which are related to leadership.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	22	28.9	28.9	28.9
Agree	24	31.6	31.6	60.5
Neutral	12	15.8	15.8	76.3
Disagree	6	7.9	7.9	84.2
Strongly Disagree	12	15.8	15.8	100.0
Total	76	100.0	100.0	

The above table highlighted here reflects that Continuous Professional Development CPD helps pharmacist in developing new competencies which are related to leadership. From

the results, it was found that 22% of the respondents were strongly agree with the statement that CPD Helps in the development of new competencies among the pharmacist, 24% also agree with the statement making it an accrued 61%. Additionally, 12% of the respondents remained neutral to the statement. On the different, an accumulated 18% of the respondents were not in the favour of the statement. However, the majority was still in the favour of the statement.

Higher management support and access to the resources that facilitate the learning needs builds confidence and empower the pharmacy professionals, in the process of CPD

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	22	28.9	28.9	28.9
Agree	14	18.4	18.4	47.4
Neutral	12	15.8	15.8	63.2
Disagree	5	6.6	6.6	69.7
Strongly Disagree	23	30.3	30.3	100.0
Total	76	100.0	100.0	

The statement presented above has highlighted that the higher management support and access to the resources that facilitate the learning needs builds confidence and empower the pharmacy professionals within the process of CPD. To this statement, there were a total of 48% of the respondents who strongly agree and agree with the idea presented. However, only 12 respondents of the study remained neutral to the findings. On the different side, there were 27 respondents who completely disagree with the statement. Therefore, it can be interpreted from the results that majority reviewed in the favor that higher management support and accessibility to the resources can build confidence and empower pharmacy professionals.

Pharmacy leaders are willing to apply all their existing and new knowledge, abilities, talents and skills for addressing latent health care needs of patients.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	27	35.5	35.5	35.5
Agree	19	25.0	25.0	60.5
Neutral	15	19.7	19.7	80.3
Disagree	4	5.3	5.3	85.5
Strongly Disagree	11	14.5	14.5	100.0
Total	76	100.0	100.0	

The above table highlighted here pharmacy leaders are willing to apply all their existing and new knowledge, abilities, talents and skills for addressing latent health care needs of patients. From the results, it was instituted that 27% of the respondents were strongly agree with the statement that student leadership development should be incorporated in the pharmacy programs, 19% also agree with the statement making it an accumulated 61%. Moreover, 15% of the respondents remained neutral to the statement. On the other hand, an accrued 19.8% of the respondents were not in the favour of the statement.

The experience based learning tactics enable the young pharmacists to become self-aware of their potential strengths and weaknesses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	42.1	42.1	42.1
Agree	15	19.7	19.7	61.8
Neutral	15	19.7	19.7	81.6
Disagree	4	5.3	5.3	86.8
Strongly Disagree	10	13.2	13.2	100.0
Total	76	100.0	100.0	

The above table highlighted here that the experience based learning tactics enable the young pharmacists to become self-aware of their potential strengths and weaknesses. From the outcomes of the table, it was observed that 42.1% of the respondents regarded the fact as important that the experience based learning tactics enables the young pharmacists to become self-aware of their weaknesses and strengths, 19.7% also agree with the statement making it

an accumulated 61.8%. In addition, 19.7% of the respondents remained neutral to the statement. On the other hand, an accumulated 18.5% of the respondents were not in the favour of the statement. This highlights that majority supported the question statement.

Pharmacy institutions should have commitment to practice leadership skills for the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	42.1	42.1	42.1
Agree	17	22.4	22.4	64.5
Neutral	14	18.4	18.4	82.9
Disagree	5	6.6	6.6	89.5
Strongly Disagree	8	10.5	10.5	100.0
Total	76	100.0	100.0	

From the findings presented in the table above, it can be interpreted that 42.1% of the respondents strongly agree with the statement that pharmacy institutions should have commitment to practice leadership skills for the students. In addition 22.4% only agree, whereas, 18.4% remained neutral to the idea presented. On the other hand, a total of 17% of the respondents were not in the favour of the question statement. Therefore, majority supported the view that the pharmacy institution should have commitment to practice the leadership skills for the students.

Faculty members and administrators can equally contribute and flourish the environment in pharmacy schools to foster leadership

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	26	34.2	34.2	34.2
Agree	23	30.3	30.3	64.5
Neutral	13	17.1	17.1	81.6
Disagree	5	6.6	6.6	88.2
Strongly Disagree	9	11.8	11.8	100.0
Total	76	100.0	100.0	

From the results presented in the table above, it can be construed that 34.2% of the respondents strongly agree with the statement that faculty members and administrators can equally contribute and flourish the environment in pharmacy schools to foster leadership. In

continuation to the results, 30.3% only agree with the statement. However, 17% remained neutral highlighting either they were not aware of the question or does not want to comment on it. On the contrary side, a total of 18.4% of the respondents were not in the favour of the question statement.

The pharmacy leaders have been expressing their commitment towards the best pharmaceutical practices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	33	43.4	43.4	43.4
Agree	16	21.1	21.1	64.5
Neutral	14	18.4	18.4	82.9
Disagree	5	6.6	6.6	89.5
Strongly Disagree	8	10.5	10.5	100.0
Total	76	100.0	100.0	

From the results presented in the table above, it can be construed that 43.4% of the respondents strongly agree with the statement that the pharmacy leaders have been expressing their commitment towards the best pharmaceutical practices. In addition to the results, 21% of the respondents only agree with the statement. Conversely, 18.4% remained neutral emphasising either they were not aware of the question or does not want to comment on it. On the contrary side, a total of 17% of the respondents were not in the favour of the question statement.

Future pharmacists with the vision of leadership and persistent commitment can lead change in the pharmaceutical industry

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	15.8	15.8	15.8
Agree	27	35.5	35.5	51.3
Neutral	9	11.8	11.8	63.2
Disagree	15	19.7	19.7	82.9
Strongly Disagree	13	17.1	17.1	100.0
Total	76	100.0	100.0	

From the results presented in the table above, it can be seen that 15.8% of the respondents strongly agree with the statement that future pharmacists with the vision of leadership and persistent commitment can lead change in the pharmaceutical industry. In addition to the results, 35.5% of the respondents only agree with the statement. Contrariwise, 11.8% remained neutral emphasising either they were not aware of the question or does not want to comment on it. On the differing side, a total of 36% of the respondents were not in the favour of the question statement.

Leadership training programs are important for establishing leadership skills in pharmacist.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	36.8	36.8	36.8
Agree	26	34.2	34.2	71.1
Neutral	13	17.1	17.1	88.2
Disagree	7	9.2	9.2	97.4
Strongly Disagree	2	2.6	2.6	100.0
Total	76	100.0	100.0	

The table highlighted above highlights on the statement that the leadership training programs are important for the establishment of the leadership skills in the pharmacists. For this statement, a total of 71% of the respondents were agreeing with the fact presented in this question. In addition to the above statement, 17% remained neutral to the statement depicting either they were not aware of the question or does not want to remark on it. Moreover, there were 12% of the respondents who disagree with the question statement.

It helps in providing personal reflection to the pharmacists.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	19.7	19.7	19.7
	Agree	30	39.5	39.5	59.2
	Neutral	14	18.4	18.4	77.6
	Disagree	5	6.6	6.6	84.2
	Strongly Disagree	12	15.8	15.8	100.0
	Total	76	100.0	100.0	

The table highlighted above highlights on the proclamation that leadership programs help in providing reflection to the pharmacists. For this statement, a total of 59% of the respondents were agreeing with the fact presented in this question. In addition to the above statement, 18.4% remained neutral to the statement depicting either they were not aware of the question or does not want to remark on it. Furthermore, there were 22% of the respondents who disagree with the question statement.

Pharmacy residents provide the incorporation of the leadership training program for helping the students and young professionals for meeting the needs to leadership in the profession.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	28.9	28.9	28.9
	Agree	24	31.6	31.6	60.5
	Neutral	12	15.8	15.8	76.3
	Disagree	6	7.9	7.9	84.2
	Strongly Disagree	12	15.8	15.8	100.0
	Total	76	100.0	100.0	

The table stressed above highlights on the proclamation that the pharmacy residents provides the incorporation for the training programs in order to help young students for meeting the needs of leadership. In accordance with the statement, a total of 60% of the respondents were agreeing with the fact presented in this question. In addition to the above statement, 15.8% remained neutral to the statement depicting either they were not aware of

the question or does not want to remark on it. Furthermore, there were 22% of the respondents who disagree with the question statement.

Leadership training programs provide value to the development of leadership mechanisms in the pharmacy students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	22	28.9	28.9	28.9
Agree	14	18.4	18.4	47.4
Neutral	12	15.8	15.8	63.2
Disagree	5	6.6	6.6	69.7
Strongly Disagree	23	30.3	30.3	100.0
Total	76	100.0	100.0	

The last question of the questionnaire talks about the leadership training programs which provides value to the leadership development mechanisms for the pharmacy students. From the analysis, it was revealed that a total of 48% of the respondents agreed with the statement and 15.8% were neutral to the question. On the other hand, there were 36% of the respondents who negated with the statement that the leadership training programs provide value for the development of leadership mechanism in the pharmacy students.

4.4. Correlation Analysis

Correlations

		Perceptions_of_pharmacy_professionals	Value_of_leadership_training_programs
Perceptions_of_pharmacy_professionals	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	76	76
Value_of_leadership_training_programs	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

The table highlighted above represented the correlation between the perceptions of pharmacy professionals with the value of leadership training programs. The correlation between the dependent and independent variable is estimated at 0.923 which depicts that

perception of the pharmacy professionals is strongly correlated with the leadership training programs.

4.5. Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	.852	.850	.36250

a. Predictors: (Constant),
Value_of_leadership_training_programs

The table presented highlights the model summary of the regression analysis. From the table, it can be identified that the adjusted R² of the model is .923 with the R² estimated at .850 implying that the regression explains 85% of the variance between the variables.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.187	1	56.187	427.588	.000 ^b
	Residual	9.724	74	.131		
	Total	65.911	75			

a. Dependent Variable: Perceptions_of_pharmacy_professionals

b. Predictors: (Constant), Value_of_leadership_training_programs

The ANOVA tables describe the fitness of model for the research. It can be viewed that the sig value is estimated at 0.000 explaining that perception of pharmacy professionals can be explained by the predictor (Value of leadership programs) for the present study.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.323	.070		4.631	.000
	Value_of_leadership_training_programs	.763	.037	.923	20.678	.000

a. Dependent Variable: Perceptions_of_pharmacy_professionals

The table of co-efficient reflects the outcome of regression analysis. For the present research, all values are significant because they are estimated to be lesser than 0.005 as depicted in the table above.

4.6. Thematic Analysis

4.6.1. Significance of the Leadership Programmes for the Pharmacists for enhancing their skills and competencies

The first theme is directed towards highlighting the significance of the leadership programmes for the pharmacists' trainees. In the light of the study Hodgson, Pelzer and Inzana (2013), effective leadership training programmes can help in building competencies and strengths in the young professionals. Upon asking the significance of leadership programmes for the pharmacy professionals, interviewee 1 stated in the interview that,

“Pharmacists belong to the field where they have to continuously update their knowledge and skills for remaining consistent with the industry. And you would also know that the profession of the pharmacy relies on the leadership guidance for bringing evolution in this practice while there is a transition in healthcare. So I believe that different institutions should design leadership programmes so that the pharmacists can revamp their competencies.”

In response to the question asked, the interviewee 5 reflected in the statement that,

“Yeah there is a high significance for the training programs in the profession of pharmacy because eventually it is the pharmacist who guides you with taking appropriate medications and is one step further than the doctor. In further, it is necessary for the institutions to set programs where they are facilitated with the opportunities that entailed interactions and activities that indicates the leadership development which is very necessary for the pharmacists”

From the responses above, it can be observed that the managers treated the leadership development programs as highly important for the pharmacists because it will help them in enhancing their skills and competencies. Moreover, it will help the young pharmacists in achievement for their career goals in the field of pharmaceuticals.

4.6.2. *Effective Leadership Positions in a Pharmacy Organization for the Student's Learning*

The second theme of the research talks about the effective leadership positions in the pharmacy organisations which can be beneficial for the student learning. According to Aspden et al. (2017), pharmacy is considered as the sensitive profession for which authentic knowledge of field is an important element for the future pharmaceutical. However, the leadership skills are equally important within the sensitive profession so as to cope up with the challenges faced by the pharmacists. In the light of effective leadership position asked by the interviewers, the interviewee 6 highlighted that,

“It is very much knowledgeable that the pharmacists in the present industry require appropriate and reliable knowledge because one mistake can be risky for the people. So, such kind of pressure can be reduced by focusing on the decision making skills and the leadership programs should help them in taking actions according to their expertise and knowledge”.

For the response of this question, interviewee 3 highlighted that,

“I have been serving in the pharmaceutical company for the past 13 years and yet I believe that there is a continuous need of strategies leadership within the companies so they can plan their strategies according to their profession, knowledge, expertise they have and vice versa. I believe that it better promotes teamwork rather than taking any other unknown approach for the leadership”

From the interview analysis for the present theme, it was made evident by the interviewee who was experienced in the field of pharmaceutical stating that the strategic

leadership should be implemented in order to manage the pharmacists and empower leadership skills which is necessary for their profession.

4.6.3. Effectiveness of the Leadership Training Programme for the Continuous Development of Pharmacists

The following theme examines the effectiveness of the leadership training programme for the continuous development of the pharmacists in the pharmaceutical industry. In the light of the study conducted by Aspden et al. (2017), it was highlighted that the continuous professional developments helps the pharmacists in enhancing their skills and motivate them towards their profession. In accordance with this statement, the interviewee 9 highlighted by the statement that,

“Yes continuous development for the pharmacists is necessary because according to my experience I have found that one could very quickly promote in the field of pharmacy because the promotion completely relies on your guts and skills you have got. In addition, the continuous development should be the motto of every leadership training programme because it helps in enhancing the skills and creates self-confidence in the people with respect to their profession”

In response to the statement, interviewee 2 stated in this interview that,

“Yes I find the continuous development of the pharmacists very effective because it will help them to grow further and excel in their field as we all know that this profession requires a lot of skills and potential of the people to manage the things accordingly. So the pharmacists are necessary for building an effective set of skills where they could practice it abruptly.”

It was further added by the interviewee 7 that,

“Most of the pharmacists are unaware of the perks of continuous development as to what level it can help them to grow and nourish themselves in their career. However, I

believe that they should have focused on gathering leadership skills by attending webinars, conferences, and meetings for updating their skills and cope up with highly competitive pharmacological environment which is off course for their benefit and development.”

From the analysis presented in the responses, it can be reviewed that the continuous development has been considered as highly effective for the pharmacists because it will help them in their professional life to grow and empower their skills in the field.

4.7. Discussion

Objective 1: A literature review will first be conducted to gather evidence from current research in this field and provide a scope on what leadership training provision is currently available for pharmacy professionals and whether this has been evaluated and it's perceived values.

The first objective proposed by the researcher is theoretical in nature which is directed towards carrying out literature review for gathering evidence on the leadership programs that is available for the pharmacy professionals. The objective was successfully achieved by the researcher by reviewing different theories and concepts related to the leadership programs for pharmacy professionals. In the light of Helling and Johnson (2014, p.1348), it was revealed that the training of leadership is considered as the significant part of the residency programs in pharmacy. However, the previous researches has duly emphasised upon the importance of the leadership training programmes for the effectiveness of the pharmacy experts and professionals. Moreover, it has also been identified in a number of studies that the pharmacists all over the world have an obligation and respective responsibility to perform various functions as a leader. Therefore, the perceived values for the pharmaceutical field highlighted that the leadership is practised in this field which can build empowerment and confidence among young professionals and students.

Objective 2: The literature review will be used to establish the most appropriate method to use for this research proposal through building on what has worked in the past. The method will include both quantitative and qualitative results in the form of surveys and interviews

The following objective is associated towards the establishment of the appropriate method for the research proposal in the light of the past studies. The methods were also discussed in terms of both qualitative and quantitative results from interviews and surveys. The objective was accomplished by the researcher successfully as in the literature, there were a number of studies highlighted which reflected on the past studies related to the leadership and the clinical practices of the pharmacists which enhances their skills and expertise. Moreover, the researcher undertaken both quantitative and qualitative research for identifying the significance of the leadership programs along with the perception of the pharmacists to which it was revealed that there is a significant relationship between the perception of the pharmacist and the value of leadership programmes in the field of pharmaceutical industry.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Introduction

The last chapter of the dissertation yields the main points of the dissertation while highlighting research limitations of the study. This chapter encompasses the summary of the research which entails chapter-wise summary while mentioning the main findings of each chapter. This chapter is considered to be having the main gist of the study which can also be used by future researchers and encourage students to add the main findings into their study to increase the comprehensiveness of the study. Furthermore, this chapter aims to provide a brief conclusion while scrutinizing the aim and objectives of the study. This chapter

moreover presents suggestions to the future researches to adopt the results obtained in this research while overcoming the research limitations of the study.

5.2 Summary of Research

The main aim of the study was to examine the perceptions of pharmacy professionals on the value of leadership training programmes. For this purpose, this particular research has been divided into four core chapters; hence this section entails the main findings of each chapter which can be added to conclude the dissertation.

The first chapter is introduction in which the researcher has explicated the different types of leadership skills; i.e. operational leadership, clinical leadership and strategic leadership. Moreover, this chapter also highlights the aim and objectives of the study which concludes that the study uses quantitative and qualitative methods to address the research questions of the study. The first chapter of the dissertation provide a basic understanding and outline of how the research proceeds and what are the necessary aspects that has been undertaken by the researcher to carry out the research. This chapter also signifies that the researcher has selected mixed method approach to address the research questions.

The second chapter is literature review which can be considered to provide the theoretical support to the researcher to conclude the dissertation. In the light of literature review and the analysis carried out, it has been identified that leadership training programmes have been adopted by most of the professional pharmacists and students in order to strategize leadership to meet the needs of professional leadership. This helps them to understand the leadership services, skills and attributes in the field of pharmacy. Moreover, it has also been identified in this chapter that the inclusion of leadership training programmes within the training of pharmacy residents significantly strengthens the personal competencies of the individuals and can communicate the vision strategy with viability between the business personnel and the students. It has further been evaluated and identified in this chapter that the

perception of the pharmacy professionals towards leadership training programmes contributes in student and professional leadership development, increases the self-awareness and raise the profile of the pharmacists.

The third chapter entails a detailed explanation of what type of research methods can be best-suited for this research. It has been explicated in this chapter that the researcher has used interpretivism philosophy in order to develop a new research strategy to identify the perceptions of the pharmacists regarding leadership training programmes. Inductive approach has been selected in order to gather information while observing different perceptions of the pharmacists. Moreover, this chapter also suggested that the researcher has selected the descriptive approach which assisted the researcher to incorporate in-depth analysis of the research topic. The researcher has gathered the information through both, primary as well as secondary sources to maintain the viability of the research. The evidences incorporated in this study by using mixed method approach. Research instrument used in this study was the questionnaire based upon Likert scale, containing open-ended questions. The researcher has carried out this research on the basis of convenience sampling while maintaining the ease of accessibility and proximity of the researcher. 80 workers and 13 managers were selected while 10 pharmacies were selected. Furthermore, the researcher has adopted statistical and thematic analyses techniques to analyse the responses of the study.

The next chapter in analysis and discussion chapter in which the researcher has carried out the thematic and statistical analysis to analyse the responses of the study. It has been analysed through the analysis that student leadership development is the considered to be the main dimension of leadership training program in the context pharmacy. This is because pharmacists are aware of the merits of continuous professional development which help the students to develop new as well as existing competencies of the students. It has also been depicted from the analyses conducted that future pharmacists with the vision of

leadership and persistent commitment can lead change in the pharmaceutical industry. The results of the statistical and thematic analysis showed that leadership training programs provide value to the development of leadership mechanisms in the pharmacy students. In the light of thematic analysis, it has been signified that the strategic leadership approach has been the declared the best-suited approach for pharmacists which help them promote teamwork and enhance decision-making capabilities while improving the communication between the professionals and the patients.

The last chapter is the conclusion and recommendation chapter in which the researcher has concluded the research by highlighting the main points of the dissertation. In this chapter, the research has also provided recommendations to future researchers in order to carry out a more comprehensive study on the basis of the findings of this research while overcoming the research limitations. It has been conclude di n this chapter that pharmacists believe that leadership training programs are important in order to establish the leadership competencies and skills within students, as well as the pharmacists themselves. It has also been concluded in this chapter that the leaders of pharmacy are eager to apply their existing knowledge, abilities and skills in order to address dormant health care needs of patients.

5.3 Research Limitations

According to Cohen, Manion and Morrison, (2013) research limitations refer to limitation in results and conclusions drawn in the study based on methodological weaknesses or limitations in the scope of the study. Firstly, the sample size in the study is relatively small as and the study could only conduct 10 interviews and 76 questionnaires. It is believed that reliability and validity of the results and conclusions could have been increased by conducting more interviews and a larger scale survey questionnaire. The scope of the study is also limited because it focuses on studying perceptions of pharmacy professionals only and does not include other relevant factors such as students. Furthermore, the results of this study

are also limited to pharmacy professionals in UK and may not necessarily reflect the perceptions of professionals in other countries and regions.

5.4 Future Research and Development

The main aim of this study was to analyse how the leadership training and development programmes are being perceived by the professional pharmacists. In this regard, the researcher has carried out a detailed research while the inclusion of different past-conducted studies has significantly elevates the overall viability of the study. It has been evident that limited data and information is present regarding the perceptions of pharmacists towards leadership training programmes. The evidences and incidents highlighted in this study signifies that how leadership and managerial assisted the researcher to recognise the importance of leadership training and development programs. The findings of this study encourage the future researchers and students to develop a framework in order to recognise their role as an effective leader, underpinning the importance of leadership training programmes.

For future research, it has been implicated that the researchers should focus upon adding the leadership programmes as a major part of the pharmacy curriculum. This would significantly allow the researcher to analyse how the inclusion of leadership training programs in the curricula affects the leadership engagement within the institutions. The future research can be carried out by the researchers by focusing on the educational research on leadership, training and development programs. Moreover, a viable evaluation and monitoring system should be allocated for both pharmacists as well as students in order to prepare both to manage the professional challenges regarding the leadership and its training. This is because it is necessary to track the effectiveness of the leadership of professionals and the students in order to evaluate the involvement of each person with regards to the leadership instructions.

The limitations of the study can be mitigated when future researcher can carry out a more comprehensive study while taking a much larger sampling size of the study. This would allow the researchers to gather information form larger population. This would eventually increase the overall validity and reliability of the study as large number of responses would be added, with enlightening responses and information. Moreover, future investigators can carry out the study by not only emphasising upon a particular region, however by undertaking several regional scenarios. This would allow the researchers to conducts and viable understanding of differential regional aspects and their contribution to the research questions of this study. Future research can also be conducted by focusing on multiple professions as well. The inclusion of different regions and different professions would allow the researcher to generalise the findings in wider context.

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Appendix

Questionnaire

This questionnaire is specifically prepared for an academic research. For the purpose of this research, the researcher has to investigate how pharmacy professionals perceive the value of leadership training programmes. Kindly give your responses by (✓) an appropriate option for each of following question:

Name _____

Contact Number _____ Email id: _____

Gender: Male Female

Age: 21-30 31-40 41-50 51 and above

Organization: _____

Level of Education

- Bachelor Student
- Master Student
- Doctoral Student
- Post-Doctoral Training

Your occupational experience:

- Below 1 year
- 1 year – 3 years
- 3 – 8 years
- 9-12 years
- 12 years and above

Please rate your responses by ✓ the value that you think is more appropriate:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
0	1	2	3	4

Perceptions of pharmacy professionals	1	2	3	4	5
<i>Student Leadership Development</i>					
Student leadership development is the main dimension of leadership training program in pharmacy.					
It is responsibility of pharmacy institutes to provide valuable experiences to its students in order to successfully integrate leadership development program.					
<i>Continuous Professional Development</i>					
Pharmacists are aware of the benefits of continuous professional development					
CPD helps pharmacist in developing new competencies which are related to leadership.					
Higher management support and access to the resources that facilitate the learning needs builds confidence and empower the pharmacy professionals, in the process of CPD					

<i>Facilitating Self-awareness</i>					
Pharmacy leaders are willing to apply all their existing and new knowledge, abilities, talents and skills for addressing latent health care needs of patients.					
The experience based learning tactics enable the young pharmacists to become self-aware of their potential strengths and weaknesses					
<i>Intentional and Visible Institutional Commitment</i>					
Pharmacy institutions should have commitment to practice leadership skills for the students					
Faculty members and administrators can equally contribute and flourish the environment in pharmacy schools to foster leadership					
<i>Raising Profile of Pharmacists</i>					
The pharmacy leaders have been expressing their commitment towards the best pharmaceutical practices					
Future pharmacists with the vision of leadership and persistent commitment can lead change in the pharmaceutical industry					
Value of leadership training programs					
Leadership training programs are important for establishing leadership skills in pharmacist.					
It helps in providing personal reflection to the pharmacists.					
Pharmacy residents provide the incorporation of the leadership training program for helping the students and young professionals for meeting the needs to leadership in the profession.					
Leadership training programs provide value to the development of leadership mechanisms in the pharmacy students.					

Thank You ☺

Interview Questions

- Q1. In your opinion, what is the significance of leadership programs for the pharmacists?
- Q2. To what extent, pharmacy trainees show interest in leadership training and understand the importance of developing leadership skills?
- Q3. Which leadership positions in a pharmacy organization you find effective for the student's learning?
- Q4. Do you think that the leading pharmacists are considered to be the influencers stewarding medication to the patients?
- Q5. What are your perception regarding Leadership Training Programmes in terms of continuous professional development and enhancing the pharmacist profiles?
- Q6. Please suggest some recommendations regarding leadership for the pharmacists.