

# Career development toolkit for early career pharmacists and pharmaceutical scientists

FIP Young Pharmacists Group

Workbook



FIP Development Goals



ADVANCING PHARMACY WORLDWIDE

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

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## What is the 100 or more jobs exercise?

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

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

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

## How do you complete this exercise?

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

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

100 and more jobs in Pharmacy Practice and Pharmaceutical Sciences				
<b>Pharmacy practice and specialties</b> (requires necessary pharmacist or pharmacy technician training and registration; programmes are available for specialised fellowships and residencies)	1.	Community/retail (pharmacist/pharmacy technician)	2.	Clinical pharmacist (foundation, advanced, consultant)
	3.	Hospital pharmacist/pharmacy technician	4.	General practice pharmacist
	5.	Home care pharmacist	6.	Geriatrics pharmacist
	7.	Home health equipment (pharmacist/pharmacy technician)	8.	Oncology pharmacist
	9.	Critical care pharmacist	10.	Bariatrics pharmacist
	11.	Paediatric care pharmacist	12.	Compounding specialist
	13.	Emergency care pharmacist	14.	Managed care pharmacist
	15.	Surgical care pharmacist	16.	Veterinary pharmacist
	17.	Aseptic infusion and IV manufacturing	18.	Outpatient pharmacist

100 and more jobs in Pharmacy Practice and Pharmaceutical Sciences		
	(pharmacist/pharmacy technician)	
	19. Biologics and biosimilars pharmacist	20. Ambulatory care (pharmacist/pharmacy technician)
	21. Internal medicine/general medicine pharmacist	22. Mental health and addictions pharmacist
	23. Hormone medicine pharmacist	24. Sexual health pharmacist
	25. Functional medicine pharmacist	26. Long-term care operations (pharmacist/pharmacy technician)
	27. Natural supplements and herbal medicine pharmacist	28. Infectious disease pharmacist/antimicrobial steward
	29. Pain management/opioid steward	30. Systemic therapy pharmacist
	31. Nutraceutical pharmacist	32. Cosmeceuticals/cosmetics pharmacists
	33. Immunisation specialist (pharmacist/pharmacy technician)	34. Travel medicine pharmacist
	35. Infectious disease testing specialist (pharmacist/pharmacy technician)	
<b>Management roles</b> (requires work experience and in some cases additional education; combines roles for pharmacy professionals and pharmaceutical scientists)	36. Clinical programmes lead	37. Director of clinical solutions
	38. Pharmacy/Pharmacy Operations Manager	39. Clinical director
	40. Regulatory Health Project Leader	41. Chief Clinical/Medical Officer
	42. Chief Pharmaceutical Officer or Associate/Deputy Pharmaceutical Officer	43. Chief Pharmacy Officer
<b>Pharmaceutical industry roles</b> (roles for pharmacy professionals and pharmaceutical scientists are combined; may require additional education and training)	44. Pharmaceutical sales representative	45. Pharmacologist
	46. Marketing and medical strategy	47. Medical science liaison
	48. Medical/drug information associate	49. Product development
	50. Drug safety associate	51. Forensic scientist
	52. Pharmacist clinical pathologist	53. Clinical research associate
	54. Toxicology pharmacist	55. Regulatory affairs pharmacist
	56. Pharmacovigilance specialist	57. Pharmaceutical study/ research lead
	58. Industrial manufacturing	59. Regulatory affairs specialist
	60. Pharmaceutical modeler (pharmacokinetics [PK], pharmacodynamics [PD], physiologically based pharmacokinetics [PBPK], and quantitative system pharmacology [QSP] modelling)	
	61. Research scientist	62. Medicinal chemist
	63. Quality assurance	64. Quality control chemist
	65. Biomedical researcher	66. Pharmaceutical scientist
	67. Digital therapeutics researcher	68. Digital diagnostics researcher
<b>Academia</b> (combines roles for pharmacy professionals and pharmaceutical scientists)	69. Lecturer/professor	70. Education and training pharmacist
	71. Residency/fellowship coordinator	72. Research and development pharmacist
	73. Pharmacy practice researcher/ professor	74. Pharmacy student mentor/ preceptor
	75. Pharmacology researcher/ professor	76. Pharmacokinetics researcher/ professor
	77. Therapeutics professor	78. Pharmaceutics professor
	79. Teaching assistant/lab assistant	80. Pharmacodynamics researcher/ professor
	81. Clinical rotations preceptor	82. Teaching fellow
	83. Teacher practitioner	84. Licensing exam preceptor/moderator



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

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

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

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


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

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

## 2. SWOT Analysis

<b>Strengths</b> 1. 2. 3. 4. 5.	<b>Weaknesses</b> 1. 2. 3. 4. 5.
<b>Opportunities</b> 1. 2. 3. 4. 5.	<b>Threats</b> 1. 2. 3. 4. 5.

**Your SWOT analysis**

### 3. Reflection template

What kind of situation in your practice (from the past continuing professional development cycle) made you felt confident or competent?

What knowledge/skills contributed to the successes above?

What kind of limitation did you experience in your practice (from the past CPD cycle) and which needs improvement?

What knowledge/skills would you want to develop to better manage similar situations in the future?

What areas of performance improvement does your supervisor or colleagues recommend?

What knowledge/skills, attitudes or values do you need to work on or acquire?



## 4. Planning template

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

## 5. Record of learning template

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

## 6. Evaluating learning template

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

## 7. Evaluating your CV

Read the list on the left-hand side and tick the box on the right-hand side if this information is already included in your CV.	
Personal information	
Your full name	
Your professional title	
Contact details that are up to date	
Career background	
Job titles	
Employer names	
Dates	
Is this presented in reverse chronological order?	
Education and academic qualification	
Qualification (name)	
Institution (name)	
Date achieved	
Professional memberships and affiliations	
List of special skills	
Publications	
List of oral presentations	
List of posters	
List of publications	
Now count the number of ticks in the right-hand column and score your CV in the box.	/19
<p>If there are any empty boxes, update your CV to include the missing information.</p> <p>To find out more about writing a good CV check out Section Error! Reference source not found.: Personal branding skills, of the toolkit.</p>	

## 8. Evaluating cover letter

Read the list on the left-hand side and tick the box on the right-hand side if this information is already included in your cover letter.	
Does it include the information of the person receiving the letter?	<input type="checkbox"/>
Does it include the information of the person who wrote the letter in the header?	<input type="checkbox"/>
Does it explain what the letter is about?	<input type="checkbox"/>
Does it refer to specific information relating to the content of the letter (e.g. a job specific or journal submission requirements)	<input type="checkbox"/>
Are there any spelling or grammatical mistakes?	<input type="checkbox"/>
Now count the number of ticks in the right-hand column and score your cover letter in the box.	/5
<p>If there are any empty boxes, update your cover letter to include the missing information.</p> <p>To find out more about writing a good cover letter check out the Section Error! Reference source not found.: Personal branding skills of the Career Development Toolkit.</p>	

## 9. “What makes a good leader” evaluation template

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



## 10. Comprehensive assessment to develop leadership skills activity

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

Source: [www.mindtools.com](http://www.mindtools.com)

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