

## A Virtual “Think Tank” to Establish Collaborative Leadership Initiative Plans (“CLIPs”)

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### Abstract

The AACP Leadership Development Special Interest Group (LD SIG) held a one-hour Virtual Networking Session during the American Association of Colleges of Pharmacy (AACP) 2020 Annual Meeting. The purpose of the session was to connect attendees with colleagues from other institutions sharing similar interests related to leadership development through an engaging “Virtual Think Tank” (VTT). The VTT included facilitated collaboration which enabled small groups to develop “Collaborative Leadership Initiative Plans” (CLIPs) based on shared leadership interest areas. A CLIP is an idea for a multi-institutional programmatic or scholarly initiative that is expected to lead to deliverables or outcomes mutually beneficial for all collaborators. Facilitators then assisted the CLIP groups with identifying specific deliverables and potential outcomes of successful implementation, as well as a plan for group follow-up. Seventy-two attendees from 55 unique institutions participated to form seven CLIP groups consisting of an average of ten individuals each. CLIP ideas generated included an initiative to align faculty tenure and promotion criteria to incentivize entrepreneurship and innovation among faculty, incorporation of a leadership project into Advanced Pharmacy Practice Experiences in the experiential pharmacy curriculum, and creation of a cross-institutional co-curricular program for students. An important legacy of the session was a leadership networking contact list, called the Leadership Networking Database, which will serve as an enduring leadership networking tool. This session offered an innovative solution to a canceled in-person professional meeting and replaced missed networking and collaboration opportunities resulting from cancellation of the in-person meeting.

**Keywords:** leadership, connection, networking, accessibility, innovation

### Introduction

When managed effectively, challenges lead us to create. A variety of challenging circumstances prompted the American Association of Colleges of Pharmacy (AACP) Leadership Development Special Interest Group (LD SIG) to create virtual forums for members to communicate, connect, and collaborate. A Virtual Symposium (VS) was created in response to a need for a forum for LD SIG members to present programmatic and scholarly initiatives related to leadership development. Conversion of national professional development meetings during the COVID-19 global pandemic to a virtual forum led to a vacuum of live networking opportunities that the LD SIG responded to innovatively with creation of a Virtual “Think Tank” Session designed to facilitate collaboration through development of programmatic and scholarly initiatives called Collaborative Leadership Initiative Plans (CLIPs). Use of these virtual platforms focused networking paved the way for creation of a Virtual Social Networking Hour (VSNH), allowing members to connect with one another during a global pandemic in a more socially oriented way to discuss leadership during trying times.

This multi-modal approach by the LD SIG created a wide sweeping approach to the virtual process to communicate, connect and collaborate with members. Multiple virtual platforms are required to fully replicate the professional development process that occurs through in-person conferences, including virtual learning, virtual networking, and virtual collaboration opportunities. The innovations described in this series of manuscripts represent three unique, but complementary aspects necessary to fully replicate in-person professional development opportunities available during in-person conferences. This three-part series highlights the importance of a diverse approach to virtual professional development when in-person opportunities are not available. As described in a previously published article (Innov Pharm. 2021;12(3):Article 22.), the VS replicated the need to present scholarly work and allow communication for critique, questions, and the ability to learn through presentations and posters. The CLIPs Virtual “Think Tank” described in this article served to intentionally cultivate connections between like-minded academicians interested in leadership development. The VSNH, which is described in a manuscript that is currently under review for future publication, provided a space for the natural need to connect with colleagues in an organic format about relative issues. The elements of each of these virtual platforms were developed out of necessity. While each innovation was designed and originally intended to be in person, they were transferred successfully in a virtual format.

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Attending conferences and professional meetings offers benefits of furthering our educational development and networking. However, without an intentional approach, the experience can easily devolve into a passive process of receiving information, with networking becoming a challenge. Attending professional meetings often involves time spent away from work which can seem to detract from work-related deliverables. This tension can cause disengagement and distraction from the professional development being provided in conference sessions. Thus, a possible solution includes conversion of a passive educational session into one where shared common interests enable facilitated collaboration.

In today's conference landscape of the global pandemic, this type of facilitated collaboration can be difficult to implement. While it would be ideal to have a face-to-face interaction, this was previously limited due to geographic constraints and differing disciplines.<sup>1</sup> Virtual formats became especially important during the COVID-19 global pandemic when in-person sessions were cancelled. In the virtual world, many health disciplines bring their scholarship in a virtual Zoom format.<sup>2</sup> The virtual format may also allow for interprofessional collaboration as it allows a mixture of disciplines rather than conferences focused on one specific discipline.<sup>3</sup> Identifying thoughtful opportunities for scholars to work together on topics has become critical.<sup>4</sup> While many of these networking collaborations take place during conferences on topics of interest, having a space to allow these connections is important. Furthermore, upon creating an interactive session, it is imperative to identify the common interest topics. In order to develop robust scholarship in health education, it is important to find collaborators interested in similar work.<sup>5,6</sup> Also critical is that these collaborations have a "niche" focus within the scholarly realm.<sup>7</sup>

In the last decade, "Think Tanks" have emerged in a variety of professional settings as a supplement to, or perhaps in some cases, a substitute for conferences. "Think Tanks" have served as a mechanism for bringing together experts, often across disciplines, to share ideas and form enduring collaborations. Within healthcare, "Think Tanks" have been used as a crowdsourcing-based mechanism to unite researchers and clinicians to provide future directions for scholarly inquiry, develop consensus on high priority clinical initiatives and research directions.<sup>8-11</sup> Published literature describes a variety of "Think Tank" formats, widely ranging from highly structured in-person meetings with a small group of local participants (n=18) to a large group of experts distributed all over the globe, virtually participating in an online survey (n=412).<sup>8,10</sup> Brainstorming, reflection, identification of common challenges faced within a professional area, reviews of available resources, and use of online survey tools were all practical components of these "Think Tanks."<sup>8-11</sup>

In order to create a network of interested scholars with a similar focus, the American Association of Colleges of Pharmacy (AAPC) Leadership Development Special Interest Group (LD SIG) implemented a virtual think tank (VTT) format during the 2020 AAPC Annual Meeting. The VTT enabled participants with similar interests to brainstorm leadership innovation ideas synchronously. These ideas became known as Collaborative Leadership Initiative Plans (CLIPs). A CLIP is a multi-institutional programmatic or scholarly initiative expected to lead to deliverables or outcomes that are mutually beneficial for all collaborators.

The novelty of the CLIPs was that there was a specified virtual time and place for specific topic areas to be discussed. This allowed scholars to meet synchronously and connect in order to find additional topics to delve further. The connection of this work synced directly with the LD SIG Strategic Plan.

## Methods

### Overview

The VTT session provided an example of this type of facilitated collaboration with a one-hour brainstorming and networking session at the 2020 AAPC Annual Meeting. The title of the session was, "Design your next Leadership-Based Program or Scholarly Initiative: A Leadership "Think Tank" and Networking Session." Initially, this session was designed to provide a live, in-person professional development and networking opportunity, but due to the onset of a global pandemic, the format of the program shifted to a virtual platform a few months prior to the scheduled session date. Given the inherent difficulties of virtual professional development, this shift required rapid adaptation to ensure successful implementation.

The purpose of the session was to help AAPC members from across the nation collaborate with one another in a mutually beneficial way, capitalizing on the diverse backgrounds and experiences represented, with regard to the pillars of academia - teaching, scholarship, service and practice. The objectives of the session included: 1) Identifying a team of collaborators from other institutions with similar curricular, co-curricular, or scholarly interests within leadership development; 2) Designing a CLIP that will lead to a scholarly deliverable or a novel curricular or co-curricular program; and 3) Identifying LD SIG resources available to enable success of CLIPs. In summary, this session was designed to connect attendees with other scholars and practitioners interested in similar areas of leadership development, and to actively facilitate sharing of ideas around common interests and creation of specific plans for continued collaboration. A checklist of the key steps involved in developing a VTT has been provided in Appendix A, which also serves as an overview of the general planning process we undertook in creating the session.

### *Pre-Session Activity*

A few weeks prior to the session, any AACP member registered for the session in the virtual meeting platform was asked to RSVP. Individuals replying were given access to a link to attend the live session. They were also asked to complete a Structured Introduction Form (SIF) to assist session administrators with pre-scheduling attendees with common leadership interests into groups prior to the session. First, the SIF asked respondents to identify a primary leadership interest area, as well as more specific interests within that area such as developing a faculty leadership mentorship program, designing a collaborative research study addressing leadership development, etc. The six primary leadership interest areas attendees could choose from included: Curricular Leadership Program Creation, Co-Curricular Leadership Program Creation, Faculty Development Program Creation, Entrepreneurship, & Innovation (e.g. tech platforms for leadership development, practice change & industry disruptors, developing personal branding, etc.), Leadership in Experiential Education (e.g. leadership development for preceptors, leadership-focused rotations, leadership development for experiential faculty & staff, etc.) and Leadership-related Assessment Tools (e.g. StrengthsFinder® & Myers-Briggs Type Indicator®, DISC®, etc.). Next, the SIF asked respondents to share the needs of their respective institutions related to leadership development. Finally, the SIF allowed respondents to identify any programs or initiatives already present at their respective institutions related to leadership development. A sample of data collected using the SIF is shown in Table 1. Data from the SIFs enabled formation of CLIP groups prior to the VTT. While the virtual platform hosting the meeting allowed for pre-recorded content, only a very brief, 12-minute presentation was provided asynchronously to give a general overview of LD SIG resources available for either general benefit or for assisting with attendees' CLIP development. This pre-recorded, asynchronous content was provided by former LD SIG executive committee officers or chairs of committees or subcommittees. This content was available for several weeks during the virtual conference.

### *Virtual Session Activities*

During the real-time virtual session, only a very brief, 5-minute presentation was given to orient attendees to the CLIP groups. The orientation included a description of the CLIP Questionnaire which needed to be completed by each group to describe their CLIP idea, to identify possible outcomes or deliverables that could result if the CLIP were successfully implemented, to identify LD SIG resources that could help implement the CLIPs, and to document their group's plan for follow-up. After the very brief orientation presentation, the remaining forty minutes were devoted to allowing CLIP groups to split up into virtual breakout rooms to briefly review SIFs and then quickly begin the "Think Tank" brainstorming portion. Facilitators were utilized to help each group complete this work efficiently.

CLIP Group facilitators were generally LD SIG executive committee members, as well as selected SIG members with leadership development expertise focused within each of the six primary leadership interest areas. The goal was for each CLIP group to have 5-10 attendees each, in addition to the facilitator. There were two facilitators for each of the six primary leadership interest areas, so prior to the session, it was recommended that facilitators split their groups further into two subgroups if needed, but the decision to split was ultimately left up to the facilitators.

Once the CLIP groups were established and structured introductions were complete, the "Think Tank" brainstorming time was used to identify attendees' common specific interest areas or complementary institutional needs or existing resources. A facilitator guide (Appendix B) was provided to promote consistency in the way groups were led through the structured process of virtually developing a CLIP. As part of this process, the CLIP groups were invited to envision what outcomes/deliverables could result over time if the CLIP idea was implemented. They also were asked to classify the nature of the collaboration their CLIP group was forming as either curricular, co-curricular, or scholarly. A listing of LD SIG resources were provided for attendees to choose from to identify which ones would be most helpful in facilitating their CLIP idea. Finally, CLIP groups had to identify what next steps they could take to facilitate successful CLIP implementation, such as sharing contact information, making plans for future CLIP group meetings, etc. A digital worksheet in the form of an electronic questionnaire was provided to facilitate these CLIP group discussions since paper worksheets were not an option. Once the CLIP groups completed their small group "Think Tank" work and documented their CLIP idea on the electronic questionnaire, they rejoined the rest of the attendees and facilitators for a large group debrief. Facilitators were asked to report on the CLIP group ideas that had been discussed, and then the session was concluded.

Of note, one additional facilitator was also required to manage technology and breakout rooms since automatic self-selection or reliable pre-meeting selection of breakout rooms was not available at the time of the session. This individual set up the breakout rooms according to attendees' preferred primary leadership interest area, provided links to relevant content including the SIF, the CLIP group questionnaire, and a link to online LD SIG resources. A technology facilitation guide, including a contingency plan was provided for this facilitator.

### *Post-Session Activity*

Upon completion of the VTT, an email was sent to all attendees providing links to the SIF for continued collaboration, as well as a link to view the CLIP Questionnaire responses as a reminder of group ideas and discussions. One month after the session, all participants received follow-up emails reminding them of their CLIP ideas and encouraging continued outreach to collaborators identified during the session. Six months after the

session, a survey was sent to identify if any members of the CLIP groups remained in contact and if any scholarly or programmatic outcomes had resulted from the CLIPs.

### Results

Seventy-two attendees from 55 different institutions participated in the VTT. Seven CLIP groups consisting of an average of 10 individuals each (range = 5-18 participants per group) were formed. The primary leadership interest areas participants were divided into are shown in Table 2. Interestingly, the facilitators of the Entrepreneurship and Innovation group were the only ones who further split their group into two CLIP subgroups, leading to seven groups being formed to address the six primary leadership interest areas.

Responses to the CLIP Questionnaire completed by each group indicated that 5 of the 7 groups (71.4%) shared their contact information with one another to enable future collaboration. The CLIP Questionnaire responses regarding types of outcomes that could result from successful implementation of the CLIPs are summarized in Table 3. Some examples of CLIP ideas included an initiative to align faculty tenure and promotion criteria to incentivize entrepreneurship and innovation among faculty, incorporation of a leadership project into Advanced Pharmacy Practice Experiences in the experiential pharmacy curriculum, development of an entrepreneurship/innovation curricular track within colleges of pharmacy, creation of a co-curricular program for students in which faculty from a variety of institutions present leadership content, development of a virtual Leadership Curriculum for mid-career pharmacist faculty to use at a variety of institutions, and creation of a leadership mentoring program. In general, attendees provided positive responses on the session evaluations, with 32 of the 72 attendees providing an evaluation. Of the 32 evaluation respondents, 96.9% indicated that they would be able to demonstrate or apply the principles covered by the presenters into their practice. Similarly, 96.8% of attendees indicated that they were able to identify a team of collaborators from other institutions with similar curricular, co-curricular, or scholarship interests related to leadership development because of the session. Attendees also provided comments regarding helpful components of the session, which included: new awareness of resources that were subsequently utilized to update leadership development content within a PharmD course, productive discussions in breakout rooms, and live networking opportunities.

An important legacy of the session was enabled by the SIF, which has now been transformed into a longitudinal leadership networking tool called the Leadership Networking Database (Table 4). This database began with information from SIF, and is now accessible to all (approximately 1,000) LD SIG members, with continual addition of new member information upon request. This database contains a repository of over 100 points of contact at other institutions to serve as advisors or potential collaborators for programmatic initiatives or scholarly

collaboration related to leadership development. It is currently updated by LD SIG administrators and is intended to be maintained in perpetuity. Since its inception in April of 2021, nine individuals have requested to be added to the database as advisors or potential collaborators. The purpose of the Leadership Networking Database is to capture current and ongoing initiatives related to leadership and assist with identifying opportunities for collaboration based on shared leadership interests. Additionally, identification of leadership mentors or points of contact for leadership programs that have already been developed at other colleges of pharmacy can be enabled as well.

Another opportunity to continue with the CLIP connections longitudinally has been provided through the LD SIG Virtual Social Networking Hour (VSNH). VSNHs are 30-minute to one-hour virtual meetings of LD SIG members to informally discuss topics related to leadership. The format of these meetings is not very structured, although they have intermittently involved the use of breakout groups to facilitate small group discussion in a manner similar to the CLIP groups. The VSNHs currently occur on a quarterly basis and have been promoted as an opportunity for CLIP groups to reconnect and continue to move their leadership initiatives forward.

### Discussion

In response to the usual, passive learning that occurs during professional meetings, an engaging session was developed to facilitate collaboration by helping professionals identify leadership program development and assessment needs at their respective institutions. Additionally, the session served to assist in identifying areas of scholarly work in leadership development. In response to a missed opportunity for this networking and collaboration session to be live at a professional meeting, this networking Think Tank session transitioned to a virtual format and platform. Creation of this novel approach to professional meeting programming enabled opportunities for attendees to actively engage with LD SIG members and leaders and promote the LD SIG to non-members. It also created an opportunity for consistent and continual connection opportunities among those who were already members. The session further enabled the LD SIG to fulfill many aspects of its 2020-2025 Strategic Plan in a single event.

While the virtual meeting platform used was helpful in enabling the virtual meeting session, its inherent functionality restrictions were limiting. First, at the time of the session, it was not possible to reliably pre-assign group members to virtual breakout rooms. This made it necessary to organize over 70 attendees into their preferred meeting rooms while the session was ongoing rather than being able to do this in advance. At that time, the platform did not allow attendees to self-select into their preferred breakout rooms, making RSVPs and a lot of pre-session work necessary to enable quick setup of the groups during the session. Another limitation of the intervention was

that, in several cases, the CLIP groups were too large to allow for optimal group discussion and interaction due to the inability to easily split virtual breakout groups into subgroups. These limitations could be easily mitigated through use of the updated version of the platform that are now available, or through use of a different virtual platform.

Future Directions of this intervention are already in progress including the Leadership Networking Database. Persistent opportunities for CLIP groups to reconnect are also present through the VSNHs provided on an ongoing quarterly basis by the LD SIG. Programmatic and scholarly outcomes for attendees and facilitators participating in this intervention were assessed six months following the VTT networking session and are currently being reviewed and analyzed. Although the success of the CLIP groups was established in a virtual environment, the implementation should be easily transferable to in-person events or future virtual events.

### Conclusion

Strategically grouping potential collaborators from a variety of institutions through identification of shared interest areas, creation of SIFs, and using a facilitated collaboration approach requires a great deal of work to plan and implement, but it can provide a very active and productive virtual professional development program. Long-term implications of such a program can include persistent organizational benefits as well as scholarly and professional outcomes for facilitators and attendees.

The opinions expressed in this paper are those of the authors.

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IRB exemption granted.

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Table 1. Structured Introduction Form (SIF) Sample

Group 1- Curricular Leadership Program Creation						
Group Member Name	Group Member Institution	Group Member email	Interest areas related to this leadership topic?	Institutional needs related to this topic?	Current/ongoing initiatives related to this topic?	Suggested CLIP subgroup
			In charge of our student leadership retreat and want to develop a year-long program.	Develop a new course or longitudinal co-curricular on leadership for students.	The once a year leadership retreat and presentations done by orgs, especially PLS.	Course Development
			Development of Leadership experiences for students	Develop and assess a new leadership course	A domain 3/4 related course is in development	Course Development
			Institutional Research Study	LD Co-Curriculum	LD Course	Course Development / Co-Curriculum
			Developing a new course or elective	develop a new course	Co-curricular, student orgs.	Co-Curriculum
			Integrate leadership topics into clinically oriented Certificate curriculum	integrate leadership topics that don't focus on business leadership into a clinically oriented Certificate curriculum	Elective course, co-curricular healthcare business leadership certificate	Co-Curriculum
			I teach a longitudinal leadership curriculum and am interested in learning more	Expansion of student offerings	We have faculty and student content	Co-Curriculum/ Faculty
			Developing leadership outside of existing group dedicated to curricular innovation (next generation of leaders, expanding leadership team, building from a base)	We have a solid curricular evaluation system but have 3 people charged with its development; we need to build out the investment from other faculty	Informal	Faculty
			Develop content for webinars that can be adapted for faculty, preceptors and students	Develop content that can be delivered in short segments for example at College meeting and adapted for delivery in courses.	University offers development sessions	Faculty

\*Highlighted text within the SIF table indicated specific areas of shared interest or areas of institutional need that were complementary to existing initiatives at other institutions to provide potential CLIP ideas prior to the VTT for attendees to explore

**Table 2. Summary of VTT Attendees' Primary Leadership Interest Areas**

Leadership Interest Area	n (%) VTT Attendees
Curricular Leadership Program Creation	8 (11.1%)
Co-Curricular Leadership Program Creation	10 (13.9%)
Faculty Development Program Creation	18 (25%)
Entrepreneurship, & Innovation (Subgroup 1)	5 (6.9%)
Entrepreneurship, & Innovation (Subgroup 2)	8 (11.1%)
Leadership in Experiential Education	6 (8.3%)
Leadership-related Assessment Tools	17 (23.6%)

**Table 3. Anticipated Outcomes of CLIP Implementation by CLIP Group**

CLIP Group	Anticipated Outcomes of CLIP Implementation		
	Curricular	Co-Curricular	Scholarly
Curricular Leadership Program Creation	X		
Co-Curricular Leadership Program Creation		X	
Faculty Development Program Creation	X		X
Entrepreneurship, & Innovation (Subgroup 1)	X		X
Entrepreneurship, & Innovation (Subgroup 2)	X	X	X
Leadership in Experiential Education	X		X
Leadership-related Assessment Tools	X	X	X

Table 4. LD SIG Leadership Networking Database Sample

Primary Leadership Interest Area:	Name of Individual with similar Leadership Interest Area:	Institutional Affiliation:	Specific Interests related to this leadership area.	Institutional needs related to this leadership area.	Current/ongoing initiatives related to this leadership area.	Networking subgroup idea:
Curricular Leadership Program Creation			integrate leadership topics in our Palliative Care Certificate curriculum	integrate leadership topics that don't focus on business leadership in a clinically oriented Certificate curriculum	Elective course, co-curricular healthcare business leadership certificate	Co-Curriculum
Co-Curricular Leadership Program Creation			How to develop and assess student leadership development in the co-curriculum	Develop and assess a leadership co-curriculum	A required management course and a leadership elective. There is leadership in the co-curriculum but it's not as intentional as I would like	Co-curriculum
Faculty Leadership Development Program Creation			strengthen program at our COP	improve/increase faculty leadership and development	mentoring (1:1)	Mentoring
Faculty Leadership Development Program Creation			Mentoring young faculty	Long term mentoring program	Short term mentoring, one on one students mentoring.	Mentoring
Entrepreneurship & Innovation			Cross Institutional Research	Develop a new leadership development initiative for faculty and staff	We utilized outside entities plus leadership offerings by our University	Research collaboration
Entrepreneurship & Innovation			Certificate development	Cross discipline leadership certificate	Individual leadership courses	
Leadership in Experiential Education			Cross-institutional research	Continued growth in leadership development	External programs such as ALFP, internal university offered program	Research collaboration
Assessment of Leadership			Leadership assessment tools for students (pros/cons, rationale for selection and use); student feedback and evaluation of impact/outcomes related to co-curricular leadership development activities		DISC Assessment tool, incorporation of DiSC	Assessing Leadership Teaching/ Curriculum

\*Highlighted text within the Leadership Networking Database indicates specific areas of shared interest or areas of institutional need that are complementary to existing initiatives at other institutions to facilitate potential networking opportunities for LD SIG members to explore



**Appendix A. Virtual Think Tank Implementation Checklist**

- Identify Virtual Think Tank topic
- Identify Virtual Think Tank participants
- Identify the specific outcomes and deliverables of the Think Tank
- Identify Virtual Think Tank facilitators
- Identify virtual platform for Think Tank
- Compare technical capabilities of various virtual platform vendors (e.g. breakout room capability, etc.)
- Identify any resources that would be necessary to enable the outcomes of the Think Tank
- Design a mechanism for documenting and measuring attainment of Think Tank outcomes
- Provide participants access to necessary resources
- Select any Think Tank tools that will be utilized (e.g. electronic surveys, consensus-development instruments, etc.)
- Develop content of Think Tank tools
- Create and distribute a mechanism for participants to RSVP and respond to pre-session surveys, if desired
- Identify a technology manager to run the virtual platform functionality
- Prepare facilitators with any information they need to know prior to the Think Tank, including a facilitator guide, if necessary
- Provide facilitators with any talking points or other facilitation materials necessary
- Train facilitators with any technical skills necessary for successful engagement with the virtual platform
- Educate participants regarding any information that should be known prior to the Think Tank
- Develop orientation materials for Think Tank participants
- Identify a speaker to present orientation materials to Think Tank participants at the beginning of the session
- Develop a contingency plan to address any unknowns with regard to the virtual platform or other aspects of the Think Tank
- Follow-up with participants as needed to promote and measure attainment of Think Tank outcomes

**Appendix B. CLIP Group Facilitator Guide****LD SIG Virtual Education 2020 Facilitator Guide****Selected Facilitator Talking Points:**

1. Quickly reiterate the purpose of the groups:
  - a. Identify colleagues from other institutions with similar interests or institutional needs related to leadership development
  - b. Begin developing a Collaborative Leadership Initiative Plan (CLIP) & identify LD SIG resources available to help you
  - c. Document your idea & resources on the CLIP Questionnaire
2. Encourage group members to complete Structured Introduction Form
3. Encourage group members to verbally introduce themselves very briefly (<30 seconds) by summarizing:
  - a. Name
  - b. Institution
  - c. Describe your leadership-related interest areas related to this topic
  - d. Describe your leadership-related institutional needs related to this topic?
  - e. What current/ongoing leadership initiatives related to the topic already exist at your institution?
4. Facilitate a discussion amongst the entire Breakout Group that serves as a “Think Tank” for collaborative ideas related to your group’s leadership topic that everyone could participate in or benefit from, for example:
  - a. multi-campus research project
  - b. use of a new leadership-related assessment tool at  $\geq 1$  institution
  - c. new leadership course (didactic)
  - d. new leadership focused rotation (APPE or IPPE)
  - e. new leadership development program for preceptors
  - f. new leadership development program for faculty
  - g. idea for future Annual Meeting programming
  - h. idea for Webinar topic for next year

\*\*\*Complete the CLIP Questionnaire together as the entire Breakout Group\*\*\*