Leadership Experience and Development Reports (*LEADeR*) Content Guidelines:

The goal of this manuscript category is to serve as a catalyst for the advancement of leadership education within pharmacy. As such, articles within this manuscript category focus on scholarly activities within the area of leadership development, with an emphasis on the development of explicit leadership competencies through efforts rooted in a leadership framework, model, or theory. Submissions are not limited to work involving student pharmacists; submissions could also include work related to leadership development initiatives for pharmacy residents, fellows, graduate students, preceptors, and/or faculty/staff development. The initiative or educational activity should be fully described, including specific circumstances, context, and institutional culture that may have influenced implementation. While other schools/colleges may not be able to replicate an initiative completely, these manuscripts will be an inspiration to customize and evolve techniques as the academy works to evolve leadership abilities among graduates and members.

Initiatives suitable for this category may have notable methodological (e.g., non-specific measures of student learning such as overall course grades) or logistical (e.g., small sample size, low response rate) limitations. While some broad outcome data are included, the focus of the article is truly on reporting the context and experience rather than relying heavily on providing evidence of the approach's effectiveness. *LEADeR* articles address the following questions (although are not written in a question-and-answer approach) and include the following content components: [NOTE: bolded headers below are required as the article section headers]

Traditional article (research based)	Translation	New Headings
Introduction	Motive and rationale	Introduction and Leadership Framework
Methods	What was done?	Educational Context and Methods
	When and where was it done?	
	How was it evaluated?	
Results	What was found?	Findings and Discussion
Discussion		
Conclusion	Final Takeaway Points	Implications

Introduction and Leadership Framework
- This section may contain information similar to a traditional Introduction or Background section.
- This section of the manuscript should provide a basic overview of the specific opportunity or challenge. It offers information to the reader on the leadership framework, model, or theory that served as the foundation for the educational initiative, as well as the leadership competencies being developed. It is critical to describe previous scholarly work to build a base of support for the approach utilized. In addition, the background provides rationale for the approach and why this approach was used.
    - o Who are the learners and what are their leadership-related needs?
        - ▪ How were these needs determined?
    - o What was the instructional challenge or opportunity?
    - o What leadership framework/theory/model provided the foundation for instruction?
    - o What leadership competencies were being developed?
    - o Why was the approach developed?
    - o Is there literature documenting similar challenges and/or approaches?

Educational Context and Methods

- The methods section should provide a description of the educational activity so that the approach, strategy, or technique can be fully understood. In all likelihood, another school, institution, or organization will not be able to "replicate" the initiative given differences in curriculum, learners, instructors, environment, goals, and/or resources. For this reason, it is important to consider and report "Why did it work/not work?" The goal is to convey the specific circumstances and context for readers to consider as they determine necessary modifications for use within their own environment.
    - What was the status of leadership development for this group prior to the initiative?
    - What was the culture of the organization related to leadership development?
        - School/program characteristics
        - Learner characteristics (e.g., previous exposure to leadership)
        - Leadership development approach and resources
    - What were the goals of the initiative?
    - Who comprised the instructional team? (What was their training/expertise?)
    - What was the learning environment?
        - Logistical issues (e.g., facilities required, single vs. multiple campus audience)
        - What was the setting? (e.g., lecture, workshop, longitudinal development project; if in a course, what type?)
    - What specific teaching and learning methods were used?
    - How were higher levels of learning assured?
    - What learning assessments were used?
    - What type of evaluation was conducted? (e.g., peer observation, peer review, student ratings)

Findings and Discussion

- This section is a summary of assessments/evaluations, which might include qualitative or quantitative evidence. A critical appraisal of the activity/approach should be provided with a focus on interpreting the results and comparison to other findings in the literature.
    - How do you know your learners are getting it? (Consider evidence of understanding and application.)
    - What did you observe as the instructor?
    - What were your expected outcomes?
    - Did your expected outcomes differ from what you actually saw?
        - Consider where your expectations originate and ensure outcomes are evidence based.
    - What are your key findings?
        - How do these compare to similar techniques or approaches reported in the literature?
    - How does this approach contribute to existing scholarly work?
    - What are the lessons learned?
    - How will this activity be modified in the future?

Implications

- This section is similar to a traditional conclusions section. It includes a brief summary of the activity or approach. It is recognized that the initiative may not be broadly reproducible in its exact form and extent due to environmental and contextual variations at each prospective site. However, a statement of the specific contribution and the significance of the work is needed to demonstrate that the report is a consequential addition to the literature.
  - What is the significance/value of this work?
  - What are the implications for pharmacy education at the authors' institution(s)?
  - What are the implications of this work for pharmacy education at other institutions?

All questions within each section do not need to be directly addressed, but the majority should be addressed as appropriate. A structured abstract using these section headings also should be submitted.

Appendices and Supplemental Files

Authors may elect to submit materials used to support student learning, such as scenarios/cases, activities, assignments, and/or rubrics for assessing student learning. Discussion of these learning materials should occur within the article. It is important to include reference to any readings or videos that are necessary for successful completion of these activities. Materials that are essential for the reader's understanding of the scope and functioning of the initiative or intervention should be submitted as appendices. However, materials that are intended to provide further details in support of an instructor's implementation, evaluation or modification of the approach should be uploaded as supplemental e-files. If there is more than one appendix or supplemental e-file, each should be identified as A, B, etc.

Leadership Experience and Development Reports (*LEADeR*) Format Guidelines:

- 3000 word limit (somewhat flexible – contact Editor-in-Chief)
- Use graphs and tables as appropriate to best present the study results; however, do not duplicate data in graphs, tables, and text (not included in word limit).
- Language and coherence of articles in this section should read like a traditional manuscript (though using these headers provided here instead); each section should be written in paragraph form, not formatted as "question, answer, question, answer".
- References are not included in the word limit.