

Connecticut Pharmacists Association Mentorship Program Guide

Welcome to the CPA Mentorship Program! This document contains useful tips and prompts to help your mentor-mentee relationship get off to a great start. This is a support tool and not required to be part of the program. You can customize your participation as you see fit.

Mentors and Mentees should be active CPA members throughout the September to May mentoring relationship.

Mentor Responsibilities

- With mentee, determine the format and frequency of communications throughout the September to May mentoring relationship
- Maintain professionalism in all forms of interactions with mentee
- Share and answer questions, as willing, about your professional experiences and insight with your mentee
- With mentee, establish timelines and expectations
- Center discussions around mentee's set mentorship goals
- Receive and solicit feedback from the mentee
- Provide feedback to CPA regarding the mentorship program

Mentee Responsibilities

- With mentor, determine the format and frequency of communications throughout the September to May mentoring relationship
- Maintain professionalism in all forms of interactions with mentor
- Be respectful of the mentor's volunteered time
- With mentor, establish timelines and expectations
- Determine your goals for the mentorship relationship and share with your mentor
- Receive and solicit feedback from the mentor
- Provide feedback to CPA regarding the mentorship program

Timeline

Month	Suggested Talking Points
September/October	Introductory Meeting: background of mentor and mentee, shared goals for the relationship, mentee's career/professional goals, set expectations of mentor and mentee
November	How to help mentee achieve goals; vision for future
December	Interview skills, resume/CV prep, cover letter prep, mock interviews
January	Professional involvement

February	Work-life balance
March	Advocacy
April	Pharmacist practice area – topic of mentor/mentee’s choosing
May	Wrap-up, career path advice, discussion/revisit initial goals; set expectations for whether to continue mentorship

Suggested Meeting Topics/Conversations

Introductions:

1. Biography – Where are you from? How did you get to where you are today? Why did you choose pharmacy? What is your position within pharmacy?
2. Outside of pharmacy, what are you passionate about?
3. What are some of your goals (professional & personal)?

Establish top mentoring priorities:

1. Topic areas you are most interested in discussing
 - a. Career development
 - b. Patient care
 - c. Leadership
 - d. Research
 - e. Networking
 - f. Classroom teaching
 - g. Practice site teaching
 - h. Others?
2. Any off-limit topics?

Frequency of meetings:

1. How often will we meet?
2. What will we use to communicate (i.e. e-mail, phone call, video call)?
3. Do you plan on attending any upcoming CPA meetings?

Duration of the relationship:

1. How long will the mentor-mentee relationship last?
2. Graceful Exit Clause: if one of us needs to terminate the relationship for any reason, we agree to abide by the decision of the other.

Career Development Questions:

1. Why did you choose pharmacy as a career? What do you enjoy most about it?
2. What skills were most important to help you get to where you are today?
3. What are some must-have skills/training/conversations a student should have if they want to pursue a similar career path?
4. What has been the biggest challenge in your career thus far? How did you tackle it?
5. Did you have a mentor? How did you use that relationship to help you meet your goals?

6. Are you able to balance life and work effectively? Why or why not?
7. How do you manage your time during the workday to be efficient and get things done?
8. Discuss elements of a high-quality CV, need to keep an updated CV, and review the mentee's current CV, offering suggested improvements.
9. Consider conducting a mock interview to evaluate and improve the mentee's interview skills.

Patient Care Questions:

1. What drew you to your current clinical area?
2. What is your general approach to a patient care encounter?
3. How do you stay up to date with pharmacy/medical knowledge?
4. Can you offer tips for making a smooth transition from learner to clinician?
5. How do you approach communicating interventions with other healthcare providers?
6. Share a clinical pearl you have recently learned.

Leadership Questions:

1. Describe your leadership style.
2. What readings/advice/courses/podcasts/etc. have shaped your leadership style?
3. Describe your leadership roles at your current position and/or in professional organizations.
4. How do you establish a vision for those that you lead?
5. What is your approach to interviewing and assessing job candidates?
6. How do you assess those that you lead?

Research Questions:

1. What types of research have you been involved with in your career?
2. Where did you learn about how to conduct high-quality research?
3. What is your process for taking an idea to a successful research project?
4. What advice do you have for someone just starting out with research?
5. Describe the publication process. How do you approach the manuscript submission process?
6. How does peer review work? How do ensure you are an effective peer reviewer?

Networking Questions:

1. How did you build your professional network?
2. What role do your membership(s) in professional organization(s) play in your career?
3. What are some ways someone can begin their involvement in professional organizations?
4. What are some tips you need to get the most out of a professional meeting?
5. Consider a role-playing activity to allow the mentee to practice introducing themselves and providing an "elevator pitch" to someone they've just met.

Classroom Teaching Questions:

1. What is your teaching philosophy?
2. How did you develop your teaching skills?

3. How do you overcome your fear of public speaking?
4. What is your approach to developing a lecture?
5. How do you engage with your learners to keep them interested in your material?
6. What are your favorite active learning strategies?

Practice Site Teaching Questions:

1. How do you approach giving high-quality feedback to learners?
2. What is the biggest difference between teaching students and residents?
3. What was it like the first time you precepted a learner? Is there something you wish you knew before you started?
4. How do you approach teaching critical thinking and clinical decision making?
5. How do you balance teaching and your clinical/other responsibilities?