

The Value of International Mentorship



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◦ **“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination.” — John C. Maxwell**

“My mentor said, ‘Let’s go do it,’ not ‘You go do it.’ How powerful when someone says, ‘Let’s!’” — Jim Rohn

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.” John C. Crosby



THE CONCEPT OF MENTORSHIP

- **A mentorship is a relationship between two people where the individual with more experience, knowledge, and connections is able to pass along what they have learned to a more junior individual within a certain field.**
- **Mentors - share their knowledge; help you identify opportunities in your path; guide and advise their mentees; help them build a successful career or gain a solid footing within a certain organization, etc**



Mentorship is NOT:

- **Coaching/Training**
- **A passive endeavor**
- **Therapy**
- **A cure-all**
- **A one-way street**

Three C's of mentorship

CONSULTANT

COUNSELOR

CHEERLEADER

MENTORING, SPONSORING & COACHING

Difference between Coaching & Mentoring

Coaching	Mentoring
<ul style="list-style-type: none">• Input based on professional skills and training• Increases performance• Addresses specific, stipulated needs• Designed programme• Coach promotes skills development, attitudes change• Directed and guided by the coach, as appropriate• Preparation time required by Coach• Coach responsible for outcomes• Feedback delivered• Tripartite contract if corporate sponsorship• Support work outside session by Coach	<ul style="list-style-type: none">• Input based on experience• Increases maturity and understanding not skills• Mentee sets goals• Mentee responsible for outcomes• Based on relationship building• No preparation for Mentor• Tripartite contract might be necessary if corporate sponsorship (limited to feedback on neutral information such as attendance, timekeeping etc.)• No formal assessment at the end of the process• No formal feedback• No support work outside session



www.3plusinternational.com

MENTORING, SPONSORING & COACHING



MENTORS	SPONSORS
Have mentees.	Make protégés.
Provide advice.	Provide courageous counsel, experience and real time solutions.
Listen.	Strategize.
Share ideas.	Challenge mediocrity.
Ask how the event went.	Take you with them to the event.
Advise you based on where you are now.	See beyond where you are today to activate all that you can be in the future.
Ideate about fruitful possibilities.	Personally take your name into rooms you do not yet occupy with the purpose of accelerating your career.
May be plentiful.	Are special. The most successful people have <5 in their lifetime.
Some level of trust required.	High level of mutual trust required.
Only technically need to understand one dimension of your world.	Often understand many dimensions of your world (professional, personal, spiritual, etc.).
May exist throughout an organization.	Senior leaders.
Say "here's what you can do."	Say "here's what I did."

BENEFITS OF MENTORING

TO THE MENTOR	TO THE MENTEE
<ul style="list-style-type: none">• Builds leadership skills.• Improves communication skills.• Learn new perspectives.• Advance your career – Refining your leadership skills can strengthen your on-the-job performance, perhaps helping you get that promotion to higher management – or into management in the first place.• Gain personal satisfaction.	<ul style="list-style-type: none">• Gain valuable advice• Develop your knowledge and skills.• Improve your communication skills.• Learn new perspectives.• Build your network.• Advance your career.

IN EUROPE

- **Mentoring in Europe has existed as early as Ancient Greek**
- **European Mentoring and Coaching Council (EMCC) - the leading global body that creates and maintains a range of industry-standard frameworks, rules, and processes for mentorship and related supervision and coaching fields.**
- **Develop, promote and set the expectation of best practice in mentoring, coaching, and supervision globally for the benefit of society**
- **Research, Quality, Accreditation, Events**
- **University of London**
- **University of Warwick**
- **Related organizations: International Coaching Federation (USA), Global Coaching and Mentoring Alliance**



INTERNATIONAL/GLOBAL MENTORSHIPS



- Students' career goals are evolutionary and good mentors assist students with their professional evolution.
- Research shows that students who experience good mentoring also have a greater chance of securing academic tenure-track positions, or greater career advancement potential in administration or sectors outside the university.



RESEARCH FINDINGS

A recent survey of graduate students at UNL (University of Nebraska–Lincoln) revealed that those who had developed mentoring relationships with faculty members were more likely to:

- receive financial support for their graduate studies in the form of assistantships, scholarships, or fellowships
- exhibit greater productivity in research activity, conference presentations, pre-doctoral publications, instructional development, and grant writing.
- a higher degree of success in persisting in graduate school, achieving shorter time to degree, and performing better in academic coursework.

(Bellows and Perry, 2005)

INTERNATIONAL/GLOBAL MENTORSHIPS...



RESEARCH
FINDINGS

- **In South Africa, 85% of college graduates say their diploma has helped them find work, and an astounding 33% of college graduates up to age 25 are still unemployed. In Kenya, it takes an average of five years for a college graduate to find a career job.**

- **Not exclusive to Africa and other developing countries. Many high schools and higher education facilities in the United States do not provide curriculum to teach students the advanced skills needed to be successful in their first few years of work.**

(<https://globalmentorship.org/purpose/>)

- **Often challenging for low- to middle-income countries to support formal mentoring initiatives due to limited resources and trained faculty at LMIC institutions**



- **In 2018, the University of Zambia (UNZA) in Lusaka launched a mentorship program for the next generation of global health researchers, scientists and practitioners - with the help of colleagues from the Vanderbilt Institute for Global Health (VIGH), the University of North Carolina at Chapel Hill, and with support from the Fogarty International Center.**

(<https://www.vumc.org/global-health/latest-news-vigh/why-mentorship-matters-low-and-middle-income-countries>)

SUMMARY OF BENEFITS

- Increase retention rates of new faculty
- Enhance their personal satisfaction of their career choice
- Improve faculty morale
- Assist in leadership development of junior faculty
- Reduce stress and prevent burnout
- High faculty satisfaction will assist in recruiting students and postdoctoral fellows, in the obtaining of new grants, and in recognition of UNMC through publications and the provision of high-quality, safe-patient care.

(<https://www.unmc.edu/academicaffairs/faculty/mentoring/importance.html>)

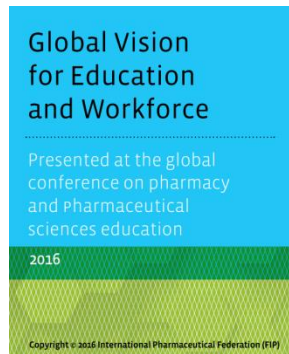
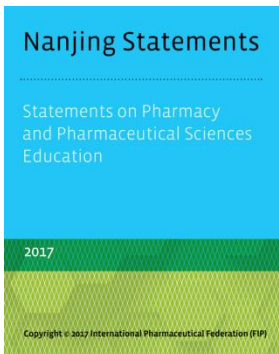
...IN PHARMACY EDUCATION



- **FIP Global Vision for Education and Workforce**
- **FIP Nanjing Statements: The Nanjing Statements on Pharmacy and Pharmaceutical Sciences Education describe the envisioned future for pharmaceutical education needed to enhance professional standards worldwide.**

In a recent American Society of Health-System Pharmacists (ASHP) report, only 55% of students reported having a mentor, which leaves almost half lacking any form of mentorship.

(https://www.pharmacytimes.com/publications/career/2011/PharmacyCareers_Spring2011/Mentoring)



4.6	Schools should prepare students to be future mentors, supervisors, preceptors and leaders. This includes promoting a culture of peer support and knowledge sharing among students and encouraging students to mentor younger students.
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TOPIC: Valuation of mentorship in pharmacy education and the impact of perceived personal relevance

- The updated model of pharmacy education has shifted to a more clinically-focused curriculum that is based on experiences in the pharmacy environment (Hepler, 1987).
- Recommended by the American Association of Colleges of Pharmacy (AACP) and the Accreditation of Pharmaceutical Education (ACPE), which state that “faculty and preceptors serve as mentors and positive role models” as a component of developing professionalism and to fostering leadership in the college or school of pharmacy (Standards, 2016).
- A study by Sierra and Adams (2017) suggests that students place value not only on the career oriented aspects of a mentoring relationship but also on the more psychosocial aspects.
- When evaluating the mentoring function scores provided by the respondents, the average score assigned to mentorship was reported as 8.56 (SD=1.14) on a 10-pt scale in which 1=not important and 10=extremely important.

(<https://www.google.com/url?sa=t&source=web&rct=j&url=https://egrove.olemiss.edu/cgi/viewcontent.cgi%3Farticle%3D2739%26context%3Ddetd&ved=2ahUKEwiGi-3pyObsAhWOY8AKHVzJCBMQFjACegQIBhAB&usg=AOvVaw3smIIKpvckDFmVbfCDuvBD&cshid=1604413854958>)

ABOUT THE FIP MENTOR PROGRAM

- Launched in 2019 at IPSF World Congress, Kigali, Rwanda
- The Academic Pharmacy Section (AcPS) and Academic Institutional Membership (AIM) of FIP is joined with IPSF Pharmacy Education.
- Focused on assisting pharmacy students and academic leaders to utilize the FIP Nanjing Statements and Pharmaceutical Workforce Development Goals (PWDGs) to advance academic programs to meet societal needs of their communities.
- Mentors from different countries.
- Paired with Professor Lilian Azzopardi



EXERIENCE

- **Application process**
- **Communication about goals and objectives**
- **Invitation to attend the University of Malta Webinar Series on COVID19, organized by the Department of Pharmacy**
- **Opportunity to speak at the 11th webinar focused on CRISPR Technology - Perspectives from Nigeria**
- **Invitation to speak at EAFP Virtual Conference!**
- **More meetings...**
- **Coordination of IPSF AfRO Pharmacy Education Week, February 2020**



Science, Myths and Realities on Treatments for COVID-19:

CRISPR RNA in antiviral defense
Clustered Regularly Interspaced Short Palindromic Repeats



Webinar 10
25 May 2020

Department of Pharmacy, University of Malta

OTHER MENTORSHIP PROGRAMS

AGATHE WERHLI MENTORING CHAIR (AWMC)

- Launched by the LWI (Live Well Initiative) Academy during the FIP Pharmabridge Congress at Dusseldorf Germany on the 1st of October 2015.
- Named after LWI's second vice chairman and Swiss Director Dr Agathe Werhli in partnership with Pharmabridge
- Aimed at mentoring young pharmacists and facilitating; student exchange programmes, book donations, cross-postings of pharmacists across the African subregion and developing/emerging economies, rotations for diaspora pharmacists both within West Africa, Africa, Europe, Asia, the Americas, and the world at large.

EXPERIENCE:

9th African Pharmaceutical Symposium (June, 2018) - Lagos, Nigeria.

Professor Gary Smith



OTHER MENTORSHIP PROGRAMS...

ROYAL PHARMACEUTICAL SOCIETY MENTORING PLATFORM

- Originally relaunched in October 2019, has now been further upgraded to help “respond to the immediate pressures and needs of the profession”.
- The list of skills has been expanded to include IT skills, independent prescribing, consultant pharmacist credentialing and development, as well as provisional registration.
- Has more than 900 registered users, and almost 300 mentor/mentee relationships.

(<https://www.pharmaceutical-journal.com/your-rps/the-importance-of-good-mentoring-during-the-covid-19-pandemic-and-beyond/20208037.article?firstPass=false>)

MANDELA WASHINGTON FELLOWSHIP 2016

The Mandela Washington Fellows Program for young Africa leaders: consists of a US-Africa pharmacy-mentoring program identified ranging from educational opportunities to collaboration for implementation of patient care programs.

- Chukwuemeka Ubaka

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5735709/#!po=0.781250>)



MANDELA
WASHINGTON
FELLOWSHIP
FOR YOUNG AFRICAN LEADERS

CHALLENGES IN MENTORING

- **Scheduling meetings**
- **Time and Energy Commitments**
- **Unrealistic expectations**
- **Overdependence on the mentor/mentee**
- **Unfair manipulation on the part of the mentor/mentee**
- **Resentment or jealousy from others**
- **Ineffective mentoring pairs**



SOLUTIONS ?

STORIES OF OTHERS

Mfon Daniel, B.Pharm (Nigeria)

- Formal and informal mentorships.
- Formal - Agathe Wehrli Mentoring Chair (AWMC) under auspices of LiveWell Initiative.
- Duration
3 months
Another currently ongoing.

Why?

College graduates have a hard start navigating a chosen career path to make desired impact, especially in a diverse and varying health interest, such as pharmacy. Didn't really utilize mentorships until after induction; wider exposure now

What have you gained from it?

- Confidence;
- Great network and the opportunity to be part of associations of interest e.g. being part of the delegation at the first Country Advocacy Meeting (CAM) on Universal Health Coverage.
- Ability to narrow down initially broad pharmacy interests.
- Improved soft skills
- More reliability with tasks.
- Contribution to daily motivation.



STORIES OF OTHERS

Mfon Daniel, B.Pharm (Nigeria)

Challenges?

- Maintaining balance between formal and informal relationship with mentors.
- Nigeria being perceived in bad light with crimes and illegalities; scaring off prospective mentors.

Prospects of International Mentorships in advancing Pharmacy education and practice?

- It presents different perspectives and can facilitate integration of Pharmacy education and practice.
- Exchange programs within and outside the continent can be incorporated.
- Based on interests of mentees, after the stipulated number of weeks/months/years of mentorship, they can be assigned to work collectively in a project.
- There should be plans for appropriate evaluation.



STORIES OF OTHERS

Ella Nzeribe, Pharm.D (Ghana)

- formal
- **IPSF-FIP mentorship program**
- **One year (ended) Oct. 2019 to Oct. 2020**

Why ?

To grow, learn and advance my knowledge in my chosen career and more importantly, to contribute to the advancement of Pharmacy Education in my school.

What have you gained from it?

- I learnt that there is so much pharmacy students can do to advance pharmacy education.
- Through the help of my mentor, I was able to contribute my own quota to make sure that my school's standards of pharmacy education got better in accordance with the Nanjing statements - my focus majored on Cluster 6 of the Nanjing statement.

Challenges ?

At the beginning, my mentor seemed a little busy but this didn't last for more than 2 months

Prospects of International Mentorships in advancing Pharmacy education and practice?

- Narrowing down the goals of the mentee with that of the mentor.
- The specialties of the mentor should be factored in when selecting with the future career path of the mentee.
- Mentees can also be tutored on what is expected of them and what they should expect from their Mentors

Episode 12

RESPONDING TO THE PANDEMIC TOGETHER
FIP COVID-19 Online Programme

Part 2 - Remote & online education during COVID-19: "How to" suggestions

Date and time: 28 May, 14:00 CEST

Moderators & Speakers:

- Toyin Tofade, Dean and Professor, Howard University College of Pharmacy, USA
- Shaun Gleason, Associate Professor & Director, Colorado Skaggs School of Pharmacy, USA
- Vivienne Mak, Lecturer and Simulation Lead, Monash University, Australia
- Rebekah Moles, Associate Professor, The University of Sydney, Australia
- Sarah Scouler, Assistant Professor & Director, University of Colorado Skaggs School of Pharmacy, USA
- Vibhu Solanki, Associate Professor, University of Nottingham, UK
- Youness Karodeh, Assistant Dean, Associate Professor & Director, Howard University, USA
- Daniel Moraga, University of Valparaiso, Chile
- Neribe Emmanuella, Final year Doctor of Pharmacy student, Kwame Nkrumah University, Ghana

In partnership with
Academic Institutional Membership, Workforce Development Hub, FIP Academic Pharmacy Section, International Pharmaceutical Students' Federation

fip ADVANCING PHARMACY WORLDWIDE

STORIES OF OTHERS

Melody Okereke, 3rd year B.Pharm

- Informal mentorship
- Non-specific duration; still ongoing

Why ?

- To learn from the mistakes of people who have excelled in my chosen career path and have made niche for themselves in the global scene.
- To get fresh perspectives on how to become outstanding and relevant amongst my peers

Gain

- Now have a better perception of the pharmacy profession and practice
- Made several accomplishments within the healthcare space in a short period of time.
- First and only undergraduate student to have contributed some chapters to a global report on pharmacy education by the International Pharmacy Federation (FIP)
- Having a cordial relationship with some of the highest decision makers and policymakers globally in the context of pharmacy education and practice.
- Published over 30 scientific publications in peer-reviewed journals and international dailies.

Challenges ?

Ineffective communication and unfavorable schedules.

Prospects

International mentorships can be redesigned to be a necessity/core aspect of the pharmacy education curriculum.

Mentorship hubs in Faculties of Pharmacy.

1. Introduction and background

Authors



Nilhan Uzman, FIP-UNESCO UNITWIN Programme Lead, FIP Lead for Education Policy and Implementation (The Netherlands)



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Melody Okereke, FIP-UNESCO UNITWIN Centre for Excellence in Africa, Intern (Nigeria)

Summary

- The African continent has the most severe shortage of health workers. In order to relieve the burden on fragile health systems in the region, the development of a robust health workforce, through needs-based and quality education, is key.
- African countries will need to anticipate and build a flexible and productive workforce to meet future challenges through a national strategy for education and skills development.
- As one of the most accessible healthcare providers, pharmacists have an integral role to play in meeting the health needs of the African region.
- The future of the African region is reliant on the integrity of the existing health systems intertwined with the competencies and capabilities of the pharmaceutical workforce for meeting complex population, societal and health needs. Investing in the education, training and development of the pharmaceutical workforce is therefore a necessity.
- Health care education and training devoid of quality assurance is a major risk to public health as this will result in the proliferation of an inadequate and insufficient pharmaceutical workforce. Therefore, it is essential that all educational initiatives and systems are quality-assured and outcomes-focused.



Thank You!

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