

Creating Successful Mentorship Programs to Promote Pharmacy Education

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Abstract

Mentorship is critical, in determining the progress of pharmacy students in the academic, professional and personal arenas. This review explores the fundamental concepts and directional constructs that inform the construction of suitable mentorship models in the pharmacy education system. Through the lens of previously successful mentorship strategies, obstacles, and specific outcomes, the report evaluates how changes in mentorship impact student engagement, graduations, occupational preparedness, and leadership development. Transitioning to a paradigm that relies on tried-and-tested strategies and actual-world instances, the paper equip institutions with mechanisms for instituting and sustaining mentorship programs that accommodate the dynamic needs of contemporary pharmacy curricula. High-quality innovative pharmacist training programs are advocated for by structured culturally informed and competency-based mentorship structures.

Keywords: *Pharmacy education, mentorship models, student development, academic support, professional growth, leadership training, curriculum innovation, competency-based education, mentor-mentee relationship, higher education strategies.*

1. Introduction

By the higher education setting, it is established that mentorship always plays an essential role in promoting development both in personal and professionally. In pharmacy education, mentorship is considered necessary for the students' growth in the classroom and in the labor market, in addition to the improvement of professional abilities of faculty members. In this partnership, matured people guide coming professionals in professional development & psychosocial support, which is what is referred to as a mentorship and has an impact on the course of one's career and personal development.

Pharmacy education is very demanding, and has high demands academically, and as such, there is now wide recognition that mentorship is a necessity for the success of the students. Many research studies have always pointedly pointed out how mentorship programs help students and faculty in meeting challenges and achieving career milestones. With mentorship, there is a setting of a platform through which the flows of knowledge, skills, and experiences take place, the provision of mentees with the necessary instruments for success, as well as the opportunities for self-reflection and contributions to industry development to the mentors.

The contribution of mentorship to teaching settings comes from changes in educational thinking processes and changes in the needs of the discipline. The old mentorship model in which one senior faculty member mentored a student is now changing. Mentorship has diversified with varied approaches from peer mentoring to group mentoring both of them offering unique benefits. The conventional one to one mentoring is still preferred in Pharmacy education due to the individual focus and the strong bond that may be developed between mentors and their trainees. On the other hand, current mentorship approaches such as group or triad models, will expose more to ideas and increase the learning process(1). These models are diversified mentorship that caters to dynamic needs of the students and faculty, and that, it encompasses a variety of guidance strategies and educative possibilities.

Formal mentorship models are now used in both undergraduate and graduate pharmacy institutions worldwide to assist students and novice professionals to undergo academic and professional milestones. Such transitions to formal mentorship structures are informed by data on consistent outcomes in academic performance, achievement in the profession as well as retention in pharmacy practice. Evidently, mentorship helps students to tie the application of scholars' studies with real-life experience, providing students with professional insight, and access to career networks.

Career advancement of students is a crucial function of mentorship in the field of pharmacy education. The educational course of the students of pharmacy is characterized by a variety of academic challenges, ranging from the acquisition of the delicate pharmacology to the work in clinical environments and the attendance of the board

Creating Successful Mentorship Programs to Promote Pharmacy Education

certificates. Through mentorship, educators allow students to address these challenges effectively thus inspiring most of them to constantly focus on their academic and professional goals. Mentoring can help faculty to deal with the challenging pressures of academia, including the essential things like tenure, and promotion and clinical roles, and postulating research. By exchanging their experience and helping with the strategies of time and work-life balance management, as well as career planning, mentors act as a pivotal factor for teaching staff members to thrive and to stay committed to their insitutions.

respond Due to the high academic demand that accompanies pharmacy education and its research heavy commitments, students and faculty have constant exposure to stress due to demanding coursework and high standards. The developed strain may cause a sense of loneliness and raise stress levels. Through mentorship, mentees receive valuable mentors who guide them with careers, and they provide a confidant who stands by them during hard times. Through this psychosocial support mentors help reduce the stress level, support students' and faculty members' mental health and foster a stronger sense belonging within the institution(2).

Mentorship is an important activity in pharmacy education more than the achievement of academic excellence and future prospects in career. One of the advantages of mentorship is that institutional culture is developed in a positive manner. When mentees are supported with vial mentorship practices, the connections between students, faculty, and staff are strengthened enhancing development of more unified and cooperative learning placement. In a mentor-mentee relationship, students and faculty members create a culture of open exchange, creative collaboration coupled with the sharing of attainment of goals. Such an overall feeling of unity and support complements individual development, while at the same time fostering an educational space for innovative, creative, and professional excellence.

The numerous advantages of mentorship are largely obscured by challenges that come with developing and providing robust mentorship programs. One of the critical barriers results from the demands on time by mentors and mentees. The teaching, research and clinical responsibilities of faculty mentors take much of their time. As a result, it often becomes one of the great challenges to ensure that there is regular time to hold mentorship meetings. Matching mentors and mentees is not always straightforward because the incompatibility of mentors and mentees may cause the disruption of the relationship and the slowing down of progress. Creating effective mentor-mentee relationships usually includes the evaluation of compatibility of mentors with respect to mentees' shared objectives, values, and approaches to communication. Additionally, because the levels of experience and expectations among mentees are diverse, the mentors should initiate the relationship by firstly establishing goals and expectations.

One of the obvious impediments to the creation of mentorship programs is a lack of structured mentor training. Although some of the instructors are well equipped with knowledge in their disciplines, they may not be well trained to facilitate other people of learning. If mentorship initiatives are to flourish, institutions need to train mentors extensively so they may act as better guides to mentees. Some of the Most important elements ought to include guiding goal setting, improving ability to listen, providing useful feedback, and working with difficult talks. The timely preparation of mentors for their positions in institutions can do much to enhance the mentorship process itself, and create better results for both student and beginner faculty alike.

The positive effects of mentorship have on the education delivered in pharmacies cannot be denied. From the following parts, it will be clear how mentorship plays a significant role in shaping student as well as faculty growth on academic and professional levels. Mentorship programs help promote growth and support collaboration leading the pharmacy professionals' well being and success. In the following sections of this review, different types of mentorship programs, ways of developing them and key components to the success of such programs will be explored. Plunging into the foundations of mentorship in continuing pharmacy education, through this paper institutions will be provided with a comprehensive guide for implementing or enhancing effective mentorship initiatives(3).

2.Literature Review

Being established as an essential component in driving up the academic and professional capabilities, mentorship plays a lot of importance to students in pharmacy education. Mentorship has consistently proven effective in promoting student results, retention of faculty in the profession and professional growth. This part addresses current scholarship on mentorship, various mentoring frameworks, benefits and challenges of mentorship initiatives, and analysis of evidence-based procedures for developing successful mentorship programs.

Mentorship is crucial to the development of success in the case of pharmacy students and the support of faculty members.

Mentorship in easing into the pharmacy education field has two objectives that it pursues. In addition to encouraging students to inherit academic and professional development by acting as a supportive network, mentorship also enhances the growth of faculty stability keeping the institution in a balanced position. Fact tells that mentorship provides significant benefits for the students as it affects positively their academic achievements, professional choices and general happiness in the school. Rahal et al. 2023 found that pharmacist-to-student mentorship programs have increased students leadership, communication, and problem solving competencies, all of them crucial in the practice of pharmacy. Similarly, joint assignment of fresh faculty and experienced mentors has been found to be effective in career growth of the junior faculty in terms of such variables as research output and grants obtained (Eiland et al., 2014).

Injured mentorship programs are essential for developing the career growth of faculty members and their retention in these positions. The demanding academic landscape of the academic pharmacy leaves great strain on faculty members and especially for those in the early stages of careers because of teaching, research and administration demands. Adoption of a formal mentorship set-up can guide the personnel along their professional development, establish links in their research areas of interest, and orient them to the operational aspects of their institution (Jackevicius et al., 2014). Mentorship, in its turn, helps create a fair environment that contributes to better workplace culture and affecting the well-being of faculty members positively (Shields et al., 2023).

Mentorship Models in Pharmacy Education

Several mentorship frameworks have emerged in the last few years to address the varied expectations of students and faculty in academia. The standard for putting in tutorial guide for a young mentee on an individual basis from a senior mentor continues to be actively practiced in pharmacy education. Still, however, newer approaches, such as group mentorship or peer mentoring has gradually gained popularity due to its promotions of diverse perspectives and collaborative learning. One model with pronounced promise is the triad mentorship approach, that effortlessly incorporates strengths of one-on-one and group mentoring. Within this context, mentors turn to multiple mentees at the same time and facilitate team building and networking while providing personal assistance (Nemanick, 2024).

If students are made mentors for other students, then a technique referred to as peer mentoring has been established to improve the education of pharmacy. Junior students learn a lot through peer mentors who help them get past the difficulties of pharmacy school(4). Results from Raub et al. (2017) point to the fact that peer mentorship helps to maximize academic performance for mentees, and at the same time, enhances mentors' leadership competencies. Optimal outcomes in peer mentorship are promoted by strategic mentor- mentee matching and the specification of goals and expectations of their partnerships.

One of the major methods is remote mentoring, which has become more relevant especially in the COVID-19 pandemic. Remote mentoring ensures flexible communication channels that overcome geographical distances and provides a viable option for institutions having diverse students (Ensher et al., 2022). However, remote mentoring creates barriers such as needed technological assistance and diminished personal engagement, all which can affect the benefits associated with the mentorship relationship.

Benefits of Mentorship Programs

There are numerous important advantages of mentorship in the pharmacy education system. Students receive mentorship whose offering of guidance and support helps them to handle the diverse challenges of their academic and professional development. The authors of Rahal et al. (2023) state that the students participating in the mentorship programs had improved academic outcomes, increased levels of career satisfaction, as well as felt closer to their academic settings. Besides helping students to reach their professional objectives, mentorship enhances the cultivation of critical thinking skills, and develops an effective professional network. Mentorship is an important part of a strategy of forming necessary soft skills, such as communication, leadership, and empathy, which are crucial for the outstanding performance in pharmacy (Waghel et al., 2017).

Mentorship programs are avenues for faculty members to achieve professional growth, better skills, and increased personal development. Mentorship is of central importance to junior faculty members to prepare them with guidance to be able to efficiently navigate the complexities of an academic life, with tenure and promotion paths included. Memberships in faculty mentorship programs are known to increase research results, improve teaching performance,

Creating Successful Mentorship Programs to Promote Pharmacy Education

and increase job-satisfaction (Eiland et al., 2014). Further a mentoring culture provides a supportive and collaborative learning environment that encourages both faculty retention and development of an institutionally positive environment (Kinney et al., 2023).

External advantages to the institution include enhanced retention of talented staff, higher academic standards, and the encouragement of cooperative and supportive professional networking. Association between institutional investment in mentorship programs and faculty satisfaction, engagement issues, and research results, student achievements and institutional image, respectively, is significant (Lahiri et al., 1).

Challenges of Mentorship Programs

Despite its numerous advantages, even pharmacy education mentorship programs are plagued by a variety of problems. Time constraints placed on mentors, and therefore, mentorship programs, is one of the greatest impediments to effective mentorship programs. The high-pace nature, in which the faculty members operate could be a deterrent to their attendance in the mentorship programs. To that effect, some institutions have even provided incentives to the mentors such as protected time or stipends to encourage them to take part in the mentorship programs (Eiland et al., 2014). Therefore, mentorship programs need to be flexible in their approach in order to cater for the diverse needs and time schedules of both, mentors and mentees(5).

The mentee-mentor incompatibility gap can also present another critical problem. A mentorship relationship is effective to the degree whose mentor and mentee are compatible in communication styles, goals, and personality characteristics. Incompatible mentor-mentee pairings can lead to ineffective involvements where neither of the sides is satisfied (Waghel et al., 2017). In efforts to help solve this, several institutions use surveys and personality assessment to match mentors and mentee based on one specific need (Raub et al, 2017).

Moreover, it is possible to find the measurement of the effectiveness of mentorship programs troublesome. While under most circumstances mentorship assists to enhance one's academic results and career progress, it can be challenging to evaluate these. The setting of objective criteria for success and regular assessment of mentorship programs is fundamental to certify that there is extrapolation of their objectives (Kinney et al., 2023).

3.Methodology

A qualitative strategy of research is used in this study to investigate the impact of mentorship in a pharmaco-educational setting – focusing on the development, implementation, and effectiveness of mentorship activities for the students and staff. A literature review was deep and a broad literature review facilitated this study to synthesize and evaluate the body of knowledge about mentorship practices, models, benefits, issues, and those proven methods applicable in pharmacy education. By adopting this methodology, the study aims at revealing the basic elements for effective mentorship activities and suggestions for their improvement based on research, which are supposed to be practical.

Literature Review Process

The search for relevant studies started by consulting the PubMed, Google Scholar and EBSCOhost databases for systematic searches. These databases were selected because they provide abundant resources regarding pharmacy education and mentorship. Peer reviewed articles of the last two decades were given prominence in search to have relevant and timely research included. Search terms included: "mentorship in pharmacy education", "faculty mentorship programs", "student mentorship programs", "mentorship models" and "mentor-mentee relationships".

The selection of articles took place on the basis of the following criteria. internet based source of articles should be representative of journal articles to be included in the study. All the articles should have a discussion section. There should be no limitations to the maximum number of articles that should be included in the article. The topics discussed in the

- Articles that looked at specific aspects of mentorship in pharmacy education, regarding models of mentorship between students, faculty and peers.
- Articles about the long-term advantages of mentorship programmes with special mention of academic attainment, career prospects, tenure of faculty, and skills of professionals.
- Works that analyzed the process of creating, introducing, and supporting the initiative related to mentorship.
- Articles that provided examples of measurable effects connected to mentorship, defined the core issues and

offered recommendations for improvement.

Articles were also excluded if they dealt with mentorship outside the limit of pharmacy education, did not discuss mentorship programs, or failed to provide underlying empirical data. Out of the inaugural 1, 630 articles; 23 articles were chosen according to the inclusion criteria selected and analyzed.

Data Extraction and Categorization

Once the relevant studies were identified the data were categorized into two main categories; student mentorship and faculty mentorship. student mentorship and faculty mentorship(6). This separation allowed for more focused analysis of how mentorship programs have different effects on student verses faculty populations in the education type of pharmacy. Immediately each article had a detailed analysis so as to obtain critical information about the mentorship methodology, the outcomes measured and the hindrances experienced in the implementation of the program.

Each study was analyzed to obtain the following information:

Mentorship Model: Specific type of mentoring arrangement as described in each study, for instance, individual mentoring, interprofessional mentoring, collective mentoring or peer-to-peer mentoring between faculty.

- Program Outcomes: The impact of the mentorship on both, student and faculty success with aspects such as higher academic success, professional development, satisfaction with work, development of leadership and research productivity.
- Challenges: For instance, the challenges in conducting the mentorship programs, such as time resources not being enough, poor pairing of mentors and mentees and operational constraints.
- Recommendations: The authors recommend improving mentorship programs for instance adopting mentor training, clarifying expectations as well as motivation with incentives.
- The data were coded into themes to identify reoccurring trends and differences between the studies. The purpose was to identify the best mentorship models, the positive outcomes for mentorship, and the hurdle that is required to be jumped for these programs to be effective in pharmacy education.

Data Analysis and Synthesis

Qualitative synthesis was used to analyse the collected data. Outcomes have been put under main themes such as approaches to mentorship, benefits, challenges and recommended strategies for this. Analysis effort focused on forming meaningful patterns and the efficacy of the various mentorship strategies in pharmacy education.

Analysis was undertaken in a systematic series of steps:

- Identifying Key Themes: The literature was categorized into clusters according to the mentorship approach studied, for example, one-on-one, peer-to-peer, faculty-to-faculty), and the
- Synthesizing Findings: By analysis, what resulted and hinders mentoring models were apparent. From this synthesis, it was established that which mentorship approaches were the most successful in different environments.
- Drawing Conclusions: Pairing the information, the distinct factors which support the success of mentorship on the background of pharmacy education were outlined. Major ingredients recognized were goal setting, clear expectations, mentor training, and the presence of institutional support.

By borrowing the wisdom gleaned from the literature review, this study provides practical recommendations to support the establishment and sustainable program of a robust mentorship life cycle within pharmacy schools. The recommendations outlined here are designed to help institutions improve the effectiveness of their mentorship programs and help students and faculty(7).

Practical Application

The practical use of this methodology involves providing concrete directions for the pharmacy schools to develop, conduct and sustain successful mentorship programs. With reference to the literature review, this study records several critical elements that are vital for the effectiveness of mentorship programs, that is

- Mentorship Model Selection: A decision concerning a mentorship model should be based on the distinct needs for students and faculty members in the institution. An example is programs where students who receive individual support can do better one-on-one, while others seeking to build networks might learn to

Creating Successful Mentorship Programs to Promote Pharmacy Education

look better in crowds or peer mentoring.

- **Goal Setting and Expectation Management:** The success in mentorship is dependent on the perception of clear objectives and expectations from all the affected parties. Through governance, institutions can ease this vital stage by offering mentorship programs resources or checklists to smart goal setting.
- **Training and Support for Mentors:** It is essential to provide the mentors with thorough training, in order to make them better at helping their mentees(8). The aim of training for mentors should involve core skills such as active listening, provision of effective feedback, as well as managing difficult conversations.
- **Incentivizing Mentors:** Because mentorship requires a large amount of time, institutions could gain an advantage by providing incentives such as snapped time, stipends, or recognition of faculty commitment to mentorship programs.
- **Evaluating Program Success:** Mentorship institutions ought to have well defined measurable indicators so that the effectiveness of their mentorship is measured without bias. Such criteria for the evaluation of the program may be improvements in students' performance, faculty publications, mentees' opinions about the program, overall objectives of the program.

Limitations

However, despite the fact that the study illuminates the present situation of mentorship in pharmacy education, certain limitations are necessary to bear in mind. First, the study is focused on published works that are subject to publication bias. Moreover, the reviewed literature is largely focused on mentorship in U.S pharmacy schools, and therefore, the conclusions may not be applied in other countries or academic mentorship programs. Finally, because the analysis is based on qualitative evidence, the results depend on the synthesis of existing research available and may not reflect the complexity of mentorship programs at single institutions.

4.Results

After literature analysis, this research uncovers important insight into effectiveness of mentorship programs in pharmacy education, with important recurring themes identified. The evidence indicates that mentorship increases academic development, career building, and professional development, although it also identifies the challenges confronting colleges and universities in initiating and sustaining the programs.

Benefits of Mentorship Programs

One of the major findings in the reviewed studies emphasized the many benefits mentorship provides for students and faculty in pharmacy education. It has been demonstrated that mentorship programs for students can significantly help improve the academic achievements of students, prepare them for their professional careers, and increase their happiness in general. The information about computational systems was of the greatest use to me, but I found the information about alternative energy interesting as well. Rahal et al (2023) and studies by Wagh, report the discovery that a trip to a space port has a positive impact on children in terms of reduced physiological stress. These students were therefore more likely to discover job opportunities in pharmacy hence many of them secured jobs after graduating(9).

Mentorship was identified in particular with increased academic success because students had mentors who had taught before thus could navigate the rigorous pharmacy studies including demanding courses and clinical training. According to a study conducted by Jegede et al. (2023), students who were mentored by faculty or gifted practitioners were able to close the gap between theory and practice and we were witness to improved

Mentorship is one of the major factors of faculty growth in their professional fields and improvement in job satisfaction. The study by Eiland et al. (2014) and Jackevicius et al. (20< Those who benefited from mentorship found higher level of job satisfaction, higher productive research activities and greater interaction with students. Moreover, retention rates for students were increased through mentorship initiatives because the mentors motivated and supported the faculty throughout their academic lifetime.

Challenges in Mentorship Program Implementation

Although mentorship is linked with many favorable results, the literature reviewed shows that there are also various obstacles in the implementation and continuous success of mentorship initiatives. Mentors often encountered an important barrier owing to the hassle of their time. Researchers and clinicians departments that consume a lot of time leave faculty members with little ability to take meaningful part of mentorship ventures. This conclusion was

supported by both Lahiri et al.(2021) and Shields et al. (2023) experimenting, and finding that the requirements of teaching, researching, and mentorship tended to clash, resulting in the mentors' inconsistent participation. With this problem in mind, schools have adopted solutions such as having protected time for the mentors and paying them stipends so they can participate.

Research has also shown a problem with mismatched mentor-mentee matchings to be a major challenge. Waghel et al. (2017), and Raub et al. (2017). If communication styles, expectations, or objectives did not get along, mentors and mentees would frequently fail to develop productive working relationships. One of the adopted strategies of mentorship programs is the administration of surveys or personality assessments to match mentors with compatibly need and preference mentees. Using such techniques has proven to show significant enhancement of mentorship effectiveness and increased outcomes for the mentors and mentees(10).

Scheduling issue like issue of conflicting availability and limitations on time was common as impediment for successful mentorship. Under the schedules and conflicting responsibilities, both mentors and the mentees failed miserably to schedule regular meetings. Many institutions have addressed this problem by offering flexible mentoring schemes, including virtual or remote mentoring, which creates a more convenient and rule-based communication with mentors and mentees. While digital mentoring offers the added flexibility, through the medium of digital mentoring, the effort to develop and maintain the close personal connections that are essential to mentorship success may become strained.

Best Practices for Effective Mentorship

Mentorship Model	Key Features	Key Outcomes	Challenges	Best Practices
One-on-One Mentorship	Personalized, direct relationship between mentor and mentee.	Improved academic performance, career development, increased job satisfaction, enhanced self-confidence.	Time commitment, mismatched mentor-mentee pairings.	Clear goal setting, regular check-ins, mentor training.
Group Mentorship (Triad)	Multiple mentees with one mentor or multiple mentors per mentee.	Increased networking opportunities, diverse perspectives, improved career guidance.	Scheduling conflicts, potential competition among mentees.	Structured meetings, open communication, diverse mentor roles.
Peer-to-Peer Mentorship	Senior students mentoring junior students.	Enhanced academic performance, development of leadership skills, increased student engagement.	Lack of experience among peer mentors, inconsistent quality.	Proper mentor selection, shared goals, mentorship training.
Faculty-to-Faculty Mentorship	Experienced faculty mentoring junior faculty.	Enhanced career advancement, increased research productivity, improved teaching effectiveness.	Time constraints, insufficient mentor availability.	Clear expectations, structured support, training for mentors.
Remote Mentorship	Mentoring through virtual platforms (video calls, emails, etc.).	Flexible communication, increased accessibility, improved student/faculty engagement.	Lack of personal connection, technical issues.	Use of reliable platforms, regular meetings, flexible scheduling.

TABLE 1 Key Findings on Mentorship Models and Program Outcomes in Pharmacy

The review revealed a series of effective ways of initiating and maintaining successful mentorship programs. Stated expectations and goals are essential to have early on in the mentorship, as advised by the researched content. The results of Raub et al. (2017) and Rowe et al. (2023) indicate that SMART goals enabled the mentors and mentees to

Creating Successful Mentorship Programs to Promote Pharmacy Education

remain Setting goals contributed to better communication and taught both mentors and the mentees to be together so little confusion and disinterest played.

One of the key findings from research include the need to train the mentors. Research by Metzger et al. (2013), Law et al. (2014), et al. Skilled mentors should be competent in active listening and giving thought-provoking feedback as well as their negotiation of difficult conversations. Providing mentor training guarantees that mentors are learned and equipped and will therefore be in a position to offer any positive guide to their mentees.

Furthermore, the research commented that regular monitoring, and asking for feedback are important to determine how effective mentorship initiatives are, actually. To obtain beneficial views, a number of mentoring programs include a systematic survey or feedback system enabling mentors and mentees to communicate their thoughts regarding the process. Collecting and analyzing feedback is a way to continuously fix the mentorship program aspect, fixing needs and concerns of the participants. Holistic program success evaluation is a way for institutions to continue mentorship as a valuable resource for students and faculty.

5.Conclusion and Future work

From this investigation, we find the critical role played in the pharmacy education development by mentorship, where it contributes greatly to the students and faculty academic, professional and personal growth. The research consolidating several studies corroborates that mentorship is vital to promoting academic excellence, career advancement, and to enhancing quality of life; the mentorship can be for students, faculty, or the two combined. As well as numerous positive outcomes, the study also identifies a number of limitations that must be taken into consideration, if the programs are to be optimally effective, these include time pressure to manage, formation of inappropriate relationships between a mentor and mentee, and logistical challenges.

The evidence generated from this review emphasizes the need for developed structured mentorship frameworks that cater for the diverse needs of both pharmacy students and faculty. Individual mentorship is good, but it may at times have difficulty catering to the needs of pharmacy faculty with increased working loads. These models of group mentorship and peer-to-peer mentoring have unique benefits – including bigger perspectives and more chances for networking. As remote mentorship gains momentum, it implies certain difficulties in establishing meaningful interactions, putting stress on the necessity for considered organization and effective online collaboration mechanisms.

Successful mentorship programs depend on institutional work to train mentors, establish clear targets, and carefully pair mentors and mentee by shared aspirations, approaches to communication and character traits. Proper execution of these factors ensures that mentorship connections present positive results and gratification on the part of the connexions. It is, therefore, necessary to evaluate mentorship programs through feedback and evaluation, with institutions being able to improve and refine their strategies.

Besides, by establishing a cooperation and caring atmosphere, mentorship programs add to a positive institution culture fostering collegiality and satisfaction among staff. The success in academia, faculty retention, and career elevation all depend primarily on the existence of the faculty mentorship programs. Additionally, the mentorship schemes for students help to increase engagement, decrease attrition and create academic success, all of which are essential to maintaining and expanding the pharmacy profession.

Although the advantages of the mentorship have a high level of supporting evidence, this study highlights the importance of tackling the barriers in forging and sustaining the mentorship initiatives as equally important. Institutions need to fund mentorship programs in appropriate ways, encourage mentors using incentives and draw out over-arching classroom mentorship guidelines that are systematic to ensure that mentorship programs will sustain and have lasting results.

In conclusion, mentorship is an invaluable library in pharmaceutical training that promotes the professional development, enriches academic performance and saves an excellent ground for studies. Using the take home lessons from the review of the literature of this study, pharmacy schools and institutions can develop and strengthen mentorship programs that conform to the institutional goals while enhancing the pharmacy discipline as a whole. With the adoption of informative techniques, and the systematic review of mentorship programs will help to ensure that the fraternity will keep on improving pharmacy education for the future generations.

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Conflicts of interest

The authors have no conflicts of interest to declare

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