

From Statistical Programming Mentee to Statistical Programming Mentor and Beyond

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Agenda

Ex-Placement Students	Introduction	1. About Parexel 2. Our Personal Backgrounds 3. Overview of Parexel Placement / On-Boarding Schemes
Return to Parexel	Why We Wanted to Come Back	1. Challenge of the Work & Career Opportunities 2. The Clinical Industry 3. The Sheffield Team
Current Roles & Responsibilities	Putting Experience into Practice	1. From Mentee to Mentor 2. Why Did We Become Mentors?
Takeaways from the Placement Scheme		1. Evaluation of the Placement / On-Boarding Schemes 2. Where Are We Now in our Careers?
Q&A		



Ex-Placement Students

Introduction

*With Heart*TM



About Parexel



North America

Founded in 1982, Headquarters located in Durham, North Carolina



Latin America

Over 20,000 employees worldwide all working and aiding in the clinical development process of Phase I to IV trials



Europe

4 office locations in the UK: Sheffield, London, Middlesex and West Sussex
Placement Scheme originated and maintained in Sheffield Office. Over 200 employees and growing!



Middle East & Africa

Parexel's core values focus on:

Patients First

Quality

Respect

Empowerment and Accountability



Asia Pacific

Every aspect of our work at Parexel is done **"With Heart"**, as our primary aim is to care and deliver the best services to patients around the globe so that every trial makes a difference

Our Personal Backgrounds

- Lewis is originally from Kingston Upon Hull, and Billy is originally from Huddersfield.
- Both of us moved to Sheffield to study Mathematics at Sheffield Hallam in 2014 (Lewis) and 2015 (Billy).
- We were both successful in back-to-back years in obtaining a placement at Parexel for a year's industry placement.
- Lewis graduated in 2018 whilst Billy graduated in 2019. Both of us were offered jobs to return to Parexel upon completion of our degrees.

The Placement and On-Boarding Schemes



Placement

- Yearly programme targeted at students (in relevant discipline) to gain industry experience and develop programming skills
- 12 – 14 months long, assigned a mentor
- Applicants go through screening and an in-person assessment day comprising of:
 - An Interview
 - Logical Thinking Test
 - Group Exercise

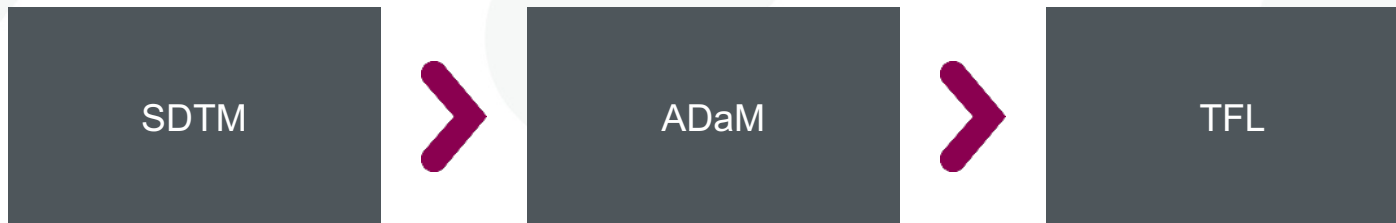


On-Boarding

- Designed for all new starters regardless of experience to integrate into the company
- Assigned an on-boarding partner who guides and assists the new starter, lasts up to 6 months (probationary period)

Placement Scheme

- Successful applicants undertake a year long placement as part of their degree which is designed to develop students both professionally and technically.
- Each student is assigned a mentor who will guide and help them throughout the year to support the student's development.
- The students go through up to 2 months worth of training, focusing on Parexel's processes, policies and SAS programming.
- When ready, students will be assigned to client studies, contributing to programming efforts on sponsor deliverables which include:



Timeline of Placement Scheme





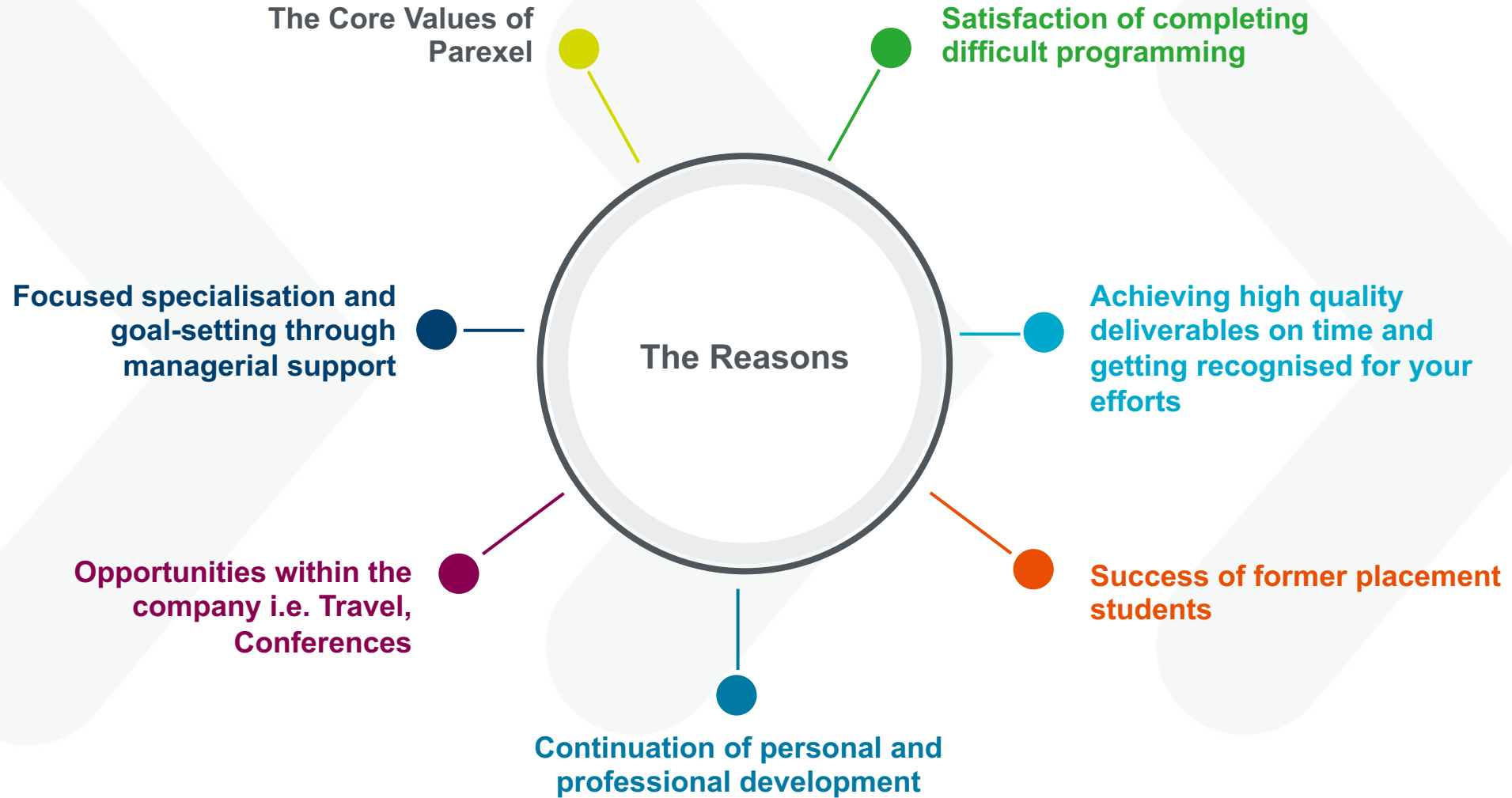
Return to Parexel

Why We Wanted to
Come Back

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Career Opportunities & Challenging Work



Career Paths in Statistical Programming at Parexel



The Clinical Industry



The knowledge that we're contributing to the success and development process of pharmaceutical drugs (Parexel has helped develop 95% of the 200 top-selling biopharmaceuticals).



A global industry that provides the opportunity to grow, learn and be exposed to people and cultures from around the world working collaboratively together.



Perseverance in accepting that even unsuccessful trials or mistakes provide the groundwork for improvement.



Empathizing that a subject is not just a number but an actual person living with a medical condition. The work we do matters.

The Sheffield Team



Europe



Office has existed in Sheffield since 1997. Comprises of multiple departments including Stats Programming, Biostatistics, Data Management and more.

- Sports & Social Club
- The Working Environment:
 - The Office Itself (e.g. open plan, office events)
 - Friendly Atmosphere
 - Team Working and Support Network
- Colleagues and Connections Made
- Diversity & Inclusion





Current Roles & Responsibilities

Putting Experience into Practice

With Heart™



From Mentee to Mentor

Return to Parexel

- › Reintegration into the company:
 - › SAS EG Programming
 - › Familiarization with latest Policies & Processes
- › Assignment to new study work
- › Setting PDC and Development Goals

New Responsibilities & Expectations

- › Assigned more complex work
- › Quality Control of Documentation
- › Efficiency
- › Work / Life Balance
- › More Accountability for Time Management and Prioritization of Tasks
- › Professional Conduct
- › Therapeutic Expertise
- › Involvement in additional opportunities:
 - › Knowledge sharing forums
 - › Development of global macros
 - › Mentoring

Becoming a Mentor

- › Participation in Assessment Day, Involvement in Selection of New Students
- › When ready, opportunity may be offered to mentor a student
- › ‘Pass the baton’ of knowledge and experience
- › Take ownership of both yours and your mentee’s professional development

Why Did We Become Mentors?

Cultivating and Maintaining a Good Working Environment

- Our own placement experiences made us want to continue the office culture we knew and the placement scheme:
 - Support Network
 - Friendliness of the Sheffield Staff
 - Encouragement to Develop from Line Management
 - Development of Social Skills through S&S
- Contributing to Retention of Students
- Forming Personal Connections with Mentees
- Open Plan Office fosters approachability and allows for connections between different departments:
 - Benefits of face-to-face working for development

Professional Development

- Development of new/existing skills:
 - Leadership
 - Communication e.g. Listening
 - Technical (Programming)
 - Organization (Time Management)
 - Experience of been the Interviewer as part of the Assessment Day
- Increasing Confidence
- Emotional Intelligence
- Springboard towards future roles and responsibilities:
 - Leading Studies
 - Management
 - Involvement in extra-curricular positions

Takeaways from the Placement Scheme



Evaluation of the Placement / On-Boarding Schemes



Successes

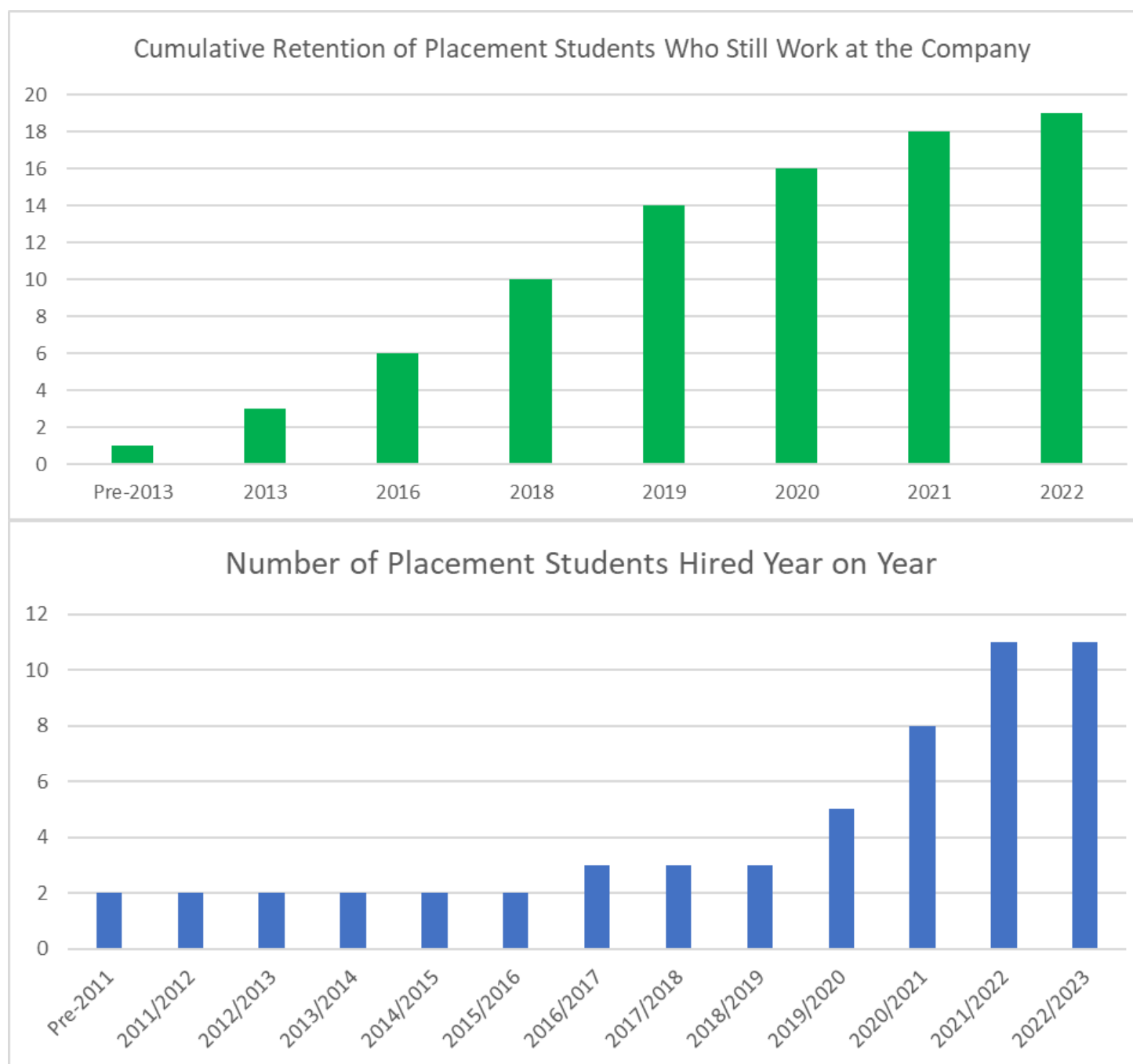
- › Retention rate of former placement students:
 - › Continuation of the Placement Scheme
- › Professional Development of all involved
- › ‘Soul Searching’ – Figuring out what you might want to do for a career
- › High quality of work produced by the Mentee
- › Expansion into other departments
- › Relationships with Universities



Lessons Learnt

- › New Challenges Presented by Home-working and COVID
- › Improvements in Assessment Day based on Exceptional Cases
- › Increasing Engagement in All Aspects of Office Culture
- › Applying the Success of the Placement Scheme to Full-time Members of Staff (i.e. the On-Boarding Scheme)

An Upwards Trend



➤ With the expansion of the placement scheme into other departments, these figures include Statistical Programming, Biostatistics and Data Management in Sheffield

Where Are We Now in our Careers?

Lewis

- › Currently a Senior Statistical Programmer
- › Mentored 2 students and guided junior members of staff in their development
- › Has led multiple studies using the experience gained from the placement scheme. Currently an SPL for a Phase IIIb study, and is an Unblinded Programmer for another
- › Active member of Sheffield Sports and Social Committee:
 - › Active participant in charity fundraising, specifically for Pride
- › Travelled internationally twice for face-to-face sponsor meetings
- › eTMF SME

Billy

- › Currently a Statistical Programmer II
- › Still working as part of the Placement Scheme and in the second year of mentoring Students
- › Using the skills gained from both been mentored and mentoring as part of working as a Back-up Programming Lead
- › Becoming more involved in work outside of Client Studies with development as part of Oncology working group
- › Used technical skills gained from the placement scheme to now deliver technical SAS training courses as well as training for introduction to SAS systems and general introduction
- › Joining and contributing to client calls with study knowledge



Thank you

Any Questions?

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