



EHMA 2024

Shaping and managing
innovative health ecosystems



Erasmus
Centrum voor
Zorgbestuur

"How professional healthcare educators foster talent development"

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Introduction & objectives

- Continuous talent development within the healthcare sector is a crucial factor that influences not only patient outcomes, medical innovation, and overall care delivery improvement but also staff recruitment and retention. This is one of the reasons for the growing emphasis on life-long learning.
- Life-long learning or continual medical education (CME) for healthcare professionals and managers extends beyond acquiring knowledge of new treatment options and novel technologies. It encompasses learning new skills, enhancing professional attitudes, and improving leadership and collaborative capabilities.
- CME can take various forms, including workshops, mentoring, conferences, online training, and formal external or internal programs, all designed to help professionals augment their competencies.
- In this project, we focus on a specific kind of education, by analyzing how professional educators stimulate talent development and as such empower managerial excellence in practice.

Methodology

- Professional educators play a vital role in structured programs. This research aims to understand how talent development occurs in these programs and tries to learn about how professional educators play their role in this process. We focus on the strategies they use and analyze how they perceive their role as educator in talent development.
- We know that talent development relies largely on the mindset of professionals: how they set goals; how they search for new challenges, react to disappointments, create their own learning moments and how they deal with feedback, determines whether professionals can grow in their performance. This research analyzes how professional educators facilitate, stimulate, or unintentionally hamper these processes.
- We do so by a combination of research methods: interviews, participatory observations, focus groups and forms of self-reflection with both educators and participants from the program

Preliminary results

Professional educators employ a wide range of strategies to oversee and support professionals in the development of their talents.

1. Through **consistent interaction** with participants, educators discern individual strengths, developmental needs, and career aspiration and based their tailored strategies on those impressions.
2. A key element of how they play a role in those processes is by encouraging individuals **to engage in reflective practices**, enabling them to derive insights from experiences and translate them to future ambitions and goals.
3. Professional educators **struggle with their own role** and about 'the contract' they have with participants: *"Where does professional education end and therapy begin"* (respondent, May 2024)



Questions for you

- What work can't I miss with this focus, scope and aim?
- What to focus on in second phase of the research?
- Do you think an international comparison would be interesting?
- Are you willing to cooperate in the next phase?
- ...

- Any further ideas, thoughts, advice and critique is of course welcome!



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Thank you!

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