

EHMA 202-

Shaping and managing innovative health ecosystems

Identity and influence: a comparative analysis of perceptions of role among educators in healthcare leadership development

Assoc Prof Steve Gulati University of Birmingham, UK.

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Our objectives were to explore:

- Pedagogic practice and identity among a specific cohort of healthcare leadership development educators in the English NHS
- Leadership education interventions for healthcare workers in the English NHS who are engaged in a programme of study whilst also inhabiting employed roles in the health system
- How degree apprenticeship mentors see themselves and their roles, and how the education,
 employment status and healthcare delivery environment affect these perceptions
- The subjective and identity-influenced personal narratives and lived experiences of mentors
 when working in healthcare leadership development practice



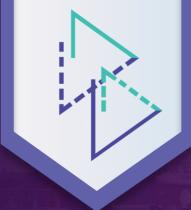
Methodology & Methods

- 1. Comparative Case Study
- 2. Constructivist ontological standpoint; interpretivist epistemological stance
- 3. Semi-structured interviews (n=11) from a purposive sample across two providers of applied healthcare leadership development interventions; a systematic literature review
- 4. Working with practice-informed qualitative data
- 5. Braun & Clark (2006) six-stage data analysis process



What did we find? Emergent Results

- Role and identity tension between coaching and mentoring in healthcare leadership.
- Workplace mentors/ coaches/ tutors consciously move towards inhabiting new roles in the context of programme delivery, and redefining existing ones.
- Feelings of isolation, exclusion and being unable to use their full skillset due to the constraints of the role.
- The 'lines' between educator, facilitator, coach and mentor are blurred and this causes identity tension.
- That there is extensive donated labour in the system which is hidden or invisible.



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Thank you for listening

Steve Gulati, Associate Professor & Director of Healthcare Leadership Health Services Management Centre, University of Birmingham, UK

Contact details: s.gulati@bham.ac.uk

LinkedIn: linkedin.com/in/steve-gulati-fcipd-b0934913