



# EHMA 2024

Shaping and managing  
innovative health ecosystems

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

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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

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