

New York University
HPAM-GP 4837

Leading Change in Healthcare Organizations: Practical Strategies

Course Description:

In today's healthcare environment, *adapting* to change is not enough. Healthcare executives and managers are tasked with *leading* change and driving results. This course will cover practical strategies leaders and emerging leaders can use to anticipate, plan, and respond to policy, regulatory, and practice changes in the industry.

The course is designed to accomplish these main goals:

- Establish your understanding of the responsibility of the leader in identifying the right change strategy and the steps leading up to implementation
- Survey and explore various strategies leaders employ to influence and lead a group through change while developing a feel for identifying obstacles and barriers and learning how to strategize solutions
- Build a repertoire of strategies and tactics to increase your effectiveness in leading organizational change and performance improvement initiatives and in implementing new strategies
- Survey and compare the various strategies that top performing companies use to communicate change and keep stakeholders at all levels within the organization engaged and informed in the strategy and vision
- Foster an eye for emerging change agents within the workforce, and discuss strategies for harnessing and leveraging them

COMPETENCIES ADDRESSED IN THE COURSE¹

Assignments and participation in class and case study discussions in this course will be used to assess progress against the competencies listed below. No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency. The level of competency expected to be achieved is denoted in brackets according to the following key:

[1] = Basic: Foundational understanding of knowledge/skill/competency

[2] = Intermediate: Student demonstrates greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem

[3] = Advanced: Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information

- The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing work force (CP; CR; FE) [2]
 - The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations (CP; CR; FE) [3]
 - The ability to align human resource capacity and practices and processes with strategic organizational goals (CP;CR; FE) [2]
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- The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance (CP; CR; FE) [3]
- The ability to measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations (CP)[1]
- The ability to assess population and community health needs from a public service perspective (CR) [1]
- The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability (CR) [1]
- The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change ([3]
- The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis (FE; CP) [2]
- The ability to communicate and interact productively in a diverse and changing industry, workforce and citizenry (CP; DF; CR) [3]
- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation (CP; DF; CR) [3]
- The ability to engage in continuous learning; to reflect on and assess one's strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network (CP; DF; CR) (3)

FE – Final Exam; CR –Case Responses (memo); DF – Discussion Facilitation; CP – Class Participation

Instructional Methods:

To meet these goals, this course will use readings, case studies, and group based role playing to learn about and then experience the various techniques that will be covered. The expectation is that the readings will provide the foundation for the week's topic, and group discussion and case-based group work and report outs will round out the experience. The instructor will facilitate and lead several lectures, and guest lecturers will present on occasion, bringing specific topic-based perspective to the course.

Readings:

There are three required books and a coursepack of required readings. It is important that you have completed the assigned readings thoroughly before class on the day shown in the schedule. You will be expected to have read the readings before writing the assigned papers.

- McAlearney and Kovner, Health Services Management: Cases, Readings and Commentary, 10th Edition. Health Administration Press 2009.
- Christensen, The Innovator's Prescription, McGraw Hill, 2009.
- Dye, Leadership in Healthcare, 3rd Edition. Health Administration Press 2017.

All assigned readings that are not included in the required textbooks will be posted on NYU Classes.

Your grade in this course is based on three components:

1. **Class Participation** – 20% - Your active participation is critical for your success in this class. In addition to attendance, I will be looking for you to have read and thought about the readings, contribute to in-class discussion, and actively participate in case discussions.
Discussion Facilitation – On the first day of class, you will sign up to be a discussion facilitator for a case discussion. In addition to developing discussion questions, you will also play a role in facilitating part of the case discussion.
2. **Case Responses** – 40% - Due at the start of the class on Apr 4th, 11th and April 25th, late submissions not accepted without prior approval. We will discuss three cases during this course. You are responsible for submitting a 1-2 page response to each of them in which you act as a consultant to the focal person in the case and offer advice or counsel around the issues, tying the assigned reading to the developments described in the case.
3. **Take Home Exam** – 40% - Given out at the end of class on April 25th, due at the beginning of the last class on May 2nd. The exam will consist of six real world cases and you will be asked to choose two. For each case you choose, you will be asked to develop a high-level two page strategic plan. Your two-pager will break down the key operational, regulatory and employee engagement challenges you identify from the case story and will include your proposal of a path forward which you will present to the organization's CEO for political and financial support. We will review examples of this kind of high-level presentation during class.

Weekly Topics and Readings:

Class 1: Tuesday, March 21st - Class Introduction - Why is change the only constant?

Learning Objectives

- Understand who and what is disrupting the business model of healthcare organizations
- Develop an understanding of the perilous track of organizations whose leaders can't anticipate the need for change and then lead through it
- Understand why most boards seek "strategic and visionary" leaders when selecting top executives

Readings: "The New Healthcare CEO." *Hospitals and Health Networks*. June 2015
 Dye Chap 21 - "The Need for Leaders" - pp.333-337
 Christensen Chapter 3 p 73- 95

Class 2: Tuesday, March 28th - Getting to Engagement - Why start here?

Learning Objectives

- Build skills to get people engaged if they don't see the big picture
- Understand the link between strategic direction and me
- Build ability to "Show Don't Tell" - the importance of leadership as an accelerant of change
- Assess one's strengths and weaknesses as a leader (complete the management / leadership questionnaire)

Readings: Hamori, Monika et al. "What High Potential Young Managers Want." *MIT Sloane Management Review*. Fall 2015
 Dye Chapter 6 and Chapter 7

Class 3: Tuesday, April 4th - Personal values as a foundation.

Learning Objectives

- Know the elements of Servant leadership
- Improve skills to increase interpersonal connectivity
- Be able to address key leadership questions: Why should anyone follow you? What are your leadership traits today? What should they be?
- Know complementary personality traits I need in my teammates?

Readings: McDonald, Duff "Can you learn to lead?" *New York Times* April 7, 2015
Dye Chapter 8

Case: "Manager Morale at Uptown Hospital" Short Case #2 McAlearney & Kovner pp. 70-73.

Case Response Due

Class 4: Tuesday, April 11 - Case Study and Guest Speakers: Building a Heart Hospital
Transforming care and building large scale clinical programs combines change management with staff engagement tactics and visionary leadership. Our guest speakers, both former NYU Wagner grads ('13 and '16), will walk us through their multi-year journey in one such endeavor.

David Brody, Vice President, Cardiovascular and Thoracic Surgery, Northwell Health
Robbie Grabher, Manager, Strategic Analysis, Hospital Administration, North Shore Univ Hospital

Learning Objectives

- Understand the components of clinical program integration across multiple hospitals
- Learn to build and manage a "stakeholder analysis" to strategize key constituents to change
- Know the importance staff engagement tactics in this first-hand account

Readings: Dye Chapter 9

Case: "Moving the Needle: Managing Safe Patient Flow at Yale-New Haven Hospital." Case "D" McAlearney & Kovner Case Text pp.110-117 Parts 1 & 2

Case Response Due

Class 5: Tuesday, April 18 - Communicating With Stakeholders - The Often Missing Link

Learning Objectives

- Know how to select and use various communication vehicles
- Build skills to develop the message and adjust "talking points" based on the audience
- Review and practice the "cascading" of messages
- Understand the psychology of change for the stakeholder and choosing the right communication strategy for the audience

Readings:

Tucker, Anita and Amy Edmondson. "Why Hospitals Don't Learn from Failures: Organizational and Psychological Dynamics that Inhibit System Change." McAlearney and Kovner pp. 245-261

Musselwhite, Chris and Tammie Plouffe. "Communicating Change as Business as Usual." Harvard Business Review. March 2011.

Class 6: Tuesday, April 25th - Have the toolkit, now what? Putting change leadership to action.

Learning Objectives

- Develop skills to influence others
- Develop self-reflection skills: Finding the hidden change agents among us
- Know the importance of patience and timing: Is now the time or should we wait?
- Understand the urgency of waiting: review this paradox.

Readings:

Birkinshaw, Julian. "Would Your Employees Recommend You?" *MIT Sloane Mgmt Review* Fall13

Case: "Where the Rubber Hits the Road: Physician-Phelps Hospital Relationships." Case "J"
McAlearney & Kovner Case Text pp. 270-277

Case Response Due
Take Home Final Distributed

Class 7: Tuesday, May 2 - Evaluating and Sustaining Change

Learning Objectives

- Develop ability to assess when we are done changing and evolving
- Understand how much change can a department/organization handle at a time; what are the dosing recommendations?
- Develop metrics to monitor for the post-implementation slide.
- Course wrap-up

FINAL EXAM DUE

About the Instructor:

Jon Sendach
Assistant Adjunct Professor, Health Policy & Management
Robert F. Wagner Graduate School of Public Service
New York University

Office Hours: By Appointment

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Jon Sendach is the deputy executive director at North Shore University Hospital where he is responsible for management of many areas of the 800-bed quaternary care hospital. His responsibilities include day-to-day non-clinical operations, oversight of facilities and major capital investments, as well as the hospital's trauma, emergency, transplant program, and helicopter transport program, SkyHealth. In 2008, he was named one of *Long Island Business News*' "Top 40 Under 40," an annual award for outstanding members of the business community on Long Island under the age of 40. **North Shore University Hospital** in Manhasset is a quaternary care facility that is one of the cornerstones of Northwell Health, as well as an academic campus for the Hofstra Northwell School of Medicine.

Previously, Sendach was the associate executive director for finance at Glen Cove Hospital where he was responsible for financial management of that 265-bed acute care community hospital. There he managed financial operations, oversight of patient financial services and health information management, as well as directing the annual budget process. In addition to business plan development and financial planning, he was also responsible for the oversight of the hospital's faculty practice, comprised of 40 physicians and allied health professionals covering a range of specialties

Prior to joining the Northwell Health (formerly North Shore LIJ Health System), Jon worked as a senior account executive in the New York health and medical practice at Ogilvy Public Relations Worldwide, an international public relations firm serving a range of clients. There he focused on publicity campaigns for products from Pfizer, Merck, and Astra Zeneca. Jon began his career in public relations at the New York City offices of The Rowland Company, where he worked with the healthcare team and served as a co-director of the summer intern training program.

In his time off, Sendach serves as a volunteer firefighter and emergency medical technician with a local community fire department. A member for almost twenty years, Sendach currently chairs a number of committees within the organization, and serves as the department's spokesperson for media relations. Recently, he was recognized by his peers and awarded the department's prestigious "Distinguished Service Award" for his contributions and steady leadership. He is also a licensed airplane pilot and enjoys traveling on weekends to visit friends and family up and down the east coast.

A fellow of the American College of Healthcare Executives and board-certified in healthcare management, Jon holds a Bachelor of Arts from Colgate University and a Master of Public Administration from the Wagner Graduate School of Public Service at New York University. He completed a residency in healthcare administration at the corporate offices of the North Shore ~ Long Island Jewish Health System in Great Neck, NY.