

HPAM-GP 2839

Leading Change in Healthcare Organizations: Practical Strategies Fall 2023

# Instructor Information

* Jonathan Sendach
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* Office Hours: By appointment.

# Course Information

* Class Meeting Times: Mon 4.55 PM - 6.35 PM
* Class Location: 40 W4 Room LC5

# Course Prerequisites

* HPAM-GP 1830 or HPAM-GP 2836, HPAM-GP 1833 preferred

# 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.

# Course and Learning Objectives

The course is designed to accomplish these main goals:

1. Establish your understanding of the responsibility of the leader in identifying the right change strategy and the steps leading up to implementation
2. 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
3. Build a repertoire of strategies and tactics to increase your effectiveness in leading organizational change and performance improvement initiatives and in implementing new strategies
4. 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
5. Foster an eye for emerging change agents within the workforce, and discuss strategies for harnessing and leveraging them

Learning Assessment Table

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| **Program Competency** | **Corresponding Course Learning Objective** | **Corresponding Assignment Title (Memo, Team Paper, Exam, etc.)** | **Denote Level of Competency Expected to Achieve via the Assignment (basic**  **= 1, intermediate = 2, advanced = 3)** |
| The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing work force | 2 | Case Responses, Class Participation, Final Exam | 2 |
| The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations | 2 | Case Responses, Class Participation, Final Exam | 3 |
| The ability to align human resource capacity and practices and processes with strategic organizational goals | 1,3 | Case Responses, Class Participation, Final Exam | 2 |
| The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance | 1 | Case Responses, Class Participation, Final Exam | 3 |

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| The ability to measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations | 3 | Class Participation | 1 |
| The ability to assess population and community health needs from a public service perspective | 2 | Case Responses | 1 |
| The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability | 3,4 | Case Responses | 1 |
| The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision- making, and measuring change | 2 | Case Responses, Class Participation, Final Exam | 3 |
| The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis | 2,3 | Class Participation, Final Exam | 2 |
| The ability to communicate and interact productively in a diverse and changing industry, workforce and citizenry | 4 | Case Responses, Class Participation, Final Exam | 3 |

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| --- | --- | --- | --- |
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| The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation | 4 | Case Responses, Class Participation, Final Exam | 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 | 5 | Case Responses, Class Participation, Final Exam | 3 |

# 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 two required books and a course pack 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.

* + Heath,C and Heath, D, Switch, Broadway Books, 2010.
  + Dye, Leaedrship in Healthcare, 4th Edition. Health Administration Press 2023.
  + NYU Bookstore Coursepack
  + Optional reading: Christensen, The Innovator’s Prescription, McGraw Hill, 2009.

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

# Assessment Assignments and Evaluation

Your grade in this course is based on three components:

## 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 be assigned up to be a discussion facilitator for a case discussion. We will use the discussion board feature of NYU Classes to allow those who will be leading the class discussion to post their discussion questions and start our dialogue during the week - all students will be expected to respond to the threads and provide a short opinion. There will be four such discussions during the semester.

## Case Responses (40%)

Due at the start of the class on Oct 10th, Oct 30, Nov 20, and Dec 4, late submissions not accepted without prior approval. We will discuss four 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. Each case will have discussion questions to act as a prompt for the response.

## Take Home Exam (40%)

Given out at the end of class on April 20th, due at the beginning of the last class on Dec 11th. 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 ask 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.

# Detailed Course Overview

## Week 1 (9/11): 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 19 - “Self Evaluation” - pp.311-328
  + Switch - Chap 1

## Week 2: (9/18): Why change is hard? / Getting to there? Overcoming inertia

### Learning Objectives

* + Understand the human factors that affects resistance to change.
  + Identifying points of resistance in organizations.
  + Rationalizing the limited use of authoritarian power structures in crisis situations.

#### Readings:

* + - Switch - Chap 3 & 4

## Week 3: (9/25) – No Class

**Week 4: (10/2) Getting to Engagement – Why start here? – Shared vision and common direction**

### 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

### Readings

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

## Week 5 (10/10) Change champions, power and political support

### Learning Objectives

* + - How to identify champions and change agents within an organization
    - Develop the 60-second elevator speech and practice tightening up the pitch
    - Surveying the political challenges within an organization

### Case

* + “A New Manager’s Daydream” - posted to Brightspace

**Case Response Due**

## Week 6 (10/16): 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

* + Dye Chapter 8

## Week 7 (10/23): 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, Assistant VP, Cardiology Service Line, Northwell Health

### 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

## Week 8 (10/30): 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

* + Switch Chapter 5 and 6

### Case

* + Case # 2 “The Overnight Dilemma - Posted to Brightspace

**Case Response Due**

## Week 9 – (11/6) Communicating with Stakeholders II – The Often Missing Link

#### Learning Objectives

* + - Role play stakeholder analysis
    - In-class scenario review in groups with prompts provided
    - Drafting simple framework for communication plan

#### Readings

* + Musselwhite, Chris and Tammie Plouffe. “Communicating Change as Business as Usual.” Harvard Business Review. March 2011.

## Week 10 (11/13): 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?” MITSloane Mgmt Review Fall13

## Week 11 (11/20): Evaluating 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.

#### Reading

* + - Switch Chapter 7

### Case

* + Case # 3 – “System Overload” – posted to Brigthspace

**Case Response Due**

## Week 12 (11/27): Sustaining Change

### Learning Objectives

* + - Understanding the tendency for goal displacement over time
    - Anticipating and responding to weariness in management
    - Develop tactics to appropriately report out and check in on continuity

#### Reading

* + - Switch chapter 9 & 10

## Week 13 (12/4): Putting It All Together

### Learning Objectives

* + - Review the personal attributes of each leader and how it ties to final results
    - Outline the elements of a well-reasoned communications plan
    - Explore examples from several institutions

#### Case

* Case # 4 – “Finally Some Change” Posted to Brightspace

**Case Response Due Take Home Final Distributed**

## Week 14: (12/11) – Course Wrap Up

**Final Exam Due**

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click the “Get Started” button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# NYU’s Wellness Exchange

NYU’s Wellness Exchange has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Instructor Bio

Jon Sendach is the executive director at North Shore University Hospital where he is chief executive responsible for management of that 800-bed quarternary care hospital. 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 Zucker Hofstra

Northwell School of Medicine. He served as the executive in charge of operations at North Shore for 10 years prior to his appointment as executive director.

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 twenty-five 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 an instrument rated 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.