

Leading Through Organizational Change
Practical Strategies for Supporting People, Strengthening Teams, and Navigating Transition

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Pre-Test Link:
<https://www.surveymonkey.com/r/Org-Change-Pre>



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Purpose & Objectives

The purpose of this session is to equip you with practical insights, strategies, and tools to understand and effectively navigate major system change and transition.

1 Describe common human and behavioral responses to organizational change and transition.	2 Identify leadership and team practices that promote clarity, stability, trust, and psychological safety during change.	3 Apply practical communication, listening, and feedback tools to help individuals and teams navigate change constructively.	4 Recognize the shared roles of leaders, managers, and staff in supporting successful organizational change.
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“Leadership is accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty.”

~ Marshall Ganz, PhD; Harvard Kennedy School

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The Only Constant is Change

And yet, we all struggle with it. How can we manage change? How can we lead through change?

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Reality of Systemic Change

- ▶ *Change is **constant, complex, and often externally driven***
- ▶ ***Organizations don't fail from change** - They fail from unmanaged response to change*
- ▶ ***It's not that people don't like change ... they don't like being changed.*** And we like comfort, control, predictability

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Poll:

- ▶ Are you experiencing transition or change in your work?
- ▶ Extent of disruption?
 - 0 – 5 rating scale:
 - 0 being no disruption
 - 1 being mild disruption
 - 5 being severe disruption/breakdown of systems

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What Makes Change Difficult?

Impact to the People

- ▶ Uncertainty
- ▶ Loss of predictability
- ▶ Perceived loss of control
- ▶ Competing priorities (service delivery vs transformation)
- ▶ Cognitive overload

Impact to the Organization(s)

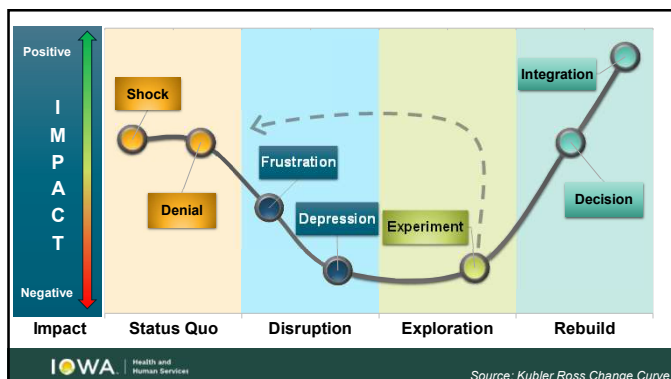
- ▶ Low morale
- ▶ Drop in productivity
- ▶ Decision paralysis
- ▶ Increased errors/compliance risk
- ▶ Staff disengagement or turnover

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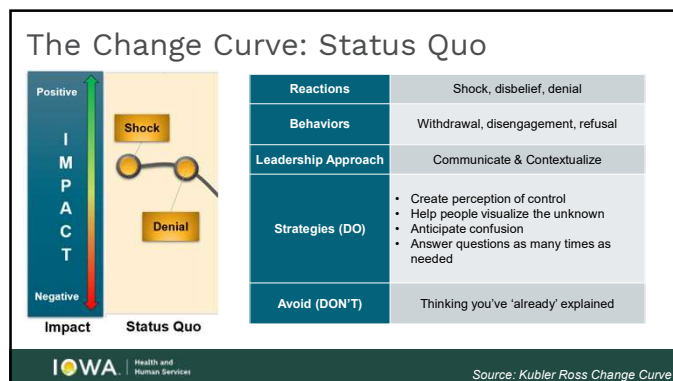
“Emotions truly are data and have just as much relevance as [any] data on sales, profits, or any other ‘tangible’ aspect of organizational performance.”

~ Jeanie Daniel Duck, author, HBR article - [Managing Change: The Art of Balancing](#), and [The Change Monster](#)

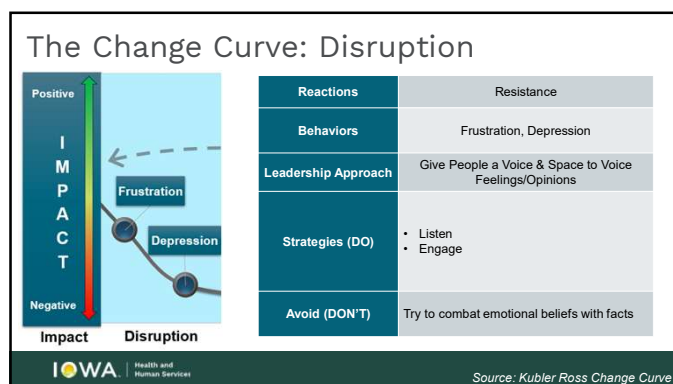
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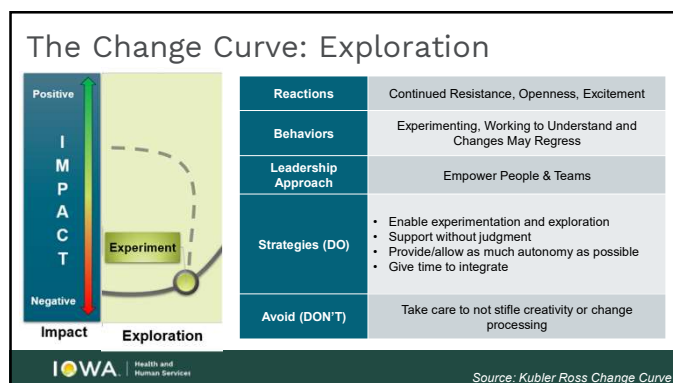
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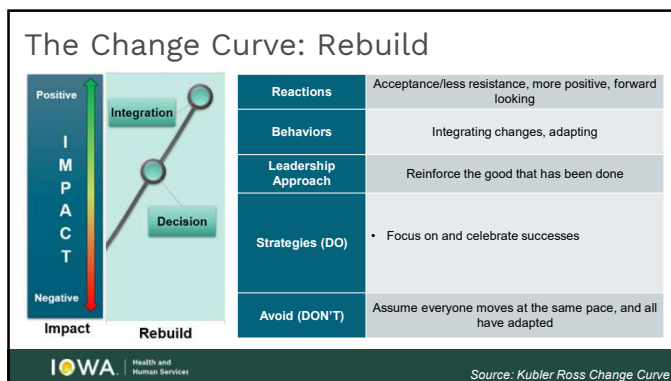
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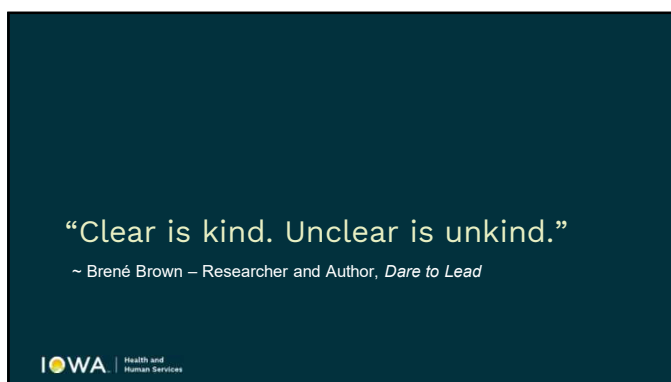
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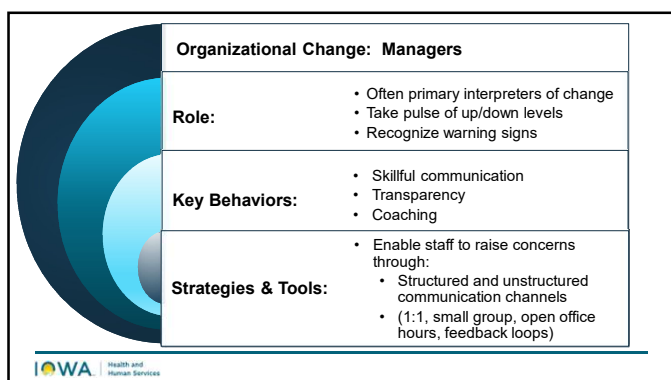
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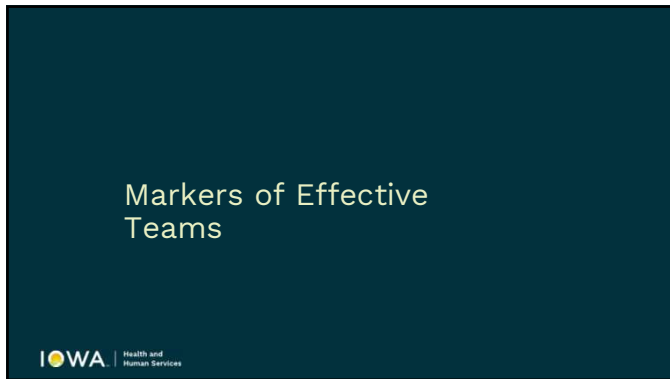
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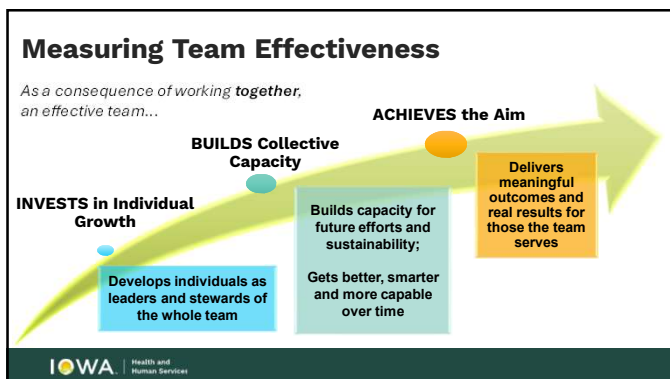
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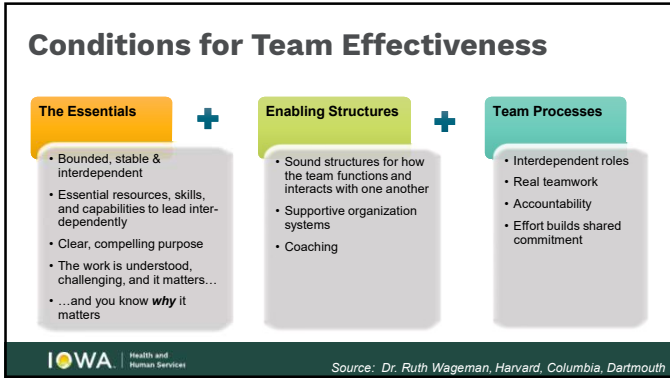
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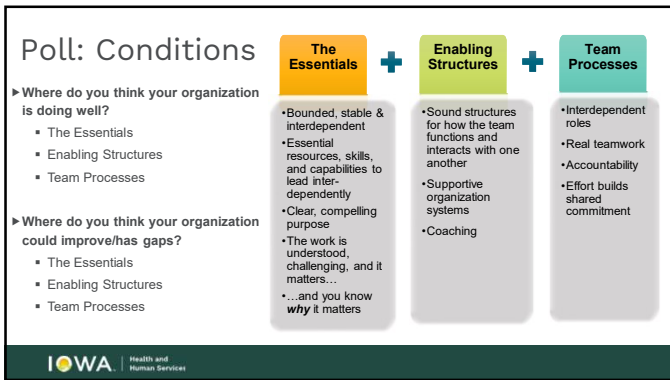
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Tool: Diagnostic Checklist of Team Effectiveness

The tool includes a scale from F to A and a table for Section 1: Compelling Purpose.

Section 1: Compelling Purpose

Compelling Purpose	F	D/C/B	A	Overall Grade:
There is truly a shared purpose that is clear to all members.				How might we improve?
The work has serious consequences (for health and healthcare/ for the community/ for the department or the organization) - team members know that their work matters, and their success makes a difference.				
The work is challenging and engaging and requires committed effort from all members.				

Source: Dr. Ruth Wageman, Harvard, Columbia, Dartmouth

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Tool: Diagnostic Checklist of Team Effectiveness

Section 2: Capabilities, Resources & Skills

Scale

F: Scream Team

D: Low Motivation, No clear sense of purpose, unclear roles, no established norms

C: Gaps in trust or effectiveness

B: Could improve in certain areas

A: Dream Team

Capabilities, Resources, Skills	F	D/C/B	A	Overall Grade: How might we improve?
Members understand themselves as an important part of the team, not just a representative of their own position or department.				
The team, collectively, has a high level of collaborative skills (good listening, empathy, humor, integrity).				
Members have the ability to think about the overall system, not just their own place within the system.				
The team is comprised of people who have a diverse set of skills, resources and perspectives.				
Team leaders and members have skills to encourage and coach each other to build both individual and collective capacity.				
The team has a clear and stable boundary: it's clear who is on the team – it's not a random group at each meeting – and people stay long enough to learn to work together.				

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Tool: Diagnostic Checklist of Team Effectiveness

Section 3: Enabling Team Structures

Scale

F: Scream Team

D: Low Motivation, No clear sense of purpose, unclear roles, no established norms

C: Gaps in trust or effectiveness

B: Could improve in certain areas

A: Dream Team

Enabling Team Structures	F	D/C/B	A	Overall Grade: How might we improve?
Team members explicitly understand how decisions will be made. Decision-making processes are transparent.				
The team has clear expectations and norms for how they will respect and empower each other during their work together.				
The team has talked about how violations of the norms will be acknowledged and addressed respectfully, without shaming.				
Individual team members are learning, team capacity is growing over time and the work is making a difference beyond the team.				
Team members have clear roles, not just job descriptions, but clearly understood roles for how they contribute to the success of the team.				
Individuals know their own role and where their role intersects with others. Members support each other while still "staying in their own lane."				
The team communicates effectively. Team members are able to recognize and resolve conflict.				
The organization's structures and systems enable and facilitate rather than undermine teamwork and interdependent leadership.				

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The Four Quadrants of Psychological Safety

Psychological safety is...

- "a condition in which one feels
 - (a) included
 - (b) safe to learn
 - (c) safe to contribute
 - (d) safe to challenge the status quo,
- without fear of being embarrassed, marginalized or punished in some way" (Clark, 2019).
- Timothy R. Clark speaks of this in terms of four stages or quadrants of psychological safety.



Belong → Learn → Contribute → Challenge and improve

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How Leaders Can Support Psychological Safety		
	What it Means	How Leaders Can Apply
INCLUSION SAFETY	Members feel safe to belong to the team	• Give people space to talk • Be curious • Acknowledge and respect boundaries
LEARNER SAFETY	Members can ask questions and learn	• Value honesty • Meet people where they are (don't assume familiarity) • Identify and share what was learned
CONTRIBUTOR SAFETY	Members feel safe to contribute ideas and skills	• Ask permission before giving feedback • Foster equal participation • Encourage open dialogue
CHALLENGER SAFETY	Members can question ideas and suggest meaningful change	• Ask for pluses and deltas (good and bad) • Invite dissent and alternative perspectives • Show gratitude for the opportunity to learn

 Source: Clark, Timothy R. *The 4 Stages of Psychological Safety*

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Poll: The Four Quadrants of Psychological Safety

How does your team/organization compare to the four psychological safety quadrants:

- Where is your team/organization doing **well**?
- Where can your team/organization **improve**?

 **Inclusion Safety**
 • "I belong here and I feel welcomed."

 **Learner Safety**
 • "I can ask questions and learn."

 **Contributor Safety**
 • "I can use my voice and add value."
 • "I can make a difference."

 **Challenger Safety**
 • "I can question and disagree."
 • "I can be bold and speak out."

Belong → Learn → Contribute → Challenge and improve

 Source: Clark, Timothy R. *The 4 Stages of Psychological Safety*

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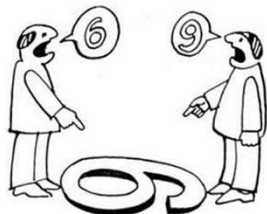
Communication Tools



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Perception

- ▶ A person's perception is their version of truth
- ▶ It is not a matter of right or wrong, good or bad
- ▶ Seek to understand the person's perception and what observations or experiences contribute to that perception



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Tool: Nonviolent Communication (NVC)

- ▶ A communication model for everyday use, with or without conflict
 - It is a guide, not a formula
 - Sometimes called compassionate communication
- ▶ A skill that allows us to bring presence into our interactions and guides us in reframing how we express ourselves and hear others

Observation
• "When I see/hear/notice..."
Feeling
• "I feel..."
Need
• "...because I need/value..."
Request
• "Would you be willing to..."

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Increasing Awareness of Your Feelings

How am I feeling at this moment?

- I'm scared.
- I'm confident.
- I'm irritable.
- I'm relieved.
- I'm exhausted.
- I'm delighted.
- I'm disappointed.

Why is naming emotions/feelings important?

- Tells you something within isn't okay (out of balance)
- Something requires attention
- Points you in the direction of what you need
- Feelings keep you informed!

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Feelings Wheel

- Expand your emotional vocabulary
- More accurately identify how you are feeling
- Name your feelings/emotions to others
- Begin to understand others' emotions – increase empathy

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Feelings... or Thoughts?

- "I think it's really complicated and could lead to problems."
- "It's very challenging and confusing."
- "I feel like this is really complicated and confusing."

What are the feelings/emotions under these statements?

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Universal Human Needs MASLOW'S HIERARCHY OF NEEDS

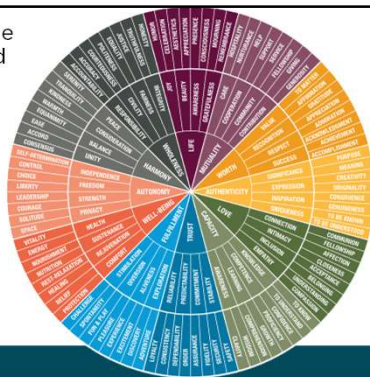
- Every **feeling** is connected to a **need**.
- The **need** can be met or unmet.
- The **feelings** are the **clues!**

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Once You've Identified the Feeling, Identify the Need

- I'm feeling irritable. I need time alone and a snack.
- I'm scared. I need more information.
- I'm feeling overwhelmed. It's important to me that I can ask for help when I need it (the need in this example is trust).
- I'm encouraged (feeling) by the sense of renewed purpose (the need) with my team.
- I'm relaxed and appreciate that my supervisor listened to my ideal



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TOOLS: Communication Frameworks

NVC Framework

Observation

- "When I see/hear/notice..."

Feeling

- "I feel..."

Need

- "...because I need/value..."

Request

- "Would you be willing to..."

Adapted Framework

"What I'm seeing"

"Why it matters"

"What I need"

"Suggested Solution"

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Attuned Listening (Empathy)

- ▶ Sending the message verbally and non-verbally to the speaker that you want to hear them
 - *"I'm here, I care, I have the spaciousness and I'm available."*
- ▶ To ensure you've fully heard the other person
- ▶ No agenda, no need to fix or solve anything
- ▶ Summarize what they said and ask, *"Did I get that right?"*
 - If no, ask them to share again
 - If yes, ask *"What else?"* or *"Is there more that you'd like to tell me?"*
- ▶ "Simply" to listen

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We Need to Feel Heard to Listen

- ▶ We listen better after we have been fully heard
- ▶ It does not mean the other person agrees with us or our decisions
- ▶ It just means we feel heard without judgment, blame or criticism

WORD OF CAUTION:



Everyone wants to be heard and understood for what they said. We all do, or we wouldn't speak.

However, they may not be willing to bring their deepest needs and feelings to the surface.

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TOOL: The Coaching Habit

1. The Kickstart Question: **What's on your mind?**
2. The AWE Question: **And what else?**
3. The Focus Question: **What's the real challenge here for you?**
4. The Foundation Question: **What do you want** (what would be the ideal result/outcome)?
5. The Lazy Question: **(To make sure I am clear) How can I help?**
6. The Strategic Question: **If you are saying Yes to this, what are you saying No to?**
7. The Learning Question: **What was most useful for you?**

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Questions

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