

The Next Generation of the Interdisciplinary Team:

What Leaders Need to Know & Do

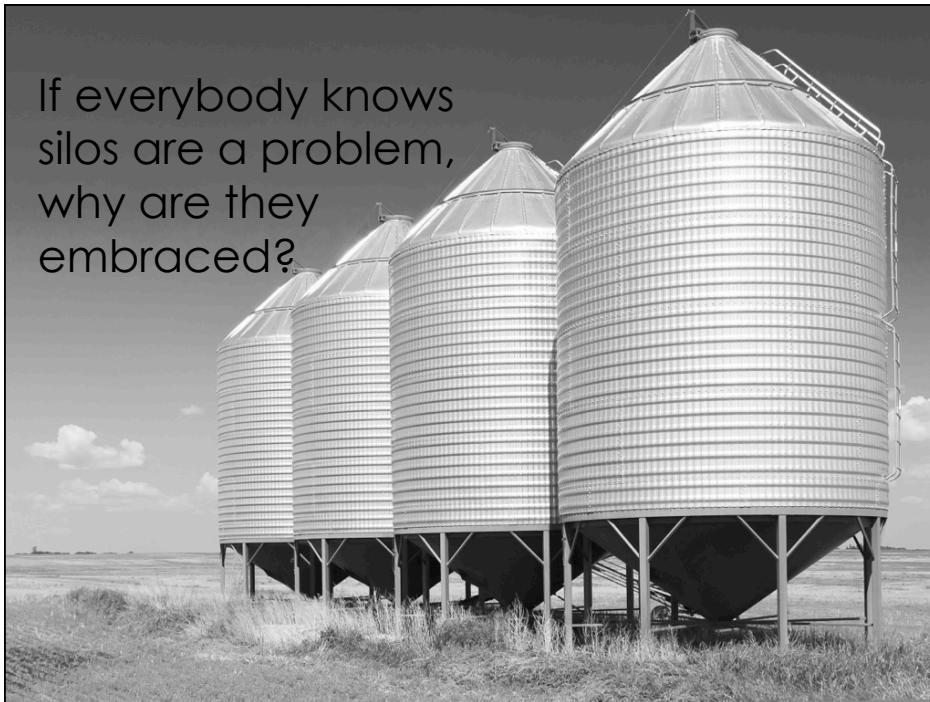


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Where we're going today

- Silos, silos and more silos
- Life outside the silo
 - What does it mean to be 'interdisciplinary'?
- Team attributes needed to stay outside the silo
 - Development areas and barriers to evolution

If everybody knows
silos are a problem,
why are they
embraced?





What's so attractive about a silo?

- _____
- _____
- _____
- _____




Perceptions of their appeal.

- They reduce '____' battles
 - you know what **you** do; I know what **I** do
 - the '____' are pretty well established
- _____ for each 'silo' are individually allocated
 - you can't spend 'my' money; I can't spend 'yours'
- They compensate for _____ amongst the silos
 - I don't have to _____ you because I'm isolated from you if you _____.



The damage silos do.

- _____ -- *collaboration* in a deeper sense
 - There's no way to get from one silo to the other.
 - Their intention is to prevent '____-____'.
- _____
 - Silos are _____.
- Lack of _____ limits view of the landscape



**To be
interdisciplinary is
to create

connections**

A remarkable example

In 1943 Lockheed Martin needed a plane
that could
fly faster (500 mph)
and longer (1,000+ miles range)

They pulled together a team and
told them they should no longer
think about themselves as
engineers,
metallurgists,
electricians,
pilots,
chemists,
or scientists



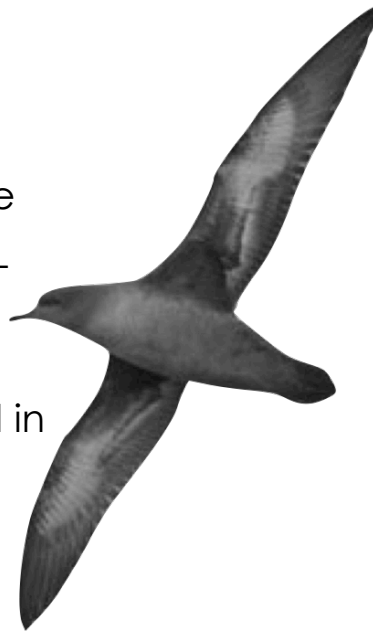
Instead they were told to think of themselves simply as

____, ____ **and** ____ **experts** --

because that's how you get something that will fly.

And they studied the
shooty shearwater --

the _____, long
distance _____ bird in
the world





They developed
and BUILT the first
XP-80
jet fighter
in _____ days.





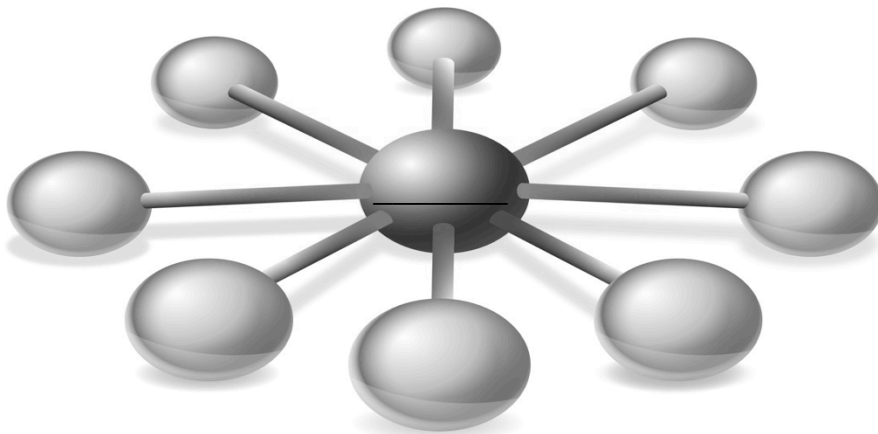
Your Four Persistent 'Storms'

- _____
- _____
- _____ / _____
- _____ / _____



What leaders
need to do.

View outcomes as the products of _____



Focus on the interdisciplinary three C's

How we _____	How we _____	How we leverage _____
_____ sharing Especially in our _____ making	People _____ to the customer or challenge can _____	People are _____, not specialists (except when regs prohibit)

Have conversations, not meetings

- IDEALLY, interdisciplinary teams answer the following questions:
 - “We are _____, heading in this direction.”
 - “We want to head in _____ direction.”
 - **“What _____ do we need to make -- now, before it’s too late?”**

Break free of the silos

- Communicate _____ the departments for better results
 - stop using meetings just to _____ on stuff
- Focus on _____

*I've got a _____,
anybody got a
_____?*



Break free of the silos

- Provoke _____.
- Challenge your _____ defaults
- Encourage _____
 - *"Our current approaches may have contributed to this problem--what other approaches are available to us?"*
- Keep the focus on the _____ and who can touch it in some way
- Get the team talking about your '_____ _____'

Where It
Often Gets
Discussed



Ground truth interdisciplinary discussions

- To get the ball rolling: Questions for your team
 - “If we were hired to _____ to our community, what advice would we give to increase our success in _____?”
 - “If we were _____ with our community, what strategy would we use to attract _____?”



Ground truth interdisciplinary discussions

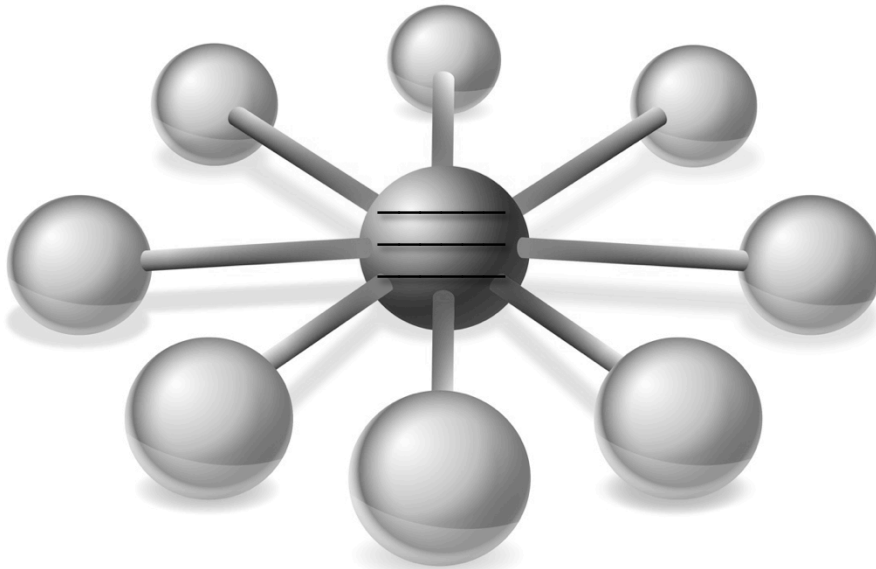
- To get the ball rolling: Questions for your team
 - “What do we _____ we should be doing differently in safely discharging residents?”
 - “What’s _____ in our processes that nobody wants to acknowledge that’s preventing us from doing it?”

Ground truth interdisciplinary discussions

- _____ are challenged
- Leaders encourage ‘_____’ thinking
 - “If we had NO limitations in trying to **reduce re-hospitalizations of discharged residents**, what would we do?”
 - “If we were the FIRST people trying to achieve this, how would we do it?”
 - “What’s our ‘_____’ strategy?”



One of the greatest incentives to be interdisciplinary

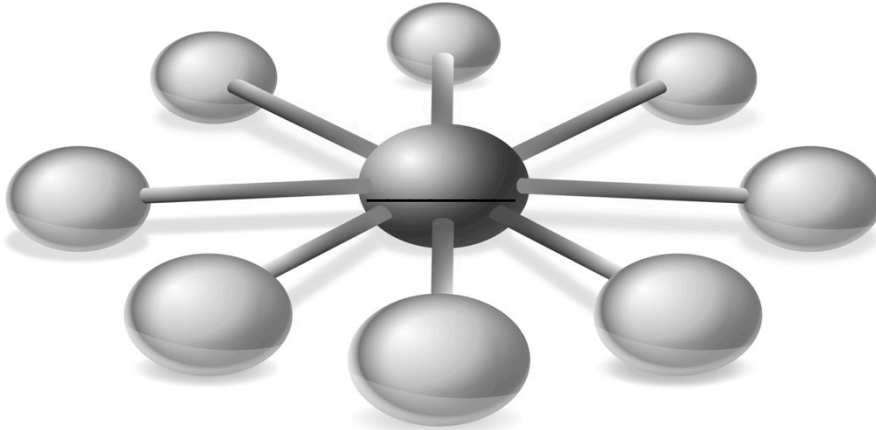


What this will require

Nurses, therapists, dietitians,
social workers, bookkeepers,
administrators, housekeepers,
et. al. stop using
_____ as their
rationale to not _____ or
focus on the bigger picture



Maybe their new definition is their role is as _____
or _____
because that's how to excel in the future.



What tool could support
a better collaboration?

<http://www.rwjf.org>

Take an honest look at what resource you're
discharging residents with.

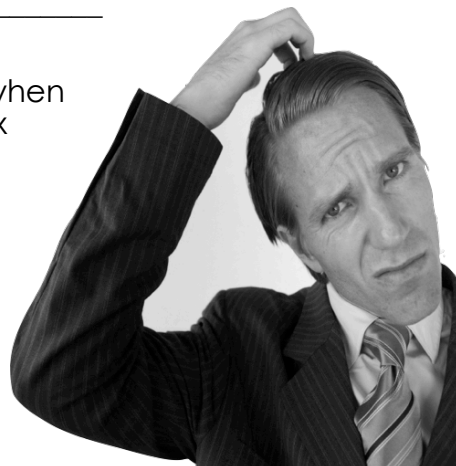
You don't have to start-from scratch.

Considerations for your team in implementing this type of resource.

How can each team member _____ to safe discharges?	What _____ will be required between them?	What _____ right now?	What needs to _____ to better enable those _____?

Mistakes leaders make regarding the interdisciplinary team

- You didn't describe the _____.
- You hold _____ when one wasn't necessary to fix something.
- People didn't receive _____ in advance.



Mistakes leaders make regarding the interdisciplinary team

- You tell people you want them to function as a team but _____ solely based on their _____.
- The part of your _____ that addresses teamwork may need revision.
- Some _____ of everyone's _____ should be based upon certain facility achievements.
- You don't address _____ team member _____.



Impediments to interdisciplinary team effectiveness

- _____ -- hijacks the discussion by suddenly bringing up something unrelated
 - Remind him or her what you're there to discuss
- _____ -- reroutes every discussion into something specific to their bailiwick or area of expertise

Impediments to interdisciplinary team effectiveness

- _____ -- Defaults to why an idea won't work here or 'can't be done'
- _____ -- perfectly happy to let others make decisions so they don't have to.
- _____ -- _____ who haven't grown up.
 - Say, "Let's keep the impersonal view."

Impediments to interdisciplinary team effectiveness

- _____ -- brings up _____ (or toxic issues) that tick people off or strike a nerve.
- _____ -- people attached to their PDAs, phones, etc.
- _____ -- agrees to be liked.

Where do you go from here?

- Talk openly how _____ can be in your discussions
- Begin breaking things down on the basis of
 - the big 4 (financial viability, satisfaction, staff recruitment/retention and regulatory compliance)
 - everybody's got skin in the game
- Commit to _____, not *reporting*
 - robustly explore the _____ in your discussions that you need to achieve

Where do you go from here?

- Make certain that everybody knows what the big things are that _____
- Increase your staff's awareness in how _____ impacts _____
- Reward _____ in your direct reports (across departments).

CONSULTING TO SENIOR CARE

There are times where it just makes good sense for organizations to look outward for expertise within specific areas. Perhaps the needed skills don't exist in-house, other priorities require internal talent's focus, an opportunity suddenly becomes available, circumstances now place greater urgency on a problem's resolution or an external objective perspective would simply be beneficial.

That's when we're engaged.

For over 25 years, Lou Ann Brubaker has provided support for all these reasons—in areas of

- 👤 Team development
- 👤 Leadership and supervisory development
- 👤 Census and mix enhancement
- 👤 Customer delight delivery
- 👤 Staff recruitment & retention and volunteer process creation
- 👤 Strategic planning facilitation (Board of Director and Senior Leadership levels)
- 👤 Human resource materials, including employee handbooks
- 👤 Board of Directors/CEO governance support

With you, we set objectives and clear goals, offer specialist skills needed for a short period of time, and work quickly and effectively at teaching your own people as part of each project. The advantage to you is the benefit of using a consultant who has worked for countless different organizations within the senior care field and who brings a 'best practice' acumen to each endeavor. Over 90% of our work is directly in the facility itself.

Clients include the nation's largest continuing care retirement organizations, mid-size provider chains, individual skilled and assisted living facilities, as well as the ancillary companies providing services to them. Lou Ann presents frequently to national, state and regional professional associations. She is Past-Chair and Trustee of The Beacon Institute, the educational subsidiary of The Lifespan Network (AASHA's Maryland affiliate). She also worked in elected service upon the Board of Trustees of the national Business & Professional Women (BPW) Foundation, a non-profit enabling scholarship and research.

To learn more about how your organization could benefit from an external expertise, simply call Lou Ann Brubaker, President of Brubaker Consulting.

