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2

SURVEY QUESTIONS	
•	How should the MDT respond if one group member dominates the discussion or the dynamic of the team? Examples could include someone who does most of the talking, who talks as if one perspective is the most important to consider, or who – deliberately or not – shuts down other members of the team.
•	How do we manage the differing policies and procedures across our team members?
•	How do we keep everyone involved over time when not all cases or learning topics apply to or involve all of us?
•	How do we encourage the involvement of and information-sharing with any key player who is not particularly interested in the MDT?

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3

SURVEY QUESTION

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4

GAMES PEOPLE PLAY – TEAM ROLES

- **Task roles** - refer to the actions of individuals that help move the project, decision, task along.
- **Maintenance roles** - refer to the actions of individuals that help preserve the relationships in a group.
- **Hindering roles** - refer to actions of individuals that hinder the group's process and progress.

<https://web.stanford.edu/group/resed/resed/staffresources/RM/training/grouproles.html#hinder>

5

5

GAMES PEOPLE PLAY – TEAM ROLES

Task Roles

- Initiating
- Information or Opinion Seeking
- Clarifying
- Summarizing
- Consensus Testing
- Compromising
- Standard Setting and Testing

Maintenance Roles

- Encouraging
- Harmonizing
- Expressing Group Feelings
- Gatekeeping

6

HINDERING ROLES

- Dominating
- Withdrawing
- Degrading
- Uncooperative
- Side Conversations



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7

DOMINATING

- ▶ Behavior: Asserting authority or superiority to manipulate the group or certain members; interrupting contributions of others; controlling through use of flattery or patronization.
- ▶ Solution: Establish a procedure whereby each person contributes one idea to the discussion and then must wait until every other group member does the same before contributing again; interrupt the dominator, ask him/her to summarize the point quickly so that others can add their ideas, too.
- ▶ Try this: "Thank you for giving us all those ideas, Erin. Let's hear from others in the group now."

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<https://web.stanford.edu/group/resed/resed/staffresources/RM/training/grouproles.html#hinder>

8

WITHDRAWING

- ▶ Behavior: Removing self psychologically or physically from the group; not talking; answering questions only briefly.
- ▶ Solution: Do not let conflicts remain unresolved; talk with the person privately to find out what is happening; direct questions to and solicit ideas from the avoider so this person stays involved.
- ▶ Try this: "Carol, I have noticed that you haven't been as involved in the group lately. Is everything O.K.?"

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<https://web.stanford.edu/group/resed/resed/staffresources/RM/training/grouproles.html#hinder>

9

DEGRADING

- ▶ Behavior: Putting down others' ideas and suggestions; deflating others' status; joking in a barbed or sarcastic way.
- ▶ Solution: When your group first gets together, review your contract and ground rules with them, highlighting the rule that all ideas will be accepted; the first time someone criticizes another person, reinforce this rule.
- ▶ Try this: "You have a point, but we need to solve our problem, not attack each other's ideas."

10

UNCOOPERATIVE

- ▶ Behavior: Disagreeing and opposing ideas; resisting stubbornly the group's wishes for personally oriented reasons; using hidden agenda to thwart group progress.
- ▶ Solution: Incorporate statements in the original guidelines that deal with cooperation and interruptions, encourage this person to explain reasons behind his/her objection; look for any aspect of the position that supports the group's ideas so that this person moves from left to center field; refocus his/her participation as a recorder or process observer; ask the group to deal with this uncooperative behavior.
- ▶ Try this: "It seems like we may be forgetting the ground rules we set up as a group. Should we take a few minutes to revisit them now?"
- ▶ Try this: "Sandy, that is an interesting view. Could you explain how you came to those conclusions?"

11

SIDE CONVERSATIONS

- ▶ Behavior: Whispering, giggling and having private side conversations with another person.
- ▶ Solution: Set guidelines and expectations at the beginning of the meeting, stop the meeting and ask those involved in the side conversation to share what they are talking about with the group, stop the meeting and comment that it is difficult for you to hear the other discussion or to concentrate on the topic at hand with side conversations occurring; privately talk with the distracters and discuss their expectations for the meeting's topics; empower others to confront the distracters with how these side conversations keep everyone from concentrating on the group's discussion.
- ▶ "I am having trouble focusing on the discussion with the side conversations going on. Is anyone else experiencing this?"
- ▶ "It is difficult to focus on the discussion with side conversations going on. Can we agree that we will all focus on the main discussion?"
- ▶ "I sense we are losing people's attention and interest, can we do a check-in to see where people are on this topic?"

12

SURVEY QUESTION - TEAM ENGAGEMENT

- Q - How do we keep everyone involved over time when not all cases or learning topics apply to or involve all of us?
- A – Time and staffing management.
 - Invite the members that are needed for the cases that you are hearing.
 - Group similar cases requiring the same expert consultations.
 - Make sure your meeting time and venue work for everyone. If not, compromise, offer virtual meeting options, or rotate locations.
 - Convey the value of cross-training and invite contributions from all members.
 - The best ideas can come from a discipline seemingly unrelated to the issue at hand, because they are looking at the problem with fresh eyes and fewer assumptions.

13

SURVEY QUESTION – TEAM ENGAGEMENT PT. 2

- How do we encourage the involvement of and information-sharing with any key player who is not particularly interested in the MDT?
- A – Onboarding strategies
 - Formalize onboarding
 - Include education on your policies, procedures, mission and goals.
 - Include education on topics related to elder abuse as needed.
 - Set participation expectations – what they can get out of participation and what they can contribute
 - See the MDT Guide and Toolkit for information on member recruitment: <https://www.justice.gov/elderjustice/selecting-team-members>
 - And, about the development of foundational documents <https://www.justice.gov/elderjustice/4-building-strong-foundation>

14

Tips for enhancing Engagement

- Members understand their role and what they contribute to the team.
- Members understand what their organization gets out of being a part of the team.
- Education – members understand elder abuse and their role in responding to elder abuse.
- The team has clear policies and procedures.

15

LEARNING FROM LEADERS

“My job as a leader is to make sure everybody in the company has great opportunities, and that they feel they’re having a meaningful impact and are contributing to the good of society.”

– Larry Page, CEO of Google

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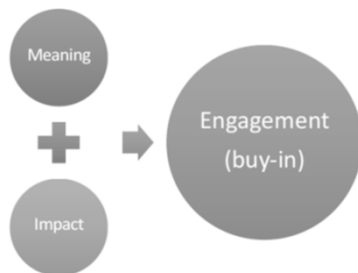
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Meaning

Work is personally important to team members.

19

19

Meaning - What's Your "WHY"

Why do you do this work?

What path led you here?

Why is it important to you that we do our jobs well?

What does doing a great job mean to you?

20

20

Who are our team's primary users?

What product(s) and/or service(s) do we offer to meet their needs?

Why is it so important that we provide the products and services that we do?

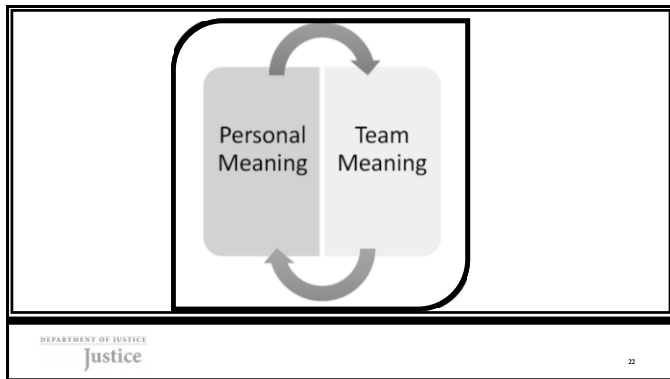
What would happen if our team didn't exist?

Meaning

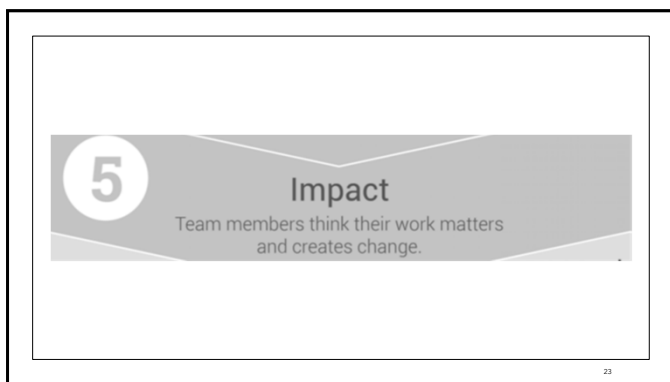
What's Our Team's "WHY"

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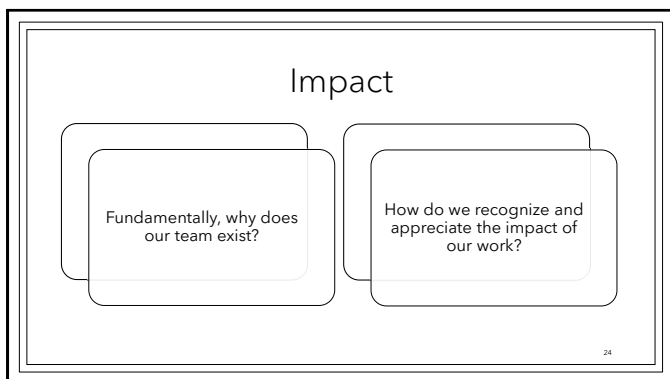
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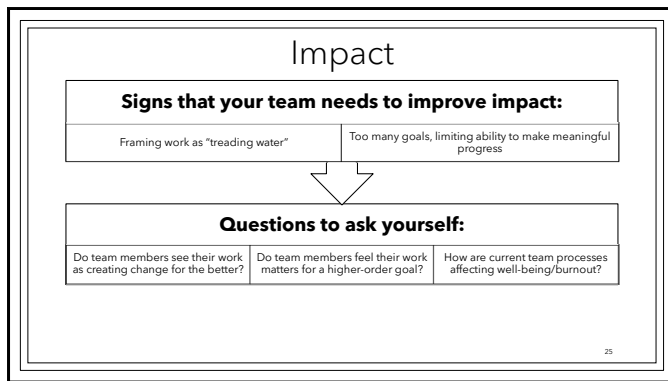
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IMPACT

The subjective judgement that your work is making a difference, is important for teams. Seeing that one's work is contributing to the team's goals can help reveal impact.

<https://pubmed.ncbi.nlm.nih.gov/18211139/>

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26

26

SURVEY QUESTION

- ▶ How do we manage the differing policies and procedures across our team members?
- ▶ A – Ethical and Legal Considerations:
 - MDT Guide Chapter 5 <https://www.justice.gov/elderjustice/4-building-strong-foundation>
 - Have strong MOUs
 - Understand and agree upon the interpretation of your state laws/statutes
 - Maintain professional roles, authority, ethics, and philosophical framework
 - Build trust

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27



28

**OFFICE FOR VICTIMS OF CRIME, VICTIMS OF CRIME ACT (VOCA)
AND CRIME VICTIMS FUND: SUB-RECIPIENT ALLOWABLE COSTS**

28 C.F.R. 94.120(c) – Allowable Costs for Activities Supporting Direct Services: Multi-system, interagency, multi-disciplinary response to crime victim needs

Activities that **support a coordinated and comprehensive response** to crime victims needs by direct service providers, **including, but not limited to, payment of salaries and expense of direct service staff serving on child and adult abuse multi-disciplinary investigation and treatment teams**, coordination with federal agencies to provide services to victims of federal crimes and/or **participation on statewide or other task forces, work groups, and committees to develop protocols, interagency, and other working agreements.**

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29

CULTIVATING TRUST

- Get to know each other personally
- Have strong, clear, and agreed upon collaboration documents (MOUs, etc.), so that everyone knows what to expect and contribute.
- Active listening – try to understand one another's perspective, clarify when needed
- Address problems and conflict head-on and promptly.
- Hold one another accountable (kindly).
- Don't blame – focus on solutions and supporting one another's work.
- Work cases together (homevisits).
- Remember why you are here – your clients.

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30

MEETING FACILITATION TIPS

Develop a meeting structure	Be mindful of everyone's time and organizational limitations	Keep in mind "cultural differences" between professions
Communicate outside of the meeting	Spread the kudos	Have clear goals and a shared vision
Cultivate respectful communication	Ongoing training education and refinement of procedures	Provide opportunities for members to get to know each other

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31 MDT TAC

31

RESOURCES

MDT Guide and Toolkit
<https://www.justice.gov/elderjustice/how-use-guide>

Team Building Exercises for MDTs
<https://theacademy.sdsu.edu/wp-content/uploads/2015/06/collaboration-in-aps-manual.pdf>

CFPB Network Development Toolkit
<https://www.consumerfinance.gov/practitioner-resources/resources-for-older-adults/elder-protection-networks/>



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32 MDT TAC

32

Rural MDT Resources

ELDER ABUSE MULTIDISCIPLINARY TEAMS

- NCEA Multidisciplinary Teams Resources http://bit.ly/NCEA_MDTs
- NYC EAC Multidisciplinary Teams Resources <https://nyceac.org/clinical-services/mdts/>
- EJI Elder Abuse Multidisciplinary Teams Technical Assistance Center <https://www.justice.gov/elderjustice/mdt>
- Rural Multidisciplinary Teams: Strengths, Challenges and Innovations http://bit.ly/EJI_MDT



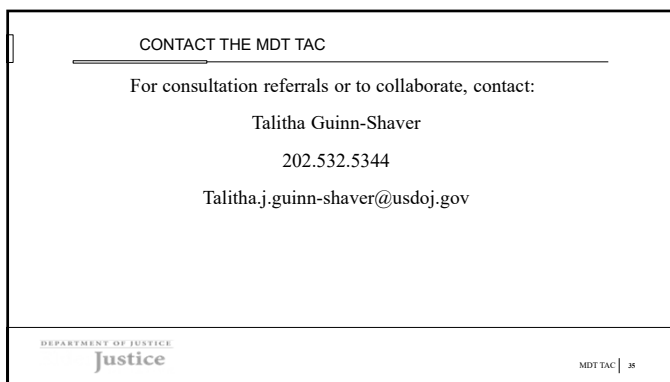
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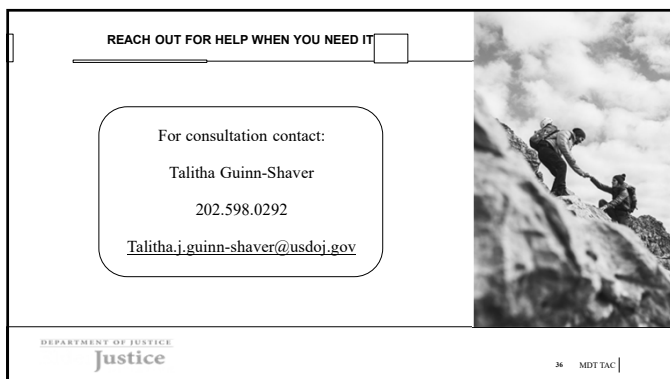
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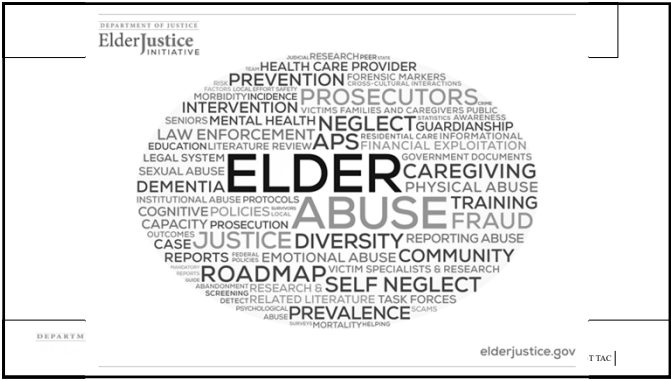
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