

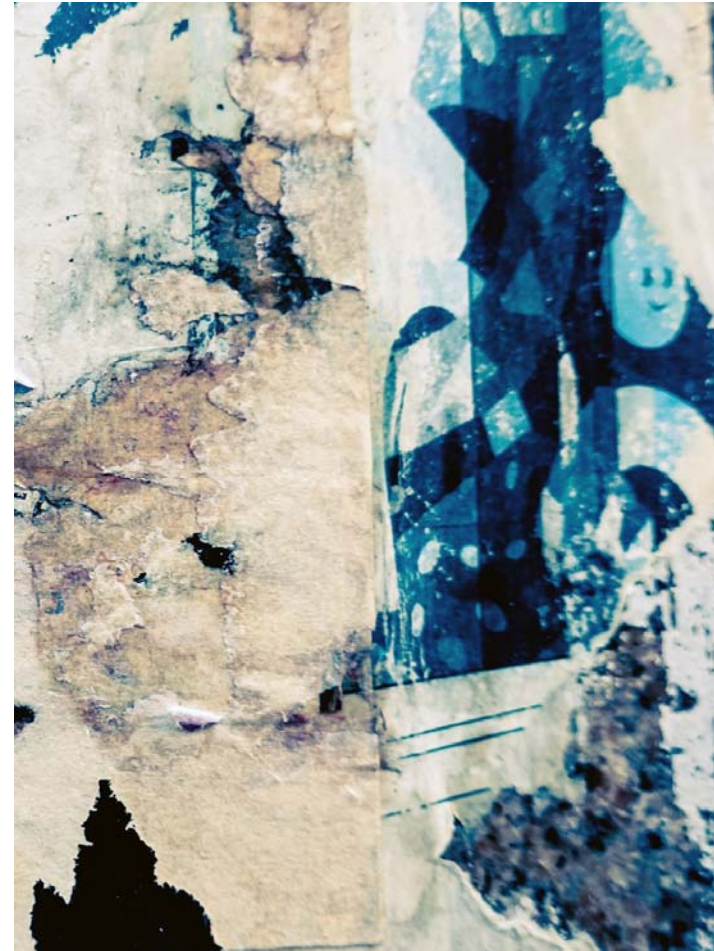
LEVERAGING COGNITIVE DIVERSITY IN ADDRESSING COMPLEX HEALTH CARE PROBLEMS

*Health Systems Science Series -
VTCSOM*

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Megan M. Seibel, PhD, RN

*Director and Co-Founder, Center for
Cooperative Problem Solving*



IN THE
CONTEXT OF
WORK, WHAT
TYPES OF
TEAMS ARE
YOU ON?



- Clinical Practice
 - Research
- Specialty-Specific
- Licensure/Position
 - Administrative
 - OTHERS...
- MORE THAN ONE?

LEARNING OBJECTIVES

- Discuss Adaption-Innovation Theory as it relates to cognitive problem solving preference.
- Differentiate between cognitive effect and affect, and style and level/capacity.
- Compare adaptive and innovative preferences of individuals relative to task and team.
- Define cognitive gap and aspects for coping and bridging across gaps.
- Examine implications for leadership and management of cognitive diversity in health systems.

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LEADERSHIP Food for Thought

VISION

Desired, ideal, or expected outcomes pending barriers.



COMMUNICATION

Clarity around accurate and appropriate identification and agreement upon the problem.



TRUST

Cognitive differences are valued with an acknowledgment of perceived challenges



VALUES

Provide the motivating factors for each of us and influence the decision-making process for each person.



INSTITUTIONAL CORE VALUES

- Collaboration
 - Courage
 - Commitment
 - Compassion
 - Curiosity
- Collaboration and Excellence
 - Innovation and Discovery
 - Diversity, Equity, and Inclusion
 - Humanism and Compassion



WHAT WE KNOW...



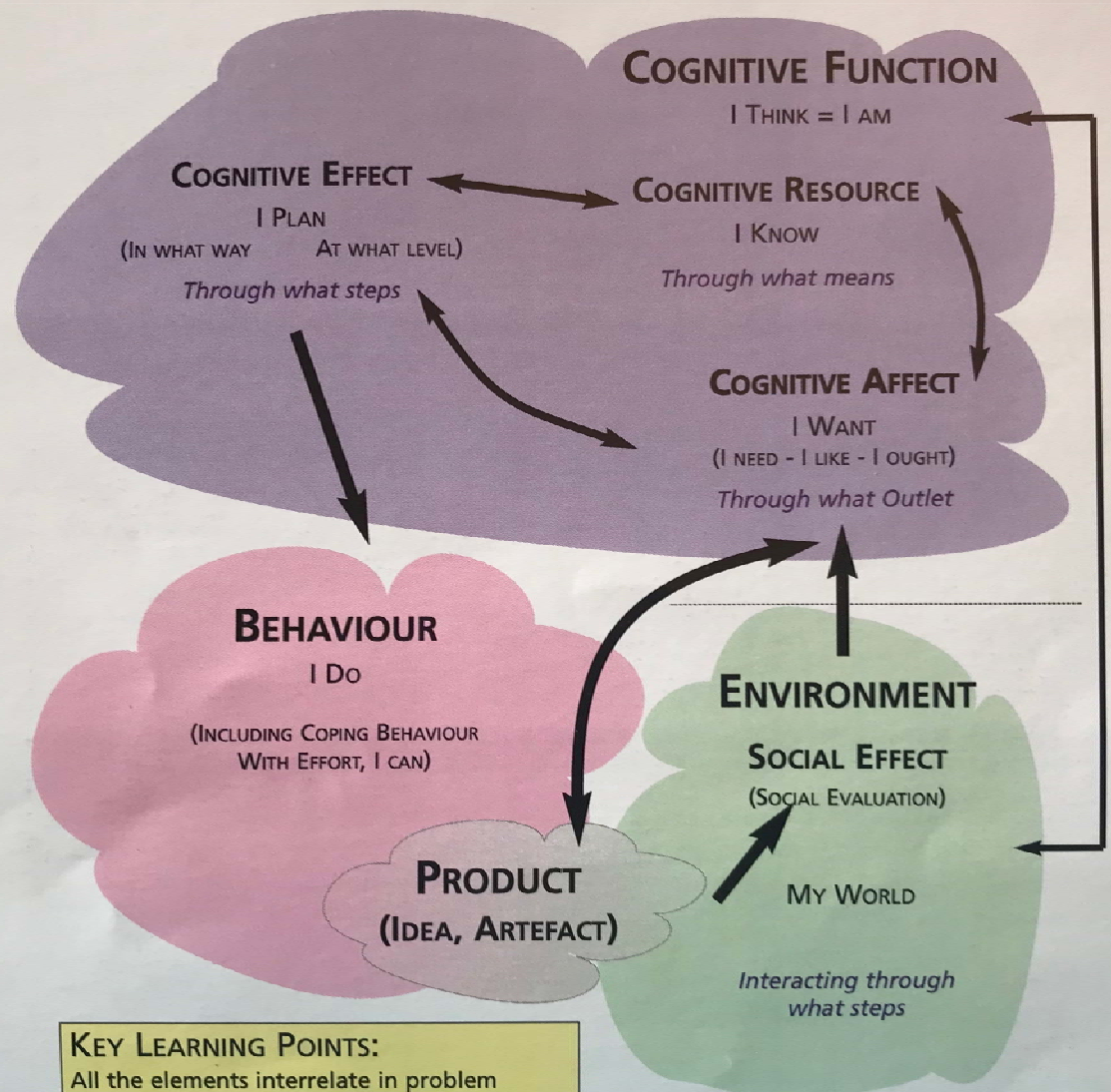
AS HUMAN
BEINGS...



- All people are creative
- All people solve problems

We just do so DIFFERENTLY

COGNITIVE FUNCTION SCHEMA





CHANGE IS CONSTANT

How we manage and lead through it is the variable

(and it is dependent on our perception of it!)



Ambiguity is a fear amplifier, and COVID has laid bare the public's discomfort. Clinicians and scientists, however, accept ambiguity as part of the scientific process. Whereas clinicians and scientists practice with an acceptable risk, the public may desire a more definitive stance. (Aug 20, 2021) www.Medscape.com

When facing loss, embrace change and don't force closure, a therapist urges. (Jan 5, 2022) npr.org

Berger, L., Berger, N., Bosetti, V., and Smith, R. (2021, Jan). **Rational policymaking during a pandemic**. *Proceedings of the National Academy of Sciences of the United States of America*, 118 (4) e2012704118.

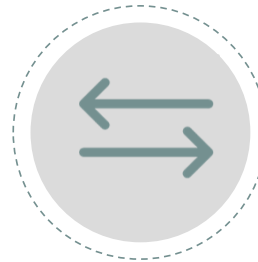
Photo Credit

FACTORS INFLUENCING THE OUTCOME OF CHANGE



OPPORTUNITY

Consideration of both process
and progress



MOTIVE

Intrinsic and Extrinsic factors driven by personal,
social, and structural implications



RESOURCE

Leveraging personal style and level
to achieve outcomes (learning)

STYLE MAY NOT "BE" BEHAVIOR



STYLE IS STABLE
BEHAVIOR IS FLEXIBLE

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PROBLEM SOLVING STYLE DEFINED

The way in which we generate
ideas

The way in which we
utilize/leverage structure to
implement ideas

The way in which we respond to
rules and group norms

PROCESS
OF
PROBLEM
SOLVING

Perception of the Problem

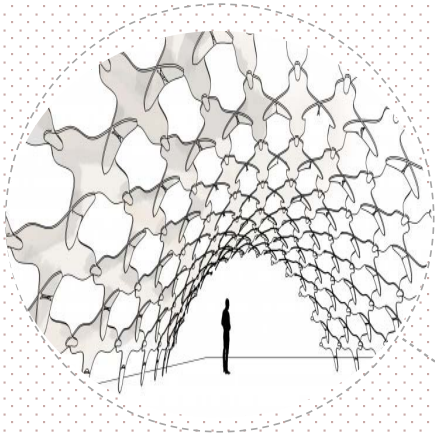
Analysis of the Problem*

Analysis of the Solution

Agreement to Change

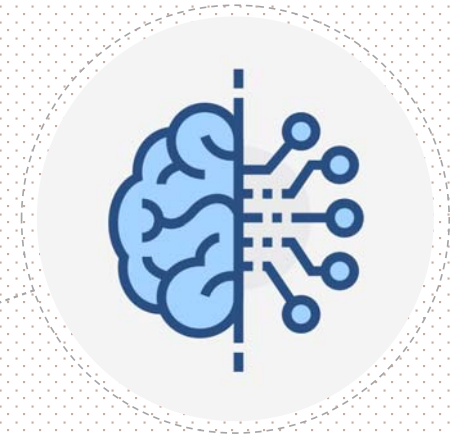
Acceptance of Change*

Implementation



PARADOX OF STRUCTURE

All structures (e.g. rules, policies, expectations, ambiguity) are enabling and limiting.



INSIGHT AND FORESIGHT

Learning influences how we perceive a problem (opportunity) and may offer insight for response and foresight for future use



STYLE AND BEHAVIOR

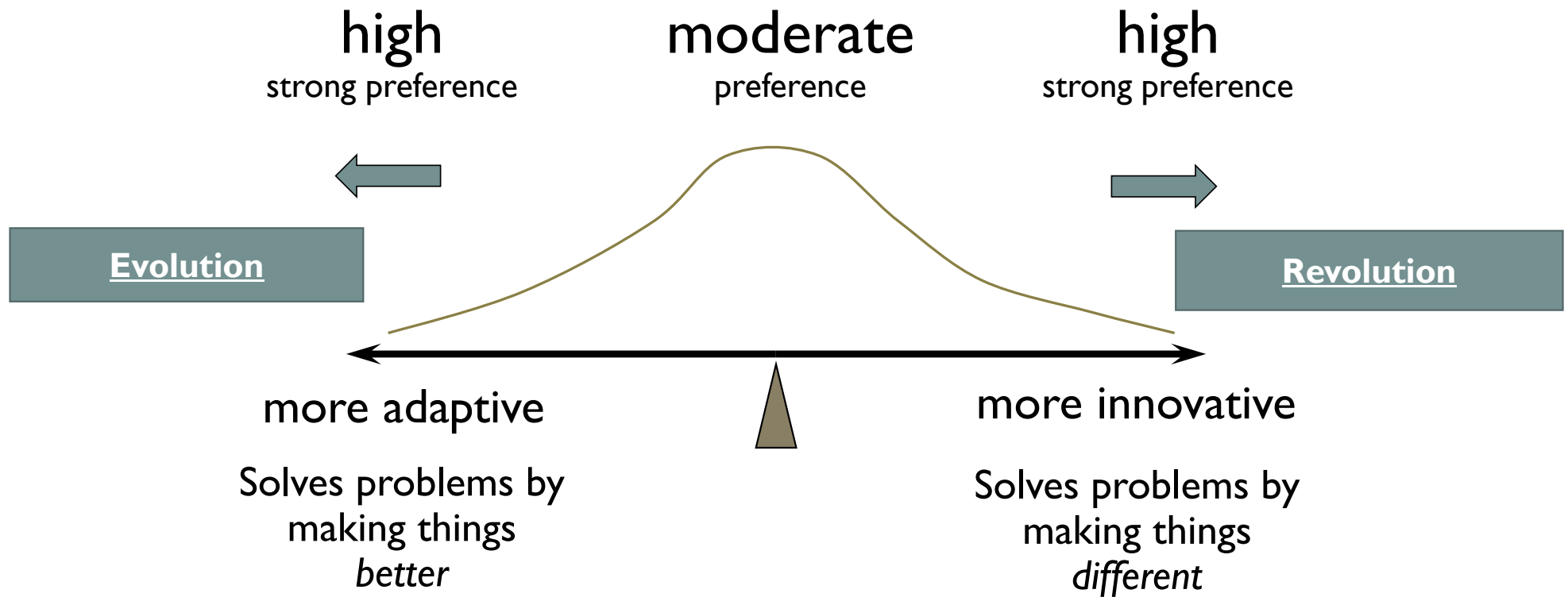
Our style is stable over time, but our behavior is flexible



WE MUST AGREE ON THE PROBLEM

*In order to solve it – and be able to manage cognitive diversity
to do this well!*

Adaption-Innovation continuum (KAI)



MORE ADAPTIVE CHARACTERISTICS

- prefer more structure
- produce targeted ideas
- expect high rate of success
- system improver change agents – “better”
- precise; master details
- consistent – seen as disciplined/reliable
- sensitive to people and groups
- more prudent risk takers

MORE INNOVATIVE CHARACTERISTICS

- prefer less structure
- proliferate many ideas
- tolerate higher rates of failure
- more radical change agents – “different”
- shed details; seen as undisciplined/visionary
- challenge rules and assumptions
- challenge the problem definition
- more daring risk takers



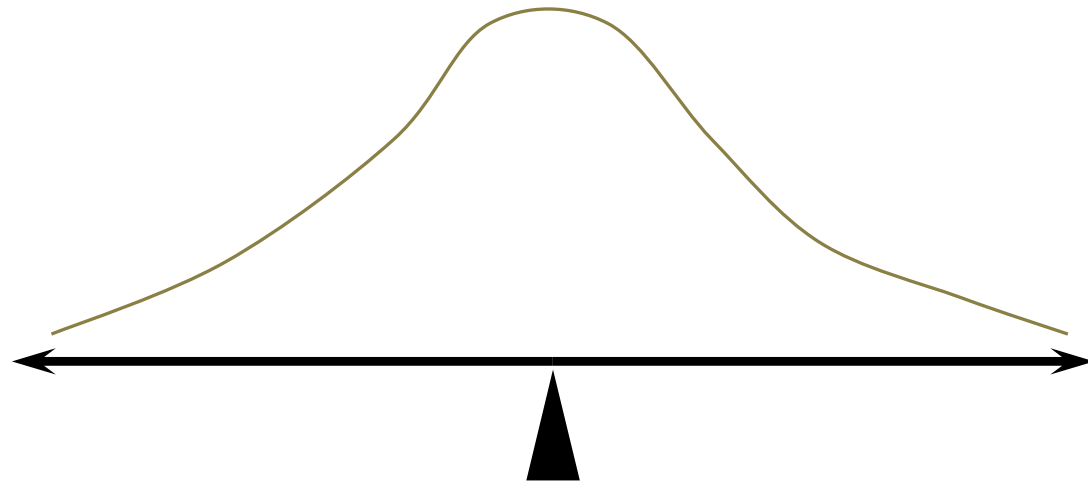
DIFFERENCES ARE A GOOD THING!

Neither adaptors nor innovators are better than the other at using their creativity when it comes to problem solving or decision making.

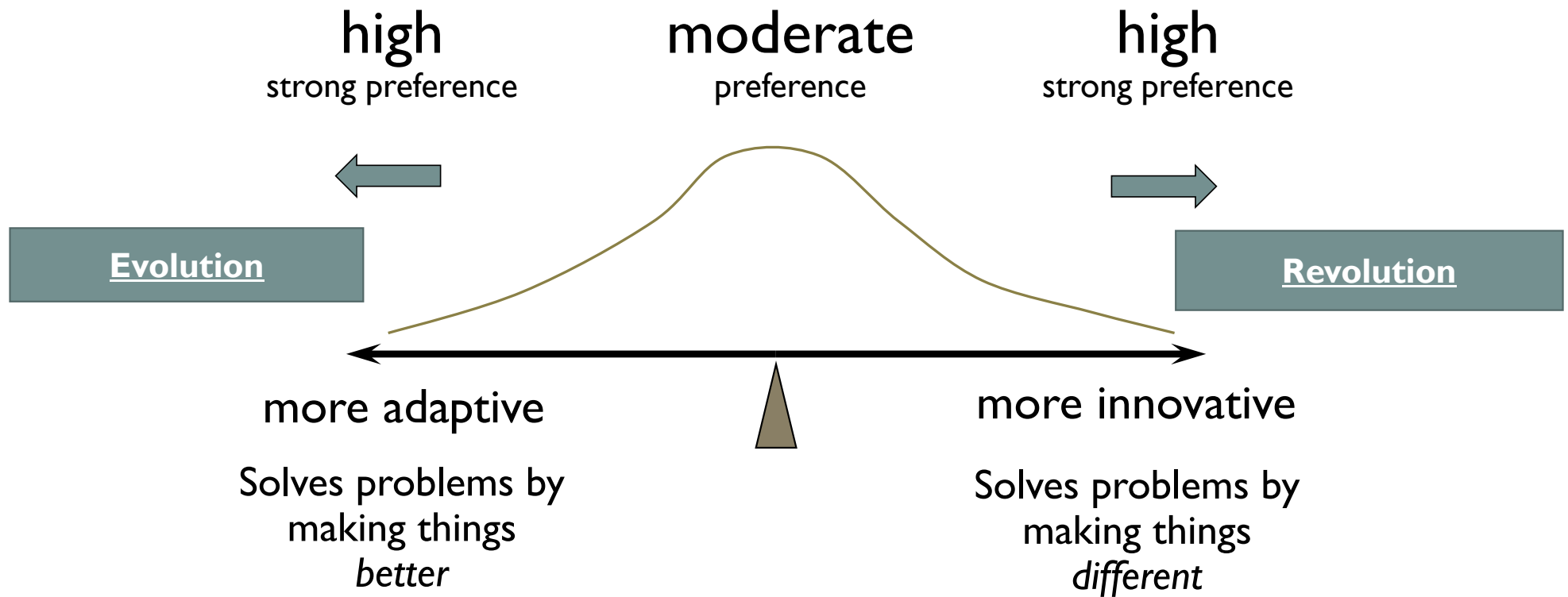
In particular situations, different degrees of adaption or innovation may be judged as more appropriate.

Adaptors and innovators may disagree about what is best in a situation, or confuse differences in style as differences in ability.

WHERE MIGHT YOU BE ON THE
A-I CONTINUUM?



Adaption-Innovation continuum (KAI)



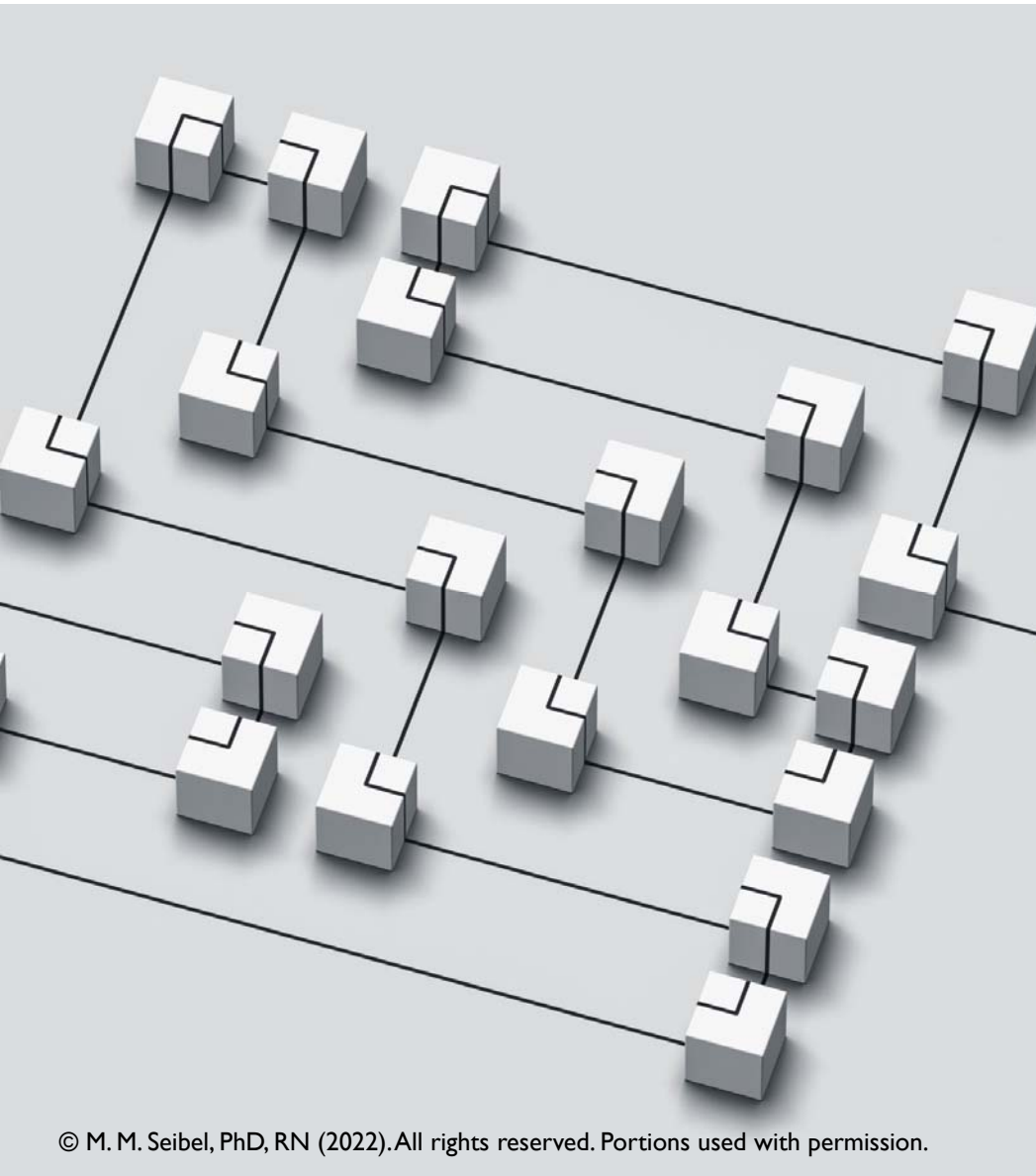


group-problem



TYPES OF PROBLEM-SOLVING GAP





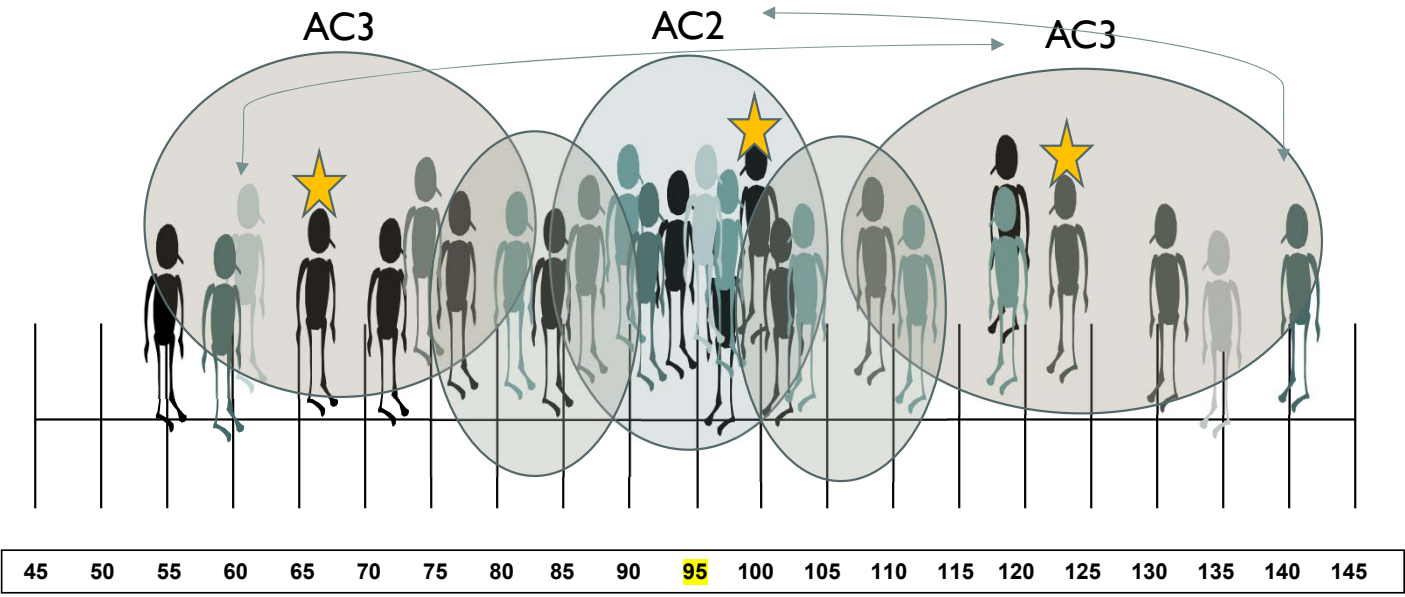
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CHALLENGES OF COGNITIVE GAP

- A 20-point style gap between individuals may inhibit:
 - Communication
 - Working together
 - Trust

Agents of Change (normal distribution example)

- AC1: each of us
- AC2: +/- 10 points of the group mean
- AC3: >10 points more A or more I than the mean



Bridging

range: 55-140 mean: 95

Coping

Applying Your Style...

Use of problem solving acumen to promote communication and an inclusive organization...

- monitor the effects of your own preferences
- effectively manage differences to best engage others
- strive to manage differences in ways that meet the needs of the task



THANK YOU!
QUESTIONS?

Megan Seibel, PhD, RN
mseibel@vt.edu, +1-540-231-2375