

Lesson 2: The First Driver of Trust: Empathy

Description: In this lesson, we will explore the practices of empathy. Empathy is experienced as “I believe you care about me.” Learners will be able to describe techniques to enhance your expression of empathy such as when to use open-honest questions and how to formulate them. We will practice skills such as listening for understanding (rather than responding). We will discuss how to avoid the temptation to “fix” or “solve” other people’s problems or respond immediately to their concerns, and instead respond with curiosity and interest in the person’s experiences and seek to understand their perspective. Finally, we will combine these practices as we use the five steps of a one-to-one meeting.

Learning Objectives:

At the end of this lesson, you will be able to:

- Ask open honest questions
- Listen to understand
- Avoid the impulse to “fix now”
- Learn the practice of “appreciative inquiry”
- Identify the five steps of a one-to-one meeting
- Make an “ask” and follow up on commitments with accountability
- Respond with gratitude and understanding when met with ‘no thanks’

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Story from a Long-Term Care Facility:

- A long-term care leader discusses how they build empathy with staff

Practice exercise & reflection: Conduct one-to-one meetings to build trust with peers to explore vaccine uptake or staff wellbeing and reflect on the experience. In the process, ask open-ended honest questions and listen to understand staff concerns about the COVID-19 vaccine or burnout, and reflect on what you learned. If participating in the course with a partner or team, pilot this practice with and offer feedback to one another.

Key Takeaways: *(Insert link to summary page)*

- Empathy is a driver of trust and experienced as “I believe you care about me”
- If people think that you are in it for you, they are less willing to trust you
- Trust is not about “getting people to do what I want them to do,” but rather “supporting them to do what *they* want to do”
- Building trust does not involve fixing everything now; it means listening to understand, reflecting back, clarifying assumptions, valuing other people’s lived experience, supporting others and building together over time
- Empathetic communication practices include:
 - Giving people your full presence and attention
 - Tolerating difficult thoughts and feelings and knowing that they will pass
 - Creating shared capacity for emotional regulation
 - Asking open-ended questions to explore others’ lived experience
 - Listening for understanding
 - Avoiding the impulse to “fix” or offer suggestions
 - Using appreciative inquiry

- Open honest questions can be used to understand the reasons and feelings underlying a person's choice to not be vaccinated (instead of making assumptions or asking leading questions that blame or label)
- Open honest questions allow others to articulate what they think and feel, a reflective practice which itself can be an intervention to improve COVID-19 vaccine uptake
- Appreciative Inquiry (AI) is a strengths-based, positive approach to leadership development and organizational change.
- The key steps to appreciative inquiry include:
 - (1) Define: What is the focus of the inquiry? (Clarifying)
 - (2) Discover: Inquire into what works (Appreciating)
 - (3) Dream: Imagine how good it could be (Envisioning)
 - (4) Co-Design: Agree to how good it should be (Co-creating)
 - (5) Deliver: Commit to what will be (Innovating)
- One-to-one meetings provide a framework for a trust-building conversation
- The five steps of a one-to-one meeting include
 - (1) getting another person's attention;
 - (2) identifying a clear and co-created purpose;
 - (3) eliciting and exploring people's thoughts, feelings, values, interests and assets;
 - (4) articulating the mutual exchange
 - (5) clarifying commitments
- Commitments must be followed through on to gain and sustain trust; leaders should only make commitments that they can fulfill
- When someone says no, we show them respect and understanding, thank them with gratitude and keep the door open for future conversations

Readings:

- Zenger J, Folkman J. What Great Listeners Actually Do. August 19, 2019. https://zengerfolkman.com/wp-content/uploads/2019/08/What-Great-Listeners-Actually-Do_WP-2019.pdf
- Ask-Tell-Ask: An Effective Way to Give Information and Advice. Center for Collaboration Motivation & Innovation, 2018
 - https://centrecmi.ca/wp-content/uploads/2019/03/12-Ask_Tell_Ask_2018-12-21.pdf
 - https://centrecmi.ca/wp-content/uploads/2019/03/Ask-Tell-Ask_Skills_Checklist_2018-12-12.pdf

Additional Resources: (examples below – to be revisited and edited)

- Brown, V. *What Happens When You Really Listen: Practicing Empathy for Leaders*. Boston: Center for Courage & Renewal; 2016. <http://couragerenewal.org/empathetic-listening-for-leaders/>
- Balik B, Hilton K, White K. *Conversation and Action Guide to Support Staff Well-Being and Joy in Work During and After the COVID-19 Pandemic*. Boston: Institute for Healthcare Improvement; 2020. <http://www.ihl.org/resources/Pages/Tools/Conversation-Guide-to-Support-Staff-Wellbeing-Joy-in-Work-COVID-19.aspx>
- Centers for Disease Control and Prevention. U.S. Department of Health and Human Services. *How to talk about COVID-19 vaccines with friends and family*. <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/talk-about-vaccines.html>
- AmeriCare webinars on motivational interviewing:

- [Health Workers Can Build COVID-19 Vaccine Trust through Motivational Interviewing - Part 1](#)
- [Health Workers Can Build COVID-19 Vaccine Trust through Motivational Interviewing - Part 2](#)
- David Cooperrider: What is Appreciative Inquiry? <https://www.davidcooperrider.com/ai-process/>

Lesson 2, Lecture 1: Introduction (3 min) (Courtney)

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Welcome back! Thank you for joining us for lesson two.

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In lesson one, we provided an overview of the three drivers of trust: empathy, logic and authenticity. In Lesson 2, we will explore more deeply the first driver of trust: empathy. Empathy is the belief that the other person cares about them.

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In this lesson, we'll discuss what empathy is, and more importantly, how to practice it. We will focus on exercises that will help you build skills to demonstrate greater empathy with your staff and colleagues. Even the most trusted leaders will demonstrate some “wobbles” around empathy, and need to continuously review, rehearse, and practice approaches to help demonstrate greater empathy with others.

With empathy we learn to respond with curiosity and interest in another person's experiences and seek to understand their perspective. To improve our empathic ability, we are going to focus on three key practices. The first is using open honest questions; we'll explain what they are and how to formulate them. The second is listening to understand. Here we will explore how to improve our listening skills to demonstrate empathy and build trust. The third is using appreciative inquiry, an approach to seeking input from others by focusing on what is working well rather than on what is going wrong. We'll discuss why this approach is effective, especially among managers who frequently find themselves trying to solve problems and motivate staff to change their behavior. Appreciate inquiry can also help leaders and managers when offering feedback to staff.

Finally, we'll discuss how to conduct a one-to-one meeting using these practices. In the practice exercise you will be asked to conduct one-to-one meetings with others in your organization. This will allow you to practice these skills while also advancing organizational goals such as increasing vaccine uptake and improving infection control practices. One-to-one meetings are critical to building an organizational culture of safe, reliable and effective care in your organization.

So, let's get started.

Lesson 2, Lecture 2: What is Empathy? (10 min) (Jerald)

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Hi, it's Jerald here.

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Let's explore how empathy is a driver of trust. The idea is: if you believe that I genuinely care about you, you are more likely to trust me and listen to me.

Empathy is a great place to start in building trust in your organization. Showing empathy toward others can go a long way to generate goodwill.

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Leaders periodically exhibit an "empathy wobble" - and by that, I mean when we do something, whether intentional or unintentional, that is perceived by others to show that we do not care about them. Examples include micromanaging, multi-tasking during conversations, failing to ask people for their opinion, taking credit for others' ideas, appearing to have hidden agendas, failing to invest in others' learning and growth, seeming to be uncooperative, or not being there for folks when needed. These behaviors demonstrate to others that our needs come before theirs. An empathy wobble is common among people who are analytical and driven to learn, or who are rushed and in a hurry. And you know the pace we run on a daily in long term care.

These wobbles are rarely intentional and can easily go unnoticed. For example, as leader of your unit, you may get acknowledged by your administrator or CEO in a group setting for the unit achieving its goals. If you don't make a point of sharing the credit for that success, others may perceive you as having a lack of empathy. Checking your phone during a meeting, as another example, says you care more about emails from others than listening to the individuals you are meeting with, even if the incoming email or text is extremely important.

To steady this wobble, let's discuss the features of empathy – what it is, what it isn't, and how we can demonstrate our empathy with colleagues.

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So, what is empathy? Empathy is our capacity to understand, as best as we can from our own unique experience and perspective, the feelings of another person from their frame of reference. This requires us to get curious, slow down, ask questions, not jump to conclusions. The inner work of an empathetic leader is to meet people where they are; with curiosity and without assumptions of what you think they are feeling or thinking. We should not apply our own judgement to their statements. Remember how they feel is not wrong but reflects who they are and what they have experienced in the past.

Offering genuine empathy can be especially difficult to do with people with whom we disagree. However, we don't have to agree to show empathy. The goal is to show you are present and listening; that you see, hear and value what the other person is experiencing. Empathy requires that we invite people to identify and describe their feelings for themselves, not to assign our feelings to them. You want to build a bridge between you and them where their ideas, their feelings, their reasoning, can cross over to you. For example, we might ask, "I am curious about what it feels like to be told you are required to be vaccinated when you believe they are not safe. What comes up for you?" Let's discuss some ways you can build an empathetic bridge with another person.

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First, we begin by understanding and acknowledging the fear, loss, challenge, or experience of the other person. A common way to achieve this is by repeating back what you heard. For example, if a staff person tells you that they are “afraid of what the vaccine and whatever is in them might do to their body,” you might say, “It sounds like you are struggling with a fear of introducing something to your body that makes you feel unsafe.” Reflecting back and validating what they said without judgment demonstrates you are listening and provides them with an opportunity to expand or correct your understanding.

SLIDE 10

After that, we want to offer genuine care for that person. One way to accomplish this is by summarizing what we just heard and expressing your concern for how they feel. For example, to that person with concerns over the safety of the vaccine you might say: “It pains me that you are going through this. It sounds difficult to navigate. And although I don’t know exactly what it feels like, I care about you, and what you are feeling.” Or you could say, “I hear you saying that you are uncomfortable with the vaccine. I value you and your experience.”

Try not to show sympathy or pity such as “I feel sorry for you,” or “I wish this was not happening to you.” Those often denote judgment that their position is incorrect or wrong. We want to acknowledge their position without judging.

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After expressing empathy, it is important to help people recover hope without providing a solution. Here we might ask, “When similar challenges have happened in the past, what have you done?” or “I wonder if you might have found any silver linings in this situation?” Notice how these responses seek to gain knowledge from the person or seeks to learn from them. It says I care about you and respect your thoughts on how to address this.

At the same time, it is important to not offer false hope. It should not sound like: “I’ve been there,” or “It will get better,” or “We’re all in this together.” These statements assert control and swing the attention away from them and back to you, rather than staying focused on them. Instead, invite people to look at the same situation from a slightly different vantage point and identify for themselves what might be good or hopeful about it. For example, in this situation you might say, “Have you ever had a doctor recommend a medicine, treatment or vaccine to you that you felt was unsafe? How did you respond?”

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Finally, we want to enable people’s ability to make choices. Nobody feels good when told what to do without being given a choice, or at least an opportunity to express their opinion, concerns and ideas. We want to help them identify different choices and options to shape their experience. So, using our example, we might say “I heard you say that one option is not getting the vaccine while another is to explore it further. And another still is to talk to your doctor or your boss about your concerns. What other ideas or possibilities are there?” This example acknowledges what you heard, summarizes their choices and recognizes that their thoughts and opinions are valued.

Remember, empathy is not steering people toward answers that you want to hear or asking questions to which you think you know the answer. These practices are common, particularly when we have been trained to communicate mandates or fix people's problems. If you feel an impulse to provide a solution, it should be a trigger to stop and tell yourself to listen or show curiosity about how the person feels or ask questions to better understand or ask them what choices they see having available to them.

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Ultimately, the goal is to help people act with purpose in the face of a challenge or uncertainty. We want to remind them through our conversation that we care about them, we see the difficulty, and we support them.

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As leaders, we also have to be prepared to tolerate difficult thoughts and feelings and knowing that they will pass. Manage any negative feelings, which in some circumstances could be directed toward us. In systems where trust is broken, people might meet our empathy with sarcasm, ridicule, cynicism, indifference, or anger. Don't lose heart. Most of the time, it is not about us.

Nonetheless, sometimes we might feel threatened or upset by someone's statements, actions or decisions – so much so that we are unable to offer genuine empathy. Pay attention if that feeling comes up for you; and consider *their* feelings or needs. The next time you interact with them, consider how to offer empathy to both them and yourself.

Also remember that if people think that you are in it for yourself, they are less willing to trust you. Trust is not about "getting people to do what we want them to do or feel," but rather "supporting them to do what they want to do or feel."

This takes three fundamental empathy techniques: asking open honest questions, listening for understanding, and using appreciative inquiry. We will turn our attention to each of these skills in the next three lectures.

Lesson 2, Lecture 3: Empathy Practice #1: Ask Open Honest Questions (7 min) (Kate)

Hi, it's Kate here. Empathy requires us to get curious, to try to seek to understand, see, and validate another person's thoughts, feelings, ideas, opinions. One of the best ways to demonstrate curiosity is to ask open honest questions.

All too often we ask a question, thinking we know the answer to it before the other person even speaks. We may jump to conclusions or make assumptions. Or we may lead or guide another person towards the answer we want to hear, or the understanding we think they should have. These are empathy wobbles.

While our intentions may be good, they are misguided when we try to fix or guide someone in this way. We've left little room for their self-expression and own learning. In our work as leaders, it's essential to be open and honest in order to create an equitable and inclusive environment where each person is welcome as they are.

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Open honest questions help us learn about other people's perspectives and experiences without imposing our own thoughts and assumptions. Open honest questions advance productive dialogue, a deeper understanding, and new ideas. This is critical to servant leadership, in which we invite others to be the authors of their own solutions.

It might sound easy, but the truth is that learning to ask open honest questions takes self-awareness, understanding and practice.

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As we prepare ourselves to use open honest questions, some questions we might ask ourselves are:

- How will we receive another person, particularly one with a different perspective?
- How might we allow ourselves to be changed?
- How do we create opportunities for each person to contribute, from where we each are, not where we think another should be?

The purpose of asking open honest questions is to learn more about a different person's experience; to understand the other person's feelings and knowledge; and to support others to listen to their own truth and wisdom.

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What is an open honest question? An open question invites a narrative, such as "How do you feel?" or "What do you think...?" In comparison, a closed question directs people to a yes-no or right-wrong answers, such as "Do you...?" "Are you...?" and "Have you...?" Closed questions limit the person's answer, while open honest questions invite other thoughts or ideas.

An open honest question doesn't show a preference for a specific answer and lets the person describe their position, ideas, opinions, feelings, experiences. By contrast, a leading question encourages a short response and steers the person toward a preconceived idea. "Have you tried...?" "What about...?" and "What if you do this...?" are all leading questions. Even when our

intention is good, a leading question attempts to control or limit the answer and is not perceived as empathetic.

The best mark of an open honest question is that the questioner could not possibly anticipate the answer. For example, “How do you feel about that?” or “What did you mean when you said you felt sad?” are open and honest. In comparison, “Did you feel upset?” asks for a yes or no response and leading people toward “being upset” when they may have had other feelings.

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Open honest questions typically start with “what,” “when,” “where,” “who” and “how.” For example, they sound like:

- “What does the announcement about a second booster mean to you?”
- “When have you experienced a similar situation in the past, what did you learn?”
- “Where would be a good place to try that first?”
- “Who else does this affect?”
- “How do you feel about the announcement?”

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Open honest questions may also be “can you...” questions, such as: “Can you imagine what that would look like?” or “Can you share more about how that made you feel?”

Open honest questions do not typically start with “why?” because “why” can be experienced as judgment. Instead of asking “Why do you think that?” which may be interpreted as assigning blame or shame, a leader can reframe the question as “I’m curious about your thinking here. Can you say more?”

This practice helps others feel included and affirmed, especially when power disparities are present, such as a supervisor asking a supervisee a question. It gives people space to identify what they think and feel. It likewise helps us avoid making incorrect assumptions or asserting implicit bias.

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Recall trust is built when people think you care about them. It’s not just about their feelings but also their ideas. We can use open honest questions to engage staff in problem-solving in the facilities to build trust. This strategy is called participative management, and it offers staff the opportunity to contribute to work, policies and decisions that affect them. What better way to show empathy than to ask someone for their ideas?

By using open honest questions, we invite people to be the authors of their own solutions, instead of telling them what to do.

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We can use open honest questions in conversations about a person’s vaccine decision. These questions help us explore where another person is coming from, where they get information that they trust, who they trust, and how they think and feel about vaccines. Keep in mind, this approach does not have to be used only with people who are resistant to what you want done.

For example, you might ask a staff person who has had the booster, “What was it like getting the booster?” or “What led you to get the booster?” These questions demonstrate you care about them and it helps build trust with them, too.

You can use nearly the same questions for staff who decided not to get the vaccine. For example, you might ask them, “How's it been going since you decided not to get the booster?” or “What led you to decide not to get the booster?”

It's important that you continue to use this approach as you listen to the answers and not jump to closed or leading follow up questions. This can be accomplished by reflecting people's answers back to them, such as “I heard you say you feel like some staff treat you differently because you did not get the vaccine.” This invites the person to further expand on the answer.

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Open honest questions might sound easy enough. The challenge for us as leaders working in health care and long-term care is that we are hard-wired to lead people to solutions, to fix, to help. It may not come easily to unlearn this habit as we improve our listening and the character of our questions.

Being asked open honest questions is a gift. It invites people into a reflective moment in which they are listened to and become more self-aware. It allows people space to consider things for themselves and identify how they really feel or what they see as possible. It is an empathy practice of discovery for both you and the other person. As a result, open and honest questions alone can serve as an intervention to improve COVID-19 vaccine or booster uptake, infection control practices and other quality improvements.

Lesson 2, Lecture 4: Empathy Practice #2: Listening (7 min) (Kate)

Hi, it's Kate here. In this lecture we will explore listening. Most people assume that good listening comes down to three behaviors: not talking when others are speaking; letting others know you're listening through facial expressions and verbal sounds like "mmm-hmm"; and being able to repeat what others have said.

These three behaviors are necessary, but insufficient in showing empathy.

SLIDE 23

Doctor Rachel Naomi Remen, an expert in relationship-centered care, says it is through the quality of our listening and not the wisdom of our words that we are able to affect the most profound changes in the people around us. When we listen generously to people, they can hear the truth in themselves.

In other words, listening is more than allowing another to talk while waiting for a chance to respond. Listening is paying full attention. It is a discipline.

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Here are a few main findings about good listening, which comes from the research of Jack Zenger and Joseph Folkman.

First, the best listening is seen as a two-way dialogue, rather than a one-way 'speaker versus hearer' interaction. The best listeners periodically ask open ended questions that promote discovery and insight, gently challenging old assumptions in a constructive way.

Second, good listening includes interactions that build a person's self-esteem, making the conversation a positive experience for the other party. Good listeners make the other person feel supported and convey confidence in them. They create a safe environment in which issues and differences can be discussed openly.

And third, good listening is seen as a cooperative conversation. Feedback flows smoothly in both directions with neither party becoming defensive about comments the other made. By contrast, poor listeners are seen as competitive – listening to identify errors in reasoning or logic, using silence as a chance to prepare their next response. That might make you an excellent debater, but not a good listener. Good listeners may challenge assumptions and disagree, but the person being listened to feels the listener is trying to help, trying to understand their position, not trying to win an argument.

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Henry Emmons in his book *The Chemistry of Calm* offers these seven elements of listening which we'll walk through together.

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First, to listen, we must cultivate PRESENCE. When we are fully present, there is nowhere else to be, nothing more important to do. We treat the person or people as the most important in the world. Presence is important because it helps create a safe environment and clears away

distractions for the person to express their ideas, opinions and feelings with you. This can be achieved by your physical and non-verbal actions during the conversation such as sitting down, turning to face the person, keeping eye contact, setting down your phones, shutting your laptop, closing the door to your office. Think about what other non-verbal cues you can use to show you are listening. You may even want to ask a trusted colleague or two what non-verbal cues you use well and where do you wobble?

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Next, we place our full ATTENTION upon the other. This is not just physically but mentally. I find this to be the most difficult because it requires me to still my internal chatter, without being distracted by my own experiences, what I'm thinking or what I want to say in response. Full attention is best achieved by focusing on being curious about what the other person is saying and seeking to understand what they mean. If you find yourself thinking of what you want to say or share with them, you are not paying attention.

SLIDE 28

Next, SEE THE PERSON'S INNOCENCE by remembering how much we are alike. Release judgment, knowing that others, like us, are doing the best they can at any given moment. You might say "I understand that this frustrates you given your past experience...."

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Then, SEE THE PERSON'S GOODNESS. One of the most healing things we can do for others is to see their goodness even when they cannot. For example, you might say, "I appreciate your concern and passion for this..." or "I see that you care deeply about...."

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After that, just ALLOW for what happens. There is no action required on the part of the listener other than to offer a genuine invitation, create a sense of safety, and offer the space and time for the other person. Trust that the person will speak whatever *they* most need to hear. This may be accomplished by being silent and letting the person fill the silence or indicate to them that "this has been very helpful to hear your points, can we take some time to think about what we discussed today and come back later?"

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The next is my favorite: WONDER. If questions arise in RESPONSE to what another is saying, hold them. Simply ask questions to UNDERSTAND. This allows for curiosity about someone else's story. (It's like taking an adventure!). And don't forget to use the techniques learned in the last lecture to ask open honest questions.

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Finally, allow for SILENCE. Notice if you are tempted to fill a silence with words. Relax. Be still. This invites the person to add any additional information or self-reflect. It also allows you to self-reflect and avoid filling it with a recommendation or how to "fix it."

When you hear the "fixing" and "helping" voice in your head, say, thank you to yourself, appreciate your good intent, and invite that voice to be silent. Draw your attention back to what

that person is saying. Wait for them to finish. Listen. Reflect back to them what you hear. Value their experience. And then use another open honest question.

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In summary, when we listen to *understand*, we are not listening to *fix*, which comes from a place of helping. And we are not listening to *respond*, which regardless of intentions comes across to others as asserting our control and our own voice. Listening to *fix* and listening to *respond* may come from a place of good intent. But when we listen to *understand*, we activate the other person to be the author of their own solutions. Listening to understand is how we show our willingness to receive people with empathy.

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Think of a time when you felt deeply listened to. Who was it that listened? What did they do or what happened that caused you to feel listened to? Think of a time when you felt you listened to understand someone. What let you know that that person felt listened to? Now think about what you can learn and draw from these examples, and how you might use those lessons moving forward.

Lesson 2, Lecture 5: Empathy Practice #3: Use Appreciative Inquiry (6 min) (Jerald)

Hi again, its Jerald here.

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In health care our default position is to ask what's not working. Our QAPI and root cause analysis sets us up to problem solve. Yet a constant focus on "what's not working" saps energy, curbs motivation and good will.

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One of the unintentional effects of the problem-solving process – that is, exploring a problem, analyzing possible causes, generating and then implementing the best solutions – is that it can lead us to making the mistake of looking at people themselves as problems to be solved.

So how do we avoid the effects of using a problem-solving approach?

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Appreciative inquiry is an approach that allows us to flip our thinking and look at people as possibilities who already have the solutions. This empathy-based practice invites us to demonstrate that we value and care about our colleagues and build on their strengths.

With appreciative inquiry, we ask what IS working, imagine how good it COULD be, agree how good it SHOULD be, and commit to what it WILL be.

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As David Cooperrider, an expert in appreciative inquiry, notes: "At its heart, appreciative inquiry is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them... Appreciative inquiry is a fundamental shift in the overall perspective taken throughout the entire change process to 'see' the wholeness of the human system and to 'inquire' into that system's strengths, possibilities and successes." It builds off what is working, and we do well to address challenges rather than looking at problems that represent defects needing to be fixed.

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Here's how it works. First, we define the focus of inquiry: "What is the challenge we are facing?" Second, we inquire into what is already working well and why that might be. This is also known as discovery or appreciating phase. Third, we dream, envision and imagine how good something could be if we adopt or adapt what is working well and spread it to tackle our challenge. Fourth, we co-design with everyone to agree how good it should be by asking what they imagine and hope for. Last, we innovate and deliver based on our commitments to what will be.

The discovery phase can expand to cover all areas that are working well that may be unrelated to the challenge. Successes, skills and approaches that work for other areas often can help address the new challenge with some tweaking.

For example, let's say we're setting up vaccine booster clinic and had low uptake at the last clinic. Using an appreciative inquiry approach, we can ask ourselves how we have done large group activities in the past and what has worked well. This is a more inviting way to approach the problem as it makes us feel like we can do this since we have successfully done this before, even if it's for a different reason.

Or let's say we're trying to increase booster rates following the new CDC recommendations. Using appreciative inquiry, we'd ask ourselves when the last booster recommendations came out, what worked well in getting uptake. Or we could ask, what works well in getting flu booster uptake each year? We can even look for examples more broadly, such as what works well with staff securing their annual CEUs?

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Appreciative inquiry works because people like talking about their successes and are more engaged in the conversation. When sharing positive stories, people gain confidence in their power to act with purpose – based on their experience, not someone else's best practice. Generating a positive image of the future influences our behavior in the present. And that acts to bring about the anticipated positive results.

Appreciative inquiry approach can also be used during performance review or feedback to your staff. We often bring the same problem-solving philosophy to giving feedback to others. This can be demoralizing. It suggests the person isn't capable of something. An appreciative inquiry approach to feedback is to talk about what you see the person doing well and exploring with them how they can do that approach more often or in other situations.

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For example, you conduct a departmental review with your culinary leader to process retention/turnover. Using the appreciative inquiry approach, we can ask ourselves what we have achieved as a culinary department year to date. We may capture raw food costs, sanitation, inventory, and even the retention of the current staff. From there, what did we well with the development of our people to achieve these goals?

Historically, when fully staffed, what worked well with retention?

Now, we have an opportunity to have a conversation instead of a preplanned directive. We envision the possibilities based on the leader's professional experiences.

Lesson 2, Lecture 6: Putting the Empathy Practices Together: The Five Steps of a One-to-One Meeting (10 min) (Kate)

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How do we go about using empathy practices to build trust? Let's look at how to conduct a one-to-one meeting in which we put into practice the empathy techniques discussed so far.

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There are five steps to a one-on-one meeting: getting the other person's attention, establishing the purpose, exploring, making an exchange and securing a commitment. Let's go through them one by one.

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In step 1, we first get the attention of the other person we intend to speak to. The idea is to set up an intentional meeting in which both people can focus on each other. Ideally it should occur face-to-face, even if conducted via videoconference. We can set it up through email, phone or an in-person conversation. It can be as short as five-minutes or as long as an hour. For example, a vaccine champion might get another staff member's attention by reaching out through a common connection.

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Step 2 is to describe our purpose. Here we are upfront and transparent about articulating why we want to speak. This should be made clear to the person prior to meeting and reiterated at the start of the meeting as well. For example, "The CDC just recommended a booster shot, and I'd like for us to decide what to do as a community."

Here we can also ask the other person what they hope to gain from the conversation to co-create a shared purpose. For example, you could ask, "Is there anything else you would like us to cover today besides what we need to do as a community in response to the CDC booster recommendation?"

At this stage we also want to confirm the length of time we have to speak. For example, "We have fifteen minutes to discuss this before we head back to the unit." This communicates our respect and appreciation for the other person's time, and it helps us to know how long we have before the end of the meeting. That means we work backward from the point at which we settle on next steps.

Here it is also important to project our enthusiasm for speaking together. We articulate our energy and appreciation for this person and their time.

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Step 3 is exploration. This is the heart of the conversation. Most of the one-to-one is devoted to exploration, in which we weave together the three key empathy skills: asking open honest questions, listening for understanding and using appreciative inquiry. It demonstrates we care about who they are and what they think. It builds trust which is necessary to get commitment – the goal at the end of the meeting.

During exploration we might briefly share what motivates us about the issue at hand. But mostly we focus on eliciting the other person's thoughts, opinions, ideas, and feelings. To center the

conversation on values, you may consider asking questions like “What brought you to work in long term care?” or “What aspect of your job do you find most meaningful?”

As we listen for their values, we also listen for interests, skills and assets. In listening for *interests*, we discover the types of things that the other person cares about, like gaining experience working interprofessionally. In listening for *skills*, we are identifying a person’s talents, experiences, and expertise. This can range from clinical training to speaking another language to being a good communicator. And in listening for *assets*, we listen for anything that can be used to achieve something else – appreciative inquiry at work – do they like or have knowledge, networks and moral integrity that will be helpful with how we will address the CDC recommendation on boosters.

One tip here is to ask open honest questions and listen to understand. This is where we develop empathy with the person with whom we are speaking. Of course, that doesn’t mean that we fail to share our authentic self or communicate our logic; we must also do that in order to build trust. The key, though, is not to dominate the conversation or turn it into being about yourself. Empathy means centring on the experience of the other.

Here is a tip I have learned. Try not to get side-tracked or chit chat to long about other subjects. You don’t want to skip over stories that reveal a person’s values to get to the point, but you don’t want the stories to take up all the time. Telling stories is often how we communicate our experience and values to others. If you hear a story, you should show curiosity to learn more. Some of these stories provide an opportunity to utilize appreciative inquiry. Inquire and imagine together how things could be if you took action to create a different future.

SLIDE 47

Step 4 is to make an exchange. We articulate what we exchanged during the meeting such as information, support, appreciation, challenge or insight. We may learn a great deal from our interaction with the other person and discover we have an opportunity to help one another around another shared purpose altogether. We identify these exchanges intentionally, and we invite others to reflect with us on this. “I never knew you started working in long term care because helping the residents reminds you of the time you spent with your grandmother growing up.” Or “I appreciate your concern about the reactions from the vaccine, and that missing work makes you worry about getting the booster, and that you are hearing that from others too.” To do this, we may take “mental notes” as we listen about what we are discovering and think strategically about authentic and possible exchanges of assets.

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Step 5 is to seek a commitment. A successful one-to-one meeting ends with a commitment – to mutually engage in a strategic exchange. For example, we might commit to exploring the topic of vaccine uptake after having a few days to reflect and share resources; or we might commit to going over a new infection control protocol together, looking for ways to make it more workable for the person taking it forward.

Here, a common mistake is to ask for commitment without laying a relational basis for it, which makes it transactional.

Another mistake is being unclear about the mutuality involved. What turns the exchange into a relationship is the commitment we make *to each other* to continue the relationship and commit our resources in service to a shared purpose.

Think about the commitment you are also making to support that person, as you exercise leadership to *enable that person – and that person enables you – to achieve a shared purpose*. Only make commitments that you can fulfil; to build and sustain trust, commitments must be followed through on.

No Slide- Video Only

I also want to emphasize two important parts of asking for commitments. First, be sure to frame it as an opportunity. Sometimes we are afraid to ask people directly for a commitment, worried that we will burden them, or that they'll say "no", and we'll feel rejected. But by asking someone to participate, we are giving her an opportunity to act on her values. We are offering an opportunity to develop new skills and relationships around a shared vision for a better future. Articulate why it is important. Help others view it as an opportunity.

Second, be specific about what you're asking for. We do not put in all this effort to build a relationship to then ask in generalities: "Do you want to be part of this?" Instead, we might say "Do you want to serve as the representative from housekeeping on this vaccine booster team to make sure your thoughts and perspectives are heard? What you have told me today would add value to our discussions and plans." We ask whether we can count on someone, and we use clear, concise language to describe what the next step is. We ask for a specific commitment that clarifies "who will do what by when." We take out our calendars to schedule the date and time. By doing this, we underscore that we have established a relationship on which future commitments can grow.

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It's important to recognize up front that a successful one-to-one meeting is not easy. It takes time, work, and commitment to prepare them. If we aren't intentional in preparing for the meeting, if we don't hold others with curiosity and gratitude, and use the practices of open honest questions, listening to understand and appreciative inquiry, our one-to-one meeting may have the opposite effect than intended.

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Also, sometimes people say no to making a commitment, and that's okay. As leaders, we shouldn't be surprised by this and is not an indication itself that the meeting was a failure. People's resistance to change is normal, and it is important to meet people where they are. Don't take it personally, and don't be discouraged. Thank people for their time, show them the respect that you have heard and honor them, and keep the door open to future conversations. A no today does not mean never. Keep the door open.

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So, let's review the five steps: First, get the person's attention and set up intentional space to meet; second, establish your purpose; third, explore values, interests, skills and assets by asking open honest questions, listening to understand and using appreciative inquiry; fourth, articulate the exchange you are making in the process; and fifth, seek a clear and mutual commitment.

No Slide- Video Only

Last of all: Enjoy it! You never know what you'll discover about the other person, or about yourself in the process. Embrace the gift of reflecting with and connecting to one another, and the adventure of the conversation as it unfolds.

Lesson 2, Lecture 7: An Example of a One-to-One Meeting (14 min)

Intro:

Hi, it's Courtney again. Now that Kate has covered the five steps of a one-to-one meeting, let's look at a real-life example of them in action. Kate is going to demonstrate the five steps in a one-to-one with Jerald, and at the end, I'm going to reflect on how Kate brings them to life. For demonstration purposes, Kate will go through the five steps in only five or six minutes. Usually, we expect to spend more time in the elicit and explore phase. But sometimes we only have five minutes, and we can still accomplish a lot.

As Kate and Jerald speak, I invite you to look out for the five steps. Kate conducted the first step off camera – she got Jerald's attention by asking him if she'd conduct a one-to-one with him live while we recorded it, and he said yes. They are starting with step 2: establishing a purpose. Their exchange is not scripted.

Let's see what happens.

Kate and Jerald One-to-One

Insert minute 12:02 to 19:30 (7 min, 28 sec) of Jerald & Kate's 1:1 meeting]

Debrief:

Let's reflect on when we heard Kate address each of the five steps. As mentioned, she conducted the first step off camera and set up dedicated one-to-one meeting time with Jerald. In the video, we heard her kick off their conversation with step 2: establishing a shared purpose.

Kate was upfront and transparent about her purpose: she hoped to learn about Jerald's insights into what long-term care leaders are experiencing in order to make the trust-building content most applicable and relevant to participants.

She then asked Jerald what he hoped to gain from the conversation to create a shared purpose. Jerald responded that he hoped that they could continue advancing senior health care. Kate then confirmed how long they had to speak – and just think of all they accomplished in such a short a time! Kate also thanked Jerald for his time and expressed enthusiasm to speak with him.

Next, she moved to step 3: exploration. Notice that she did not start by focusing on Jerald's insights into what long-term care leaders are experiencing. Instead, she used an open honest question to learn about his values. She asked him about what called him to work in long-term care settings. This allowed Kate to learn about Jerald's motivations, and just as importantly, it gave Jerald a chance to reflect on them.

After hearing Jerald's response, Kate didn't just move on, she shared what she heard him say, demonstrating that she was listening and valued his response. She then used another open honest question, inviting Jerald to say more about what his choice to pursue a career in long-term care meant to him. She deliberately and intentionally established their relationship on their shared values.

In the process, she learned a lot about who Jerald is as a leader. Volunteering with older adults and experiencing the care and compassion of nurses who supported him during a vulnerable

time as a patient motivated Jerald to make a courageous leap from a career in pharmaceutical sales to senior health care. She learned that Jerald is pragmatic and family-oriented too: it is important to him that this career shift provide for his family in the spirit of service and earning. Kate has learned a lot about who Jerald is and what he values with just two questions!

Kate then names her shared values and experiences and shares her background and motivations. She notes that her parents worked in health care, signalling that her role models instilled in her a set of values about serving others while also earning a living; and she underscores that she “found her people” among health care leaders, suggesting that, like Jerald, she is people-oriented.

Only after establishing shared set of values does Kate turn back to the purpose of their conversation and asks Jerald to tell her more about what he is seeing in long-term care settings today. Jerald raises the topic of how staff communicate with one another. Kate makes sense of Jerald’s response by noting the presence of logic as a driver of trust. Here Kate and Jerald have identified a shared interest in the trust-building course, which is to underscore to learners that when leaders empathize what staff are experiencing, they can improve how they communicate the logic of any changes and why they are important.

Kate then shifts from exploring shared interests to identifying new assets. She asks Jerald who else he knows that could help them by sharing their experiences as long-term care leaders, and Jerald has two people in mind. He commits to introducing Kate to them by the end of the week so she can speak with them in-person the following week. Kate thanks Jerald for this.

Notice that Kate adapts the five-step framework by securing this commitment in a time-bound way, as it arose in the conversation’s flow. This is technically step five. Kate then returns to step four as she and Jerald articulate their mutual exchange. Here Jerald expresses his thanks to Kate as faculty on this project and her hard work to advance senior healthcare; and Kate notes that she is transformed every time they have a conversation by what Jerald shares and teaches her.

Here you can see that the five steps are a framework, not a formula, and that like Kate, we can follow the conversation’s flow, while using the five steps as guideposts. Also, note how this conversation took only 7 minutes- showing you that you can do this with just minimal time invested.

Lesson 2, Lecture 8: Learning Summary & Practice Exercise (4 min) (Courtney)

Welcome to the final lecture for lesson two. We hope you are leaving with greater knowledge and awareness of empathy, its importance and how you can express it to your staff!

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To review a summary of concepts, download the Lesson 2 “key takeaways” document. This document outlines the important ideas raised, such as what empathy is and how to build it by asking open honest questions, listening to understand, using appreciative inquiry, and applying the five steps of a one-to-one meeting.

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Next, you will hear a story from a long-term care leader on her experience practicing empathy throughout the pandemic. In this story, you will hear the practices described in this lecture in action.

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Finally, you will complete the Lesson 2 practice exercise. This exercise will challenge you to conduct one-to-one meetings to build trust with peers. In the process, you will ask open-ended questions, listen to understand staff concerns, and reflect on what you learned. We would challenge you to tackle a topic such as COVID-19 vaccine or booster uptake. If participating in the course with a partner or team, pilot this practice with and offer feedback to one another. I can't emphasize how important it is to practice these concepts and techniques. They take time to develop and just like being in shape, it takes constant exercise to maintain.

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Also consider how you can use these methods as part of a relational strategy to build trust at scale across your facility. Meaning, how do you use these methods to increase trust among all staff. For example, you might focus your time on staff you hope to engage as ambassadors to increase vaccine uptake across the facility.

You should also consider how to support the development of empathetic relationships between staff. For instance, you might invite members of your team to conduct one-to-one meetings themselves. Teach them to use these practices to have effective one-to-one meetings. Invite them to build the next tier of relationships as you build out your relational strategy across your facility.

Last, as you meet one-to-one with people, listen for the assets that they bring with them. For example, how are their empathy skills? We want to identify people who demonstrate the ability to listen, ask questions and relate to a wide variety of people. Do they bring others along? We're looking for leaders who have strong social networks and informal influence in our facilities. What about their ability to support others? We're looking for those who activate other people's agency to act. Do they have a history of collaboration and consensus building? The ability to compromise is critical to efforts that are interprofessional or whose success relies on different staff groups.

Good luck! Have fun! And be curious!