

## **Lesson 4: The Third Pillar of Trust: Authenticity**

**Description:** Authenticity is experienced as “I experience the real you.” In this lesson, we will discuss how to create conditions for authenticity in your organization. This includes connecting people to shared values through skills such as asking, “what matters to you” questions, articulating your personal “why” and naming common values. We will also explore psychological safety as a strategy to encourage authenticity. Learners will examine what psychological safety is and the outcomes associated with a psychologically safe work environment, including the organizational and individual benefits associated with learning, risk management, innovation, and job satisfaction.

### **Learning Objectives:**

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

- Understand what authenticity is and how to create conditions for authenticity among teams
- Describe the value of sharing your “personal why” to show your own motivations
- Describe the value of asking “what matters to you” questions of team members
- Understand how to motivate action by connecting individual values to a team’s shared purpose and organizational mission
- Define what psychological safety is and why it is important to trust in the workplace
- List three actions to create psychological safety on your team
- Explain how these actions promote psychological safety and authenticity

**Faculty:** Kate Hilton, JD, MTS; Courtney Bishnoi; Jerald Cosey, CNA, HFA

### **Story from a Long-Term Care Facility:**

- A long-term care leader discusses how he demonstrates and fosters authenticity by sharing and eliciting common values among staff and creating psychological safety on teams.

**Practice exercise & reflection:** In your upcoming team meetings, challenge yourself to incorporate 1-2 new behaviors to create the conditions for psychological safety. Reflect on the outcomes.

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

- Authenticity is a driver of trust and is experienced as “I experience the real you”
- Authenticity means being who you say you are, acting on your stated values and acknowledging any gaps between your words and actions
- People are far less willing to make themselves vulnerable in work settings when leaders conceal their authentic selves
- Psychological safety is the belief that no one will be humiliated or punished for speaking up; that everyone is free to focus on common goals; and that everyone is secure and capable of changing
- Authenticity involves giving people a true accounting of what you know, think and feel – not an overly curated, guarded or strategic version; sharing your authentic self is not the same as oversharing or making it all about you – set and keep information boundaries
- Methods for accessing authenticity include creating psychologically safe environments for others and sharing your personal ‘why’

- Your (and others') personal 'why' is the source of your motivation to do what you do every day
- Leaders connect people to their motivations by revealing 'what matters' to them, asking 'what matters' to others, and naming common values
- Connecting individuals' motivations to a team's shared purpose and the organizations' mission is a powerful way to motivate action
- Psychological safety is a team characteristic (not an attribute of individuals) and is critical to building trust, learning systems and safety environments
- Leaders can use the following steps to build psychological safety
  - Frame the work
  - Admit your own fallibility or shortcomings
  - Invite participation
  - Embrace messengers
  - Respond productively

### Readings:

- Edmondson A. *Three Ways to Create Psychological Safety in Health Care*. Boston: Institute for Healthcare Improvement.  
<http://www.ihi.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Amy-Edmondson-Three-Ways-to-Create-Psychological-Safety-in-Health-Care.aspx>
- re:Work. *Tool: Foster Psychological Safety*.  
<https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/foster-psychological-safety/>

### Additional Resources:

- "What Matters to You?" *Conversation Guide for Improving Joy in Work*. Boston: Institute for Healthcare Improvement, 2017. <http://www.ihi.org/resources/Pages/Tools/Joy-in-Work-What-Matters-to-You-Conversation-Guide.aspx>
- Edmondson A. *Why Is Psychological Safety So Important in Health Care?* Boston: Institute for Healthcare Improvement.  
<http://www.ihi.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Amy-Edmondson-Why-Is-Psychological-Safety-So-Important-in-Health-Care.aspx>
- Edmondson A. *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation and Growth*. Hoboken: John Wiley & Sons, Inc.; 2019.

## **Lesson 4, Lecture 1: Introduction (2 min)**

Hi, it's Courtney. Welcome to Lesson 4.

### **SLIDE 3**

By way of reminder, people experience trust when three key drivers of trust are in place: empathy, logic and authenticity. Empathy is the belief that the other person cares about them. Logic is experienced as having faith in a person's judgment and competence. And authenticity involves feeling like a person shows up as their true self.

### **SLIDE 4**

In Lesson 4, we explore the third driver of building trust: authenticity. We discuss what authenticity is, and how to practice it. This will bring us to two areas in which we can create the conditions for authenticity, both within ourselves and among our teams. The first is to identify common values. This includes sharing your 'personal why,' eliciting other people's values through 'what matters to you' conversations and connecting common values to our shared purpose and organizational mission. The second is to build psychologically safe environments with those with whom we work.

In our practice exercise we will practice creating psychological safety with our teams and in our workplace. We also invite you to use "what matters to you" questions to elicit shared values with long-term care staff about COVID-19 vaccine uptake, staff wellbeing or resident safety.

### **PAN OUT**

Leaders at all levels can draw on these skills to demonstrate authenticity to advance vaccine uptake, infection prevention and control, staff wellbeing and other efforts critical to the success of safe, reliable and effective long-term care.

## **Lesson 4, Lecture 2: What is Authenticity? (Kate, ~5 min)**

Hi, it's Kate here.

### **SLIDE 6**

Let's talk about authenticity as a driver of trust. The basic idea is: If you believe that I am being authentic, you are more likely to trust me.

### **SLIDE 7**

As a driver of trust, authenticity involves feeling like a person shows up as their true self. Authenticity is demonstrated by being transparent, sharing how you feel, acknowledging different perspectives, recognizing that you do not have all the answers, accepting and acting on feedback from others, and making sure people understand and see you act upon your stated values, vision and goals. Authenticity means dropping the script and being who you say you are.

### **SLIDE 8**

Conversely, people are far less willing to make themselves vulnerable in work settings when leaders conceal their authentic selves. Leaders wobble on authenticity when they are not transparent with people, withhold information, manipulate others, or lie. Authenticity wobbles are also present when leaders do not express their authentic selves or feelings, or do not make it safe for others to do the same. Authenticity wobbles also show up when people are not open to feedback such as becoming defensive, being unwilling to change, and failing to inspire. These authenticity wobbles lower trust.

One way to know if you have an authenticity wobble is to ask yourself whether your professional and personal personas are the same or different.

### **SLIDE 9**

It's also important to pay attention to what motivates inauthenticity. We may have powerful reasons to censor or suppress our true selves: it might be based on existing cultural norms within our organization or society, our own ideas about professional expectations or stereotypes we are subject to based on our gender, race or culture. Leaders may believe that to establish authority or maintain professionalism, they can't be personal with their staff. Being your "real self" sounds nice in theory, but we may have legitimate feelings for holding back. There are times when expressing your authentic self may risk harmful consequences. Here, *inauthenticity* is a strategy to navigate the workplace.

### **PAN OUT**

Unfortunately, when people sense that you are concealing the truth or being less than authentic, they are far less willing to be authentic, too. When we and our teams do not bring our unique selves to the table, we inhibit ourselves from accessing the information, knowledge and experiences that enable us to achieve our goals.

Authenticity involves giving people a true accounting of what we know, think and feel – not an overly curated, guarded or strategic version. On the other hand, sharing your authentic self is not the same as oversharing or making it all about you. Boundaries can be healthy – and authentic.

As leaders, we are constantly making calculations as we manage our own and other people's emotions, understanding our audience, and choosing what and how to communicate and respond. The idea here is to be authentic to who you are in that process.

This is an important point. Everyone has their own uniquely authentic communication style. And how we express our authenticity may vary based on our setting and its norms, the people we are with, our family or cultural background, and the history and traumas we've experienced. In some settings we may feel it is authentic to be playful or draw on humor. In others, we may feel it is authentic to be reserved or reflective. And in others, we may feel it is authentic to express anger or frustration.

This lesson does not prescribe any one way to be authentic or explore how to communicate any particular emotions with authenticity. Your authenticity – and how you communicate it – is yours to navigate. For some, that may mean being open. For others, that may mean setting boundaries. This is a tension that we invite you to hold and navigate.

This lesson does not address those preferences, other than to say that how I choose to express my authenticity and how you choose to express yours and how the next person does – they all have their own set of consequences, for better or worse.

#### **SLIDE 10**

Instead, we are going to look at two sets of skills to create the *conditions* for authenticity in our workplaces. The first is to connect people to our shared values. We can do this by communicating our 'personal why,' eliciting 'what matters' to others, and connecting these values to our organizational mission. The second is creating psychologically safe working environments. In a psychologically safe setting, people feel able to express their authentic thoughts and feelings. We'll look more closely at these skills in the next few lectures.

## **Lesson 4, Lecture 3: Sharing Your 'Personal Why' (Jerald, 6 min)**

Hi, it's Jerald here.

One way to create the conditions for authentic exchanges on our teams and in our workplaces is to communicate why something matters.

### **SLIDE 12**

Communicating why something matters involves three parts: sharing why something matters to you, eliciting why it matters to others, and communicating why it matters now and in the future.

In this lecture we will focus on the first part: sharing our 'personal why' through the use of stories that reflect our authentic values and motivations.

### **SLIDE 13**

A 'personal why' story answers the questions: Why does this matter to me? What is the source of my motivation, why I care?

These stories are authentic and personal to us. They reveal that our professional and personal selves are one and the same. That we, as leaders in the workplace, are guided by our lived experiences, identities and values. Our stories help people understand what motivates our choices. They demonstrate the values and emotions that guide our decisions and actions. They help people see how we handle uncertainty. They show people who we are. They demonstrate our authenticity.

### **PAN OUT**

For example, around the time when CMS mandated all senior healthcare professionals must get vaccinated in long-term care, I met one of my colleagues, Jessica Dickson, a Regional Operator, at one of her communities in Indianapolis, Indiana. This community had low vaccine uptake, many employees were people from some racial or ethnic minority groups, and we wanted to use our cultural connection to have a conversation around "why we made a choice to get vaccinated." As we began the meeting, you could sense the room's uneasiness or lack of trust. During this dialogue, a nurse commented, "I am vaccinated, but I have a nurse friend that gave her heart and service by my side through the pandemic. Is she no longer a hero due to her unwillingness to get vaccinated?" This question spoke to compassion, friendship, and a professional contribution perceived as minimized or disregarded.

We wrapped our arms around the question with the assurance that nothing can take away from our service during this pandemic, no matter what choice people make about getting vaccinated. We moved on to sharing why people decided to get vaccinated. Jessica shared how she was adamant at first not to get vaccinated if it was ever mandated. She shared how she then lost 22 residents. So, when the vaccination became available, she got vaccinated for the residents that she lost as a community leader. Moreover, she got vaccinated for her uncle, who succumbed to COVID at the young age of 40 years old. I shared how I saw my vaccination opportunity as a gift to my family, who allowed me to serve seniors, as a gift to my coworkers who sacrificed daily, and in honor of the residents that we lost on my watch. I also underscored how it is a choice, regardless of the mandate.

We concluded by asking all to consider the choice thoughtfully. Regardless of the decision, the ask was for consideration. Afterward, a therapy leader pulled us aside to thank us and recognized our honest communication.

My story and Jessica's story communicate who we are, and why others should listen to us on the basis of our values. They are personal stories, but also stories that we are willing to share publicly. Our stories give people an account of our authentic selves.

People trust those who share why something matters to them because it reflects their authenticity. For example, when vaccine champions in my facility shared why they got the vaccine, staff could relate to the alignment between their values and their actions. It built trust.

Of course, this goes far beyond vaccine uptake. Long-term care leaders can share stories of their 'personal why' concerning actions that they invite staff to take concerning infection prevention and control, resident safety, and even staff wellbeing. These stories can also demonstrate our motivations and calling to the field of long-term care: why we do the work that we do.

#### **SLIDE 14**

Of course, the story must be authentic to a person's experience. So too should the way that it is shared. In other words, sharing authentically means speaking from the heart. People have an innate ability to know when someone is being disingenuous or manipulative, or transparent and candid.

Again, why is revealing something authentic about ourselves so important? Because authenticity is a driver of trust.

## **Lesson 4, Lecture 4: Eliciting and Connecting 'What Matters' to Others to Our Organizational Mission (Jerald 6 min)**

Diverse teams are tremendous assets in today's competitive world. The long-term care organizations that get this right enjoy powerful benefits.

### **SLIDE 16**

But this advantage is not automatic. Leaders must help diverse teams discover common values among members to maximize performance.

Why? It is normal human psychology to focus on things that we have in common with other people. We seek out and affirm our shared knowledge, because it confirms our value and kinship with a group. And because diverse teams have *less* common information readily available to them in working together, it is especially important to encourage those teams to find common values.

A team will discover its shared values through each person's particular experiences. When team members bring their unique selves to the table – the part of themselves that are different from others – they also begin to see the universal values that tie them together.

### **SLIDE 17**

Here is what that means for us as leaders and managers. When we share our personal why and elicit what matters to others, we create an opportunity to connect our unique and authentic values to the values of our team and organization. And when we do that, we enable our team members to bring their diverse and unique knowledge, skills and networks forward to achieve our organizational mission.

My organization's mission is to compassionately serve each customer with quality care and excellence. Our team's shared purpose is to work together to achieve that mission.

On any given day, our team's purpose might include increasing vaccine uptake, improving infection prevention and control, improving the quality of residents' care, or increasing our residents and staff members' wellbeing.

As a leader, when I share my personal why, I connect it to our organizational mission and our team's purpose.

And I can go one step further. I can invite my team members to share what calls them to long-term care, including when we work together on infection prevention and control or any other part of our mission to care for our elders. Our organization's mission is the north star. And our stories help us articulate our motivations to take action to accomplish our mission.

In the last lecture, I discussed the importance of sharing your 'personal why.' It is likewise important to understand what matters to *other* people on our teams and across our organizations. Why is something important, or not, to *others*? What matters to them? And how does that connect to our organizational mission?

### **SLIDE 18**



'What matters' conversations are rich, learning conversations – not intended to communicate information, but rather to listen and learn. This enables others to bring their authenticity into a conversation or team meeting. It is dialogical in nature.

## **SLIDE 19**

'What matters to you' questions can take many forms. Depending on the context, you might ask why someone decided to work in long-term care, what makes them proud to work at your facility, what matters to them in their work, when they know they are making a difference, or what makes a good day. If you are focused on a particular change, such as vaccine uptake or infection prevention and control, you might ask what matters to them regarding that subject, or what calls them to be a part of that change.

## **SLIDE 20**

"What matters" questions are a form of open honest questions that *focus on people's motivations*. A 'what matters' conversation can happen as part of a one-to-one meeting, team meeting or organizational meeting. The idea is that you ask a 'what matters to you' question, listen to the first response, and then allow for deeper reflection about initial comments. Here it is important to be comfortable with silence to give people an opportunity to think and reflect. Practice curiosity and listen – not just to hear, but to understand.

## **SLIDE 21**

In eliciting 'what matters' to others, be upfront about why you are asking, and consider sharing your 'personal why.' Invite others to share as well, but do not mandate it. Over time, open sharing will allow others to feel safe to share their stories. Invite both positive and negative responses and do not assume what others will say or that they will agree. It's vital that you show that different ideas and disagreements are tolerated. This is something we will discuss more in the next lecture on psychological safety. Finally, recognize this is not a one-time activity but something you can return to time and again.

Although it's not uncommon to feel like emotions and values are best kept to ourselves in the health sector, it is by illustrating who we are authentically that we can help others reflect on who they are and why they care, too. This practice helps us build a culture of authenticity – and trust.

#### **Lesson 4, Lecture 5: Psychological Safety (Kate, 6 min)**

Authenticity is the feeling that a person shows up as their true self. It's the alignment of a person's internal and external identity, values, feelings and thoughts.

One of the biggest hurdles to authenticity is fear. Fear of being rejected, fear of saying or doing something outside of organizational norms or professional expectations, fear of being punished for speaking up or stepping outside the lines. These fears are normal.

In the face of fear, it is important to create psychologically safe environments on our teams and across our organizations. Psychological safety enhances people's ability to express and share their authentic thoughts and feelings.

#### **SLIDE 23**

Psychological safety is the belief that no one will be humiliated or punished for speaking up or being their authentic selves. When people are psychologically safe, they feel secure, capable of changing, and free to focus on a shared goal, instead of self-protection.

It is important to recognize that psychological safety is a team and organizational characteristic, not an attribute of an individual. By definition, it is created in relationship with others but it's up to the leaders to set and maintain this organizational characteristic.

#### **SLIDE 24**

The outcomes of a psychologically safe environment include authenticity, learning, innovation, risk management, and job satisfaction. Psychological safety is consistent with exemplar safety environments and is critical to effective learning systems.

To build psychological safety, Amy Edmondson, Professor of Leadership & Management at Harvard Business School, sets out these steps:

#### **SLIDE 25**

First, **frame the work**. Emphasize purpose and values by articulating what is at stake, why it matters, and for whom. Acknowledge the kinds of uncertainties and potential failures that can be expected to occur in a given work context. This creates the rationale for speaking up. You can say: "This is what we are facing. I'd like to hear everyone's ideas." Or "This is new territory for us, so I'm going to need everyone's input." This generates shared expectations, meaning, and motivation.

#### **SLIDE 26**

Second, **admit your own fallibility, or shortcomings**. Demonstrate humility by acknowledging the limits of your own knowledge. Admit that you might miss things and even fail. You can say: "Please flag things that you think I might miss." This makes it safe for others to take risks, make mistakes and display vulnerability.

#### **SLIDE 27**

Third, **invite participation**. Show curiosity by using open honest questions and listening to understand. As you elicit other people's ideas, provide guidelines for productive discussion. You can ask: "What are you seeing? What concerns do you have?" Or "What are you up against? What help do you need?" This builds people's confidence that their voices are welcome.

## SLIDE 28

Fourth, **embrace messengers**. When people come forward with bad news or mistakes, thank them. You can say things like: “I really appreciate you bringing that to me. I’m sure it wasn’t easy.” This helps build people’s courage to speak up.

## SLIDE 29

Last, **respond productively**. Use kind and direct language. Practice a growth mindset; highlight failures as learning opportunities; and analyze results to look forward. “Thank you for raising that. Let’s see how we can address this together.” This orients people to continuous learning.

## PAN OUT

Where there is power disparity, it is especially important to reframe the role of a superior from one who has answers, gives orders, and assesses others’ performance to one who sets direction, invites input, and creates conditions for learning. That allows others to see themselves as contributors with crucial knowledge and insight.

Long-term care professionals work in stressful settings. Although it can be difficult to create psychological safety when folks are stretched thin, it’s all the more necessary.

## SLIDE 30

That means that as leaders we must cultivate our own inner ability to hold others in psychologically safe spaces. This involves having the presence of mind to think clearly; the ability to tolerate difficult thoughts and feelings and know that those anxieties will pass; finding our own appropriate sources of support; remaining calm and responsive when others display emotions; and demonstrating emotional literacy by carefully naming the feelings that you are experiencing (while not assigning feelings to others).

## SLIDE 31

When psychological safety is present, you will see qualitative indicators. people ask questions, take risks, speak their minds, admit mistakes, share ideas and raise concerns – all of which are also indicators of authenticity. Making mistakes is not held against you, people are included and can talk about tough issues, questions are welcome, and unique contributions are valued.

## SLIDE 32

You can also measure the presence of these indicators by asking staff to assess their experience on a team. This slide shows one example on how to do so.

## PAN OUT

Conversely, when psychological safety is not present, people remain silent, dismiss warning signs of safety events and go along to get along. Inauthenticity is present. Inauthenticity is experienced as the sense that what we think and feel internally does not match up with what we are able to express externally.

But when psychological safety is present and people are able to be authentic with one another, we feel a greater sense of trust not only in others but in ourselves. Self-trust helps us build trust with others, creating a positive feedback loop.

## **Lesson 4, Lecture 6: Summary & Application (Courtney, 3 min)**

Hi, it's Courtney. Thanks for your engagement with the Lesson 4 lectures.

### **SLIDE 34**

To review a summary of concepts, download the Lesson 4 “key takeaways” document. This document underscores and synthesizes the important ideas raised, such as what authenticity is and why it matters. It also summarizes how to demonstrate your authenticity; first by identifying common values by sharing our ‘personal why,’ eliciting ‘what matters’ to our colleagues, and underscoring the connection between our shared values and organizational mission, and second by creating psychologically safe teams and workplaces.

### **SLIDE 35**

Next up is the Lesson 4 practice exercise. The focus is on creating psychological safety on our teams and in our workplace. Of course, we also invite you to share your ‘personal why’ and use “what matters to you” questions to elicit shared values with long-term care staff about COVID-19 vaccine uptake, staff wellbeing or resident safety on your own.

### **SLIDE 36**

As a next step, I invite you to take the optional course called Advancing Trust in Your Building. This course provides the tools and resources on how to use the course and its materials to facilitate in-person skills workshops in your facility using discussion guides and exercises. Our hope is that it will enable you to use all or parts of the curriculum to advance trust across your organization.

### **PAN OUT**

Finally, I'd like to take a moment to thank you for your commitment to your leadership, staff and organization by completing this program. As a long-term care leader, your work is incredibly challenging but it's also equally as important. The past few years are undoubtedly the most difficult you've faced in your career, and as a result and due to factors outside your control, you've likely experienced some trust wobbles and other challenges among your teams. But you are here – you showed up – and that makes you a hero. AHCA/NCAL is grateful for your service. The mission of AHCA/NCAL is delivering solutions for quality care. I hope you've found some solutions in this program to help improve the care you provide.

All the best from us at the American Health Care Association and National Center for Assisted Living. Thank you again for your commitment to building trust to advance our work and objectives in long-term care.

## **Lesson 4, Lecture 7: Course Summary (Giff, 6 min)**

### **SLIDE 38**

A big congratulations to each of you. You've completed the course. Before you head back to practice what you have learned, I'd like to highlight a few points and encourage you to take the short course on how to advance trust building to other leaders in your facility.

### **SLIDE 39**

The primary objectives for this course were: to define the core elements of trust, identify how you can assess the presence of trust in your organization, discuss the impact that inequities have on building trust, and provide some approaches and techniques that you can use to build trust with your teams and throughout your organization.

### **SLIDE 40**

To do this, we discussed theories, suggested practices, modeled skills and shared stories from nursing home leaders, and invited you to practice and reflect on your own experience. We also provided you with a number of key resources that you can refer back to in the future.

### **SLIDE 41**

In Lesson 1, we explored why trust matters and introduced the three drivers of trust: empathy, logic and authenticity – and what it looks like when we experience a trust wobble. I personally ted to wobble on empathy, something I learned throughout this course.

### **SLIDE 42**

Building and maintaining trust with your colleagues and team can be hard, particularly in light of common barriers, such as when people feel resistant to change, or when staff are experiencing burnout, and when forms of inequity are present, including the effects of systemic racism. I hope you found the practice exercises helpful and will continue to talk to and share your experience with other leaders and your trusted colleague.

### **SLIDE 43**

In Lesson 2, we focused on empathy as a driver of trust. Empathy is our ability to understand the feelings of another person from their frame of reference. This makes the other person feel that you care about them, which builds trust.

### **SLIDE 44**

We discussed a number of tips to help demonstrate our empathy, including listening and observing, getting curious and asking questions to learn more; and not making assumptions nor providing answers or solutions. I have found myself going back and reviewing how to ask open ended questions, listen to understand and use appreciative inquiry approaches, as I try to steady my empathy wobble.

The example by Kate & Jerald and stories from other long-term care leaders also really helped prepare for the lesson two one-to-one exercise. Revisiting these stories may help as you continue on this journey.

### **SLIDE 45**

In Lesson 3, we turned to logic as a driver of trust. Logic is experienced as having faith in a person's judgment and competence and is demonstrated by *communicating* your rationale or reasoning effectively.

#### **SLIDE 46**

We looked at four strategies to improve our logic communication skills. The first was to communicate logic effectively with those who may not think like us. The second was to communicate logic effectively in the face of misinformation, which has been more prevalent than ever during the pandemic. The third was to communicate logic effectively across cultural contexts, and the fourth, communicating effectively with individuals who are a part of historically marginalized community. We heard from long-term care leaders about how they communicated their logic about COVID-19 vaccines in light of disagreement and misinformation.

#### **SLIDE 47**

And in the Lesson 3 practice exercise, we practiced a five-step process for communicating our logic with someone who disagrees with us. The goal is not always to reach agreement or change a person's position but to learn and understand their perspective which will help slowly rebuild trust. Trust is not rebuilt with one or two conversations using these techniques, rather it takes time and must be nurtured.

#### **SLIDE 48**

In Lesson 4, we explored authenticity as a driver of trust. Authenticity is when you show up and act as your true self.

#### **SLIDE 49**

After discussing what authenticity is and how to practice it, we turned to ways to identify common values by sharing your 'personal why,' eliciting other people's values through 'what matters to you' conversations and connecting common values to organizational mission. Then we discussed how to build psychologically safe environments to allow people to be authentic. I really enjoyed hearing Jeff Lisk describe how he connects to people's "why."

#### **SLIDE 50**

Remember, trust building is not something you immediately start to do after listening about it—so much as it is something you must do and continually practice. This is just like learning to ride a bike. You have to keep practicing and using these skills which help you become steadier and steadier. Trust is built or rebuilt over time. There will be setbacks, like falls off the bike, but persistence and practice will pay off.

#### **SLIDE 51**

One way to keep building or maintain trust in your facility is to take advantage of the optional lesson Advancing Trust in Your Building. This lesson provides some additional tools and resources on how to use the course and its materials to facilitate in-person skills workshops in your facility with others. It provides discussion guides and role-playing exercises. Our hope is that it will enable you to use some or all of the curriculum to support other leaders in your organization to build trust. And over time this increased trust will pay off not just with vaccine uptake but in all aspects of your organization's operations.

#### **PAN OUT (NO SLIDES)**

And while vaccination uptake was a key focus, we encouraged you to adapt these ideas and practices to improve trust in all aspects of care. Consider ways to adapt and apply trust-building practices in team building, skills building and leadership training exercises in your facility. You can make it a part of all you do.

Thank you for joining us in the course, and for your commitment to building trust in long-term care. I trust you will keep at it. Please let us know how this course helped you and your team build trust. Good luck and congratulations completing the course.