Lesson 3: The Second Driver of Trust: Logic

Description: Logic is experienced as "Your reasoning and judgment are sound." This requires effective communication. In this lesson, we will learn how to communicate your logic effectively to build trust among staff and colleagues. Learners will also explore strategies for responding to misinformation and practice using these strategies in trust-building conversations. We will address the presence of cultural differences and historical racism and other inequities that can impact how individuals process information.

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

- Understand what logic is and how to communicate it effectively
- Learn strategies for communicating with people whose logic differs from you
- Learn strategies to address misinformation about COVID-19 vaccines while maintaining the tenants of trust building
- Understand the importance of acknowledging cultural differences to foster respect and inclusion in our communication strategies
- Explore communication strategies that address racism and other inequities among historically marginalized staff groups

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Story from a Long-Term Care Facility:

- Two long-term care leaders discuss how they communicate with staff about COVID-19 vaccines, address misinformation, identify bias and respect cultural differences.

Practice exercise & reflection: Practice having a conversation with someone who disagrees with you and reflect on the experience

Key Takeaways:

- Logic is a driver of trust and is experienced when you trust another person's judgment and competence.
- Logic is demonstrated by communicating your rationale or reasoning effectively, making sure others understand not just what to do but why something needs to be done.
- Leaders wobble on logic when they fail to communicate consistently and effectively, explain their judgment poorly, exercise poor judgment, fail to deliver on what they say, and say one thing but do another.
- Communicating logic effectively involves keeping information clear and to the point; using everyday language; acknowledging bias and cultural differences with transparency; citing mutually-respected sources of evidence and inviting others to share what they know.
- Communicating logic effectively does <u>not</u> involve sharing a large amount of information, lecturing, telling people what to do, using jargon or abstract terms, seeking to influence or change others' ideas, discrediting their information source or its intent, being argumentative or overly technical, overstating your position, confronting, shaming, or using positional power to influence action.
- The five steps in communicating effectively to people who think differently than you do include:
    1. **Ask** open-honest genuinely curious, non-judgmental questions

2. **Listen** to what people you disagree with say and deepen your understanding with follow up inquiries
3. **Reflect** back their perspective by summarizing their answers and noting underlying emotions
4. **Agree** before disagreeing by identifying ways in which you agree with their point of view
5. **Share** your perspective by telling a story about a personal experience

- Misinformation is false or misleading information; disinformation is false information that is purposely spread to deceive people.
- When faced with misinformation, do not blame or shame, minimize or dismiss the source, or argue. Avoid being patronizing, judgmental or condescending.
- When faced with misinformation, leaders should:
    - Stay calm and do not react
    - Seek to understand by asking open honest questions
    - Acknowledge others' concerns and show respect for their perspective
    - Do not repeat misinformation; instead, pivot to positive examples
    - Assess their readiness to receive factual information; if they become defensive, they may not be ready to change their mind
    - Tailor your response to the individual by using sources, messaging and messengers that resonate with them
    - When sharing an information source, provide information about why it is a trusted source and invite questions about what you shared
    - Provide access to full and complete information while communicating key messages clearly and succinctly
    - Acknowledge that you may not have all the answers and assure that you will find out and come back later
- Identify and share messages that resonate with your staff. This could include:
    - Emphasize choice & caring for others: "By choosing to get the vaccine, you are helping us keep everyone healthy."
    - Social proof: "With 80 percent of staff fully boosted, we have been able to get closer to our goal of 100% uptake among eligible staff."
    - Connect to personal goals or identity: "Choosing to wait to get a booster is now consistent with waiting to see how others fared; they have done well."
    - "Fresh start" messaging: "It's been two years since the first people received the COVID-19 vaccine" or "We just hit the 200-millionth vaccine given."
- Identify other communication channels that can be used to combat misinformation, such as the influential employee messengers speaking with staff in the break room. Make calls to action specific and actionable.
- The way people build trust differs across cultures, and it is important to learn how other cultures build trust. Leaders with staff from other cultures or countries should research their communication norms and styles.
- Open-ended honest questions are critical to crossing cultural divides; yes-or-no questions may lead to misunderstanding.
- To build trust in communities that have been historically marginalized, leaders can communicate logic effectively by demonstrating that their actions are consistent with their words, practice cultural humility, and demonstrate a consistent commitment to building trust.
- Examples of leader's actions that can build trust include:
    - Providing bilingual materials to staff, residents and family

    - Posting welcome signs for historically marginalized communities in languages spoken by residents and their families
    - Demonstrate support for causes or movements important to staff in your organization
    - Ask staff how the organization can better support marginalized communities
- To practice cultural humility, leaders should:
    - Communicate historical awareness of the experiences of that community
    - Develop relationships with members of those communities
    - Create opportunities to learn about historical and present-day events impacting staff's views
- Leaders should demonstrate a consistent commitment to building trust with marginalized communities by holding themselves accountable and steadily taking supportive actions.

Readings:

- Christiano, A., Barry, J., Neimand, A., Martin, B., Tolentino, L., Cloutier, B. & Darby, M. Invest in Trust: A Guide for Building COVID-19 Vaccine Trust and Increasing Vaccination Rates Among CNAs. AHRQ Pub. No. 21-0035-EF. Rockville, MD: Agency for Healthcare Research and Quality, 2021.
- Lewandowsky S, Cook J, et al. The COVID-19 Vaccine Communication Handbook. A practical guide for improving vaccine communication and fighting misinformation. https://hackmd.io/@scibehC19vax/home
- American Psychological Association. Building Community Trust to Improve Participation in COVID-19 Testing and Contract Tracing. https://www.apa.org/topics/covid-19/equity-resources/building-community-trust.pdf

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

- Centers for Disease Control and Prevention. U.S. Department of Health and Human Services. *Key Things to Know About COVID-19 Vaccines*. https://www.cdc.gov/coronavirus/2019-ncov/vaccines/keythingstoknow.html
- Centers for Disease Control and Prevention. U.S. Department of Health and Human Services. *Vaccine Benefits.* https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html
- Centers for Disease Control and Prevention. U.S. Department of Health and Human Services. *How Much Do You Know about COVID-19 Vaccines?* https://www.cdc.gov/coronavirus/2019-ncov/vaccines/quiz-how-much-do-you-know.html
- Cultural Differences in Vaccine Acceptance. https://hackmd.io/@scibehC19vax/vaxculture

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

Hi, it's Courtney. Welcome to Lesson 3.

SLIDE 3
By way of reminder, people experience trust when all 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 trusting a person's judgment and competence. And authenticity involves feeling like a person shows up as their true self.

SLIDE 4
In Lesson 3, we explore the second driver of trust: logic. We discuss what logic is, and more importantly, how to communicate it effectively. This will bring us to four strategies we can use to improve our communication skills. The first is to communicate logic effectively with those who may not think like us. The second is to communicate logic effectively in the face of misinformation. The third is to communicate logic effectively across cultural contexts, and the fourth, with individuals who are a part of historically marginalized communities.

In our practice exercise we will practice a five-step technique for communicating logic effectively with those who disagree with us.

SLIDE 5
I want to reinforce here that the focus of this less is NOT on improving your logic, rather on improving how you communicate it. Because at the end of the day, you can have sound logic but if you do not communicate it effectively, you may lose others trust.

PAN OUT
Leaders at all levels can draw on these skills to communicate logic 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. And with that, I hope you enjoy lesson three!

Lesson 3, Lecture 2: What is Logic? (9 min) (Kate)

Hi, it's Kate here.

SLIDE 7
Let's talk about logic as a driver of trust. The basic idea is: if you believe that my reasoning is sound, you are more likely to trust me.

SLIDE 8
Logic is experienced when you trust another person's judgment and competence. Logic is demonstrated by communicating your rationale or reasoning effectively, making sure others understand not just what to do but why something needs to be done and being consistent with what you say and do. Logic is not just expressed as words, but as deeds. People do not experience your logic as consistent if you do not apply it to yourself.

SLIDE 9
Conversely, leaders wobble on logic when they fail to communicate consistently, effectively, and regularly, explain their judgment poorly, exercise poor judgment, fail to deliver on what they say, or say one thing but do another. In essence, logic wobbles occur when other people don't have confidence in our ideas, or trust in our ability to deliver on them. For example, a leader who rolls out updated guidance from the CDC, CMS or another federal agency but does not take the time to explain why the guidance is updated or why it's important, may experience a logic wobble. Or a leader who says it's important to call out when anyone has symptoms or are exposed to COVID-19, but then punishes staff who do call out, may be perceived as having poor logic. Logic wobbles lower trust. People like to understand the rationale behind what they are doing, not blindly follow because someone said so. That is why including the rationale behind an ask is a great way to demonstrate our logic.

SLIDE 10
Logic is not just about having sound reasoning; it's also about being able to communicate it effectively. For most people with logic wobbles, the rigor of their thinking is not the issue, rather it's the way they are communicating it. Again, you can have the best logic, but if you can't or don't communicate it effectively, you will lose others' trust.

Even when we have the most rigorous, scientific, evidence-based logic in the world, even when we may, indeed, "be right" – it doesn't matter if we are unable to communicate that to another person based on how that person sees, experiences and understands the world.

This means that before we can communicate logic effectively, we first must understand how others see things, especially those who think differently than us. Their insights are among our most valuable resources because they help us understand how to communicate our logic effectively *to them*.

To assess their thinking, feeling and experiences, we must ask open, honest questions and listen to understand, which we learned about in Lesson 2, and be okay to share that we don't have all the answers, which shows our authenticity.

When it comes to logic, ask yourself whether you are curious about another person's thinking. For example, if a person believes a vaccine has a microchip in it or causes infertility, then a reasonable logical response would be to refuse the vaccine. In other words, the information used to support the logic might be incorrect, not the logic itself. Your telling people to take the

vaccine because its highly effective without understanding of their experiences will not inspire trust.

PAN OUT
We can't always convince people based on facts or using our expertise on a topic. Although our inner dialogue might be "Are you kidding me? I can't believe you think that is true," it is important to seek to understand other people's logic, experiences, and sources that they are using, even when we disagree with them, or when their sources are unproven. The difficult work here is not to be dismissive or get frustrated, but to understand their logic *in order to* explain your logic. Spend time talking with people about their logic will help them more deeply reflect on and understand their logic, while helping you to understand it too.

For example, someone might be resisting the vaccine based on people they know or have heard of who have had severe side effects. Their facts may not be wrong, but they are prioritizing the risk of complication to the vaccine over the risk of COVID-19. You can use empathy building skills to listen and ask open honest questions. Then you can use what you've learned to share some personal experiences you may have had with people who have had severe outcomes to COVID-19 without recovery or people who have had no reactions to the vaccine.

SLIDE 11
When it comes to communicating logic effectively, keep information short, clear and to the point. For example, the logic for COVID-19 vaccine and booster uptake is that COVID-19 mRNA vaccines are safe and effective; they prevent severe illness, hospitalization and death; and they reduce the spread of COVID-19.

Use everyday language, without excessive use of jargon. Better yet, tell a brief personal story, sharing why it matters to you. For example, "Getting a COVID-19 booster was important to me so I could not only protect our residents but our staff, especially people with weak immune systems."

Acknowledge your own bias and cultural influences. For example, I might share that my mother was a nurse and that I grew up with a firm belief in the medical and scientific community. Or I might appeal to a shared bias. "As someone who works in medical care, you've seen profound changes in our residents' health when a treatment works and brings them back to themselves. COVID-19 vaccines are similarly effective."

Use mutually respected sources of evidence. This may involve getting creative about the sources you are sharing. You can use open honest questions and listening to understand practices from Lesson 2 to learn what may resonate with them. For example, you may have a staff person who is passionate about a certain celebrity or sports team. Seek information or public health messaging from those celebrities or sports stars. As another example, if your staff commonly use social media sites like Facebook and TikTok, use that to your advantage by sharing credible information via those platforms.

Finally, tailor the way to communicate your logic based on what you learn about them. Invite people to share what they know. Ask open honest questions to understand what issues are important to them and what evidence they are using to come to their own conclusions. This will work both with people who are resistant to the vaccine as well as those who want to get the vaccine.

SLIDE 12
In contrast, communicating logic does not involve sharing a large amount of information, lecturing, telling people what to do. Avoid using jargon or abstract terms, as you will likely lose people in the process. Do not seeking to influence or change others' ideas through persuasion persuade. Try not to discredit other people's information source, become argumentative, or overstate your position. And try not to confront, shame, or use positional power to influence action. If you offer a recommendation, affirm that it is people's choice. Provide your rationale after seeking to understand their rationale and acknowledge when their logic and decision is different than yours. Finally, be persistent. You may not see immediate results. It takes time establish enough trust for the other person to be receptive to your logic and your sources. Take the time to get to know people, develop a relationship and use the practices you've learned in this course to build a foundation of trust.

Lesson 3, Lecture 3: Communicate Effectively with People Whose Logic Differs from Yours (2 min) (Kate & Courtney)

Many of us are not used to having conversations with people who think differently from us, or whose sources of truth conflict with ours.

SLIDE 14
Our beliefs are intertwined with our most basic human needs – needs for safety, belonging, identity, self-esteem and purpose. When they are threatened, we are biologically wired to respond as though we are in physical peril.

So how can we communicate our logic effectively with people who disagree with us, without setting off their fight-or-flight response?

Successful responses are a part of a five-step process that makes conversations with people who disagree with you less polarized and more productive. These steps draw on some of the empathy practices we learned in Lesson 2. Keep in mind that it's important to have these conversations in an environment that feels safe to both parties and free of distraction.

SLIDE 15
First, ask open and honest questions that are genuinely curious, non-leading and non-judgmental. Questions make people feel safe, demonstrate respect, gather useful information, contribute to understanding, elicit empathy, build relationships, and encourage self-reflection. Asking people about their own experiences in a nonjudgmental way is a good opening because it gives them an opportunity to talk about a subject they care and know more about than you do: how they think and feel.

PAN OUT
For example, consider the following conversation between a long-term care leader and a staff member concerning the COVID-19 booster. I'll play the leader, and Courtney the member of staff.

> *Hi, Courtney. Do you have a minute to chat about the COVID booster? I'm wondering how you feel about it.*
>
> *Sure, Kate. I'm not interested in getting one because they are unsafe!*
>
> *Thanks for being open with me. I appreciate your concern about safety and am curious to learn more. What makes you feel that way?*

SLIDE 16
Next, listen to what people you disagree with say and deepen your understanding with follow up inquiries that show you respect what they have to say. It also helps you gather additional information so you can better understand and respond to their perspective. For example:

> *What makes me feel the vaccine is unsafe? Everyone on Facebook says that the booster causes infertility, and at some point, I'd like the option of being pregnant.*
>
> *Wow, yes, I would be concerned too if the vaccine caused infertility, and I'd like to learn more about that. Can you say more about what is known about that?*

SLIDE 17
Third, reflect back their perspective by summarizing their answers and noting underlying emotions. This allows you to check and show your understanding. Good reflections paraphrase what the other person said and highlights their emotions. For example:

Well, what is known is that a lot of people who got the vaccine and are trying to get pregnant are not able to get pregnant. It's pretty scary.

I hear you saying that you are scared that it could happen to you too. Is that right?

SLIDE 18
Fourth, agree before disagreeing. Look for commonalities and identify the ways in which you agree with their point of view. Agreement serves to eliminate defensiveness and demonstrates that you are allies. In general, it is easiest to agree about goals, values and emotions. For instance:

Yes, I am. This is something that is important to me and my family.

I understand. Being a parent to my children is important to me and my family, too.

SLIDE 19
Fifth, share your perspective by telling a story about a personal experience. The key to sharing persuasively is to present a story rather than an argument. Stories capture attention, transmit information, provoke emotion, elicit empathy and improve recall. For instance:

Well, it sounds like we have that in common.

We do. We both share a deep love and commitment to our families. You know, that is why I chose to get vaccinated and boosted. Given our exposure-level to COVID at work, I worried that I would contract COVID and be one of the unlucky ones who die – and not be there for the family I have now. It's actually the reason that I chose to be vaccinated.

Oh, that makes sense.

And you know what? I was worried about the safety of the vaccine at first, too. I also had heard about how it might affect fertility and am also considering expanding my family.

Really?

Yes. I'd be happy to share what I learned and where I looked for answers before I decided to get boosted, if that is helpful to you.

Sure, I'd like to take a look at that.

Great, I'll email it to you. And let's talk again after you look at it. I'd love to know what you think.

Okay. Thanks, Kate.

Thank you, Courtney.

At the heart of this approach is a simple idea: People cannot communicate effectively when they feel threatened. Direct attacks – whether in the form of logical argument, evidence – triggers a defensive response that limits our capacity for reason, empathy and self-reflection. To communicate our logic effectively, we have to support people to feel safe. To summarize:

1. Ask open honest questions.
2. Listen to understand what people you disagree with say and deepen your understanding with inquiry.
3. Reflect back their perspective by summarizing their answers and checking their underlying emotions.
4. Agree before disagreeing by identifying ways in which you agree with their point of view.
5. Share your perspective by telling a story about a personal experience.

PAN OUT

Of course, this approach to communicating logic puts the burden for keeping the conversation calm on you. You must not trigger the other person, and you must not get triggered yourself. If the conversation does trigger you or the other person, you will need to redirect the conversation or choose to end it prematurely, using it as an opportunity to reflect on what went wrong and how to improve for next time. Remember, you may get it right the first time. These strategies take time to develop and learn.

In the end, our goal isn't to put people in their place, or to prove that 'we are right, and they are wrong'; it is to make a difference improve vaccine uptake, infection prevention and control, staff wellbeing and other efforts critical to the success of safe, reliable and effective long-term care. And that means communicating our logic in a way that people who disagree with us are able to hear.

Lesson 3, Lecture 4: Communicate Logic Effectively in the Face of Misinformation (9 min) (Jerald)

Hi, it's Jerald here.

Sometimes after we have asked open honest questions and listened to understand another person's experience and perspective, we may come to realize that other people are relying on misinformation or disinformation as the source of their logic.

SLIDE 21
To be clear, misinformation is false or misleading information. In comparison, disinformation is false information that is *purposely* spread to deceive people. For the purposes of this less, the strategies to address the two are the same.

SLIDE 22
When we find people using misinformation, it is important not to blame or shame, to minimize or dismiss the source or to argue.

Instead, as noted in the last lecture, acknowledge people's concerns, and ask follow up questions to understand them more deeply.

As you listen, assess people's readiness to receive a different source of factual information. Are they able to consider another source of information? This may affect your response.

Ask people for permission before sharing credible information from sources like CDC.gov; provide information about why it is a trusted source; and invite questions about what you shared. As leaders, it's vital that we verify our own sources to make sure that what we provide is truly fact-based and credible.

SLIDE 23
In terms of managing yourself as a leader, stay calm and do not react to another person's defensiveness, or get defensive yourself. If someone is defensive, it may mean they are not ready to change their mind, or it may feel to them that you are talking down to them. Show respect for people's perspectives. Acknowledge that you may not have all the answers and assure the other person that you can find out more and come back later. Avoid being patronizing, judgmental or condescending. No finger wagging.

While it is important to listen compassionately to people's concerns, do not repeat misinformation. If a person cites a sad story, acknowledge it and pivot to positive examples, communicating clear messages clearly and succinctly.

Listen to concerns and affirm that those things are in fact frightening – again, without repeating misinformation or allowing others to go on at length. Use messages that apply to people's specific concerns. For example, if they say the vaccine was developed too fast, remind them that now more than 67 percent of the U.S. population, or 220 million Americans, are fully vaccinated, and more than 60 percent, or 4.7 billion of the world's population.

SLIDE 24
To combat the misinformation, identify and share messages that will resonate. Research shows that the most effective messages emphasize choice and care for coworkers and residents. To

do this, leaders can use phrases like, “By choosing to get the vaccine, you are helping us keep everyone healthy.”

A second effective strategy is to use social proof – things that individuals can observe themselves, such as the number of employees and residents who are now vaccinated with minimal short-term side effects; and goal posts, like the percentage of people in your facility who received the booster. Post and share the total number of employees who are fully boosted.

If you know a person well, connect your 'ask' to personal goals, like getting the vaccine to attend an event that requires vaccinations, or to a person’s sense of identity, such as being someone who considers evidence in decision-making. Appeal to staff expertise and pride in being caregivers and having healthcare expertise. Do not create conflict with staff members’ perceptions of themselves. For example, if someone chose to 'wait and see' how others fared before getting a booster, now might be a good time to invite them to reflect on how others fared; getting boosted is now consistent with their choice to wait.

Finally, you can appeal to “fresh start” messaging. People are most likely to make changes and start new habits on days like the first day of the month, the first day back from vacation, or their birthday. Just think of how many people use New Year’s Day to make a change. You can use language like “It’s been two years since the first people received the COVID-19 vaccine” or “We just hit a milestone: the 200-millionth vaccine has been given.”

SLIDE 25
We recognize that addressing misinformation is very challenging. There are no easy fixes. Instead, it takes patience, perseverance, and we are not always successful. When faced with misinformation here’s some additional tips that may be helpful.

First, tailor your response to individuals. For example, if someone says, “The vaccine and booster don't appear to be working as everyone is getting COVID," you might say, "Yes, we are seeing a lot of people get COVID but vaccinated residents and other staff who are getting COVID are not getting as sick, and we are not sending them to the hospital or seeing as many die as before. I agree they are not preventing breakthrough cases, but they are helping keep people out of the hospital and dying, which I am personally glad for." And you could close by offering, “I just learned that we have vaccine experts available to talk to staff. Maybe that would help get your booster question answered. I’d be more than happy to help you set up a time to meet with them.”

Second, make your calls to action specific and actionable, so people know what to do and so you can help them do it.

In the face of misinformation, consider where you may have other communication channels available to provide staff with more evidence-based information. For example, environmental signage, such as posters in the break room or employee entrances; weekly paychecks, which create an opportunity to add a letter about how to get a shot or talk to in-house experts; TV screens in break rooms to display digital posters and short videos; in-service trainings; personal letters mailed to staff homes; and bulletin boards where staff can share photos of themselves with their vaccine cards. Also consider inviting influential staff and trusted messengers to pursue conversations with hesitant staff.

Finally, find out who the person trusts at work and home. If the answer is “my family, close friends, faith leaders, or health care provider,” consider who you know in those communities who could serve as a trusted champion.

PAN OUT

For additional support, you can draw on a core Lesson 3 resource, the *Invest in Trust Guide* written by the Agency for Healthcare Research and Quality. It is terrific. There you can find even more nuanced examples of how to respond to misinformation in the long-term care setting.

Good luck!

Lesson 3, Lecture 5: Communicate Logic Effectively Across Cultural Contexts (11 min) (Jerald)

Hi, it's Jerald again.

No Slide- Video Only
When we work with staff from diverse backgrounds and cultures, which is common in many of our centers, it is important to be mindful of both your own communication style and how other cultures communicate and build trust. Norms of communication can differ significantly between cultures, and this can have a profound impact on building trust. What gets us to "yes" in one culture will get us to "no" in another. To be effective, I recommend that if you have many staff coming from other cultures or countries, you research their communication norms and styles. Although a simple Google search is often a good place to start, talk with others in your organization to learn about their cultures, too. Be aware that a leader asking another person about their cultural background and norms may be viewed with caution or concern, especially if coming from a person with authority over them. So, you may need to talk to others on your team who you have a pre-existing relationship who may know the answers or who are less "threatening" to staff.

SLIDE 27
Research in cultural differences in communication styles highlights six areas that leaders should be aware of so that they can modify their communication approaches. These include:

- Expressions of disagreement (verbal and non-verbal)
- Emotional expressions (verbal and non-verbal)
- Asking yes or no questions
- How trust is built and earned
- How people view authority
- How people approach decision-making

Understanding your own communication style – and how others in your organization may respond to your style based on their cultural influences – is the first step to make sure your communication is effective. Let's take a deeper look into these six areas to provide you a basic understanding of cultural differences that you can build on as you seek to learn more about potential cultural influences among your staff.

SLIDE 28
When it comes to disagreement, cultural and power differences may shape whether someone is comfortable expressing disagreement directly or indirectly. In some cultures, for example, it's okay to say "I respect your point but disagree with it" or even tell the other person directly that they are wrong. This also may work with peers who know and trust each other.

In other cultures though, the same behavior may provoke anger and possibly an irreconcilable breakdown of the relationship. When there is a power differential, or when speaking to individuals from another culture, you may want to take a softer or more indirect approach by asking to learn more about the person's views and disagreement in a genuine and curious manner. You can say things like "I don't fully understand what you are saying, I would like to hear more," or "Please explain more about your thinking."

Remember that even among the same cultures, differences in position and power in title make it easier or harder to say, "I disagree."

SLIDE 29
Next, let's talk about communication cues. This slide describes different ways we communicate, and how they may vary by culture. It's important to be aware of both your and others' non-verbal expressions and not assume they are interpreted the same way. For example, loud cheering and clapping may be interpreted as disrespectful by some and as a sign of enthusiastic support by others. As another example, a lack of facial expressions and avoiding eye contact may be a sign of respect and support in some cultures and an insult in others. As a result, it is important to learn about and take stock of subtle non-verbal expressions to interpret the other person's unspoken signals in context of their culture. When we as leaders misread such signals, and make erroneous assumptions, we erode trust.

Let me tell you about my own experience. As a regional educator in our company, I encourage long-term care professionals to engage our residents through conversation as a tool to combat isolation. I recommended staff take a seat next to a resident and look the resident directly in the eye. Afterward, a facility administrator shared with me that looking a person in the eye was a sign of disrespect in his culture. I had great intentions, yet I was completely unaware that my sign of respect isn't the same in every culture.

As a leader, you must be willing to adapt your communication style accordingly. Of course, you aren't going to get it right every time. But perfection is not the goal, rather, the goal is to learn about people, their preferences and communication style, and adapt where possible.

SLIDE 30
Another strategy is to avoid asking yes or no questions. In some cultures, the word "yes" may be used when the real meaning is "no." In other cultures, "no" may be the most frequent knee-jerk response, but it may really mean, "let's discuss further."

Disagreeing with a person in authority can be threatening. And this can be exasperated even further by gender roles. Framing the issue as "yes or no" can exacerbate this. For example, telling staff from another culture that is distrustful of – and fears retribution from – the government that the United States government has deemed the vaccine safe and is requiring the vaccine for all staff in nursing homes may make it hard for them to express disagreement. This may lead them to seek ways around it, leave all together, or reluctantly comply but with growing distrust in your leadership. Instead, you may want to ask open honest questions to better understand how they feel about taking the vaccine. For example, you may share that there is a vaccine mandate for all staff, you want to know how they feel about that or if they have any concerns over receiving the vaccine.

Here again, open and honest questions do a world of good.

SLIDE 31
When you are learning more about your staff's cultural influences, take time to learn <u>how</u> other cultures build trust. In some cultures, logic is an outsized driver of trust. Here trust is based on someone's accomplishments, skills and reliability. A premium is placed on whether you know your stuff and are reliable and consistent. In other cultures, empathy and authenticity are more important drivers of trust. Here it is important to dedicate time to the relationship. Trust comes from the heart: we laugh together, relate to each other, and see each other on a personal level. I would note that different people – not just based on culture – may place more stock in one driver of trust than another. Consistency and intentionality with all three drivers are critically

important. We can't control how our empathy, logic and authenticity are received, but we certainly can be more aware of how they may be perceived.

SLIDE 32
How people view authority is also important to understand and will shape how you deliver your message. Attitudes toward authority is a striking point of difference across cultures. Cultures that view leaders as more egalitarian or democratic compared to those who view leaders as more autocratic and hierarchical may accept leaders' recommendations differently. A leadership trend in the U.S. and parts of Western Europe has been abandoning hierarchical management practices for a more facilitative, egalitarian approach. Command-and-control has been replaced with empowerment. Managers are moving to open-door policies and 360-degree feedback rather than telling employees what to do. Addressing a leader by first name rather than title is the norm. Hierarchy is further dissolved by walk-arounds, impromptu discussions, and open spaces. These approaches are often welcomed among staff from egalitarian cultures but may make staff feel uncomfortable from authoritarian cultures.

SLIDE 33
Finally, a person's cultural approach to decision-making can be surprisingly independent of their view of authority. For example, U.S. workers, despite their egalitarian culture, often rely on or expect their boss or supervisor to make quick decisions but with the expectation that they may be changed or readjusted frequently. What staff expect is to understand how you reached your decision. Some expect leaders to seek input from others in and outside of the organization; others want to make sure they conferred with subject matter experts or the people who are directly impacted by the decision. Understanding the expectation will be important to support the logic of your decision or recommendation.

NO SLIDE – VIDEO ONLY
Understanding the cultural norms and styles your staff have and your own communication styles are important – and not easy. We understand. We don't expect you to become an expert in every culture represented in your facility. Instead, just being aware cultural differences that may be present and may impact communication is a great starting point. By identifying where you and those with whom you work fall, and where your counterparts are coming from, you can help improve the communication of your logic.

Lesson 3, Lecture 6: Communicate Logic Effectively to people that Have Been Historically Marginalized (6 min) (Kate)

Hi, it's Kate here.

SLIDE 35
To build trust among individuals from communities that have been historically marginalized, leaders can do three things to communicate logic effectively.

- First, they can make sure they demonstrate that their actions are consistent with their words;
- Second, they can practice cultural humility; and
- Third, they can demonstrate commitment and accountability over time.

SLIDE 36
First, when leaders' words are experienced as consistent with their own actions, leaders communicate their logic to members of marginalized communities – and any community – with greater affect. In contrast, inconsistencies between words and deeds lead to distrust. If leaders say they support marginalized communities, but their actions suggest otherwise, they will erode trust. Examples of ways that leaders can signal institutional support and commitment to serve marginalized communities include:

- Providing bilingual materials to staff, residents and family;
- Introducing yourself by their pronouns or posting welcome signs for members of the LGBTQ+ community; and
- Demonstrating support for Black Lives Matter.

Leaders can also ask staff members from marginalized communities how they and the organization can better support them. Of course, be prepared to follow through on some of the suggestions. Adopting none would demonstrate inconsistency and undermine your logic.

SLIDE 37
Second, leaders should demonstrate cultural humility for historically marginalized groups. This means communicating historical awareness of the experiences of that community, developing relationships with members of those communities, and setting up opportunities to learn about their experiences. For example, do you recognize the holidays celebrated by different identity groups among staff or residents in your center? Or when local or national events or forms of violence take place that impact different groups, do you address them with staff and provide people with space and support to process those events?

It is important to acknowledge historical harm, as well as present-day events, practices and policies that give rise to distrust. For example, leaders may publicly recognize that many black people may be reluctant to participate in COVID vaccine clinics because they may view the health care system and research practices as discriminatory in light of the Tuskegee research experiments – to which only black people were recruited, were not fully informed, and were harmed when treatment was withheld after it became the treatment of choice.

Leaders of any race can build relationships with black, Asian or Latino staff members to understand their experience and sense-make together about what can be done to address their experiences. Leaders can also work with formal and informal leaders who represent a historically marginalized community – whether they are department directors or unit managers or CNAs or housekeepers – to seek input on decisions or promote a new goal.

Another way to demonstrate cultural humility is to invite people across different identities, races and ethnicities to lead discussions, or to speak first in facilitating a discussion. Invite them to share their thoughts, concerns and perspectives. Signal the importance of their experiences and thank them for sharing. And consider asking their permission ahead of time so you don't put them on the spot.

Lastly, if you are from a different background, it's important to acknowledge that you as a leader may not fully understand the experiences others have had, but still demonstrate respect, empathy, curiosity and understanding.

NO SLIDE- VIDEO ONLY
Here it important not to make assumptions or tell others how they feel. As we have discussed before, use open honest questions and listen to understand other people's lived experiences. Invite folks to share their experience as a member of a historically marginalized community. The idea here is not to ignore the topic; show good intent and invite people to correct you in the conversation. Ask their permission to learn more in order to better partner with them in your work together. Be respectful and authentic as you ask these questions, to avoid being perceived as patronizing or prying.

For example, you might say something like: "I have heard from other black staff members that past and current racism in health care has resulted in a lack of trust and is an experience of trauma. This is important and valid, but not something I have personally experienced. I'm not sure about your experience. Would it be okay if I asked you about it?" Or "During this conversation, please tell me if I misunderstand anything or am wrong. My intent is be mindful of how systemic racism affects your experience in our facility or of this issue."

SLIDE 38
Finally, leaders demonstrate logic when they are consistent over time and seek feedback with transparency and accountability. Trust-building is not a one and done activity. Consistent, steady actions speak volumes louder than words or single actions. For example, add questions about organizational diversity and inclusion efforts to the annual staff satisfaction survey. Share the results along with the actions you plan to take to close any gaps in staff experience – and then close those gaps.

As part of those actions, be explicit in stating your commitment to building trust, and name the communities whose trust must be earned. Here leaders can describe their institutional and personal motivations to prioritize trust with a specific community of staff members.

Lesson 3, Lecture 7: Learning Summary & Practice Exercise (2 min) (Courtney)

Hi, it's Courtney. Thanks for your engagement with the Lesson 3 lectures.

SLIDE 40
To review a summary of concepts, download the Lesson 3 "key takeaways" document. This document summarizes key learnings from this lecture, such as what logic is and how to communicate it effectively with staff who disagree with you, strategies to address misinformation and communicate with people of cultural differences a from historically marginalized communities.

SLIDE 39
Next up we will hear from two long term care leaders on how they used logic to build trust.

SLIDE 40
Finally, you will complete the lesson 3 practice exercise. Practice having a conversation with someone who disagrees with you and reflect on the experience. In the process, ask open-ended honest questions; listen to understand staff concerns through further inquiry; reflect their perspective by summarizing their answers and checking their underlying emotions; name the ways that you agree with their point of view; and share your perspective by telling a short story about a personal experience.

Here, we encourage you to consider starting small. Either using an easy topic or talking with a staff person with whom you have a trusting relationship. With some practice, you can work your way up to more difficult topics or relationships.

No Slide
Consider building in any of the other principles mentioned in Lesson 3, if you discover the presence of misinformation, cultural differences, or historical marginalization.

Good luck!