Nice to see you.

Lindsey Brackett, Chief Empowerment Officer
CHC, CHFM, CHOP, CSSBB-HC, Certified Health Care Physical Environment Worker, FASHE

Since 2010, Lindsey has empowered healthcare facility teams nationwide through innovative solutions, including staff assessments, competency development, and hands-on training. Under her leadership, Legacy FM has developed and delivered hundreds of educational resources designed to enhance technical knowledge, promote regulatory compliance, and improve team performance in hospitals and health systems.

Lindsey, an international keynote speaker and prolific content creator, has authored numerous industry articles and white papers and contributed to ASHE's YouTube channel and Sustainability Guide. As an ASHE Faculty member, she has supported the growth and education of healthcare facilities professionals through national training programs and tools.

Lindsey has also held leadership roles in national and local organizations, including ASHE, IFMA, and Women in Healthcare. She continues to advocate for sustainable practices, workforce development, and inclusive leadership in the field and is an active contributor to industry committees, advisory boards, and professional development initiatives.

Session Overview

At the end of this session, participants will be empowered to:

1. Self-identify and articulate your natural leadership and management styles, facilitating better communication and collaboration.

2. Recognize areas for growth in leadership, management, and coaching within your workplace, fostering personal and professional development.

3. Apply the Situational Leadership framework to effectively guide and empower others, optimizing their performance and goal attainment.

4. Deliver constructive 1-on-1 feedback using the SBI (Situation-Behavior-Impact) model, ensuring impactful communication and continuous improvement.

What's the difference between a manager and a leader?

Manager Deconstructed

- responsible for a project or a part of a company
  - *e.g., production team, department, or service line*

- make decisions across different functions within their scope

- increase in pay, responsibilities, control, and influence

- fiduciary responsibility and stewardship

- delegation

- personnel management and engagement

- business development

- cross-department relationship building

Leader Deconstructed

- has followers, voluntary or involuntary

- leads or commands a group, voluntarily or involuntarily

- positioned anywhere on the org chart

- increased influence across the organization

- rallies their followers behind their vision or agenda

- emotional intelligence required
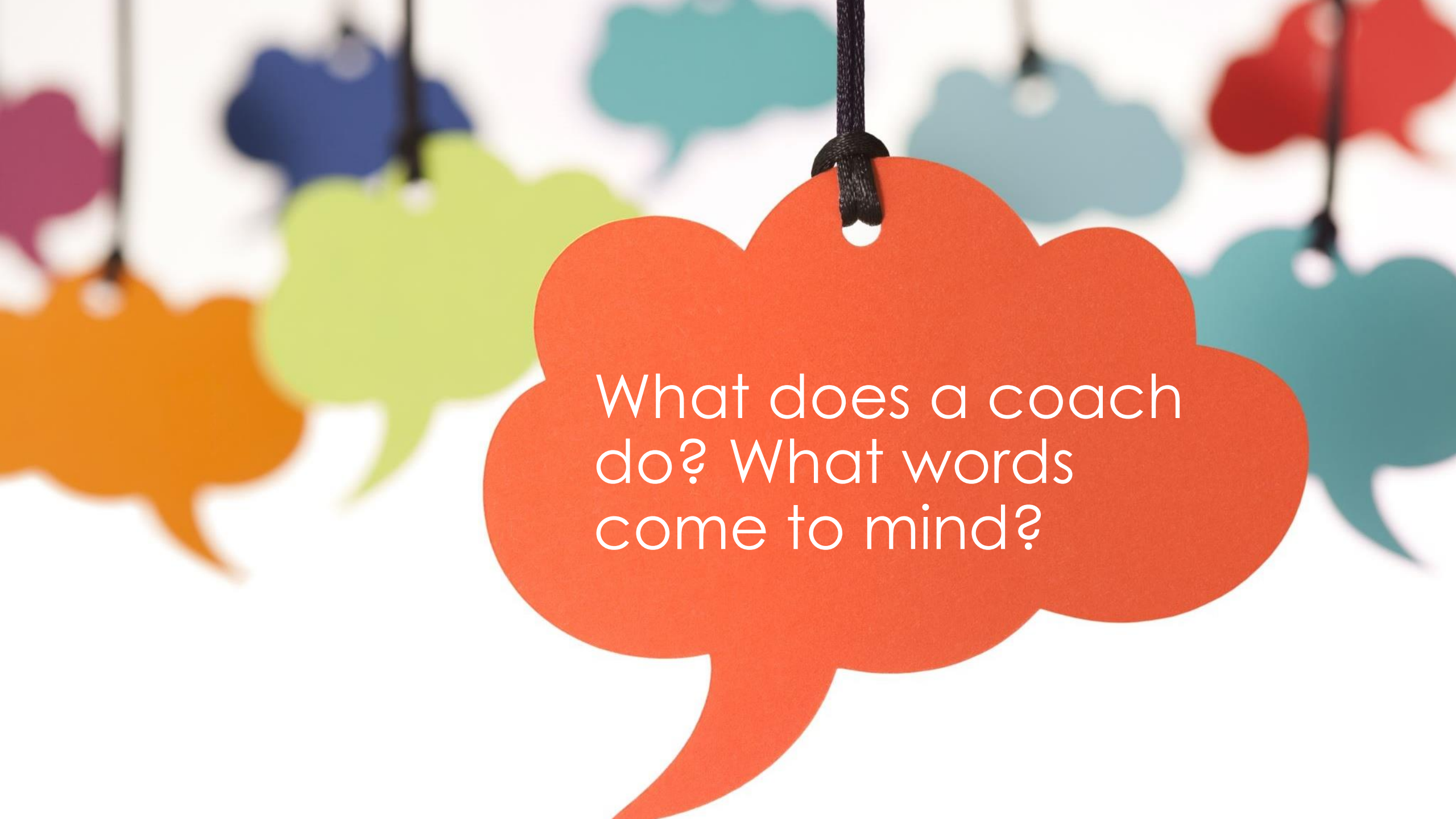
- strategic
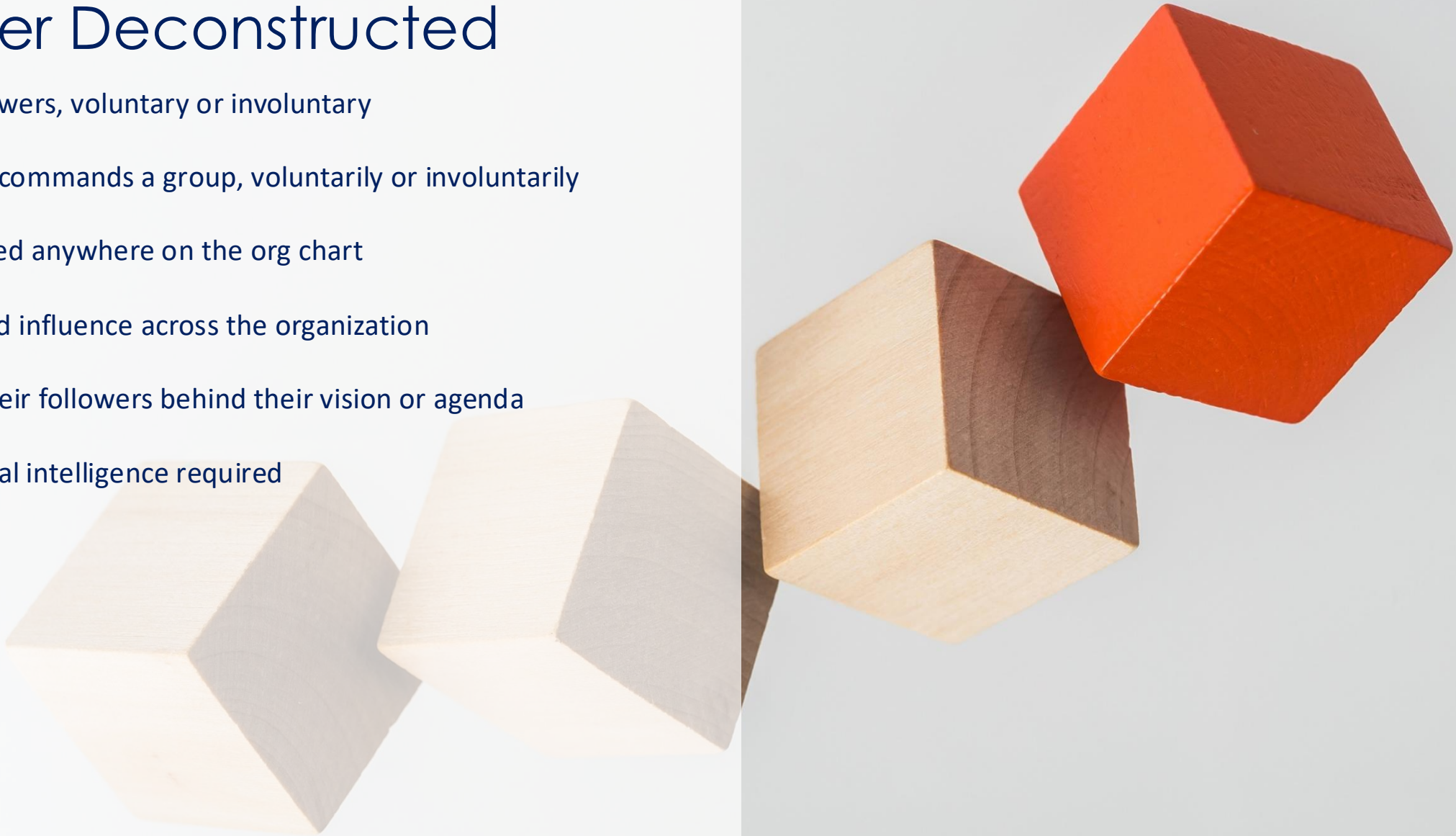
Manager +
Leader =
COACH

Change in Perspective

A coach views success differently than an individual player. A person's sense of accomplishment changes when promoted to a manager.

What does a coach do? What words come to mind?

Coaching in the Workplace

Telescopic Perspective

A coach provides direction for plays, the game, and the season, changing perspective as needed.

Constructive Feedback

A coach has the courage to give constructive feedback even when it's uncomfortable to hear or offer.

Pivot

A coach knows when to make a course correction or pivot in a losing situation.

Sounding Board

A coach is open to feedback and provides a safe environment to help others with individual issues or concerns.

Connector

A coach brings out the potential in others through trust, connection, and consistency.

Individualization

A coach meets each team member where they are at and builds them up from there.

LEGACY FM

Leadership Styles

Which one resonates with you the most?

Servant

This is what it looks like:

- places needs of others above your own
- long-term approach rather than a situational tactic
- all employees feel respected, appreciated, and valued
- leads by example and demonstrates willingness to do the same work as others, placing a higher value for the team than self
- creates an empowering work environment and strives to develop other leaders
- commits to the professional development of others
- demonstrates care for each team member on a personal and professional level
- values the opinions of all team members and encourages collaboration and engagement

>> LEGACY FM

Empathetic

What it looks like:
- person-focused approach
- understands or relates to the needs of others while being aware of their feelings and thoughts
- consistently practices active listening
- imagines oneself in the situation of another, experiencing the emotions, ideas, or opinions of that person
- watches for signs of burnout in others and helps them recover from overwork
- demonstrates sincere interest in other people's needs, hopes, and dreams
- helps others work through personal problems
- shows compassion for others when they're going through a difficult time or experienced loss

Autocratic

This is what it looks like:
- authoritarian style characterized by individual control over most decisions with limited input from others
- clear separation of responsibilities and work between leader and direct reports
- task-oriented, structured work culture
- quick, single-point decision-making with a clear chain of command
- works well when strong leadership and direction is needed
- stifles creative growth and discourages input from others
- leads to fast and effective decisions when the leader is the most knowledgeable person in the group

Democratic

What it looks like:

- team members participate in most decision-making processes
- leader retains the final say
- freely exchanged ideas and discussion
- high levels of employee engagement and collaboration
- high levels of productivity and creativity
- soft-spoken and reserved personalities are at risk of being overridden by strong, vocal personalities
- decisions could be influenced by team members who are not skilled or knowledgeable enough to make them
- works best with highly skilled teams that are eager to collaborate and innovate

Delegative

This is what it looks like:

- leaders are hands-off and pass decision-making responsibilities to the team
- leaders are still expected to provide training and support and ultimately be accountable for failures
- team solves problems on their own with limited to direction
- high levels of autonomy, freedom, and trust
- low productivity levels
- mistakes are common and viewed as learning opportunities
- encourages individual growth and innovation
- works best when the team is more technically skilled than the leader

Which style resonated with you the most?

Situational

what it looks like:

- leadership adjusts their style to the other person based on individual task and relationship behavior
- multiple styles could be used on the same person since the style changes to each situation
- four categories: director, coaching, mentoring, and partnering
- common language to describe individual performance
- drives behavior change and encourages personal growth
- accelerates pace and quality of employee development
- leaders respond and adapt to their environment and team
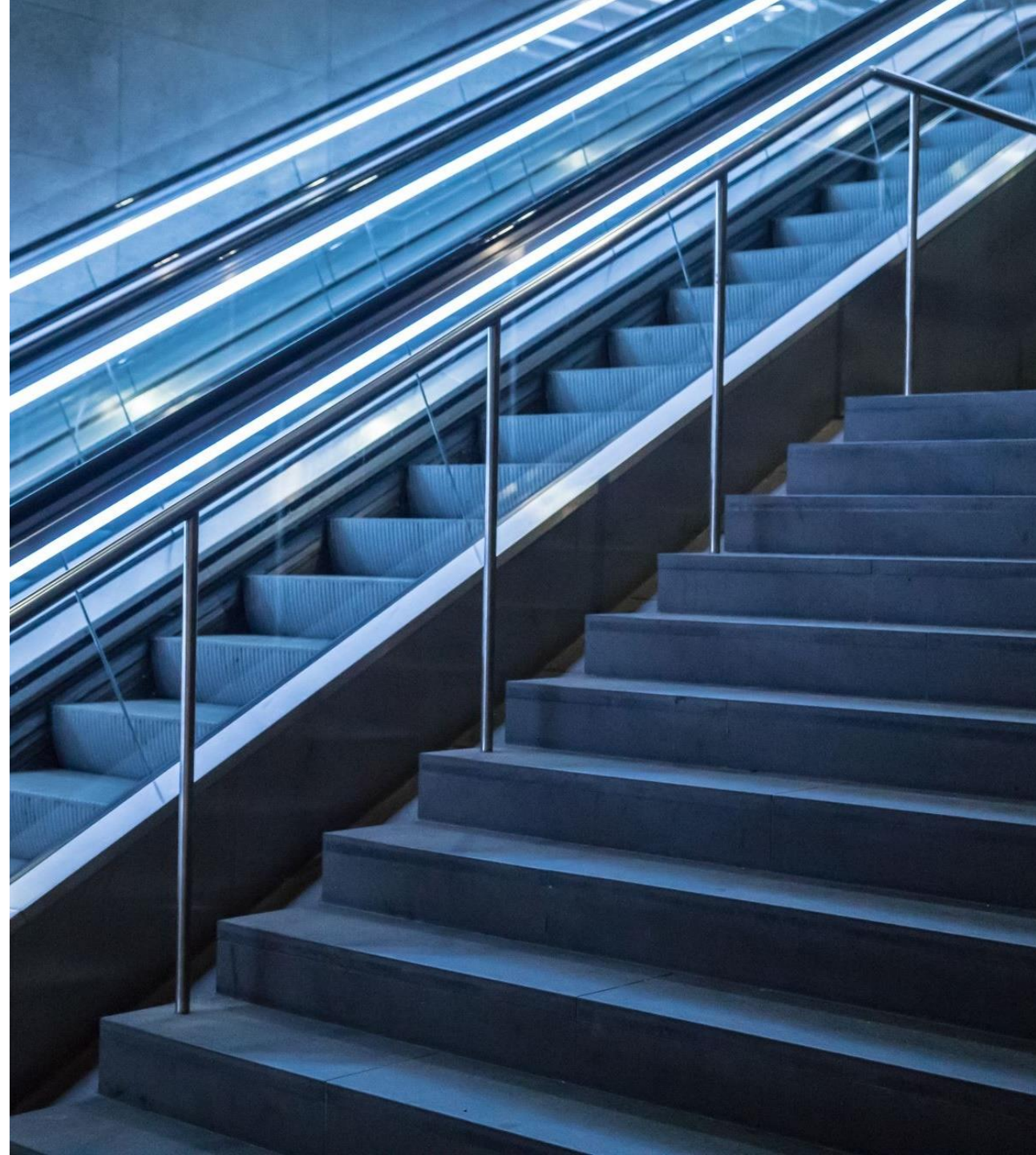
Development Levels & Leadership Styles

Development Levels:

- **D4** — High Competence / High Commitment
- **D3** — Moderate to High Competence / Variable Commitment
- **D2** — Low to Some Competence / Low Commitment
- **D1** — Low Competence / High Commitment

DEVELOPED ← → DEVELOPING

Leadership Styles:

- **S3 — SUPPORTING** — High Supportive and Low Directive Behavior
- **S2 — COACHING** — High Directive and High Supportive Behavior
- **S4 — DELEGATING** — Low Supportive and Low Directive Behavior
- **S1 — DIRECTING** — High Directive and Low Supportive Behavior

SUPPORTIVE BEHAVIOR (LOW → HIGH)

DIRECTIVE BEHAVIOR (LOW → HIGH)

LEGACY FM

D1. Enthusiastic Beginner

Low Competence

- new to the goal or task

- inexperienced

- don't know what they don't know

High Commitment

- eager to learn; curious; willing to take direction

- enthusiastic; excited

- confident about transferable skills and confident learning won't be difficult

Needs

- acknowledgment for transferable skills, enthusiasm, and initiative

- SMART goals

- timelines and check-in points

- role clarity

- limits to autonomy/authority

- step-by-step plan for learning

- direction about what and how (training)

- solutions to problems

- concrete examples/templates

- opportunities to practice

- access to resources and information

- lots of feedback on their progress

LEGACY FM

D2. Disillusioned Learner

Low to Some Competence

- has some knowledge and skills; learning; not competent yet

- doesn't know how to move forward

- inconsistent performance and progress

Low Commitment

- discouraged and frustrated; may be ready to quit

- overwhelmed; demotivated

- confused and concerned; afraid of making mistakes

Needs

- someone to listen to concerns

- more clarity on goals and role

- perspective

- explanations of why; rationale

- opportunities to be involved in problem-solving

- alternatives; advice

- more direction about how

- coaching to refine skills

- feedback on work

- reassurance and encouragement

>> LEGACY FM

D3. Capable, but Cautious Contributor

Moderate to High Competence

- demonstrated competence; experience

- makes productive contribution

- generally skillful and adept

Variable Commitment

- sometimes hesitant, unsure, tentative

- not always confident; self-critical

- may be bored or apathetic

Needs

- opportunities to demonstrate competence

- opportunities to express feelings and concerns

- opportunities to test ideas; a sounding board

- good questions about the work being done

- a vote of confidence and encouragement

- opinions about ideas, if asked

- help with getting something done, if needed

- reminders of past successes

- acknowledgment of high levels of competence and contribution

- suggestions for making the goal more interesting or challenging (if motivation is low)

LEGACY FM

D4. Self-Reliant Achiever

High Competence

- accomplished

- consistently competent

- recognized by others as an expert

High Commitment

- self-reliant; autonomous

- justifiably confident; self-assured

- inspired and inspires others

Needs

- trust

- visibility as a contributor/an expert

- opportunities to be creative and innovative

- autonomy; influence

- opportunities to grow

- opportunities to teach and mentor others

- resources to perform at D4, if requested

- to be valued for contributions

>> LEGACY FM

S-D Matching

You are over- or under-leading when you don't match your leadership style to the development level.

S1 Directing | Help others build competence

- Acknowledge transferable skills and/or commitment.

- Give direction about what, why, how, and when.

- Check in frequently.

S2 Coaching | Re-energize and reteach

- Explore concerns and encourage.

- Create psychological safety.

- Explain why.

- Redirect and reteach.

- Involve in problem-solving.

>>> LEGACY FM

S-D Matching

You are over- or under-leading when you don't match your leadership style to the development level.

S3 Supporting | Build confidence in competence

- Ask D3 for input about what and how.

- Listen and encourage.

- Facilitate problem-solving by asking open-ended questions.

- Instill the confidence that they already possess the knowledge and skills to be successful.

S4 Delegating | Value contribution

- Build them up to others and give them visibility.

- Acknowledge expertise.

- Support autonomy.

- Invite innovation and ongoing learning.

≫LEGACY FM

Good
vs.
Bad Management

How is a good
manager different from
a bad one?

Qualities of a Good Manager

Regardless of style, a good manager possesses these qualities:

Honest.

- Speak up about performance—whether it's good, could be improved, or is poor.
- Admit mistakes and apologize when necessary. Don't take credit that isn't yours or claim responsibility for others.
- Be as transparent as possible without breaking confidentiality. When information is missing or unclear, employees tend to fill in the gaps.

Consistent, Fair.

- Set clear expectations and standards. Share them publicly and keep references, templates, policies, and other materials easy to access.
- Hold everyone to the same standards, including yourself. Follow the Platinum Rule and lead by example.
- Change the rules when necessary for the greater good. Do not justify outcomes that benefit only a few individuals.

Empathetic.

- Empathetic managers are skilled at recognizing both motivators and demotivators.
- Use active listening to understand the other person's perspective.
- Empathy is climbing into the hole with someone to help them out; sympathy is standing above the hole and throwing down a rope.

Qualities of a Good Manager

Regardless of style, a good manager possesses these qualities:

Optimistic.

- Optimistic managers are quick to identify opportunities and solutions. They rally the team to be excited about the future.

- Seek to identify opportunities and silver linings during and after a crisis. Give positive feedback with negative feedback when possible.

- Foster an abundance mindset and reassure the team that there are enough work opportunities and wins for everyone.

Creative.

- Creative managers are solution-driven and invite new ideas and perspectives to the table.

- Do not let roadblocks prevent progress. Encourage the team to be resourceful and consider all alternatives to success.

- Focus on individual talents, goals, and interests that extend beyond someone's job title and everyday responsibilities.

Confident.

- Project confidence in yourself, your team, and the company to foster security, stability, and positivity within the work culture.

- Exchange accolades at team meetings and reward behaviors, wins, and progress often to build confidence among the team.

- Remember that you were appointed on merit. Accept that you have what it takes to be there and that others believe in you.

Qualities of a Good Manager

Regardless of style, a good manager possesses these qualities:

Decisive.

- Iterate. Have the courage to fail quickly and learn from mistakes early.

- With a focus on outcomes and mission, most normal business decisions can be made with 75% of the available information.

- Indecision is still a decision that fosters a work culture that is the opposite of a confident one. It also impedes group progression.

- Encourage employees to make decisions as close to the work as possible.

Good Communicator.

- Make the implicit explicit by providing context, details, examples, etc. Document and distribute expectations.

- Repeat information often. By the time you're tired of talking, that's when others finally hear you.

- Disseminate information from management meetings to the team. Don't let the communication stop at the initial meeting.

Good Delegator.

- Take a daily inventory of the team's workload and your personal task list. What must be done by you; what can be deleted or delegated?

- Schedule time to delegate with handoff meetings and provide progress updates as needed.

- Utilize delegation as a tool for skill development and training.

Qualities of a Good Manager

Regardless of style, a good manager possesses these qualities:

Focused.

- If everything is important, then nothing is important. Establish a short list of priorities and regularly revisit them.

- What must be accomplished this week? By whom? What are the resources necessary? What are potential barriers?

- If tasks are not completed or pushed, why? How can this be avoided in the future?

- Prioritize outcome over output. Productivity can be misleading and not always mission-critical.

Responsible.

- Recognize your personal limitations and delegate or automate what you can.

- Develop a system to stay organized, maintain accountability, and track progress. You may not be the right person to own this process.

- Your team's mistakes are your mistakes to own. Extreme ownership is recognizing and taking responsibility of your contribution.

Committed.

- A committed manager places the team's and the company's needs over his/her own desires. Commit to the bigger picture.

- Commit to the success of each team member by providing individualized coaching. Build a personal connection with each of them.

- Seek out and implement opportunities to innovate and improve, supporting a sustainable operation continuously.

Bad Habits to Avoid

Regardless of style, a good manager avoids these bad habits:

Micro-Managing.

- Do most conversations with the boss feel like a performance review?

- Is the team boss-centric?

Unclear Communication.

- Who is responsible for what?

- When is an assignment due?

- What is the priority order?

Incomplete Feedback.

- Did you include positive feedback with the negative?

- Does it include examples?

- Is it actionable?

Bad Habits to Avoid

Regardless of style, a good manager avoids these bad habits:

Not Letting Go.

- Are you preventing others from collaborating, learn, and growing?

- Are you developing future managers and leaders?

Rigid Expectations.

Do you want something so badly that you would turn down or block something better?

Privileged Behaviors.

- Do you lead by example?

- Do you show favoritism to some team members over others?

- Are you available for 1-on-1 meetings and support, or are you always too busy?

- Are you overly critical of direct reports to "keep them in their place"?

What other bad habits would you add to the list?

1-on-1 Feedback

How to deliver constructive feedback to your direct reports.

Continuous Feedback.

Like waves in an ocean, feedback should be given continuously – sometimes it's a subtle, encouraging comment or gesture, and other times it's addressing a bigger issue.

Effective Feedback

When delivering individual feedback, keep your talking points:

Specific.

- Offer feedback that is specific and relevant to the person, job responsibilities, behaviors, and goals.

- Give 2-3 examples to provide context.

- "Thank you for staying late to finish the new client proposal. Your attention to detail and quality shines throughout the final product." is more meaningful than "Thank you for your hard work. Good job".

Positive.

- Even during difficult conversations, keep comments positive.

- Speak to the behavior and work performance; do not attack the person's character.

- Positive does not meet vague, so don't muddy up the feedback with false compliments.

Achievable.

- Constructive feedback should be realistic and attainable for the recipient while still stretching their abilities.

- Achievement requires action, so offer steps and goals that can be acted upon.

Effective Feedback

When delivering individual feedback, keep your talking points:

Reciprocal.

- Deliver feedback in person whenever possible, inviting the opportunity for a conversation.

- Ask how you can support the other person to be successful.

- Consider additional resources, training opportunities, an accountability system, or even a process change.

Timely.

- Immediate feedback has a greater impact on the person receiving it.

- Details and significance deteriorate with time, and too much time could turn a pinch (one-time offense) into a crunch (negative behavior pattern).

Example

> Hey, Sarah. Thank you for staying on top of project communication and coordination. Your weekly updates are really helping everyone stay on the same page and focus on priorities.
>
> I noticed that your emails come across as passive-aggressive and sometimes curt. I know you don't intend to come across this way, which is why I'm giving you this feedback.
>
> I encourage you to maintain a positive and conversational tone in your communication as much as possible. This approach will boost team morale even more and not give anyone the wrong impression about you or your messaging.

Example

> Dave, you know how much I appreciate your leadership on the team. I love your passion for your work, and I appreciate your strong opinions.
>
> I need you to know that your behavior during our team meetings is abrasive and overpowering. When you talk over others and dismiss their ideas, it discourages collaboration, ultimately creating a toxic work environment for everyone else.
>
> This is the third time that we've talked about this, and the next time it will cost your job. I'm coming to you with this feedback because I don't want to lose you, and I hope you'll take this conversation to heart.

SBI Method

Situation

Describe the specific situation.

Background

Describe the actual, observable behavior.

Information

Describe what was felt and the result of the behavior.

>>> LEGACY FM

Before Giving Feedback

Clarify the goal.

What is the purpose of the feedback conversation?

What exactly does each person want to accomplish?

Explore the issues.

Assess strengths, vulnerabilities, development needs, and performance. Identify motivations and aspirations.

Identify the options.

Generate ideas and opportunities for learning and improvement.

Set expectations.

What do we want to do first? Next?

What are the obstacles?

Motivate.

How can I help, and what else is needed?

Are the goals meaningful?

Identify the plan.

How will we know you are on target?

How will we track the outcome?

>> LEGACY FM

When Receiving Feedback

Do

- Ask for **specifics**.

- Focus on **understanding**. It is okay to ask what outcome the individual wants to achieve by providing feedback.

- Express **appreciation** for the feedback.

- Give yourself **time** to process.

  - Sometimes it is good to let the person know you need time to think about the feedback they have provided.

  - Set a timeline or expectation around when you will be able to engage with what they brought to your attention.

Don't

- **Minimize or dismiss**. If someone shares their genuine thoughts or feelings on a situation, you should consider their point of view, even if you disagree or later dismiss their concerns.

- Try to **explain**. If they don't ask about your intent, providing it may feel like you are defensive or rejecting what they are experiencing.

- Get **angry** or **withdraw** when given negative feedback.

- **Deflect** positive feedback.

  - If someone expresses gratitude, they do not want you to raise doubts or show reluctance.

  - Accept compliments with grace and appreciation.

>> LEGACY FM

Delegation Tips

I don't care who does it, as long as it gets done.

As a manager, what did you start doing?

Okay, and what did you *stop* doing?

Migrate from doer to manager.

When possible, delegate tasks that are:
- repetitive
- time-consuming
- specialized
- basic or skill-boosting
- Interesting
- outside of the manager's expertise or job description

Some tasks cannot be delegated:
- require personal attention
- upper-level decision-making
- managerial job responsibilities
- confidential work

Avoid delegating:
- complicated tasks that require a lengthy explanation
- crisis-management activities
- boring projects

>> LEGACY FM

Delegation Tips

The 80% Delegation Rule
If someone can perform a task 80% as well as you or better, then consider delegating it.

Cost-Benefit Analysis
Will delegating the task now save time in the future?

What needs to get done today?
Instead of what do *you* need to get done, identify all work in process and divide up tasks appropriately.

Detailed Handoff
Clearly define expectations, assign responsibilities, identify resources, and offer your support.

30X Rule

When you're teaching someone a task you're proficient in, estimate that it will take you 30 times as long to train them as it does for you to perform it currently.

Think of a specific task you can complete in just 5 minutes as a skilled and proficient individual.

Estimate that it will take you 30 times that duration to train someone else effectively. That's 150 minutes.

If you perform this task 250 times per year, by investing 150 minutes upfront, you get back a staggering 1,110 minutes annually! That's a *MASSIVE* return on your time investment.

Imagine what you could do with that extra time — focus on high-impact projects, strategize for growth, or enjoy a better work-life balance.

Recommended Reading
## (or Listening) Materials

LEGACY FM

Never Split the Difference
by Chris Voss

Voss shares practical wisdom and effective strategies for negotiating in high-stakes situations, offering valuable lessons that can be applied to project management and beyond.

Voss emphasizes the importance of empathy, active listening, and strategic communication in negotiation.

He introduces powerful techniques such as "mirroring," where you reflect the other person's words and emotions to build rapport, and "tactical empathy," which involves understanding the other party's perspective to foster trust and cooperation.

>> LEGACY FM
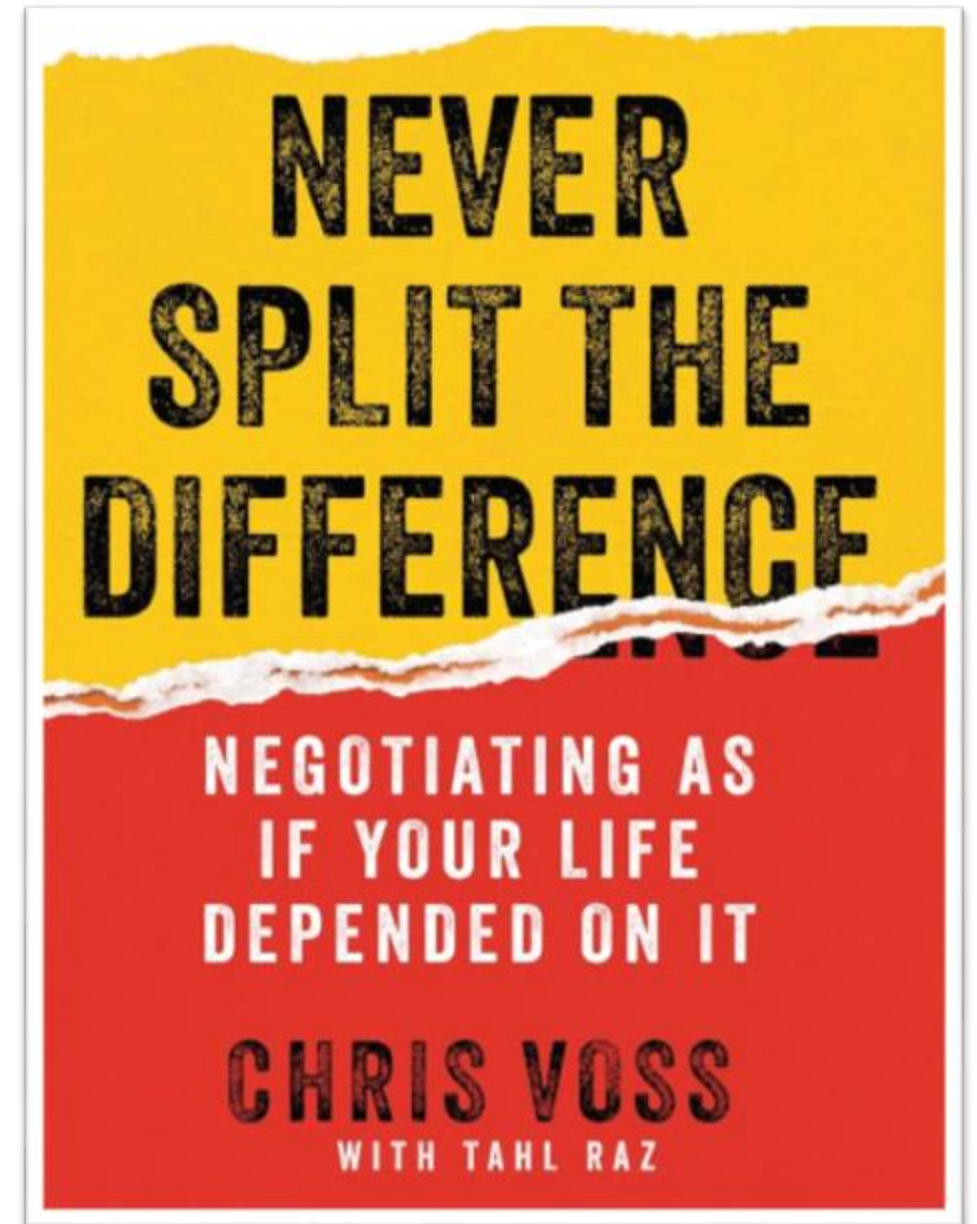
Mirroring How-To

Mirroring involves repeating or reflecting the other person's words or emotions back to them.

It's a subtle yet powerful technique for **building rapport** and establishing a connection with the other party.

When engaging with stakeholders, project managers can use mirroring to demonstrate **active listening and show empathy**.

For example, if a stakeholder is frustrated about project delays, mirror their emotions by saying, "It sounds like you're feeling frustrated about the timeline."

Mirroring can also be used to encourage further dialogue and clarification. By **echoing the stakeholder's words**, project managers signal they are genuinely interested in understanding their perspective, which can help foster trust and cooperation.

>> LEGACY FM

Labeling How-To

Labeling involves acknowledging and validating the other person's emotions or concerns.

Name (label) what the other person is feeling. Labeling helps to **defuse negative emotions** and create a more conducive environment for constructive dialogue.

When faced with conflict or resistance from stakeholders, **use labeling to address underlying emotions** and build rapport.

For instance, if a stakeholder expresses skepticism about a proposed project strategy, label their concerns by saying, "It seems like you're hesitant about the new approach."

By labeling emotions, project managers **demonstrate empathy** and show they are **attentive to other's needs and concerns**, paving the way for productive discussions and mutually acceptable solutions.

Tactical Empathy How-To

Tactical empathy involves understanding the other person's perspective and motivations to influence their behavior

It requires **actively listening, acknowledging the other person's feelings, and demonstrating genuine concern** for their well-being.

Employ tactical empathy to build trust and rapport with stakeholders, even in challenging situations.

By **putting yourself in the shoes of others** and considering their perspectives, project managers can tailor their communication and decision-making to address their needs and priorities.

When negotiating project terms or resolving conflicts, use tactical empathy to **find common ground and identify win-win solutions.**

>> LEGACY FM

Tactical Empathy Example

"I understand you're concerned about the proposed changes impacting your team's workload. It's clear that maintaining productivity and morale are top priorities for you, and I completely respect that.

At the same time, we're under pressure to meet the project deadlines and ensure we deliver a high-quality outcome. I believe we can find a solution that addresses both your team's needs and the project's objectives.

Let's explore some alternatives together and see how we can adjust the plan to alleviate any undue burden on your team while still staying on track with our overall goals. Your input is invaluable in helping us find the best path forward, and I'm committed to working collaboratively to ensure that we achieve success for everyone involved."
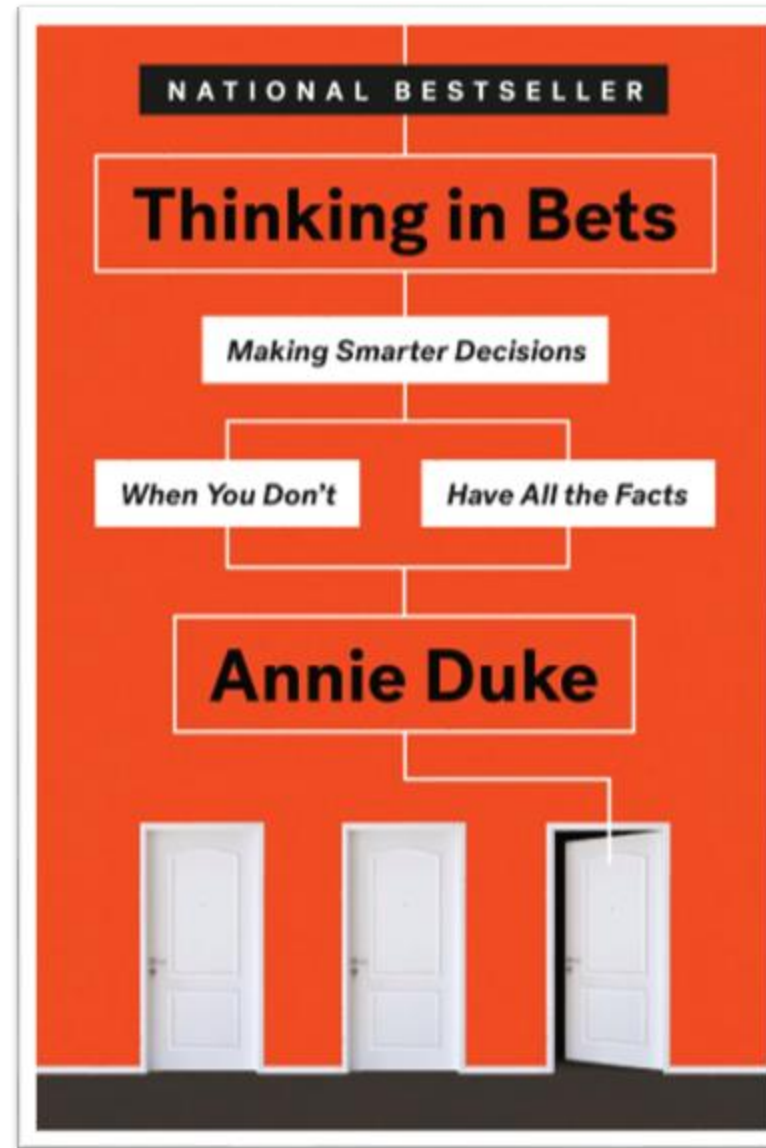
Thinking in Bets
by Annie Duke

Drawing from her background as a professional poker player, Duke shares insights and strategies for making better decisions.

Duke introduces the concept of "resulting," which involves judging decisions based solely on their outcomes rather than their quality at the time they were made, and "hindsight bias" and "outcome bias," which can cloud judgment and lead to suboptimal decisions.

She advocates for adopting a probabilistic approach to decision-making – assessing the likelihood of different outcomes and making choices based on the best available information.

LEGACY FM

Probabilistic Outcomes

View decisions as probabilistic outcomes rather than certainties to become more adaptable in response to change.

Adopt the mindset of "thinking in bets" by recognizing that **every decision involves an element of uncertainty and risk**.

Instead of rigidly adhering to a project plan, **embrace flexibility** and adjust strategies based on new information or unexpected challenges.

View changes and failures as **learning opportunities**.

If a project fails to yield the expected results, **conduct a post-mortem analysis** to understand the factors that contributed to the outcome and incorporate these insights into future decision-making processes.

≫ LEGACY FM

Thinking in Bets for Continuous Improvement

Use the principles of "thinking in bets" to continuously improve project performance over time.

Regularly **reassess decisions** and outcomes to **refine probabilistic thinking** and enhance high-quality decision-making skills under uncertainty.

This **iterative approach** allows project managers to adapt to changing conditions, mitigate risks, and optimize project outcomes more effectively.

>> LEGACY FM

Examples of making high-quality decisions based on available information and probabilistic thinking include:

Scenario Planning

Instead of relying solely on historical data or past experiences, consider a range of possible outcomes and develop contingency plans accordingly.

Assess the likelihood and impact of different scenarios to make more informed decisions and mitigate risks proactively.

Decision Trees

Visualize the potential outcomes of different courses of action and evaluate their probabilities and consequences.

Map out the decision-making process in this way to identify the most favorable options and allocate resources effectively to achieve the desired project objectives.

Probabilistic Risk Assessment

Conduct probabilistic risk assessments to quantify the likelihood and severity of various project risks.

Systematically analyze risks by their probabilities and potential impacts to prioritize risk mitigation efforts and allocate resources accordingly to minimize project vulnerabilities.

>> LEGACY FM

Questions & Takeaways

lbrackett@legacy-fm.com

LEGACY FM