



Leader's Guide

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This easy-to-use *Trainer's Guide* will help prepare you to teach your managers about leadership and the things that strong, effective leaders give their employees every day. It is divided into the following sections:

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Introduction

What Is Leadership?

Webster's New World Dictionary defines "leadership" as:

- the position or guidance of a leader
- the ability to lead
- the leaders of a group

Not very helpful, is it? In business, a manager's ability to lead is critical. But the dictionary's definition of the words "lead" and "leadership" are vague.

Leadership may be difficult to define, yet we all have an idea of what it means to be a good leader. If we're lucky, we've had a firsthand experience with a strong, effective leader. Schools, teams, clubs, professional organizations, work; even friends and family often offer us an example of a leader who stands above the rest.

When we think about those leaders, defining leadership becomes easy. It's not a definition in the dictionary. It's a number of qualities that act as a catalyst for others to voluntarily listen and follow—and emulate.

Some people are natural leaders. Leading people comes easily to them. However, all of us have the potential to be strong and effective leaders. Although leaders often possess many different qualities that add to their effectiveness, this program discusses three key leadership skills that all great leaders possess, as well as ways your managers can increase their proficiency in these three areas.

What's a "PICKLE" and Who's Bob Farrell?

For more than 30 years, Bob Farrell excelled in an industry with an 80 percent failure rate. Without a single failure, Bob Farrell and his partners opened more than 150 restaurants, including 133 Farrell's Ice Cream Parlors. Bob has a passion for service, and his enthusiasm is contagious. As a restaurant entrepreneur, his success was based on how he led his employees and the service they provided. Now, as a motivational speaker, and in our training programs *Give 'em the Pickle!* and *The Leadership Pickles!*, he shares the secrets to his success.

Bob's customer service mantra *Give 'em the Pickle!* was born from a letter he received years ago. In that letter, a loyal customer vowed that he would not return to Farrell's restaurant because the waitress wouldn't give him an extra pickle—unless she charged him. Lose a customer over a pickle? Bob has been talking about customer service ever since. Giving away pickles—special or extra things that make the customer happy—is a way for any company to exceed customer expectations and differentiate itself.

In our training program *Give 'Em the Pickle*, Bob shares personal stories and customer service strategies on how to make the boss—the customer--happy. In *Leadership Pickles*, Bob shares more insights and practical ideas as he talks about the three keys of outstanding leadership:

- spreading enthusiasm
- inspiring confidence
- demonstrating integrity

Section 1: Getting Started

Although the DVD/video is the cornerstone of this training program, this *Trainer's Guide* outlines ways in which you can reinforce the learning. All the activities and assessments support the learning; your role is to create an interactive, non-threatening environment in a class setting to promote the learning.

How To Use This Training Program

Leadership Pickles is a flexible training program that can easily be customized to meet the needs of your managers and your company. The program can be used as self-study or in a class setting.

Self-Study Options (1 to 1 1/2 Hours)

Managers who want to increase their leadership effectiveness have two self-study options available in the accompanying *Self-Study Guide*: traditional self-study and colleague self-study. Both self-study approaches utilize the DVD/video and rely on activities and assessments to enhance learning. Colleague self-study offers managers guidance if they choose to go through the self-study in small groups. A separate self-study guide is provided on the disk.

Note: If you have managers who are going through the workshop as a self-study module, we encourage you to follow up with them and ensure that training is taking place.

Class Setting Options

A class setting, when possible, is usually more effective than self-study. Interaction with an instructor and peers allows for the exchange of ideas and experiences that can only enrich the learning.

There are two class options: a half-day workshop and a 1 1/2 -hour mini-module. Both options are outlined in the Workshop Agenda and Time Estimates table on page 6 under "Preparing for Your Workshop."

Typographical Conventions

This *Trainer's Guide* is designed for quick reading and ease of use during facilitation. Section 2, "Facilitating the Workshop," uses the following conventions to assist you in your training of this program:

- wide margins for notes
- bold, uppercase initial word for directions:
ASK
- bold italic questions to ask participants:
What are the Leadership Pickles?
- a prompt if participants are having trouble with the question:
If necessary, prompt with: "Everyone called her Helen Wheels..."
- italic answers and suggested answers to questions:
Spread enthusiasm.
- centered italic text for suggested introductions and transitions:
SAY something like:
Great leaders possess many of the leadership qualities you've identified here.

Preparing for your Workshop

As you prepare to teach a **Leadership Pickles** workshop, review the Learning Objectives below and Workshop Agenda and Time Estimates table on page 6. Use the Class Prep Worksheet, located in the back of this guide, as you go through this *Trainer's Guide* and consider how to best facilitate the class (see sample Class Prep Worksheet on page 8). For example, which activities and assessments should managers complete on their own? And which are conducive to small-group discussions or to being read and answered aloud in a large group?

The number of participants you expect, their experience level, company/department/team morale, and time constraints are some of the factors that will impact your workshop. Give thought to these factors as you work through the Class Prep Worksheet.

Note: This is a straightforward process that will help you prepare for your class.

Learning Objectives

When managers have successfully completed this program, they will be able to:

- Identify the three Leadership Pickles.
- Explain why spreading enthusiasm, inspiring confidence, and demonstrating integrity are important leadership skills.
- Self-assess their proficiency in each of the three key Leadership Pickle skills.
- Determine how to increase their effectiveness in each of the three key Leadership Pickle skills.
- Track their progress in 30 to 60 days as they work to increase their Leadership Pickle proficiency.

Time Constraints

If you have time constraints but still want to offer the half-day workshop, consider the following:

- Give pre-work. Look through the activities and assessments and consider whether any can be completed ahead of time. (See sample Class Prep Worksheet on page 8.)

- Use verbal Q & A instead of flip-charting responses. Flip-charting the responses offer employees a strong visual, and adds variety to your meeting; however, limiting your discussion to a verbal Q & A may save you some time.
- Skip the optional summary activities. This is a quick, energizing, fun, and highly effective way to reinforce the learning. However, if you are bound by time constraints, skip the summary activities for each section and instead summarize only during the wrap-up.

Time Estimates

The table on the following page will give you time estimates for each section and activity. Keep in mind, however, that time will vary depending on the number of participants, their training needs, and how you customize the program.

Workshop Agenda and Time Estimates Table

Workshop Agenda	Time Estimate (in minutes)
Introduction (25 minutes total)	
*Welcome and Learning Objectives	5
Icebreaker Activity: Team Identity	15
*Pickle Service and Pickle Leadership	5
The Leadership Pickles (25-35 minutes total)	
Activity: Qualities of Leadership	5
*DVD/Video: Leadership Pickles	15
*DVD/Video Discussion Questions	5
Optional Summary Game—Round 1	10
The Enthusiasm Pickle (60-70 minutes total, including break)	
The Benefits of Enthusiasm	5
Activity: Leading with Enthusiasm	15
*Activity: Assessing Your Leadership Pickle Proficiency: Enthusiasm	5
*Activity: Developing Your Enthusiasm Pickle	15
Optional Summary Game—Round 2	10
Break	10
The Confidence Pickle (40-50 minutes total)	
What's Behind the Confidence?	5
Activity: Confidence Boosters	
Activity: Leading with Confidence	15
*Activity: Assessing Your Leadership Pickle Proficiency: Confidence	5
*Activity: Developing Your Confidence Pickle	15
Optional Summary Game—Round 3	10
The Integrity Pickle (35-45 minutes total)	
Leading with Integrity	5
*Activity: Assessing Your Leadership Pickle Proficiency: Integrity	5
Activity: Leading by Example	10
*Activity: Developing Your Integrity Pickle	15
Optional Summary Game—Round 4	10
Putting It All Together (20 minutes total)	
*Your Leadership Pickle Proficiency Development Plan and Progress	5
Activity: Workshop Summary	15
Total Estimated Time	3 1/2-4 hours

Note: Topics with an asterisk (*) make up the 1 1/2 hour mini-module.

Workshop Details

To help you organize your thoughts and get ready for your workshop, we've included a Pre-class Checklist.

Pre-class Checklist

- Reserve training space and equipment, if necessary.
- Watch the DVD/video.
- Read this *Trainer's Guide*.
- Determine whether you are conducting the mini-module workshop or half-day workshop.
- Complete the Class Prep Worksheet.
- Send each manager a letter outlining the learning objectives and confirming the time and location of the workshop (write your own or use the form we've provided in the Class Aids section at the back of this booklet).
- Reproduce the class aids you're going to use.
- Create flip charts to reinforce the learning points of each section, and review the PowerPoint slides.
- Create Summary Game Question Sheets.
- Get giveaways (candy, inexpensive trinkets, buttons, stickers, etc.) to reinforce the learning, energize the class, and add another dimension of fun.
- Decide how you will follow up with managers to help ensure transfer of training.

Setting up the Room

When you set up your room, think about how many participants will be attending. If possible, set up tables to encourage small-group discussion and interaction. Position chairs so all participants can easily see the front of the room. A chevron (inverted V-shape) works well. Try to avoid the classroom or U-shape setup because neither is conducive to small-group formation and discussions.

Set up tables and chairs so participants in the back of the training room can easily see the DVD/video, flip charts, and PowerPoint slides (if you use them).

If you have control over where the room is located (choice of meeting rooms in a hotel, for example,) choose one that is free from disruptions. For example, if the group in the meeting room next to yours has a coffee and Danish break set up in the hallway, the noise and traffic may disrupt your workshop.

Customizing the Program

To help you get organized, we've included a Class Prep Worksheet at the back of this guide. To give you an idea of how the Class Prep Worksheet can help you prepare for your class, refer to the sample worksheet below and consider the following:

- Do you want to include this topic/activity as a component in your workshop?
- Do you want to assign this topic/activity as pre-work?
- Do you want participants to work alone (A), in small groups (SG), or as a large group (LG)? Similarly, how do you want to debrief the topic/activity?
- Based on class size, experience, and training needs, how much time do you estimate for this topic/activity?

Note: If you're trying to trim minutes anywhere you can, consider assigning the self-assessments as pre-work (as shown in the sample below). Ask managers to bring the assessments to the workshop so they have them to refer to as they write their development plans.

Sample Class Prep Worksheet

Content—Topics and Activities	Workshop Component	Pre-work?	Alone (A), Small Group (SG), or Large Group (LG)?	Time Est.
Welcome and Learning Objectives	X			5
Icebreaker Activity: Team Identity	X		SG	15
Pickle Service and Pickle Leadership	X			5
Activity: Qualities of Leadership	X			5
DVD/Video: Leadership Pickles	X			20
DVD/Video Discussion Questions	X		LG	5
Optional Summary Game—Round 1	X		SG	10
The Benefits of Enthusiasm	X			5
Activity: Leading with Enthusiasm	X		SG / LG	15
Activity: Assessing Your Leadership Pickle Proficiency		Y	A	5
Activity: Developing Your Enthusiasm Pickle	X		A	15
Optional Summary Game—Round 2	X		SG	10
What's Behind the Confidence?	X			5
Activity: Confidence Boosters [add per text—KF]	X		SG	15
Activity: Leading with Confidence	X		SG	15
Activity: Assessing Your Leadership Pickle Proficiency		Y	A	5
Activity: Developing Your Confidence Pickle	X		A	15
Optional Summary Game—Round 3	X		SG	10

Activities

Many of the activities can easily be facilitated and debriefed in small groups. As you prepare to teach, familiarize yourself with the activities and assessments and decide ahead of time whether you want managers to work alone, in pairs, or in groups. Some activities may also be facilitated verbally in the large group. And consider how you'd like to debrief. For example, you may want managers to work through an activity alone but debrief it in their small groups. See the Sample Class Prep Worksheet above on page 8.

Note: We recognize that training requires adaptability. Learning, experience, company issues, and time constraints may necessitate that you change your plan during the course of the workshop. You may plan for a small-group activity, but during the workshop you may decide to debrief in a large group instead. The Class Prep Worksheet is only a guide to help you prepare for your workshop.

Training Tips for Facilitating Your Workshop

Before we get into details of the workshop itself, let's go through a few basic training tips:

- **Start on time and end on time.** Respect your managers and their time. Reward those who arrive promptly by beginning on time.
- **Take breaks at odd intervals.** This is particularly handy when time is tight; tell managers to return in seven minutes, or start your 10-minute break at 11:24. Managers will be more likely to return promptly because of the specifics of your request. It's more fun too!
- **Keep the workshop interactive.** Ask a lot of questions. Encourage discussion. Ask for opinions.
- **Anticipate objections and challenges.** Think about the knowledge and experience of your team. Try to anticipate any reluctant learners and address their concerns at the start of the meeting. Explain why you think this training will benefit them and the company—or, better yet, get them to figure out the benefits. Respect what they say and encourage their participation.
- **Ask questions and wait for an answer.** Silence is your friend! Repeat the question if you need to, but try not to answer it for them. Someone will speak up and offer an answer.
- **Encourage participation.** Handle answers and participation with encouragement and courtesy. Repeat the answer if it's right, and acknowledge that it's correct. If it's not accurate, say, "Not quite" or offer a gentle "no" and then add "Any other ideas?"
- **Follow up.** Your workshop is only a start. Consider a follow-up meeting to talk about how your managers are increasing their effectiveness as leaders by developing their Leadership Pickles. Tell your employees during the workshop that you will follow up. Then do so!

Setting Up for The Summary Game

To help the summary game run smoothly, prepare questions ahead of time. Write the questions on index cards with the answers on the back. Determine point values for each question as well as the bonus pickle trivia question. The optional bonus questions are designed to add a little pickle fun to your workshop.

The questions and answers are listed below.

Round 1 Questions and Answers

1. What are the three Leadership Pickles?
 - ✓ *Spread enthusiasm.*
 - ✓ *Inspire confidence.*
 - ✓ *Demonstrate integrity.*
2. What's the biggest challenge for you as you try to give these three pickles to your employees?
 - ✓ *You are both a manager and a leader.*
3. To make time to lead, you need to:
 - ✓ *Control your day.*
4. Leadership is about making a commitment to consistently be the best:
 - ✓ *Person you can be.*

Bonus Question—Pickle Trivia: How did rock star Elvis Presley like to eat his pickles?

- Scrambled in eggs*
- Out of the jar*
- ✓ *Fried*

Round 2 Questions and Answers

1. What are the three Leadership Pickles?
 - ✓ *Spread enthusiasm.*
 - ✓ *Inspire confidence.*
 - ✓ *Demonstrate integrity.*
2. Name three things you can do to be enthusiastic.
 - ✓ *Answers will vary, but should be specific.*
3. What are the benefits of spreading enthusiasm?
 - ✓ *improved customer service*
 - ✓ *better productivity*
 - ✓ *higher employee morale*
 - ✓ *better teamwork*
4. Why does spreading enthusiasm mean better customer service?
 - ✓ *Employees are happier. Happy employees mean happy customers.*
5. What two things combined create enthusiasm?
 - ✓ *Excitement and energy*

Bonus Question—Pickle Trivia: What is the most popular type of pickle?

- ✓ *Dill (then sweet)*

Round 3 Questions and Answers

1. What are the three things a leader does to take the fear out of the future and inspire confidence?
 - ✓ *Share information.*
 - ✓ *Ask employees for their opinions and advice.*
 - ✓ *Show your employees you believe in them.*
2. What will your employees do if you don't take away their fear of the future?
 - ✓ *Worry.*
3. What are the three Leadership Pickles?
 - ✓ *Spread enthusiasm.*
 - ✓ *Inspire confidence.*
 - ✓ *Demonstrate integrity.*
4. How did Bob Farrell inspire confidence in Victor?
 - ✓ *Bob Farrell told him he believed he would be a great fountain kid.*
5. Name three things you can do to inspire confidence in your team.
 - ✓ *Answers will vary, but should be specific.*

Bonus Question—Pickle Trivia: A good pickle has an audible crunch at how many paces?

- ✓ *10 paces*
- ❑ *5 paces*

Round 4 Questions and Answers

1. Finish this statement: "What your employees see is..."
 - ✓ *what you'll get."*
2. Finish this statement: "In our jobs, our actions must match our..."
 - ✓ *words."*
3. Bob Farrell describes integrity as:
 - ✓ *uprightness of character.*
4. What are the three Leadership Pickles?
 - ✓ *Spread enthusiasm.*
 - ✓ *Inspire confidence.*
 - ✓ *Demonstrate integrity.*

Bonus Question—Pickle Trivia: Americans have been eating pickles since:

- ❑ *They were brought over on the Mayflower.*
- ✓ *Christopher Columbus discovered America.*

Section 2: Facilitating the Workshop

Introduction

Welcome

WELCOME managers to the workshop. **DIVIDE** managers into groups of three to four.

Learning Objectives

ASK: *Who remembers from the workshop confirmation what the learning objectives are?*

SAY something like:

When you complete this workshop you'll be able to:

- *Identify the three Leadership Pickles.*
- *Explain why spreading enthusiasm, inspiring confidence, and demonstrating integrity are important leadership skills.*
- *Self-assess your proficiency in each of the three key Leadership Pickle skills.*
- *Determine how to increase your effectiveness in each of the three key Leadership Pickle skills.*
- *Track your progress in 30 to 60 days as you work to increase your Leadership Pickle proficiency.*

Icebreaker Activity: Team Identity

Materials: Markers, flip-chart paper

Purpose: Fun, teamwork, and setup for trivia summary games

TELL groups they are going to:

- Create a pickle-oriented team name.
- Come up with a slogan about leadership.
- Create a poster that includes their team name and slogan.

DISTRIBUTE flip-chart paper and give them 5 minutes for this activity.

Debrief: **ASK** teams to explain their leadership slogan and why they chose it.
EXPLAIN that teams will compete in a summary game during the workshop.

Note: Teams should hang their poster and a blank flip-chart page side by side at the front of the room. Teams will use the blank page during the summary game.

Pickle Service

Note: If your managers have seen *Give 'Em the Pickle*, ask them to summarize the following and transition into leadership. If they are not familiar with the program, share Bob Farrell's pickle story to set up the content for this workshop.

ASK for a show of hands. *Who is familiar with Give 'Em the Pickle?*

ASK: *What is Bob Farrell's pickle story?
What does "give 'em the pickle" mean?*

Pickle Leadership

EXPLAIN:

- An entrepreneur for more than 35 years, Bob Farrell has also learned a few things about leadership.
- Leadership Pickles are the things leaders give to their employees to help them succeed.
- In this program, Bob Farrell shares with us three key Leadership Pickles: skills that any of us can master.

The Leadership Pickles

ACTIVITY: Qualities of Leadership

ASK: *When you think of a great leader, what qualities come to mind?*

FLIP-CHART the answers; suggested answers include:
Enthusiastic, passionate, has vision, has integrity, confident, decisive, communicative, supportive, encouraging, fun, has high standards, etc.

Note: Continue eliciting answers and/or prompt until *enthusiasm, confidence and integrity* make the list.

DVD/Video: Leadership Pickles

CIRCLE enthusiasm, confidence and integrity and INTRODUCE the DVD/video.

SAY something like:

Great leaders possess many of the leadership qualities you've identified here. In Leadership Pickles, Bob Farrell tells us about three of the most important things you can give your employees--enthusiasm, confidence and integrity--and why they are so important.

PLAY the DVD/video.

DVD/Video Discussion Questions

ASK for a show of hands:

*Who believes that how we treat our employees is how they will treat our customers?
Who believes it's up to us as leaders to be an example of what we expect?*

Note: You should see everyone raising their hands to both of these questions. If anyone doesn't believe these two statements to be true, explore why and try to draw out any resistance.

ASK: *What are the three Leadership Pickles?*

- ❑ *Spread enthusiasm.*
- ❑ *Inspire confidence.*
- ❑ *Demonstrate integrity.*

SAY something like:

Now, let's discuss the three pickles in detail and what you can do to integrate them into your leadership style.

Optional Summary Game—Round 1

DISTRIBUTE pickle sticky notes or Post-it note pads.

EXPLAIN the rules of the game:

- Each team selects one runner for each question.
- Participants should take turns being the runner.
- You will ask the question.
- The team may confer.
- The runner writes the answer on a sticky note, runs it to the front of the room, and sticks it to the blank page next to their team poster.
- The first team to post the correct answer gets points. Ties split the points.
- After each question, you will announce the score.

PLAY the game.

Note: At the end of the round, reward participation and good answers with candy, gum, stickers, pickle goodies, etc.

The ENTHUSIASM Pickle

ASK: *Who remembers from the video what two things combined create enthusiasm?*

Excitement and energy.

If necessary, prompt with: "Helen had both of these things..."

ASK: *How did Helen spread enthusiasm?*

She'd listen to anyone's ideas.

She had high energy (Helen Wheels).

She had a sense of urgency about everything she did (her motto: Do it right and do it right now!).

If necessary, prompt with: "Her janitors critiqued their uniforms... Everyone called her Helen (hell on) Wheels... Her motto was 'Do it right and do it right now!'"

ASK for a show of hands: ***Who believes we all have the potential to be enthusiastic?***

SAY something like:

Sure. We all do. And when you spread enthusiasm, all sorts of good things happen. That's why it's a key leadership principle. A Leadership Pickle.

The Benefits of Enthusiasm

ASK: How does enthusiasm impact customer service?

Employees are happier. Happy employees mean happy customers.

If necessary, prompt with: "When your employees are excited and exhibit energy, how do your customers react?"

ASK: In addition to improved customer service, what are the other benefits of spreading enthusiasm?

- ❑ *better productivity*
- ❑ *higher morale*
- ❑ *better teamwork*

If necessary, prompt with: "Do your employees get more work finished when they are having fun? What is the morale like when there is enthusiasm and energy at work? How well do your employees work together?"

ASK: If spreading enthusiasm is a key to effective leadership, why do you think spreading enthusiasm at work is difficult for some managers?

Suggested answers:

- ❑ *Some may think it's not professional.*
- ❑ *Some may be serious by nature and are uncomfortable displaying emotion.*
- ❑ *Some may believe enthusiasm encourages goofing off.*
- ❑ *Some may think that enthusiasm and fun take time away from doing their job.*

If necessary, prompt with: "Why do some people find it difficult to show energy and excitement and have fun?"

SAY something like:

Some of you may have to step outside of who you are to spread enthusiasm. And that's okay! Even if it's not easy, you'll learn how to spread enthusiasm, little by little, and before long it will be second nature.

ACTIVITY: Leading with Enthusiasm

ASK participants, in teams, to think about what it means to be enthusiastic. Give them a few minutes to answer the following question. Then, **FLIP CHART** the answers.

Debrief: **ASK: As a leader, what things can you do to spread enthusiasm?**

Possible answers:

- ❑ *Have high energy in your manner and your voice.*
- ❑ *Smile wide when you greet your employees.*
- ❑ *Add a quickness to your movements when you greet and approach your employees.*
- ❑ *Add a little fun to your employees' work and routine.*
- ❑ *Think of each day as an adventure and act as if it is.*
- ❑ *Once in awhile, do something unexpected to get your group laughing and enjoying their day.*
- ❑ *Post a work-related trivia question each day and get your customers, clients, patients, etc. involved (and throw in silly ones once in a while too).*
- ❑ *Open staff meetings with a quick game, question, puzzle or brain teaser.*
- ❑ *Create contests for work objectives: revenue, sales, service goals, teamwork.*
- ❑ *Exhibit an appropriate sense of urgency.*

SAY something like:

Having fun does not mean ignoring customers, letting standards slide, or goofing around instead of working. It means having fun doing your job. It means taking the monotony out of your job. It means getting your employees excited about being there.

ACTIVITY: Assessing Your Leadership Pickle Proficiency: Enthusiasm

DISTRIBUTE the Leadership Pickle Proficiency Plan handout. Give employees time to complete the self-assessment section on enthusiasm.

EXPLAIN that they:

- ❑ Should work alone.
- ❑ Should complete the enthusiasm section of the self-assessment only.
- ❑ Will complete the development section later.

Debrief: **ASK** for a show of hands: *Did anyone get all 3s or 4s?*

Note: It's likely that nobody will raise their hand. If someone does, congratulate them and ask what kinds of things they do to spread enthusiasm. Then transition to the next activity.

ACTIVITY: Developing Your Enthusiasm Pickle

DISTRIBUTE flip-chart paper.

SAY something like:

To be the best we can be, we all have an opportunity to develop our Enthusiasm Pickle, whether we rated ourselves with 1s or 4s. In groups, we're going to come up with ways to spread more enthusiasm at work.

TELL participants to take a couple minutes to brainstorm specific ways to spread enthusiasm among their employees, writing their ideas on their flip-chart paper.

ASK each group to share a couple of ideas. Then post the flip-chart pages on the wall.

TELL managers to select a couple of the ideas that are pertinent to their self-assessment and write them on the development section of the Leadership Pickle Proficiency Plan handout.

TRANSITION to the summary game.

SAY something like:

There is something in life that brings out enthusiasm in all of us. It may be different for everyone, but we all know what enthusiasm feels like, and we all have the potential to learn how to spread enthusiasm at work.

Optional Summary Game—Round 2

ANNOUNCE that it's time for Round 2 of the Summary Game.

DISTRIBUTE the pickle sticky notes or Post-its again, if necessary.

PLAY the game.

Note: Every round includes the question “What are the three Leadership Pickles?” Including this question in each round will reinforce the concept and raise the energy level of the group (as runners race with their answer to the front).

The Confidence Pickle

TELL managers to think of a leader they have confidence in.

ASK: *Why do you have confidence in them?*

FLIP-CHART their answers.

Suggested answers:

- I trust what they say to be true.*
- They include me in the big picture.*
- They tell me what's going on.*
- They ask my opinion on things.*
- I feel like they are on my side.*
- They're knowledgeable.*

ASK: *Bob Farrell talked about three things a leader does to take the fear out of the future and inspire confidence. What are they?*

FLIP-CHART answers.

- Share everything you can.*
- Ask for their opinion and advice.*
- Believe in them.*

CIRCLE the top two answers.

SAY something like:

Sharing everything you can and asking your employees for their opinion takes the fear out of the future. Employees need assurance that they are part of the big picture and that they are valued. That's a big part of inspiring confidence. I'd like to talk about what your employees know.

What's Behind the Confidence?

ASK for a show of hands:

Who believes their employees know more than they do?

Note: You'll probably get a mixed response. To address it, **ASK** more specific questions, such as:

Who believes their employees know the details and the day-to-day of their particular jobs better than you do?

Who believes their employees are more in tune with their customers on a day-to-day basis?

Who believes their employees understand their customers' wants and needs better?

SAY something like:

When Bob Farrell says that your employees know more than you do, it's not necessarily literal. You didn't get to where you are without understanding your job, the company, its goals and objectives, and how to take care of the customer. But you won't be successful if you micromanage every detail of your employees' jobs. They should know more than you when it comes to their job and your customers.

ACTIVITY: Confidence Boosters

DISTRIBUTE flip-chart paper.

EXPLAIN:

- Groups have five minutes to come up with the benefits of:
 - Sharing information with their employees.
 - Asking their employees for their opinions and advice.

Suggested answers:

- *This takes the fear out of the future.*
- *Employees feel in on things.*
- *Employees feel valued and important.*
- *Employees understand the big picture.*
- *Employees feel like what they do matters to you.*
- *Employees feel like part of the team.*
- *Employees may come up with innovative ideas.*
- *Employees know the details of their job better than you do.*
- *Employees know the customers and their needs and wants better than you do.*

DISCUSS the answers.

ACTIVITY: Leading with Confidence

WRITE on three separate flip charts:

- What things can you do to keep your employees informed and in on things?
- What opportunities do you have to ask your employees for their opinions and advice?
- What can you do to show your employees you believe in them?

ASSIGN each team one topic to address in their small groups. TELL them that they need to come up with specific ways to inspire confidence according to their topic.

For example, to keep them informed:

- Hold five-minute touch-base meetings before the day or shift begins.
- Use visual displays such as charts, graphs of sales goals, units sold, etc.

Debrief: **FLIP-CHART** answers to each question. Suggested answers are listed below each question.

ASK: As a leader, what things can you do to keep your employees informed and feeling in on things?

Possible answers:

- ❑ *Connect for a couple of minutes with employees at the start of each shift or day.*
- ❑ *Communicate regularly; talk about goals, objectives and how the team is doing; share information, especially when your team or the company is going through change.*
- ❑ *Include employees in planning meetings, new projects, product launches, new technology, process changes, etc.*
- ❑ *Share upper-management directives, priorities, future plans, etc.*
- ❑ *Share business trends applicable to your industry.*
- ❑ *Post visuals such as graphs or charts of error-free days, sales goals, objectives, units sold, number of customer compliments, etc.*

ASK: What opportunities do you have to ask your employees for their opinions and advice?

Possible answers:

- ❑ *planning meetings*
- ❑ *goal-setting meetings*
- ❑ *when trying something new*
- ❑ *ANY time*

ASK: What can you do to show your employees you believe in them?

Possible answers:

- ❑ *Encourage and support their efforts, especially when trying something new.*
- ❑ *Reward responsible risk-taking.*
- ❑ *Encourage ideas and innovation, and, when realistic, suggest they follow up on them.*
- ❑ *Take an interest in their future goals and plans.*
- ❑ *Talk to them about their strengths.*
- ❑ *Ask them about their work interests, likes, and dislikes.*

ASK: Who has a story to share about an employee they believed in and encouraged? What happened?

ACTIVITY: Assessing Your Leadership Pickle Proficiency: Confidence

DIRECT them back to the Leadership Pickle Proficiency Plan handout. Give your managers time to complete the self-assessment section on confidence.

ACTIVITY: Developing Your Confidence Pickle

ASK: Does anyone have an example of something they are currently doing to inspire confidence in their employees that hasn't been discussed?

ELICIT new ideas. Then **DIRECT** managers to their development plans.

SAY something like:

To inspire confidence in those we lead, we need to take the fear out of the future and we need to show them we believe in them. Take a few minutes to consider your self-assessment and how to address the items you rated the lowest.

TELL managers to write down one or two things on the development plan section of the Leadership Pickle Proficiency Plan handout. Emphasize that they should focus on things they will try when they get back to their workplace.

TRANSITION to the summary game.

Optional Summary Game—Round 3

ANNOUNCE that it's time for Round 3 of the Summary Game.

DISTRIBUTE the pickle sticky notes or Post-its again, if necessary.

PLAY the game.

The Integrity Pickle

ASK: *In the video, Bob Farrell describes integrity as "uprightness of character." What does that mean?*

Suggested answers include:

- high moral principles*
- honesty*
- sincerity*
- ethical behavior*

ASK for a show of hands for each of the following questions.

- Who believes that only people of sterling character and a high moral and ethical code can demonstrate integrity?*
- Who believes that anyone can demonstrate integrity?*
- Who believes that someone who is insincere or who is of questionable character can one day choose to demonstrate integrity going forward?*

SAY something like:

You've been chosen to lead. Chances are you have integrity or you probably wouldn't have been chosen to lead in the first place. The question is, do you demonstrate that integrity every minute of every day? That's what our employees need to see. The good news is that we all make choices every day. And every day we can make better and wiser choices.

Leading with Integrity

ASK: *Why is it important to demonstrate integrity?*

Your employees are watching what you do and what you don't do. They are watching to see if your words match your actions.

TAKE A VOTE by a show of hands.

ASK: *Who thinks it's easy to demonstrate integrity all of the time? Who thinks it's difficult?*

SAY something like:

We all want to demonstrate integrity all of the time, but it's not easy unless we're always thinking about it. Sometimes our actions contradict what we say, and we don't realize it. With the big things, such as being true to a promise, it's easier. But the day-to-day things can be more challenging.

ASK: *Has anyone ever seen a coach talk about sportsmanship and then yell at the referee?*

Have you ever gone into a store that has signs posted about customer service, but the manager doesn't step in to help even though the line is long?

Or, how about a father who teaches his kids not to lie but then tells the caller on the phone that his wife isn't home when she actually is?

ASK: *Why is it challenging for some of us to demonstrate integrity all the time?*

FLIP-CHART the answers.

- We're human.*
- We make mistakes.*
- We're busy.*
- We're distracted.*
- We're not thinking about our integrity.*

ACTIVITY: Assessing Your Leadership Pickle Proficiency: Integrity

DIRECT them back to the Leadership Pickle Proficiency Plan handout. Give your managers time to complete the self-assessment section on integrity.

SAY something like:

We are presented with opportunities every day to demonstrate integrity. Our employees consistently watch us to make sure we are doing what we say. Take a few minutes to assess yourselves.

ACTIVITY: Leading by Example

POST a flip chart on the wall that reads, "What they see is what you'll get."

TELL teams to talk about specific instances that illustrate how this is true. Give them a few minutes to talk about a teacher, boss, coach, parent, friend, or anybody whose actions didn't match their words.

ASK teams to share their stories, and **ASK** questions specific to the story.

DISTRIBUTE flip-chart paper.

TELL teams to take a few minutes to generate ideas of what they can do to keep integrity on top of their mind and try to demonstrate integrity all the time. For example, a self-assessment of their day, a weekly review of the Leadership Pickle assessment, a peer check-in, etc.

ACTIVITY: Developing Your Integrity Pickle

ASK: *In our business, what do we say is most important?
Do our actions match our words?
What specific things can we do to demonstrate integrity in our jobs?*

Note: The idea is to generate specific conversation about your business. For example, if you promise customers that they will receive their print jobs within an hour, how well do you keep that promise? If you tell your customers that express lunch means they are in and out within 30 minutes, how well do you live up to that commitment? If you tell employees they should stop what they are doing to serve the customer, do you stop when you're in the same situation?

ELICIT specific ideas. **FLIP-CHART** answers and then **DIRECT** participants to their development plans.

TELL managers to write down one or two things on the development plan section of the Leadership Pickle Proficiency Plan handout. Emphasize that they should focus on things they will try when they get back to their workplace.

TRANSITION to the summary game.

Optional Summary Game—Round 4

ANNOUNCE that it's time for Round 4 of the Summary Game.

DISTRIBUTE the pickle sticky notes or Post-its again, if necessary.

PLAY the game.

PUTTING IT ALL TOGETHER

Your Leadership Pickle Proficiency Development Plan

EXPLAIN:

- ❑ Their development plan is for their eyes only.
- ❑ Its intent is to serve as an action-plan reminder of ways to integrate the Leadership Pickles into their leadership style.

Your Leadership Pickle Progress

EXPLAIN:

- ❑ In 30 to 60 days, you will send a follow-up self-assessment.
- ❑ It will take about 10 minutes to complete.
- ❑ It will help them determine whether they have been successful in implementing their development plan ideas.
- ❑ It will also give them an opportunity to identify other line items they'd like to focus on.

ACTIVITY: Workshop Summary

DISTRIBUTE flip-chart pages.

SAY something like:

To wrap things up, we have one more quick activity to do. When I say, "Go," you will work in teams, writing down as many learning points as you can. The idea is to think beyond the basics. You all should work and write as quickly as possible because you have only 3 minutes.... "GO!"

Debrief: At the end of three minutes, **EXPLAIN** the debrief process:

- You will ask teams to share one learning point at a time off the list.
- If another team has the same answer, it should be crossed off.
- You will go from team to team until finished.
- The team with the most answers left on their sheet wins!

Note: This is a very quick activity. If you give them more than three minutes, the debrief goes on too long and the learning points are more often duplicated.

PREVIEW

Class Aids

Workshop Confirmation Letter

Congratulations! You have been selected to attend our workshop, *Leadership Pickles*.

This is an opportunity to make your job easier and less stressful. It's an opportunity for you to learn how to be more than a manager; it's a chance to develop your leadership potential and become a true leader.

That's probably enough reason for you to give this program your full attention and effort. But we'll give you even more. Read on to find out exactly what you'll be learning during this workshop with your colleagues.

When you complete this workshop, you'll be able to:

- identify the three Leadership Pickles.
- explain why spreading enthusiasm, inspiring confidence, and demonstrating integrity are important leadership skills.
- self-assess your proficiency in each of the three key Leadership Pickle skills.
- Determine how to increase your effectiveness in each of the three key Leadership Pickle skills.
- Track your progress in 30 to 60 days as you work to increase your Leadership Pickle proficiency.

Oh, and did we mention fun? Wouldn't you expect a workshop with the word "pickles" in it to be a barrel of fun? Practical. Real-world. And fun.

See you there.

Date:

Time:

Class Prep Worksheet

Content—Topics and Activities	Workshop Component	Pre-work?	Alone (A), Small Group (SG), or Large Group (LG)?	Time Estimate
Welcome and Learning Objectives				
Icebreaker Activity: Team Identity				
Pickle Service and Pickle Leadership				
The Leadership Pickles				
Activity: Qualities of Leadership				
DVD/Video: Leadership Pickles				
DVD/Video Discussion Questions				
Optional Summary Game—Round 1				
The Enthusiasm Pickle				
The Benefits of Enthusiasm				
Activity: Leading with Enthusiasm				
Activity: Assessing Your Leadership Pickle Proficiency				
Developing Your Enthusiasm Pickle				
Optional Summary Game—Round 2				
The Confidence Pickle				
What's Behind the Confidence?				
Activity: Confidence Boosters				
Activity: Leading with Confidence				
Activity: Assessing Your Leadership Pickle Proficiency				
Activity: Developing Your Confidence Pickle				
Optional Summary Game—Round 3				
The Integrity Pickle				
Leading with Integrity				
Activity: Assessing Your Leadership Pickle Proficiency				
Activity: Leading by Example				
Activity: Developing Your Integrity Pickle				
Optional Summary Game—Round 4				
Putting It All Together				
Your Leadership Pickle Proficiency Development Plan				
Your Leadership Pickle Progress				
Activity: Workshop Summary				

My Leadership Pickle Proficiency: A Self-Assessment And Development Plan

1= strongly disagree 2 = mostly disagree 3= mostly agree 4 = strongly agree

Date:

Self-Assessment		1	2	3	4	PICKLE DEVELOPMENT Ideas to develop my proficiency in this key area:
Rate yourself on the following questions.						
Spread Enthusiasm	I show my excitement about my job / our work.					
	I greet all my employees with a wide smile / hello.					
	I have energy and a smile in my voice when talking.					
	It's obvious to others that I like my job.					
	It's obvious to others I like being a leader.					
	When I talk about work, my enthusiasm / passion are evident.					
	I exhibit an appropriate sense of urgency.					
	I encourage having fun while we work.					
	We celebrate achievements and work completed.					
	I try new things / have competitions to mix things up a bit.					
Mt employees would describe me as enthusiastic.						
Inspire Confidence	I connect with my employees regularly.					
	I communicate regularly, especially in times of change.					
	I include employees in planning meetings / new processes.					
	I share information from upper mgt / about the company.					
	I regularly ask my employees for their opinions / advice.					
	I encourage my employees' efforts, especially something new.					
	I ask my employees about their work interests, likes / dislikes.					
	I say things such as, "I believe you can do this..."					
	I encourage employees to follow up on their ideas.					
	I talk to my employees about strengths / future interests.					
My employees would say I inspire confidence.						
Demonstrate Integrity	I am honest and sincere in what I say and what I do.					
	My employees would describe me as honest and sincere.					
	My employees know by my actions / words what's important.					
	My actions match my words.					
	I take responsibility for problems and work to solve them.					
	I show respect for others with my words and actions.					
	My employees would say I have an upright character.					
	My employees would say I demonstrate integrity.					

My Leadership Pickle Proficiency: Self-Assessment Follow-Up

1= strongly disagree 2 = mostly disagree 3= mostly agree 4 = strongly agree

Date:

Self-Assessment		1	2	3	4	PICKLE DEVELOPMENT
Rate yourself on the following questions.						How am I doing?
Spread Enthusiasm	I show my excitement about my job / our work.					<input type="checkbox"/> I am happy with my development of the enthusiasm pickle based on my last self-assessment. Now I'd like to focus on the following to further develop this leadership pickle: <input type="checkbox"/> I still want to work on the enthusiasm line items I highlighted on my last self-assessment. This is what I will do:
	I greet all my employees with a wide smile / hello.					
	I have energy and a smile in my voice when talking.					
	It's obvious to others that I like my job.					
	It's obvious to others I like being a leader.					
	When I talk about work, my enthusiasm / passion are evident.					
	I exhibit an appropriate sense of urgency.					
	I encourage having fun while we work.					
	We celebrate achievements and work completed.					
	I try new things / have competitions to mix things up a bit.					
Mt employees would describe me as enthusiastic.						
Inspire Confidence	I connect with my employees regularly.					<input checked="" type="checkbox"/> I am happy with my development of the confidence pickle based on my last self-assessment. Now I'd like to focus on the following to further develop this leadership pickle: <input type="checkbox"/> I still want to work on the confidence line items I highlighted on my last self-assessment. This is what I will do:
	I communicate regularly especially in times of change					
	I include employees in planning meetings / new processes					
	I share information from upper mgt / about the company					
	I regularly ask my employees for their opinions / advice					
	I encourage my employees' efforts, especially something new					
	I ask my employees about their work interests, likes / dislikes					
	I say things like "I believe you can do this..."					
	I encourage employees to follow up on their ideas					
	I talk to my employees about strengths / future interests					
My employees would say I inspire confidence.						
Demonstrate Integrity	I am honest and sincere in what I say and what I do.					<input type="checkbox"/> I am happy with my development of the integrity pickle based on my last self-assessment. Now I'd like to focus on the following to further develop this leadership pickle: <input type="checkbox"/> I still want to work on the integrity line items I highlighted on my last self-assessment. This is what I will do:
	My employees would describe me as honest and sincere.					
	My employees know by my actions / words what's important.					
	My actions match my words.					
	I take responsibility for problems and work to solve them.					
	I show respect for others with my words and actions.					
	My employees would say I have an upright character.					
	My employees would say I demonstrate integrity.					