

Facilitator Guide

Department Management Capstone



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Facilitator Guide

Welcome and Icebreaker

60 minutes

Welcome

8 minutes

DISPLAY

Slide 1



Give a friendly welcome to participants. Feel free to ask questions about themselves, chat about the weather or current events, or find out where they're from.

Ask if each person brought his or her completed Performance Plan. If not, provide a blank one and ask them to complete it.

SAY

Welcome to the Department Management Capstone! This course is all about you and being a great leader at McDonald's.

*But what does that **mean**? How do you **know** if you're a great leader? And even if you're leading ... how do you know if anyone is **following**?*

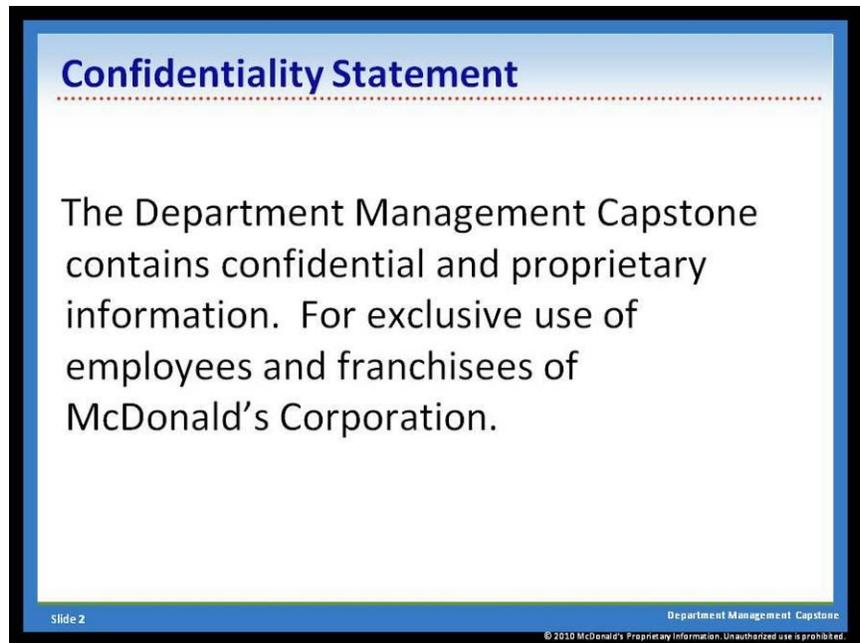
Over the next two days, we're going to answer these questions and hand you the keys to leadership. By doing some things you've already done—and a few things you've probably never done before—we're going to help you take your leadership skills to the next level.

It's going to be challenging, it's going to make you think, and most of all, it's going to be FUN!

We're going to start today by getting to know the people sitting right there at your own table, and by thinking about what makes a leader truly great.

Before we continue, let's hear a word from our sponsor.

DISPLAY**Slide 2**

A presentation slide with a blue header and footer. The header contains the title "Confidentiality Statement" in bold blue text, underlined with a red dotted line. The main body of the slide is white and contains the text: "The Department Management Capstone contains confidential and proprietary information. For exclusive use of employees and franchisees of McDonald's Corporation." The footer is blue and contains the text "Slide 2" on the left and "Department Management Capstone" on the right. At the bottom right of the footer, there is a small copyright notice: "© 2010 McDonald's. Proprietary Information. Unauthorized use is prohibited."

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Slide 2 Department Management Capstone

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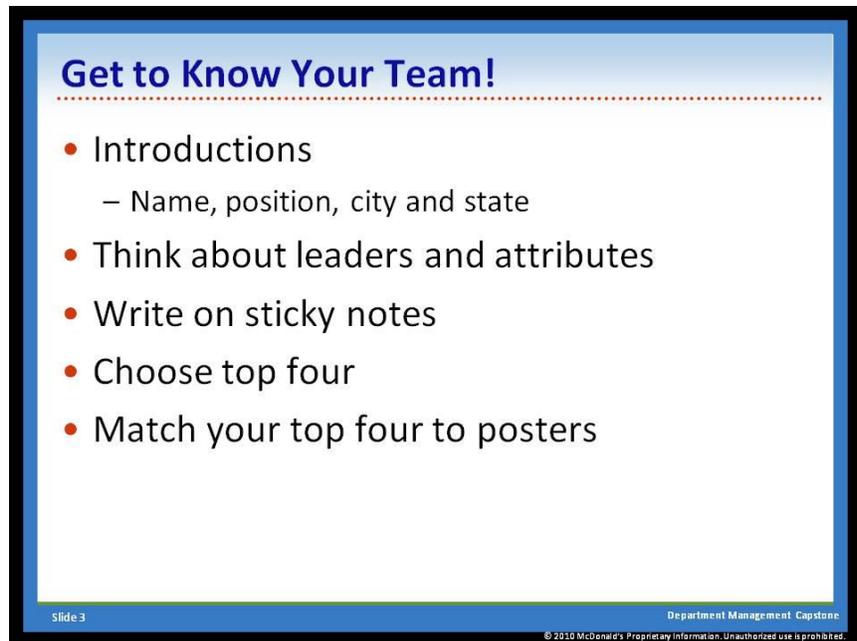
Read the Confidentiality Statement.

Icebreaker: Team Leadership

40 minutes

DISPLAY

Slide 3



Get to Know Your Team!

- Introductions
 - Name, position, city and state
- Think about leaders and attributes
- Write on sticky notes
- Choose top four
- Match your top four to posters

Slide 3

Department Management Capstone

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Click on each bullet on the slide as you come to that section of the Icebreaker activity below.

SAY

Let's take a minute to introduce ourselves. Tell your teammates your name, your position, and the city and state where you're from.

Pause for 1-2 minutes while teams introduce themselves.

SAY

*Now that you know each other a little better, I want you to individually think about someone you think is a **great** leader.*

This leader could be someone famous, or maybe they're in your own community. Your leader could be a politician, an athlete, a parent, a teacher—there are no limits!

*Let's quickly pause for you to individually think of a leader who **you** think is exceptional.*

Pause for 1 minute (or less) while individuals think of a leader.

Now that you have selected a person, don't tell us who they are, but describe what makes that person a great leader.

*Use the sticky notes at your table for this. Write **each word or phrase** on a separate sticky note. There are no limits to how many words you can use, so you may end up with a handful of sticky notes.*

Let's take a minute or two to work on this individually.

Pause for approximately 2 minutes while individuals write down descriptive words/phrases about their leaders on sticky notes.

SAY

Next, I want each person in your team to take turns sharing your individual descriptions. State why you picked each attribute.

Read each sticky note and put them up on your flipcharts as you go. Feel free to group common traits.

Let's take a couple of minutes to do this.

Pause for 2-3 minutes while groups read and post their sticky notes.

SAY

*Now that you've read through everyone's ideas, it's time for the fun part. Now you're going to narrow your team's list down to the **top four** leadership behaviors that your team agrees are the **most important** behaviors for leaders to have.*

Let's take four or five minutes to do this.

**FACILITATOR
NOTE**

Walk around, offering encouragement and support throughout the activity.

After 3 minutes, give teams a 1-minute warning.

SAY

Does everyone have their top four leadership behaviors selected?

Now, let's take a quick look at the leadership behaviors for Department Managers listed on your prework.

ASK

Can anyone tell me where you've seen these leadership behaviors before?

Pause for participant responses.

Prompt for the answer *It Takes a Team*, Performance Plan or prework if not contributed.

SAY

*Great! The leadership behaviors that you've used in places like Foundations of Restaurant Department Management and It Takes a Team are the **same** as the ones on your Performance Plan.*

*Now, work with your team, using your Performance Plan, and decide how your team's top four leadership behaviors could **match** any of the McDonald's leadership behaviors.*

For example, if one of my team's top four leadership behaviors was "Good listener," I would match the "Good listener" sticky note to the "Communicates Effectively and Honestly" leadership behavior.

*When you've made the matches at your table, each of your team members will take **one** of your top four sticky notes and put it up on the corresponding leadership behavior poster around the room.*

***Stand by the poster** you put your sticky note on. There may be several people at each poster—that's ok.*

Let's take about three minutes to match up your sticky notes with the Performance Plan and to put them up on the posters. Then we'll talk about everyone's matches.

ASK

What questions do you have?

FACILITATOR NOTE

Start the activity.

Walk around, offering encouragement and support throughout the activity.

After 2 minutes, give teams a 1-minute warning.

At 3 minutes, make sure all participants are standing next to a poster around the room before continuing.

Icebreaker: Debrief**12 minutes****DISPLAY****Slide 4**

Leadership Behaviors

- What do your team's leadership behaviors and the Performance Plan have in common?

Slide 4 Department Management Capstone © 2010 McDonald's Proprietary Information. Unauthorized use is prohibited.

SAY

*Let's see what **your** team's list of leadership behaviors and the ones from your Performance Plan have in common.*

ASK

Which leader wants to go first?

Ask one person at each poster to read all of the sticky notes at that leadership behavior poster.

When they are finished, allow everyone at that poster to sit down.

If not all posters have sticky notes, give some "real-world" examples of that leadership behavior.

Continue the debrief by using the questions below as a guide.

ASK

- ▶ *Why are these leadership behaviors important?*
- ▶ *How long do you think it takes to develop these leadership behaviors?*

SAY

Those are all great ideas and important things to keep in mind throughout this course. Leadership behaviors are extremely important in your career development.

*As our McDonald's leaders, you are not only evaluated on your tasks—which is **what** you do—but also on your leadership abilities—which is **how** you do it.*

During the next two days, we're going to focus on each one of these leadership behaviors. You're also going to work on an individual Action Plan that will help you incorporate these leadership behaviors into your responsibilities and routines when you go back to your restaurant.

Your Action Plan will also help you address the areas of opportunity that were identified on the prework that you brought with you today.

*By the time you complete this Department Management Capstone, you will boost your confidence to **lead** your team to business results!*

The reality is that you're probably already demonstrating leadership behaviors in many ways in your own restaurants now.

For example, successful leaders effectively delegate responsibility, resisting the temptation to do everything themselves.

ASK

How many of you delegate responsibilities so that you avoid taking on everything yourself?

Pause for participant responses.

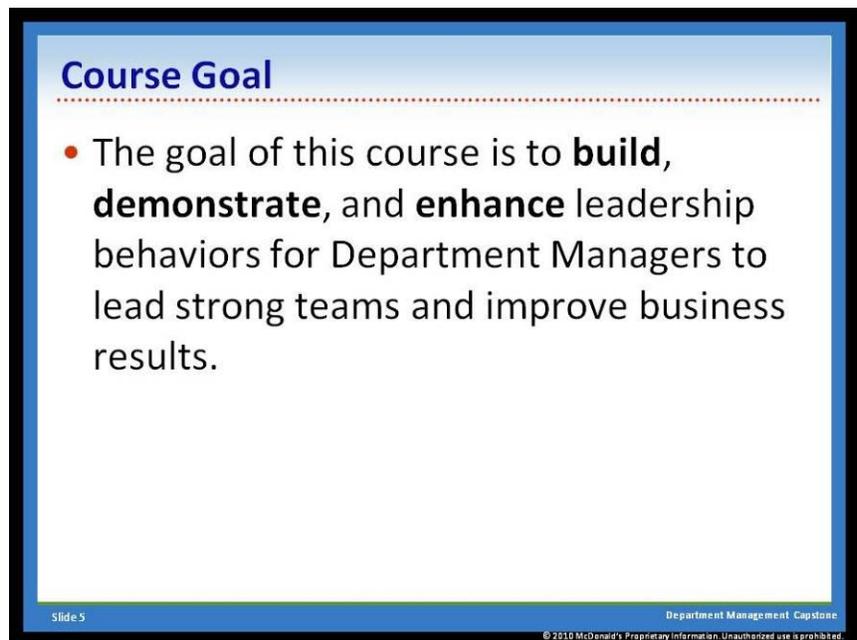
SAY

That's great—and that's just one of the things that successful leaders do! Successful leaders also establish and follow routines, ensuring that everything gets done—and gets done right. They also hold their people accountable, clearly communicating expectations, while coaching along the way.

- ▶ *Do any of you establish and follow routines in your restaurants?*
- ▶ *...Hold your people accountable?*
- ▶ *...Coach your team?*

*Your answers to these questions have a direct impact on your results, so keep that in mind throughout the course. Remember, you're here to learn about **you** and what it takes to be a great leader. From Shift Manager to CEO, it takes **accountable leadership** to be truly successful.*

*In our last activity, you were able to recognize great leadership qualities in someone else. Now, we want to make sure that other people can see those same great qualities in **you**.*

Goal, Objectives and Expectations 5 minutes**Course Goal 2 minutes****DISPLAY****Slide 5**

Course Goal

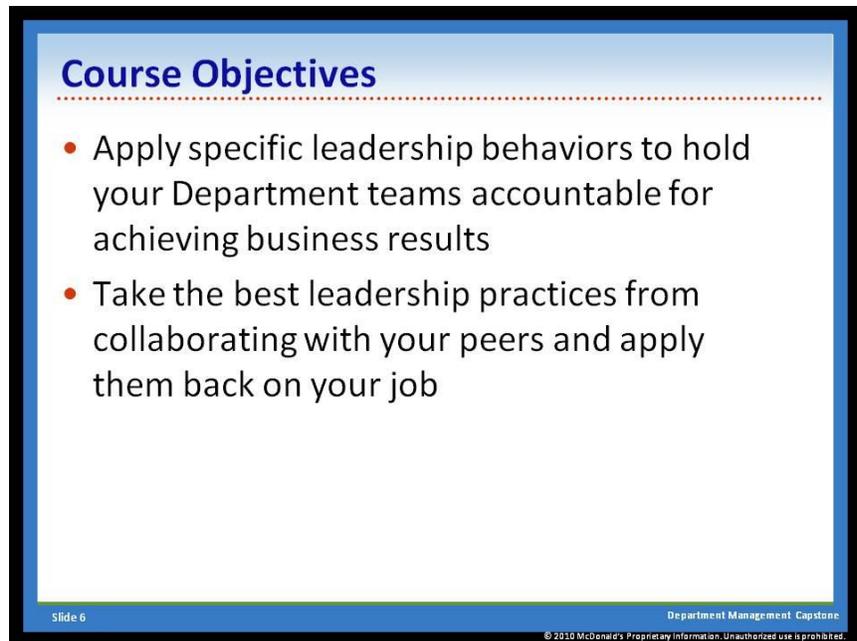
- The goal of this course is to **build**, **demonstrate**, and **enhance** leadership behaviors for Department Managers to lead strong teams and improve business results.

Slide 5 Department Management Capstone © 2010 McDonald's. Proprietary information. Unauthorized use is prohibited.

SAY

The goal of this course is to build, demonstrate, and enhance leadership behaviors for Department Managers to lead strong teams and improve business results.

Course Objectives 3 minutes**DISPLAY****Slide 6**



Course Objectives

- Apply specific leadership behaviors to hold your Department teams accountable for achieving business results
- Take the best leadership practices from collaborating with your peers and apply them back on your job

Slide 6

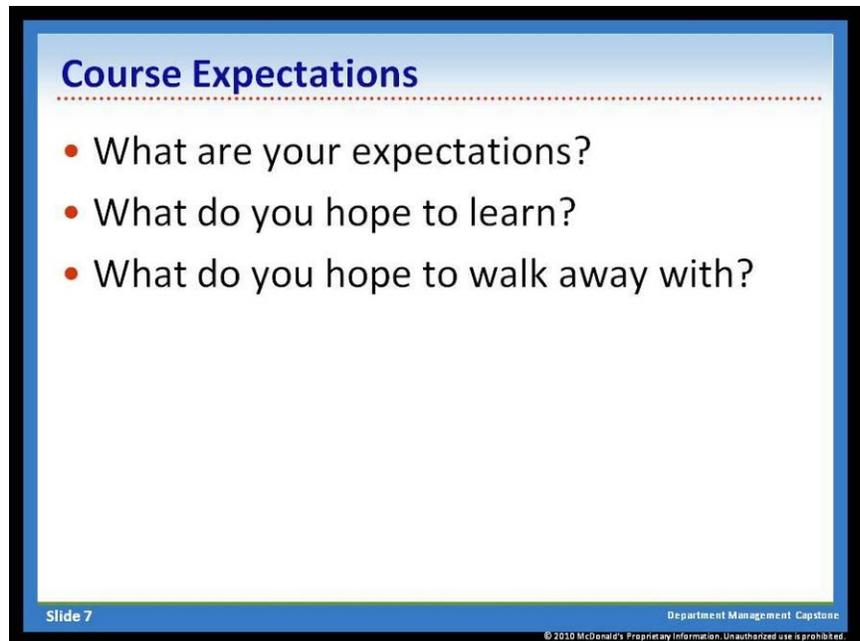
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SAY

After you finish this course, you will be able to:

- ▶ *Apply specific leadership behaviors to hold your department teams accountable for achieving business results*
- ▶ *Take the best leadership practices from collaborating with your peers and apply them back on your job*

Course Expectations**15 minutes****DISPLAY****Slide 7**



Course Expectations

- What are your expectations?
- What do you hope to learn?
- What do you hope to walk away with?

Slide 7

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SAY

Let's flipchart some of your expectations for this course.

ASK

- ▶ *What are some of your expectations for this course?*
- ▶ *What do you hope to learn?*
- ▶ *What do you hope to walk away with from this course?*

FLIPCHART

Flipchart participant responses.

Manage the participants' expectations by only flipcharting appropriate suggestions.

SAY

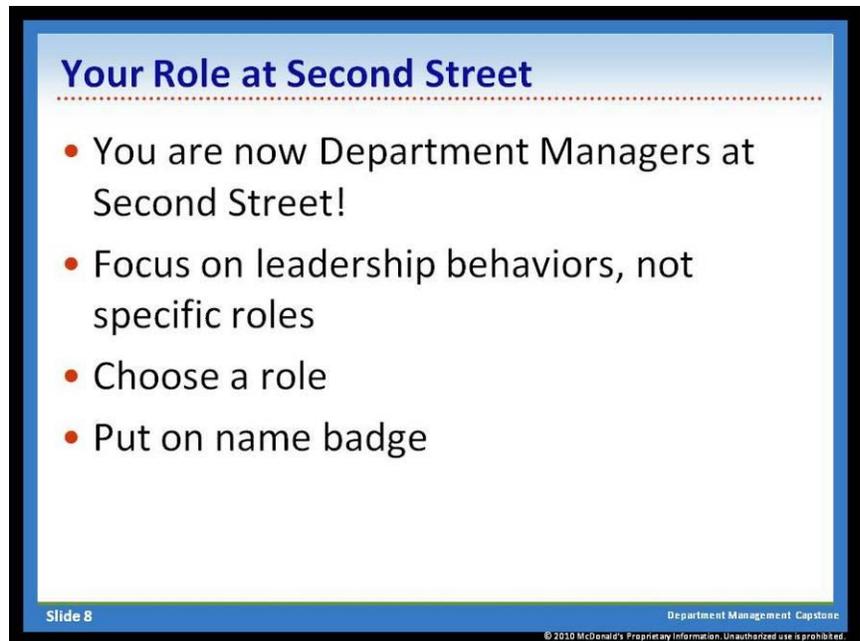
We'll come back to this at the end of the course to see how your expectations were met.

We're going to cover a lot of ground today, so let's continue by exploring what it means to be an accountable leader in a McDonald's restaurant.

*You know that leadership is an **essential** part of your role as a McDonald's manager. By taking your leadership skills to the next level, you'll be able to impact your restaurant in a really positive way.*

So how are we going to accomplish that? Let's take a few minutes to see how the course will work.

Simulation Introduction**15 minutes****How the Course Works****12 minutes****DISPLAY****Slide 8**



Your Role at Second Street

- You are now Department Managers at Second Street!
- Focus on leadership behaviors, not specific roles
- Choose a role
- Put on name badge

Slide 8

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Continue with enthusiasm and energy.

SAY

*From now until the end of this course, you are **no longer** in a regular classroom setting.*

*Each table team is now a team of Department Managers at Second Street Restaurant. That's right—Second Street is **your** restaurant and **you** are the Department Management Team! Anytime you see or hear a reference to the Department Management Team that means **you** and the people sitting at your table.*

We're going to pause for a moment now for you to decide which role you'll take on during the course.

*If you choose the Kitchen Manager role, anytime you see a mention of the Kitchen Manager at Second Street, that's **you**.*

*Two people on your team will double up on **one** Department Management role. You can make the choice which role you'd like to have two of on your team. Write the name of the role you select on the **blank** name badge.*

Let's take one minute for you to choose roles within your teams. When you've selected your role, put on the role name badge.

ASK

What questions do you have?

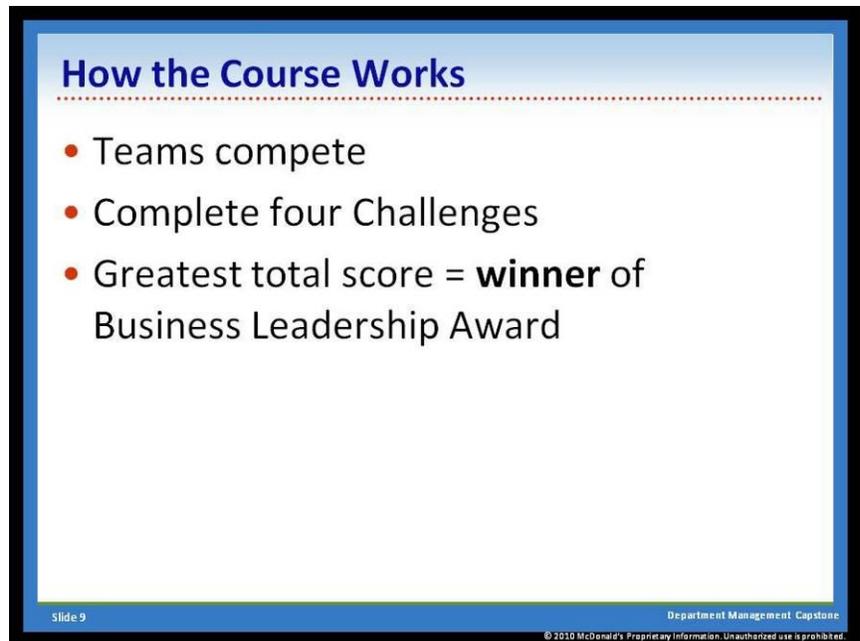
Pause for 1 minute while teams select roles and put on their Role Name Badges.

SAY

*Keep in mind that while you'll encounter different opportunities as Department Managers at Second Street, we're going to focus on **leadership behaviors** -- not on specific Department Management roles or the tasks associated with them.*

DISPLAY

Slide 9



How the Course Works

- Teams compete
- Complete four Challenges
- Greatest total score = **winner** of Business Leadership Award

Slide 9

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SAY

As Department Managers, your goal is to improve the business results for Second Street. You will complete four different Challenges, competing against all of the other teams in the room to achieve your goal.

*Whichever team has the greatest total score at the end of the course will receive the prestigious **Business Leadership Award**.*

[HOLD UP AWARD FOR TEAMS TO SEE]

ASK

(Joking) Ok ... which team of leaders is going to win?

DISPLAY**Slide 10**

Your Restaurant

- You work at Second Street Restaurant
- Restaurant has had challenges:
 - High 90-day turnover
 - Understaffed
 - Incomplete SOCs
- Try to positively impact restaurant

Slide 10 Department Management Capstone
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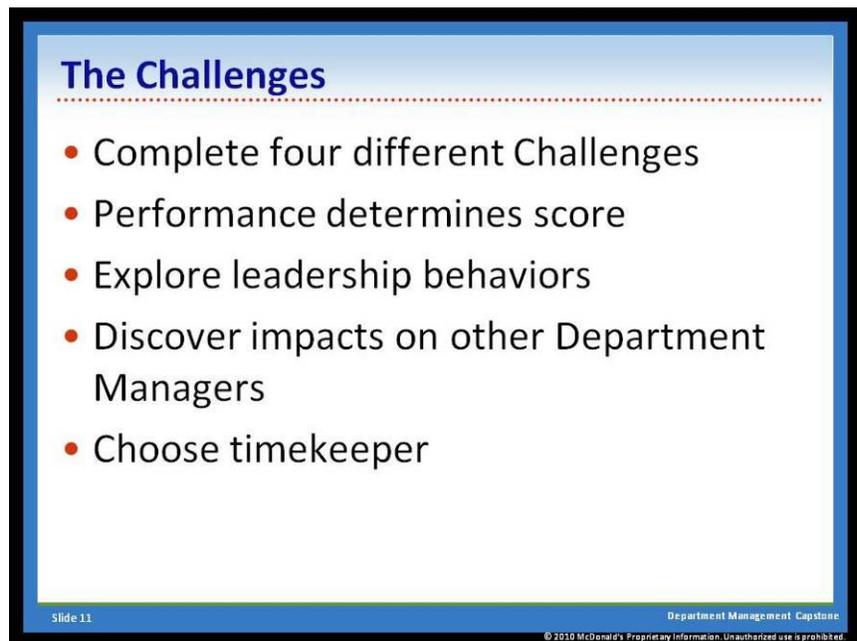
SAY

As I mentioned, you are now all Department Managers at Second Street Restaurant, leading other shift managers and crew. Your Second Street Department Management Team also includes some other people that you'll meet in just a bit.

Your restaurant, located in Anywhere, USA, has experienced a number of challenges. Your 90-day turnover is high, you are understaffed, and SOCs aren't being completed. Your Department Management Team has also struggled with leadership and working together effectively.

*You will try to **positively impact** your restaurant's opportunities by working with your table team.*

You'll learn more specifics about Second Street very soon.

DISPLAY**Slide 11**

The Challenges

- Complete four different Challenges
- Performance determines score
- Explore leadership behaviors
- Discover impacts on other Department Managers
- Choose timekeeper

Slide 11 Department Management Capstone © 2010 McDonald's Proprietary Information. Unauthorized use is prohibited.

SAY

How well your team does on each Challenge determines how you will be scored. Each Challenge will help you explore your leadership skills and show how your decisions impact other Department Managers, your team, your guests, and business results.

*You'll also discover how to take what you've learned and apply it back in your **own** restaurants.*

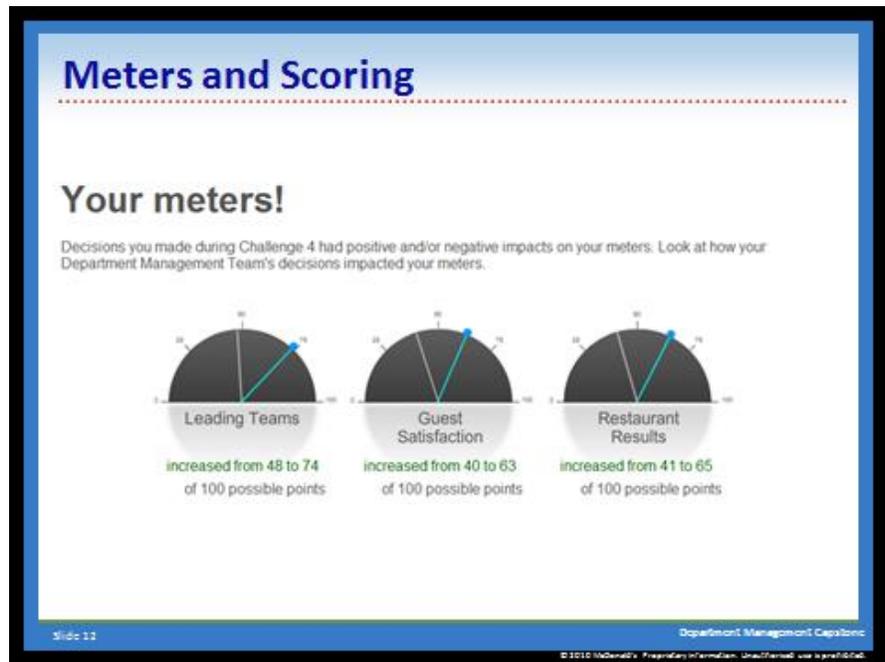
One person on your team will be the timekeeper for the course. You'll be responsible for setting your table's timer before each Challenge and letting your team know how much time you have left to complete your work.

Let's pause for 30 seconds to choose timekeepers now.

Pause while teams choose a timekeeper.

DISPLAY

Slide 12



Continue with enthusiasm and energy.

SAY

*How you see your scores is through the meters. If you make good decisions, then your meters will show your score going up. This means you are making a **positive** impact at Second Street.*

The meters are based on three things we all know are very important at McDonald's:

- ▶ *Leading Teams*
- ▶ *Guest Satisfaction and*
- ▶ *Restaurant Results*

Just like in your own restaurants, each of the meters contributes to profitability. Think about it: If your guests aren't satisfied, then you won't have a profitable restaurant.

If crew and managers aren't happy and you can't lead your team well, then you won't run a profitable restaurant either.

*And of course, if you don't get results, that **definitely** means your restaurant isn't profitable.*

Scoring is based on a number of criteria which vary with each Challenge. For example, to impact your Leading Teams meters, we might be looking at things like:

- ▶ *Are you communicating effectively with your Department Management team?*
- ▶ *Are you acting as a good example with your Department Management team?*

For Guest Satisfaction, we might be looking at things like:

- ▶ *Ensuring you meet your guests' needs while also ensuring QSC&V*

And for Restaurant Results, we might be looking at things like:

- ▶ *Awareness of your restaurant's targets and striving to always meet goals to drive business results*
- ▶ *Your team taking accountability for your opportunities and proactively seeking out suggestions to improve*

*Again, these are just general criteria that vary with each Challenge. That's why you need to read **all** the directions for each Challenge thoroughly so you don't miss anything important!*

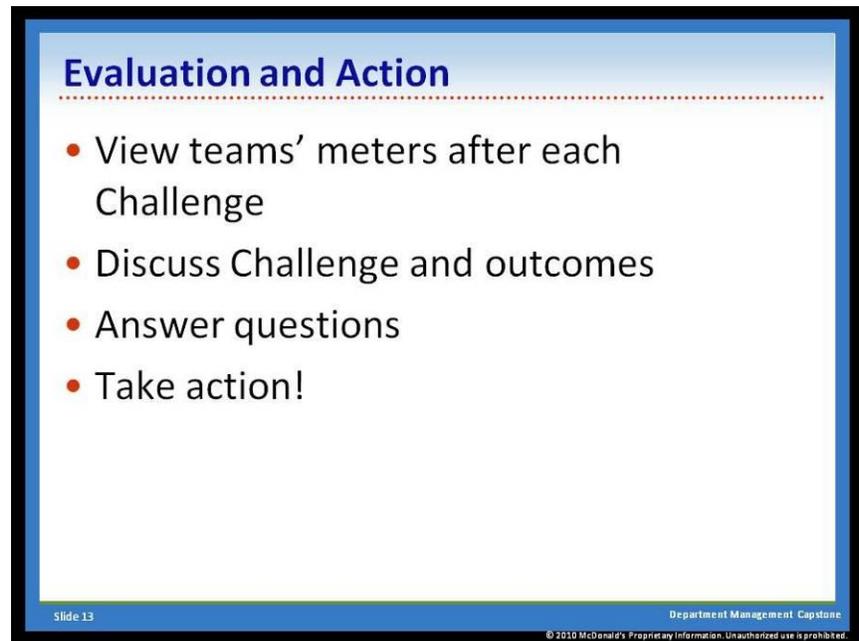
*Finally, the leadership behaviors we've already talked about will also play an important role in the Challenges and in your score. You're going to learn how to **work smarter** using your leadership skills to get the results you want in this course **and** get the results you want back in your own restaurants.*

It might be natural for you to focus on one area more than another, but remember that in this course, each of the meters is equally important.

Keep in mind that you will only see these meters in this course.

ASK

What questions do you have?

DISPLAY**Slide 13**

Evaluation and Action

- View teams' meters after each Challenge
- Discuss Challenge and outcomes
- Answer questions
- Take action!

Slide 13

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SAY

*You will have lots of opportunities to impact your score throughout the course. And just like you monitor results in your restaurant, we will monitor your **team's** results after each Challenge.*

You'll have the chance to see how well you did by viewing your team's meters—and you'll also get to see how you compare to the other teams.

We'll then talk about the decisions you made and how you could have impacted the meters differently by making different choices. You'll have the chance to share ideas with your peers and to have your questions answered, too.

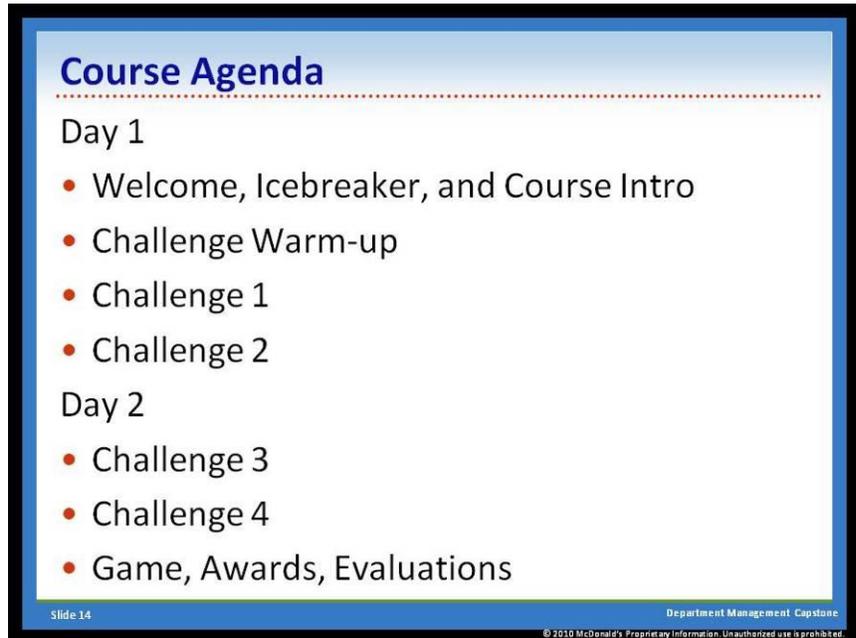
Finally, you'll complete an Action Plan. In it, you will reflect on each Challenge and think about how to apply what you've learned about leadership back at your own restaurant.

This Action Plan also indicates how you'll address the opportunities identified by you and your General Manager in your Performance Plan.

Remember, this is a safe learning environment. This is where you can try new things, push limits, and ask questions.

ASK

What questions do you have?

Course Agenda**3 minutes****DISPLAY****Slide 14**

Course Agenda

Day 1

- Welcome, Icebreaker, and Course Intro
- Challenge Warm-up
- Challenge 1
- Challenge 2

Day 2

- Challenge 3
- Challenge 4
- Game, Awards, Evaluations

Slide 14

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**FACILITATOR
NOTE**

Reference the slide as you explain the course agenda.

SAY

We've got a lot of ground to cover, so let's take a look at our agenda. Today, we've already gotten to know each other and told you what the Department Management Capstone course is all about. In just a few minutes, you'll get started with the Challenge Warm-up.

We'll take a short break before we debrief the Challenge Warm-up. Then we will jump into Challenge 1. In the middle of Challenge 1, we will break for lunch.

After lunch we'll finish Challenge 1 and its debrief. Then you will get another break. We'll return to do Challenge 2 by the end of the day.

Tomorrow, we'll do Challenge 3 and Challenge 4.

Before everyone goes back to their restaurants to apply their new leadership skills, we'll do a course summary, course evaluation, and hand out awards to the leading teams.

ASK

- ▶ *What questions do you have?*
- ▶ *[WITH EXCITEMENT] Is everyone ready to get started with our Challenge Warm-up?!*

Challenge Warm-up

55 minutes**Challenge Objective**

For participants to become familiar with the online environment, Challenge structure, meters, and Accountable Leadership.

Challenge Warm-up Summary

Reference the Challenge Warm-up Summary for an overview of your tasks during the Challenge Warm-up.

Facilitator Note

Continue to the Evaluate step of the Challenge Warm-up when all teams have completed the Accountable Leadership activity.

SAY

Before we get online, let's take a look at what you'll be doing with your team during the Challenge Warm-up:

- ▶ *When I tell you to, you're going to log into the course using the information on your table tent*
- ▶ *Then you'll learn how to navigate the online environment through the Scavenger Hunt*
- ▶ *You'll create a vision statement to use in this class*
- ▶ *You'll see how you've **already** been using accountable leadership in McDonald's and learn how to apply it to this course*
- ▶ *And finally, you'll get to see how your meters will work during the course after we spend a few minutes debriefing*

You'll have **55 minutes** to complete **all** of these activities. Timekeepers, it's **your job** to make sure your team finishes the activities on time.

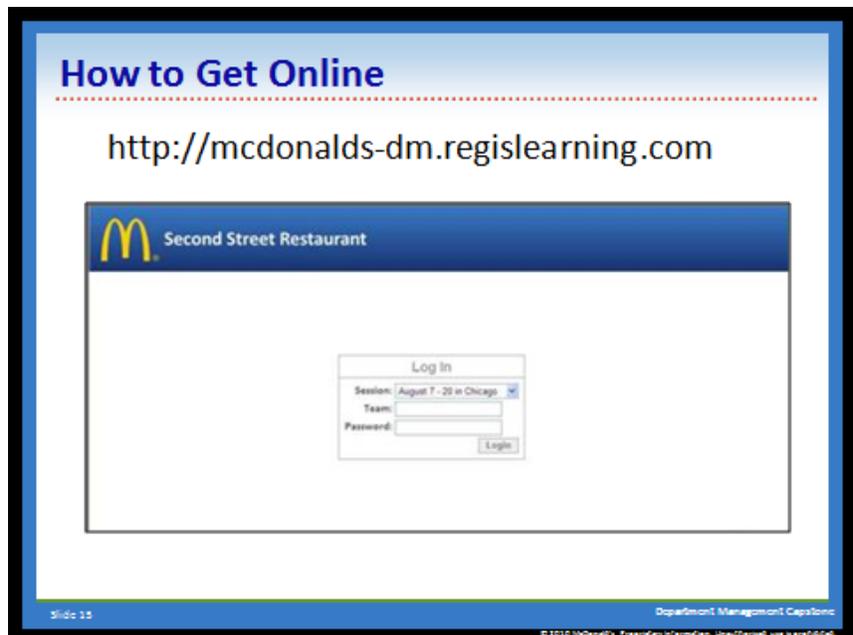
If you finish the Challenge before your time is up, take the extra time to talk about some best bets from your own restaurants.

ASK

What questions do you have?

SAY

Timekeepers, please set your timers for 55 minutes now. Let's get started with the Challenge Warm-up!

DISPLAY**Slide 15**

How to Get Online

<http://mcdonalds-dm.regislearning.com>

McDonald's Second Street Restaurant

Log in

Session: August 7 - 20 in Chicago

Team:

Password:

Log in

Slide 15

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Instruct participants on how to log in to the online environment.

Remember to use F5 to refresh if needed.

SAY

Let's begin by logging into the online site where you'll be doing a lot of your work during this course. Please type in the address on the slide.

When you reach the login screen, it should look like this. [PAUSE]

When you arrive at the login screen, select the session with today's date and our location from the drop-down menu. In the team box, please enter the color of your team from your table tent.

Next, in the password box, enter our session's password. Then click Login.

Observe teams logging in.

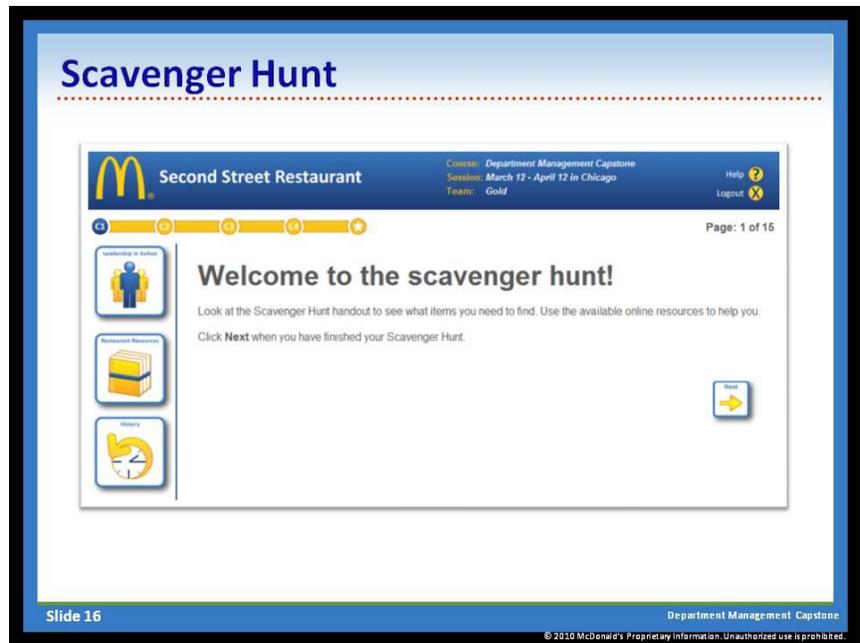
Teams should arrive at the "Welcome to the Scavenger Hunt!" page after logging in.

Offer assistance and answer questions as necessary.

After all teams have logged in, continue.

DISPLAY

Slide 16



SAY

If your screen looks like this, you're on the right page.

ASK

Is everyone on this screen?

SAY

If you're not on the right page, please raise your hand and one of us will come around to help.

This is the online environment where you'll be completing your Challenges over the next day and a half.

Right now, this online environment probably looks unfamiliar, but you're going to get to know it very well during the Challenge Warm-up!

After the Challenge Warm-up, your team will be able to see how well you did by viewing your team's meters. You need to complete the entire Challenge so manage your 55 minutes wisely.

ASK

What questions do you have?

SAY

If you have questions at any time during the Warm-up, please raise your hand. Now, please get started with the Scavenger Hunt.

DISPLAY

Slide 17

Challenge Warm-up

- Please begin!
- We'll come back together as a group after Accountable Leadership and a break

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REFERENCE CHALLENGE WARM-UP SUMMARY

DISPLAY

Slide 18

Break

- 15 minutes



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SAY

We will debrief what you just did in the Challenge Warm-up right after we take a 15-minute break. Please return at [TIME.]

BREAK**15 minutes****Evaluate: Challenge Warm-up****35 minutes**

Continue by debriefing after all teams have finished the Challenge Warm-up.

Ask for volunteers to answer the questions.

Be sure to refer to them as "leaders" when addressing them.

DISPLAY**Slide 19**

Challenge Warm-up

- Scavenger Hunt
 - What questions do you have?

Slide 19

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SAY

Hopefully the Challenge Warm-up helped you become familiar with the online environment and gave you a taste of what's coming up in the Challenges. You were also able to view lots of the resources at your fingertips that will help you complete each Challenge.

Let's start by reviewing your answers from the Scavenger Hunt.

**FACILITATOR
NOTE**

One Facilitator should hand out the Scavenger Hunt Answer Key.

The other Facilitator should continue below.

SAY

This Scavenger Hunt Answer Key has all of the correct answers and locations of each Scavenger Hunt item.

*Take about **five** minutes to review the Answer Key now. Circle anything that you may have additional questions about and we'll talk about them after everyone has had a chance to review.*

**FACILITATOR
NOTE**

Pause for approximately 4-5 minutes while teams review their answers.

Walk around, making sure each team understands the correct location of each of the Scavenger Hunt items, providing extra explanation when necessary.

ASK

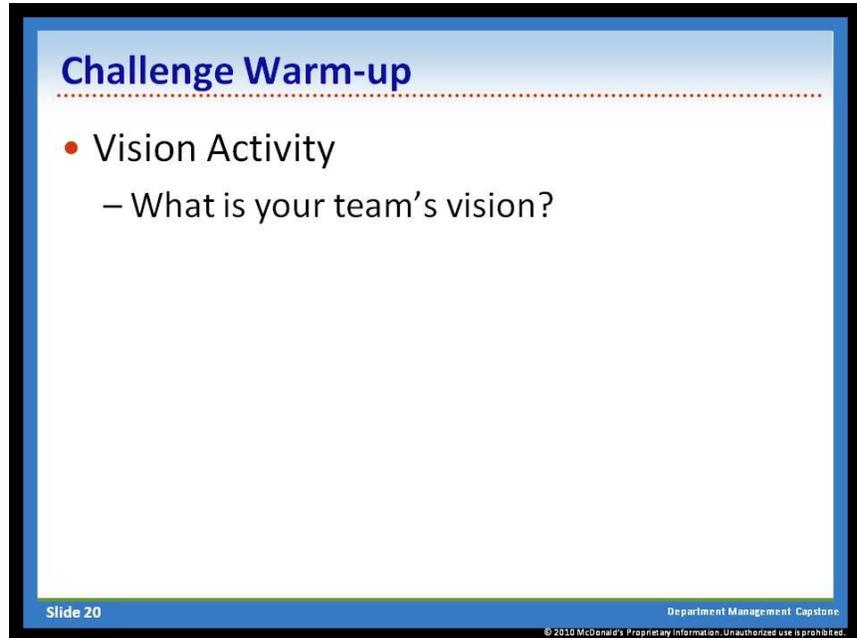
Did anyone have any trouble finding anything on the list?

Make sure participants understand how each item was found before continuing.

Scavenger Hunt Answer Key

	Question	Answer	Location/ How You Got There
1.	Where is the Next button?	Lower/middle right side of the screen	Main page
2.	What is Second Street's next promotion? When will it begin?	Value Meal Glass Promotion; begins April 25th	Online; Restaurant Resources; Second Street Overview
3.	What's the first leadership behavior listed under Puts the Customer First?	Always Role Models Commitment to Total Customer Satisfaction	1. Online; Leadership in Action (It Takes a Team) 2. Printed; prework or Performance Plan 3. Printed; posters
4.	How many Drive-thru lanes does Second Street have?	2 at-a-time order taking	1. Online; Restaurant Resources; Second Street photos 2. Online; Restaurant Resources; Second Street Overview
5.	What was Second Street's PAC for March?	PAC = 32.57%	Online; Restaurant Resources; GM Scorecard—March
6.	What is the purpose of the History page?	The History screen shows a visual record of what you've accomplished (i.e., shows what you've done)	Online; History
7.	What is the Kitchen Department's score for Department PM Tasks Complete for Week 4 in March?	70%	Online; Restaurant Resources; e*RDM Scorecards; Kitchen Department
8.	What is the name of the crew member who started on March 28th?	Jody Anderson	Online; Restaurant Resources; Communication Log
9.	How many crew members are there at Second Street?	45	Online; Restaurant Resources; Second Street Overview
10.	List the steps for getting from the Scavenger Hunt main page to the Help page	<ul style="list-style-type: none"> ▶ Click Help icon ▶ Click Return arrow 	N/A

	and back.		
11.	How many seats are in Second Street?	100	Online; Restaurant Resources; Second Street Overview
12.	How can you review your completed tasks and activities?	History button	Use History to view your completed tasks and activities. Do not use the Back button on your Browser to go back—use History to review instead. Make sure you read all directions carefully and that you are finished with a task before moving onto the next page. You will not have an opportunity to go back and change your answers!
13.	What was the overall Mystery Shop score for March?	74%	1. Online; Restaurant Resources; Mystery Shop Results 2. Online; Restaurant Resources; GM Scorecard
14.	Which shift is Leslie scheduled for on Saturday?	She's off	Online; Restaurant Resources; Managers' Schedule
15.	How many pages are in the Challenge Warm-up?	7	Upper right-hand corner of main page
16.	What is the Sales Increase % target for April?	5%	Online; Restaurant Resources; any Department Manager Scorecard

DISPLAY**Slide 20**

Challenge Warm-up

- Vision Activity
 - What is your team's vision?

Slide 20 Department Management Capstone © 2010 McDonald's Proprietary Information. Unauthorized use is prohibited.

SAY

Great job, everybody! If you're still confused about the location of a few items, please ask me about them during our next break.

You also had the chance to work with your team to create a vision statement that will help to guide you throughout the course.

ASK

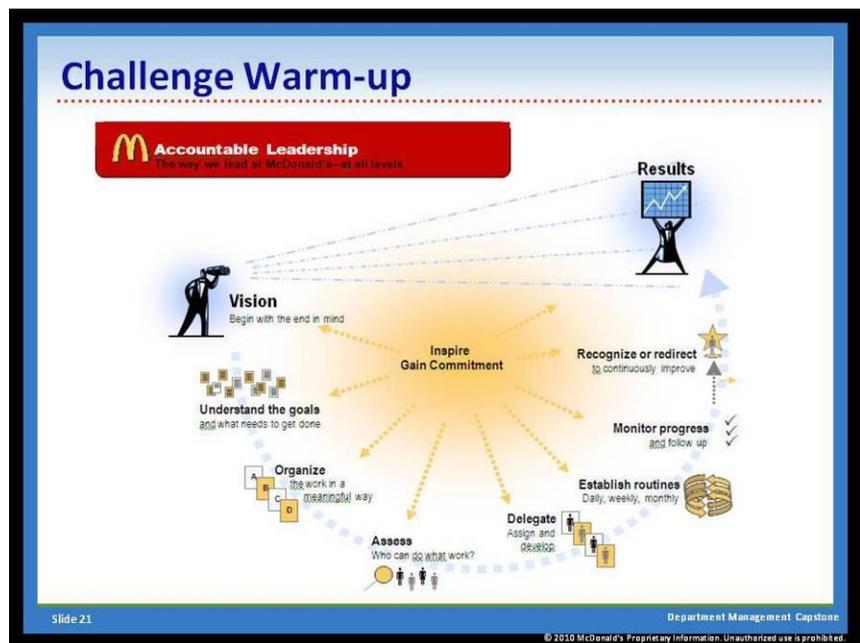
Ask each team:

- ▶ *What is your team's vision?*

Continue the group discussion by using the questions below as a guide.

ASK

- ▶ *What kinds of things did your team discuss in trying to come up with your vision?*
- ▶ *Why do you think it's important for your team to have a vision?*

DISPLAY**Slide 21**

Reference each step of the Accountable Leadership model on the slide, pointing to it as you review.

SAY**Vision**

*Creating your team's vision statement was the first step in applying **accountable leadership** to what you'll be doing in this class. You may not have known it, but you've already been using these steps throughout your journey as Department Managers!*

Accountable leadership is the way that we lead at McDonald's, and it's also the way you'll complete each of your Challenges.

For example, your team will use your vision statement to keep you focused on your end results throughout the class.

Understand the Goals

Understanding the goals means knowing what needs to get done. So before you start an activity, your team needs to have a clear understanding of what you'll need to do.

Organize

During the Scavenger Hunt, you saw many of the Restaurant Resources that you'll use as tools throughout the Challenges -- and they will help you organize your work and make sure you're working together and in a way that makes sense.

SAY**Assess**

Assessing means knowing who on your team can do which tasks. In the Challenge Warm-up, you've already assessed: You assigned a timekeeper based on your team member's ability to manage time. You also assessed by determining who would be what role based on their experience or skills.

Delegate

So, first you assess -- or figure out who can do what -- and then you delegate so that everyone is sharing the workload. In this course, you'll work with your team to delegate different parts of each Challenge so that everyone contributes.

Establish Routines

As Department Managers, you already know all about establishing routines. Routines help us make sure everything gets done and helps you know that you haven't overlooked anything.

Monitor Progress

Monitoring progress helps you determine if you're achieving the results you want. In the Challenges, you'll be able to monitor progress by seeing your meters.

Recognize or Redirect

As Department Managers, you've already had experience recognizing when someone has done a great job, and redirecting if something's not getting done right.

In the Challenges, you'll work with your team to determine when this is necessary so your team can continuously improve.

Inspire and Gain Commitment

Finally, the heart of accountable leadership is being able to inspire and gain commitment from your team.

That means involving everyone on your team, communicating early and often and role modeling leadership.

*Think of **accountable leadership** as a strategy for conquering these Challenges -- it's something you're already familiar with and you'll continue demonstrating it during this course.*

Now for the moment you've all been waiting for...Let's get a peek at how your decisions during the Challenge Warm-up impacted your meters!

**FACILITATOR
NOTE**

Advance teams to the **Your Meters** screen (p. 6).

Allow them approximately a minute to review.

One Facilitator should continue below as teams continue to review.

SAY

The meter results reflect the decisions you made during the Challenge Warm-up. In future Challenges, make sure you give complete, thoughtful answers, think about how to apply leadership, and spend time discussing possible answers with your team to have a positive impact on your meters.

If you rush to get to the end quickly, and don't give much thought to your answers, then you will probably have a negative impact on your meters in future Challenges.

*Throughout the Challenges, **every** decision you make gives you another opportunity to impact your meters and change your team score.*

*If your scores are not what you expected, then luckily for you the results from your Challenge Warm-up **will not count** towards your overall score. Everyone will start with a clean slate for Challenge 1.*

Remember, it's not just what you do and the results you get, but how you get them. Keep that in mind as we move forward to Challenge 1.

ASK

What questions do you have?

Challenge 1: Communication**95 minutes****Challenge Objective**

For participants to uncover root issues of an everyday problem by reviewing restaurant information and exhibiting leadership behaviors.

Leadership Behaviors

- ▶ Organizes the Work
- ▶ Communicates Effectively and Honestly

Challenge 1 Summary

Reference the Challenge 1 Summary for an overview of your tasks during Challenge 1.

Facilitator Note

Continue to the Evaluate step of Challenge 1 when all teams have completed the Challenge Reflection.

SAY

Before we get started with Challenge 1, let's go over what you'll be doing:

- ▶ *First, you're going to see a situation that's happening at your restaurant this morning*
- ▶ *You're going to determine the best way the situation should be handled and answer some questions about it*
- ▶ *You'll review your Restaurant Resources and prepare for and conduct a Weekly Managers' Meeting, using the Important Information about Your Role packets from the handout table*
- ▶ *Here's a tip: conducting your Weekly Managers' Meeting should take about 5-6 minutes*
- ▶ *Finally, you'll reflect on Challenge 1 as a team*

*You'll have **95 minutes** to complete **all** of these activities. Remember, it's up to each team's timekeeper to keep your team on track with everything you need to get done.*

In the middle of this challenge we will pause for a lunch break. There are about 40 minutes before lunch.

Please use any available time to discuss some best bets from your own restaurants with your teams.

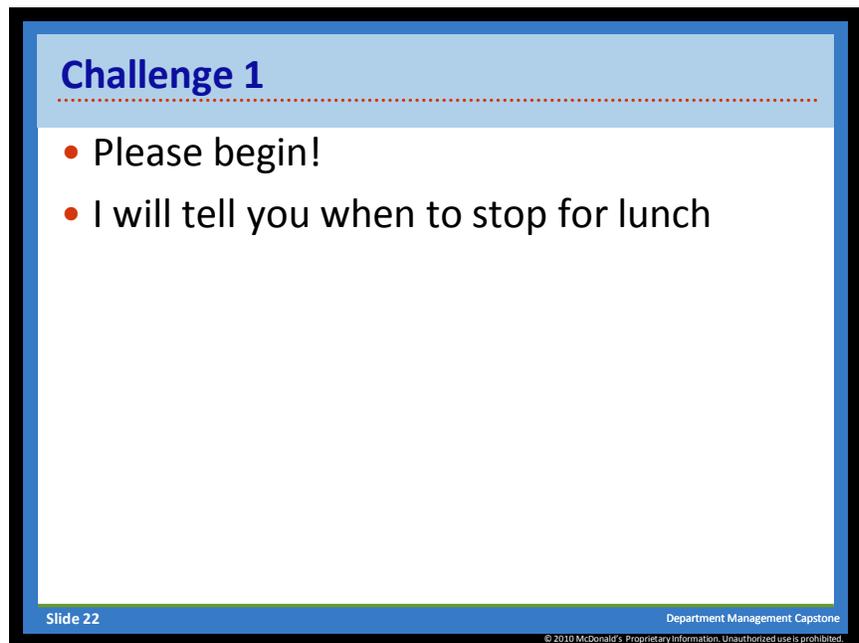
You'll have a chance to see your meters after we debrief following the Challenge.

ASK *What questions do you have?*

SAY *Timekeepers, please set your timers for 95 minutes now. Let's begin Challenge 1!*

FACILITATOR NOTE **Advance** teams to Challenge 1.

DISPLAY **Slide 22**



REFERENCE CHALLENGE 1 SUMMARY SHEET

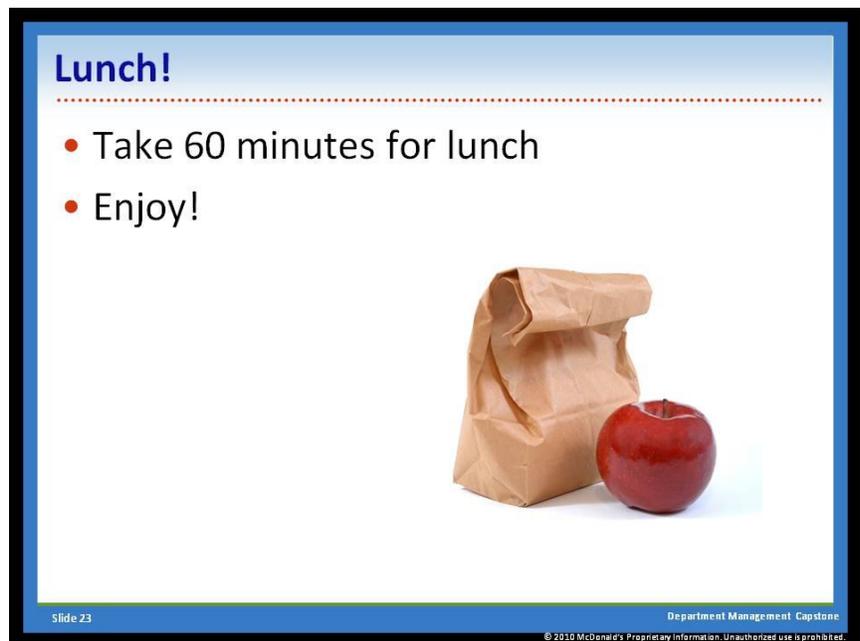
At lunchtime, dismiss the class for the lunch break.

SAY

It's time to break for lunch!

Timekeepers, please pause your timers.

*You have **one hour** to eat and return, ready for class. Please return at [TIME.]*

DISPLAY**Slide 23**

Lunch!

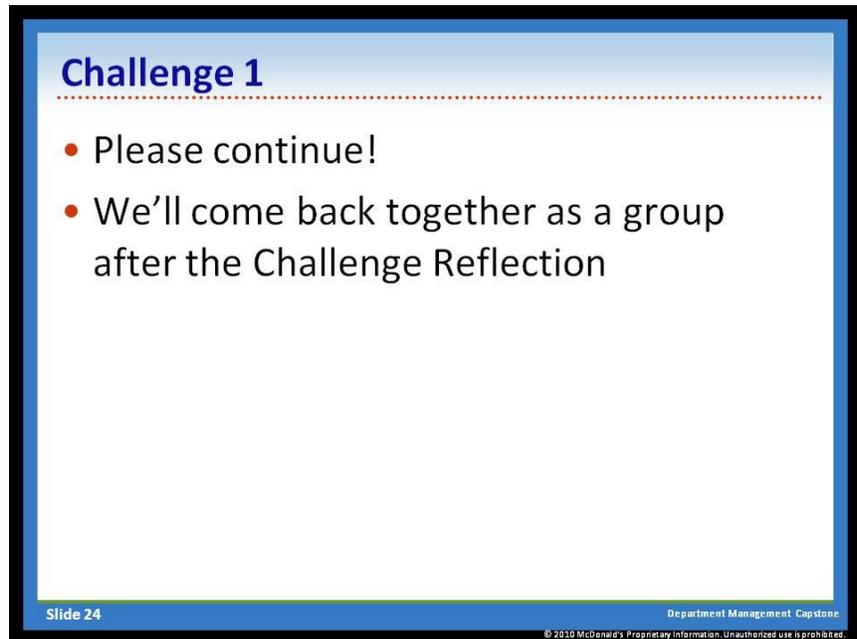
- Take 60 minutes for lunch
- Enjoy!

Slide 23

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LUNCH**60 minutes**

DISPLAY**Slide 24**

Challenge 1

- Please continue!
- We'll come back together as a group after the Challenge Reflection

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SAY

Welcome back! I hope you enjoyed your lunch. Let's get right back into Challenge 1.

Timekeepers, your timers should have approximately 55 minutes left. Please start your timers. Enjoy the rest of Challenge 1!

Evaluate: Challenge 1**30 minutes**

Encourage healthy competition among teams.

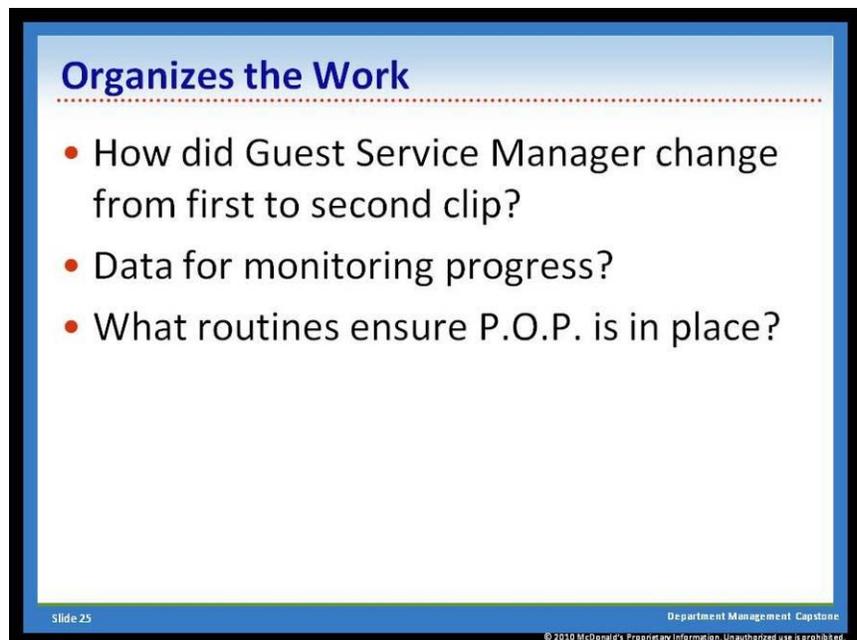
SAY

Hope your team enjoyed Challenge 1. Let's continue by talking about what happened.

One Facilitator should guide a discussion about teams' outcomes on Challenge 1, using the following questions to keep the conversation flowing.

The other Facilitator should finish scoring the Challenge for all teams.

Address teams by name when seeking responses (i.e., *"Purple Team leaders: What are your thoughts on how to handle this?"*)

DISPLAY**Slide 25**

Organizes the Work

- How did Guest Service Manager change from first to second clip?
- Data for monitoring progress?
- What routines ensure P.O.P. is in place?

Slide 25

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**FACILITATOR
NOTE**

Reference the leadership poster *Organizes the Work* for the following portion of guided discussion.

SAY

This Challenge focused on the leadership skills Organizes the Work and Communicates Effectively and Honestly.

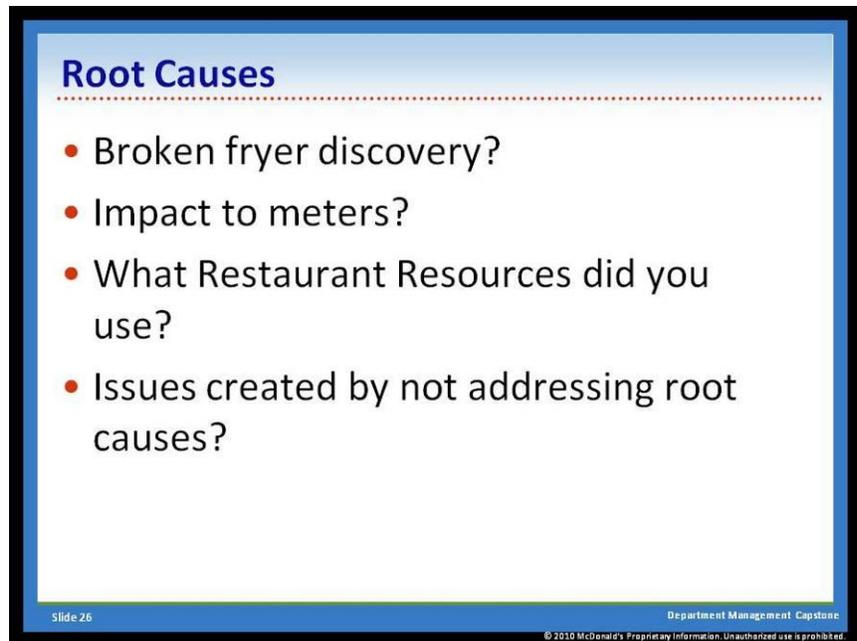
During the Challenge, you got to hear the Guest Service Manager delivering redirection to a Shift Manager.

ASK

- ▶ *The Guest Service Manager did not effectively delegate in the first audio clip. What was different about the second clip?*
- ▶ *What kinds of data could the Guest Service Manager use to monitor progress on his department targets?*
- ▶ *What routines would have helped to ensure the P.O.P. was in place?*

DISPLAY

Slide 26



Root Causes

- Broken fryer discovery?
- Impact to meters?
- What Restaurant Resources did you use?
- Issues created by not addressing root causes?

Slide 26

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SAY

The fryer was broken from the very beginning of this Challenge. It really became apparent during your team's Weekly Managers' Meeting.

ASK

- ▶ *How and when did you discover the broken fryer?*
- ▶ *How would it have helped you if you had discovered it earlier?*
- ▶ *What Restaurant Resources, if any, did you use to help uncover this issue?*
- ▶ *What kinds of problems are created when you aren't able to address root causes?*

DISPLAY**Slide 27**

A presentation slide with a blue header and footer. The header text is "Communicates Effectively & Honestly" in blue, underlined with a dotted line. Below the header is a list of four red-bulleted questions. The footer contains "Slide 27" on the left and "Department Management Capstone" on the right, with a small copyright notice below it.

Communicates Effectively & Honestly

- Prep for Weekly Managers' Meeting?
- What did you learn?
- Which direct questions did you ask?
- What **should** you have asked?

Slide 27 Department Management Capstone
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SAY

As a Department Management Team, you all participated in a Weekly Managers' Meeting.

**FACILITATOR
NOTE**

Reference the leadership poster *Communicates Effectively and Honestly* for the following portion of guided discussion.

- ▶ *Before the Weekly Managers' Meeting, how did you prepare? What resources did you use?*
- ▶ *What did you learn from participating in the Weekly Managers' Meeting?*
- ▶ *What types of direct questions did you ask to identify the root cause of some of the issues you were having? Or what **should** you have asked?*

SAY

Thanks for a great discussion everybody. Use the Team Meter Record at your table to write down your scores from each meter. You'll be able to see your progress between Challenges and determine how your team's decisions impacted your meters. Now let's see how your decisions affected Second Street!

**FACILITATOR
NOTE**

Advance teams to the **Your Meters** screen (p. 13).

Allow them approximately 2 minutes to review.

Encourage the other teams, letting them know that every decision they make gives them another opportunity to impact their meters and change their team score.

SAY

The score you received on your meters reflects the decision-making you did in this Challenge.

*Remember, it's not just **what** you do and the results you get, but **how** you get them.*

Let's talk about how the leading teams got results at Second Street.

REVIEW METERS

Display the Facilitator Dashboard.

Hit F5 on the projecting computer to refresh before displaying the Cross-Team meters.

Review the cross-team meters by clicking the Cross-Team Meters link in the upper right-hand corner of the Facilitator Dashboard. It should resemble the following visual:



Display the Leading Teams meter by clicking the Leading Teams link.

Reference the "meter leaders" for each meter and use the questions below.

ASK

*[X TEAM], you were our leaders in the **Leading Teams** meter. Can you share some of the decisions you made that impacted your Leading Teams meter positively?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You talked to a crew member to find out what was going on first-hand
- ▶ You assessed your crew members, made sure they were trained, assigned them a task, monitored how they were doing, and recognized or redirected them
- ▶ **Everyone** participated in your Weekly Managers' Meeting, was respectful of one another and found direct ways to talk to their team about difficult issues

SAY

For the other teams, you probably didn't make one or more of these decisions, leading to a lower score than [NAME] team.

Consider how you could make different decisions as we look at the team results for Guest Satisfaction.

Display the Guest Satisfaction cross-team meter by clicking on the Guest Satisfaction link.

ASK

*[X TEAM], you were our leaders in the **Guest Satisfaction** meter. Can you share some of your approaches in Challenge 1 that impacted this meter?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You helped the crew member correct the P.O.P. immediately to make sure communication with your guests was accurate
- ▶ You recognized that the fryer was broken
- ▶ In the Weekly Managers' Meeting, your Kitchen Manager took responsibility for not following up on the notes in the Communication Log and Pre-Shift checklist
- ▶ You came up with a specific plan to fix the fryer and ensure QSC&V

SAY

For the other teams, if you didn't make one or more of these decisions, you probably had a lower score than [NAME] team. Think about that as we move forward to Restaurant Results.

Display the Restaurant Results cross-team meter by clicking on the Restaurant Results link.

ASK

*[X TEAM], you were our leaders in the **Restaurant Results** meter. What did you do to positively impact this meter in Challenge 1?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You recognized that you should put more information in the Communication Log about P.O.P.
- ▶ You knew that a broken fryer would affect your targets and your Kitchen Manager and People Manager talked about how it affected their targets in the Weekly Managers' Meeting
- ▶ You knew the P.O.P. would affect scorecard results like New Product Units Sold **and** P.O.P./Merchandising In Place

SAY

Let's look at the totals for each team.

REVIEW METERS

Hit F5 on the projecting computer to refresh before displaying.

Review the cumulative cross-team meters by clicking the Cumulative Team Scores link in the upper right-hand corner of the Facilitator Dashboard.

SAY

You can see that [X TEAM] is in the lead, [X TEAM] is in second and [X TEAM] is in third.

*Remember, in order to get the most credit for your answers and to impact your meters, you need to give **thorough** answers to questions. The leading teams gave very specific and thorough answers to questions.*

ASK

- ▶ *In this Challenge, what types of things do you think your team did well?*
- ▶ *Thinking back through the Challenge, what do you wish your team would have done differently?*
- ▶ *How did the Weekly Managers' Meeting impact your meters and why?*
- ▶ *What scorecard measures were affected by the decisions you made during this Challenge?*

Challenge 1: Action Plan**20 minutes****SAY**

We hope you had some fun with this Challenge and learned a lot through those experiences. While you were online, your team did a bit of group reflection.

HANDOUT

One Facilitator should hand out an Action Plan to each participant.

The other Facilitator should continue below.

DISPLAY

Slide 28



SAY

*You've had a chance to reflect on how your decisions **and** leadership affected your Second Street Department Management team and your Second Street crew and managers. Now it's time to reflect on how you can apply what you've learned to **your** restaurant back at home.*

*Let's take a moment to do some individual reflection. You're going to complete your Action Plan in four parts. When you return to your restaurant, you'll have the starting point for a conversation with your General Manager about what you've learned and how you're going to do things in the future with a **leadership focus**.*

You're also going to take this time to write down two to three things you will do when you return to your restaurant to improve.

Now, please turn to the Action Plan labeled Part 1. We'll take 20 minutes to work on your plans now. Please raise your hand at any time if you need help.

ASK

What questions do you have?

**FACILITATOR
NOTE**

Direct teams to their Action Plan packets.

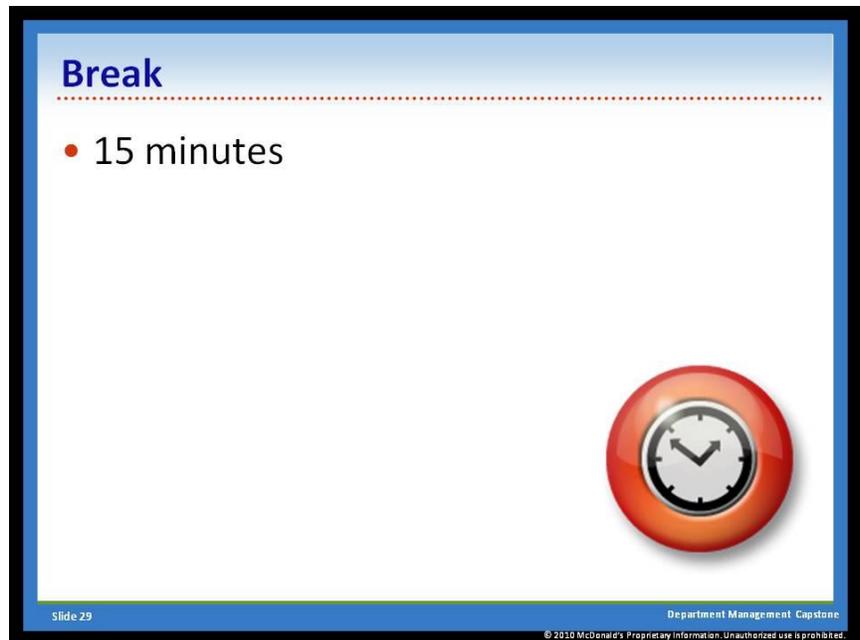
As teams work, walk around and answer questions as needed.

After 20 minutes, continue to Challenge 2.

**FACILITATOR
NOTE**

As participants finish the Action Plan, send them to a 15-minute break.

Remind teams of the time to return.

DISPLAY**Slide 29****SAY**

Let's take a 15-minute break. Please return at [TIME.]

BREAK**15 minutes**

Challenge 2: People

70 minutes**Challenge Objective**

For participants to focus on their teams' abilities rather than their personalities, thereby exhibiting leadership.

Leadership Behaviors

- ▶ Builds Teamwork
- ▶ Develops Crew & Managers

Challenge 2 Summary

Reference the Challenge 2 Summary for an overview of your tasks during Challenge 2.

Facilitator Note

Continue to the Evaluate step of Challenge 2 when all teams have completed the Challenge Reflection.

SAY

Welcome back from break. You did a nice job on Challenge 1, everybody! Let's take a look at what you'll be doing in Challenge 2:

- ▶ *First, you'll listen to a situation with some crew members that's happening at Second Street and see how it's affecting your targets*
- ▶ *You'll also answer some questions about how your targets have been impacted*
- ▶ *You'll review your Restaurant Resources and prepare for and conduct a Weekly Managers' Meeting*
- ▶ *Finally, you'll reflect on Challenge 2 as a team*

Remember timekeepers, it's your job to keep your team on track with everything you need to get done.

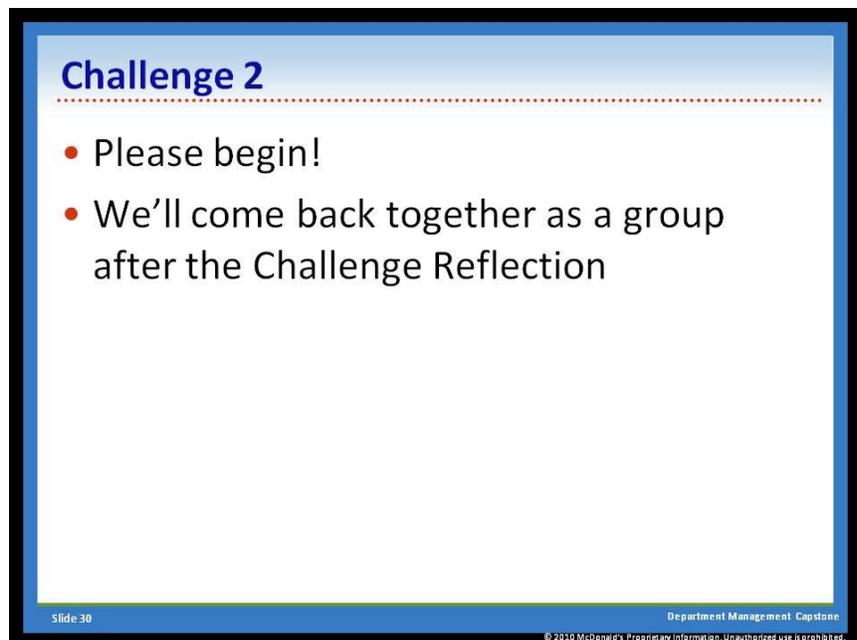
Again, if you finish the Challenge before your timer goes off, spend the remaining time discussing best bets from your own restaurants with your team.

ASK

What questions do you have?

SAY

Please set your timers for 70 minutes now and let's begin Challenge 2!

DISPLAY**Slide 30**

Challenge 2

- Please begin!
- We'll come back together as a group after the Challenge Reflection

Slide 30

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REFERENCE CHALLENGE 2 SUMMARY SHEET

Evaluate: Challenge 2**30 minutes****SAY**

Let's see what you learned in Challenge 2.

One Facilitator should guide a discussion about teams' outcomes on Challenge 2, using the questions below to keep the conversation flowing.

The other Facilitator should finish scoring the Challenge for all teams.

Be certain to also add the Team Dynamics score for Challenges 1 and 2.

Address teams by name when seeking responses (i.e., *"Purple Team leaders: What are your thoughts on how to handle this?"*)

DISPLAY**Slide 31**

Perception vs. Reality

- How would you handle the conversation?
- **What** you can do vs. **who** you are
- Improvement on assessing team's skills and knowledge

Slide 31

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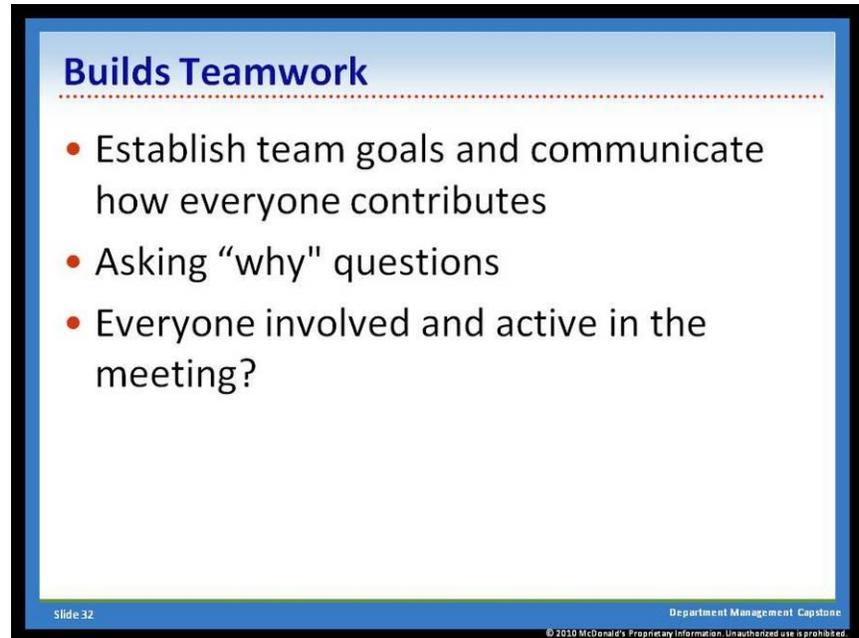
ASK

This Challenge focused on the leadership behaviors Builds Teamwork and Develops Crew and Managers.

- ▶ *Have you overheard a conversation like the one that started Challenge 2? How did **you** handle it?*
- ▶ *Why is it important to focus on what people can **do**, rather than on the **person**?*
- ▶ *What are some of the things that the Kitchen Manager could have done better to assess the team's skills and knowledge?*

FACILITATOR NOTE

Reference the leadership poster *Builds Teamwork* for the following portion of this guided discussion.

DISPLAY**Slide 32**

Builds Teamwork

- Establish team goals and communicate how everyone contributes
- Asking “why” questions
- Everyone involved and active in the meeting?

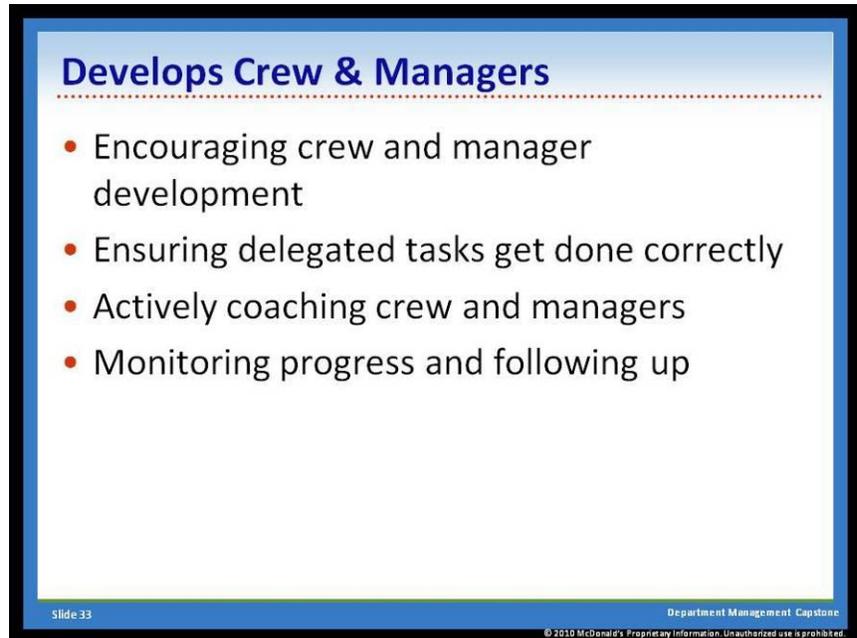
Slide 32 Department Management Capstone
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ASK

- ▶ *In Challenge 2, how well did your Department Management Team do establishing team goals and communicating how everyone contributes to them?*
- ▶ *What types of "why" questions did you ask to resolve some of the different viewpoints expressed in the Weekly Managers' Meeting?*
- ▶ *What kinds of things did you do during the meeting to get everyone involved and active?*

**FACILITATOR
NOTE**

Reference the leadership poster *Develops Crew and Managers* for the following portion of this guided discussion.

DISPLAY**Slide 33**

Develops Crew & Managers

- Encouraging crew and manager development
- Ensuring delegated tasks get done correctly
- Actively coaching crew and managers
- Monitoring progress and following up

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ASK

- ▶ *When you delegate tasks, you're demonstrating trust in someone else's ability to perform that task. The Kitchen Manager could have done a better job with this in this Challenge.*

*How can you make sure that you show trust, but that your delegated tasks still get done **correctly**?*

- ▶ *What could you have done in this situation to actively coach your crew and other managers?*
- ▶ *Can anyone share some ways that your Second Street Team could monitor progress and follow up?*

SAY

*It's time for everyone's favorite moment—seeing how your decisions affected Second Street. Remember, it's not just **what** results you get, but **how** you got them.*

[WITH ENTHUSIASM] Let's check out your results!

**FACILITATOR
NOTE**

Advance teams to the **Your Meters** screen (p. 7).

Allow them approximately 2 minutes to review.

Remind teams to use their Team Meter Record to note their progress.

SAY

*You might not have noticed, but during Challenges 1 and 2, we were taking note of your **team dynamics**—or your ability to work well with the people at your table.*

Not only are team dynamics important in this course, but they are essential for you to be aware of as an accountable restaurant leader.

Building teamwork includes working well with your peers, as well as those who report to you. We don't always have to agree, but we must know how we can work together.

In Challenges 1 and 2, we were observing many different things.

For example:

- ▶ *When you were discussing something with your team, did you give equal time for everyone to present their ideas, or did one person dominate the discussion?*
- ▶ *This was also a factor in your Weekly Managers' Meeting: Were **everyone's** ideas heard, or did one or two people do most of the talking?*
- ▶ *Did you **encourage** the participation of your teammates as you worked together during the Challenges?*
- ▶ *Were you **respectful** of others' ideas?*

Think about these aspects of team dynamics as we continue to Challenges 3 and 4.

*Remember, team dynamics will **continue** to be a factor as we move forward, so make sure you're sensitive to what you and your teammates are projecting.*

Continue by congratulating the leading team.

Encourage the other teams, letting them know that every decision they make gives them another opportunity to impact their meters and change their team score.

SAY

Let's talk about how the leading teams got results at Second Street during Challenge 2.

REVIEW METERS

Display the Facilitator Dashboard.

Hit F5 on the projecting computer to refresh before displaying each meter.

Review the cross-team meters by clicking the Cross-Team Meters link in the upper right-hand corner of the Facilitator Dashboard. It should resemble the following visual:



Display the Leading Teams meter by clicking the Leading Teams link.

Reference the "meter leaders" for each meter and use the questions below.

ASK

*[X TEAM], you were our leaders in the **Leading Teams** meter. Can you share some of the decisions you made that impacted your Leading Teams meter positively?*

**LEARNING
POINTS**

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You made sure you were scheduled to work the same times as the crew and managers you are trying to get to know better
- ▶ You used the weekly one-on-one to become familiar with your crew and managers
- ▶ You talked to your People Manager about scheduling additional training
- ▶ In the Weekly Managers' Meeting, the Kitchen Manager suggested ideas for getting along with younger team members
- ▶ You proactively sought out suggestions to improve and addressed concerns during the meeting

Display the Guest Satisfaction meter by clicking on the Guest Satisfaction link.

SAY

If you did well in Leading Teams, you probably had answers similar to [X TEAM.] If not, consider changes your team can make moving forward.

ASK

*[X TEAM], you were our leaders in the **Guest Satisfaction** meter. Can you share some of your approaches in Challenge 2 that impacted this meter?*

**LEARNING
POINTS**

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You knew that your crew had to be trained to work in other stations of the Production Area
- ▶ You recognized that if you are staffed properly, you can better meet the needs of guests
- ▶ In the Weekly Managers' Meeting, the People Manager recognized that unhappy crew can negatively impact guests

Display the Restaurant Results meter by clicking on the Restaurant Results link.

ASK

*[X TEAM], you were our leaders in the **Restaurant Results** meter. What did you do to positively impact this meter in Challenge 2?*

**LEARNING
POINTS**

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You allowed your crew to complete SOCs in the scheduled time slot
- ▶ During the Weekly Managers' Meeting, your People Manager mentioned that the Kitchen Department crew's unhappiness was affecting targets
- ▶ You knew that coming up with a solution to the scheduling challenge would allow you to positively impact your restaurant targets

SAY

Let's take a look at our overall "leader board."

REVIEW METERS

Hit F5 on the projecting computer to refresh before displaying.

Review the cumulative cross-team meters by clicking the Cumulative Team Scores link in the upper right-hand corner of the Facilitator Dashboard.

SAY

Looks like [X TEAM] is leading, with [X TEAM] and [X TEAM] in second and third place.

*Again, remember that we're looking for **thorough** and **specific** answers to questions. Just as accountable leaders are thorough and specific, the leading teams gave very specific and thorough answers to questions in this Challenge.*

Ask the set of questions below to the entire group.

ASK

- ▶ *What types of things do you think your team did well?*
- ▶ *Thinking back through the Challenge, what do you wish your team would have done differently?*
- ▶ *How did the Weekly Managers' Meeting impact your meters and why?*
- ▶ *What Scorecard measures do you think were affected by the decisions that you made during this Challenge?*

Challenge 2: Action Plan

20 minutes

SAY

*Everyone made a terrific effort on this Challenge. We hope you're starting to see how the leadership behaviors and your decisions build on one another. Remember, to be successful both here and in your own restaurant, you'll need to use a **mix** of all the leadership behaviors. Keep this in mind as we continue moving forward.*

DISPLAY**Slide 34****SAY**

Let's pause again to do some individual reflection. Please turn to the Action Plan labeled Part 2. You're going to take 20 minutes to work on your plan. Please raise your hand at any time if you need help.

ASK

What questions do you have?

Direct teams to their Action Plan packets.

Walk around and answer questions as needed.

After 20 minutes, wrap up Day 1.

SAY

Thank you for a great day today! We covered a lot of ground...from analyzing restaurant information, to making tough decisions, to applying leadership behaviors.

Before we go for the day, let's take a quick moment and go back to our Course Expectations flipchart.

Reference the Course Expectations flipchart prepared at the beginning of the day.

ASK

How well are we doing in meeting the expectations we set for ourselves at the beginning of the day?

Pause for participants to answer.

SAY

Keep those expectations in mind as we continue with the rest of the course tomorrow. We'll come back to them again at the end of the class to make sure they were all met.

ASK

What final questions do you have before we leave today?

SAY

Everyone, please make sure that you are logged out of the online environment before we leave. You'll be able to log back in and pick up where you left off tomorrow, starting with Challenge 3 in the morning.

We hope that you come back refreshed and ready to work with your teams again tomorrow. Have a great night!

END OF DAY 1

DAY 2**DISPLAY****Slide 35**

Welcome participants back to the course.

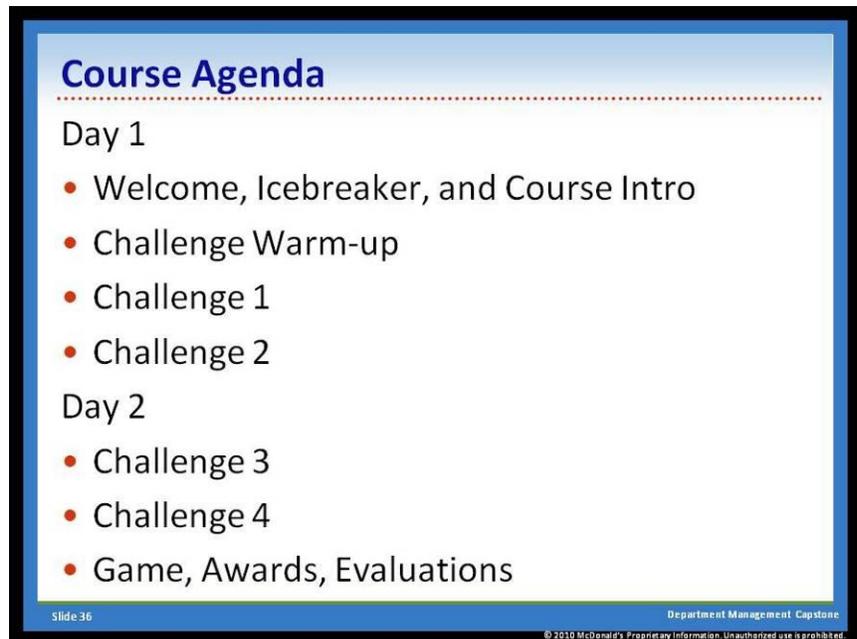
Make sure they are seated with their teams from Day 1.

SAY

Welcome back! I hope you had a good night and that you were able to recharge your brains so we can enjoy Challenge 3!

As you settle back in with your teams, please resume the role that you had yesterday and put your name badge back on.

Before you log back into the course, let's take a quick look at our agenda.

DISPLAY**Slide 36**

Course Agenda

Day 1

- Welcome, Icebreaker, and Course Intro
- Challenge Warm-up
- Challenge 1
- Challenge 2

Day 2

- Challenge 3
- Challenge 4
- Game, Awards, Evaluations

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Review agenda accomplishments from the previous day with the group.

Preview what participants will cover on Day 2.

SAY

Yesterday was a full day as you completed the Challenge Warm-up and Challenges 1 and 2.

Today you will complete Challenge 3. After our morning break we will debrief Challenge 3. You will start Challenge 4 before lunch then we will wrap up everything later this afternoon.

ASK

What questions do you have?

Challenge 3: Scheduling

120 minutes

Challenge Objective

For participants to effectively use restaurant resources to gather facts, analyze, and plan, as well as to successfully lead teams to welcome and accept change.

Leadership Behaviors

- ▶ Plans Beyond the Shift
- ▶ Supports Change

Challenge 3 Summary

Reference the Challenge 3 Summary for an overview of your tasks during Challenge 3.

SAY

Let's continue with Challenge 3 online. Here's a preview of what you'll be doing:

- ▶ *First, you'll read about something that's happening at Second Street at the start of a Saturday shift*
- ▶ *You'll review your Restaurant Resources and answer some questions about what you find*
- ▶ *You'll also learn about what happens during the Saturday shift and answer some additional questions*
- ▶ *You'll prepare for and conduct a Weekly Managers' Meeting and learn some new information that you'll discuss with your team*
- ▶ *Finally, you'll reflect on Challenge 3 as a team*

ASK

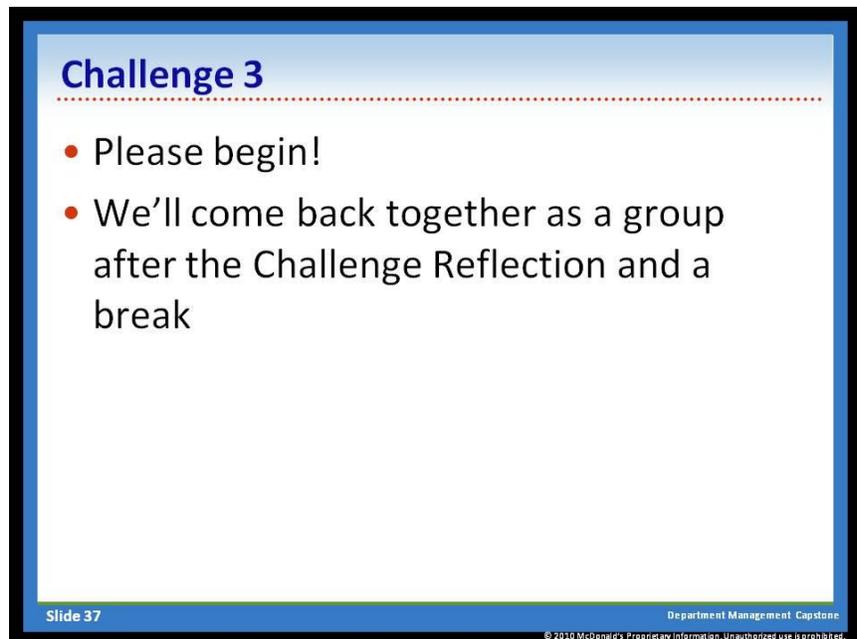
What questions do you have?

SAY

Timekeepers, please set your timers for 120 minutes now. Let's begin Challenge 3.

**FACILITATOR
NOTE**

If your timers are not able to go that high, divide the time into two increments.

DISPLAY**Slide 37**

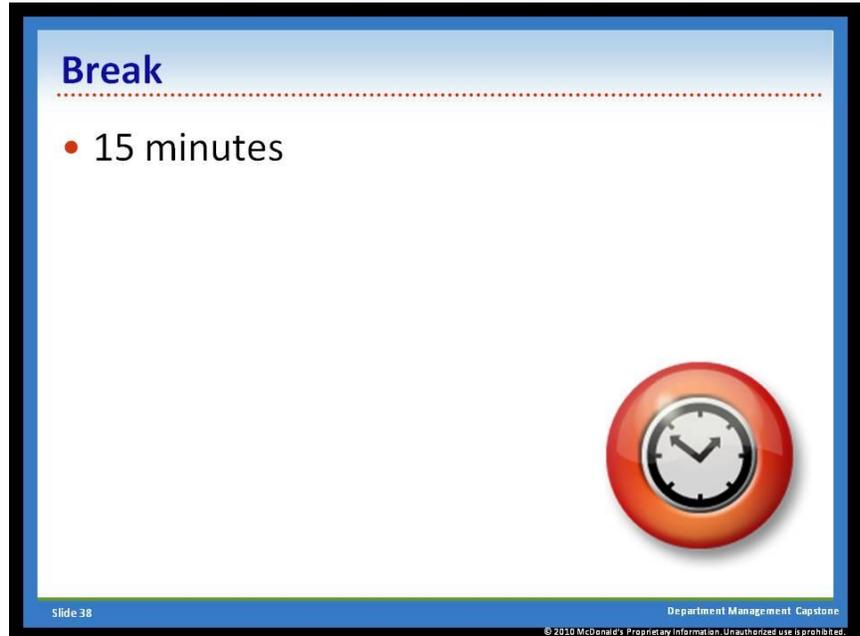
Challenge 3

- Please begin!
- We'll come back together as a group after the Challenge Reflection and a break

Slide 37

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REFERENCE CHALLENGE 3 SUMMARY SHEET

DISPLAY**Slide 38****SAY**

Hopefully each team enjoyed Challenge 3. Let's take a 15-minute break and then discuss it. Please return at [TIME].

BREAK**15 minutes**

Evaluate: Challenge 3

30 minutes

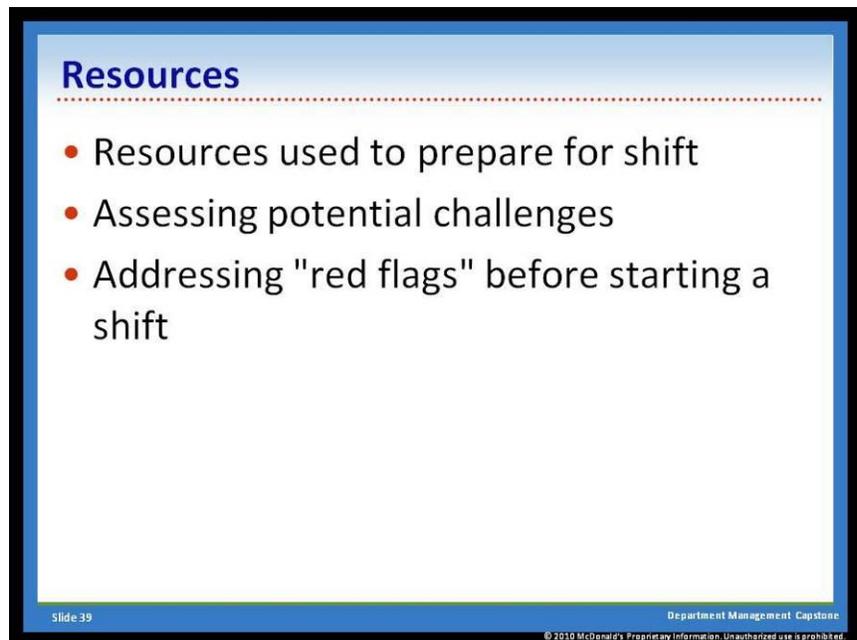
One Facilitator should guide a discussion about teams' outcomes on Challenge 3, using the following questions to keep the conversation flowing.

The other Facilitator should finish scoring the Challenge for all teams.

Address teams by name when seeking responses (i.e., *"Purple Team leaders: What are your thoughts on how to handle this?"*)

DISPLAY

Slide 39



Slide 39 displays a list of resources under the heading "Resources". The resources listed are:

- Resources used to prepare for shift
- Assessing potential challenges
- Addressing "red flags" before starting a shift

Slide 39

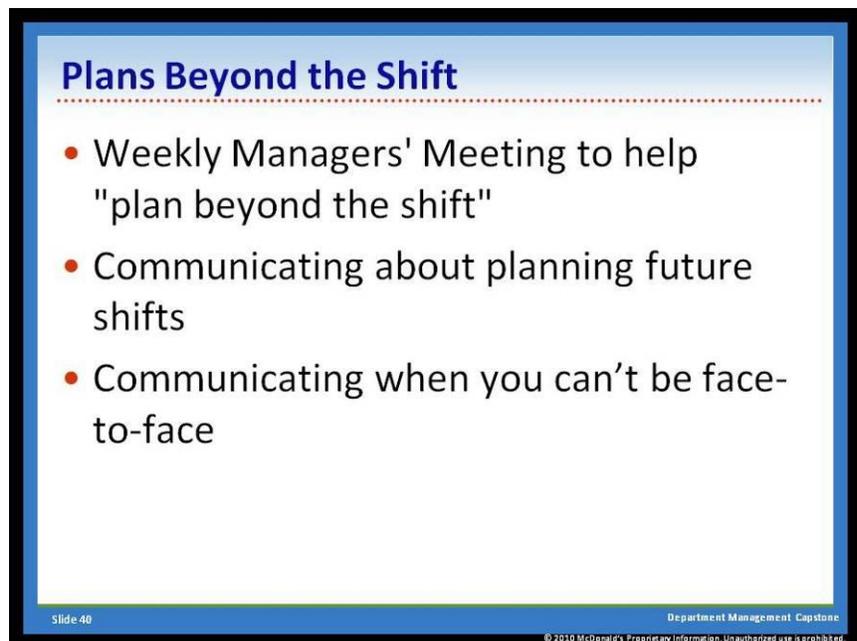
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ASK

- ▶ *What are some of the resources you used to prepare for your shift in this Challenge?*
- ▶ *Tell me some examples of ways to address "red flags" before starting a shift.*

**FACILITATOR
NOTE**

Reference the leadership poster *Plans Beyond the Shift* for the following portion of the guided discussion.

DISPLAY**Slide 40**

Plans Beyond the Shift

- Weekly Managers' Meeting to help "plan beyond the shift"
- Communicating about planning future shifts
- Communicating when you can't be face-to-face

Slide 40

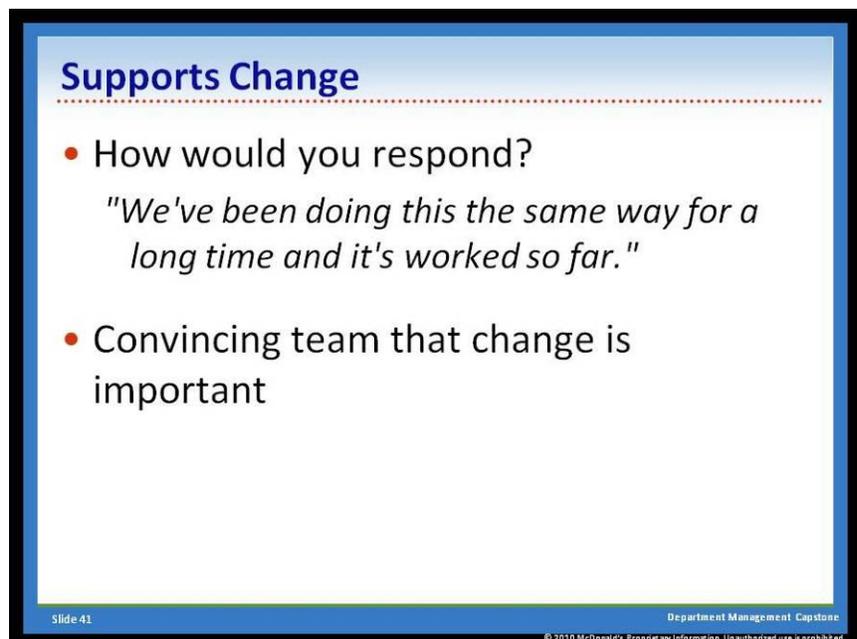
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ASK

- ▶ *How did the Weekly Managers' Meeting help you "plan beyond the shift" in Challenge 3?*
- ▶ *Did you communicate with your management peers about planning future shifts? How?*
- ▶ *How can you communicate important information if you can't have a face-to-face conversation with someone?*

**FACILITATOR
NOTE**

Reference the leadership poster *Supports Change* for the following portion of the guided discussion.

DISPLAY**Slide 41**

Supports Change

- How would you respond?
"We've been doing this the same way for a long time and it's worked so far."
- Convincing team that change is important

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ASK

- ▶ *How would you respond to this statement?
"We've been doing this the same way for a long time and it's worked so far."*
- ▶ *What are some methods you can use to convince other team members that change is necessary and important?*

SAY

[WITH ENTHUSIASM]

Ok everybody, let's check out those Team Meters and see how your decisions impacted Second Street.

*We've been saying it all day: It's not just about the results you got, but **how** you got them!*

**FACILITATOR
NOTE**

Advance teams to the **Your Meters** screen (p. 12).

Allow them approximately 2 minutes to review.

Remind teams to use their Team Meter Record to note their progress.

Encourage the other teams, letting them know that every decision they make gives them another opportunity to impact their meters and change their team ranking.

SAY

Let's talk about how you got those results during Challenge 3.

REVIEW METERS **Display** the Facilitator Dashboard.

Hit F5 on the projecting computer to refresh before displaying the Cross-Team meters.

Review the cross-team meters by clicking the Cross-Team Meters link in the upper right-hand corner of the Facilitator Dashboard. It should resemble the following visual:



Display the Leading Teams meter by clicking the Leading Teams link.

Reference the "meter leaders" for each meter and use the questions below.

ASK

*[X TEAM], you were our leaders in the **Leading Teams** meter. Can you share the decisions you made to positively impact your Leading Teams meter?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You knew to redirect the Shift Manager during the Saturday shift when her decisions weren't appropriate and **also** to recognize that she did her best during the shift
- ▶ During the Weekly Managers' Meeting, the Guest Service Manager talked about the scheduling and communication challenges and how that impacted your team's morale
- ▶ You determined whether your team was properly trained on the new fryer
- ▶ You knew you needed to have a shift huddle to communicate what was happening with the fryer when it was installed
- ▶ You also talked about how your GM could coach around promoting and training a Spanish-speaking crew

SAY

[X TEAM]'s answers should give everyone some insight on what we were looking for on Leading Teams during Challenge 3. Think about ways that your team could have improved your answers as we review the next meter.

Display the Guest Satisfaction meter by clicking on the Guest Satisfaction link.

ASK

*[X TEAM], you were our leaders in the **Guest Satisfaction** meter. What were some of the decisions you made during Challenge 3 that impacted this meter?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ You knew that with the delivery of the new fryer, you would need to determine if you should add staff to handle the disruption and continue providing great QSC&V
- ▶ During the Weekly Managers' Meeting, your Guest Service Manager talked about what happened during the Saturday shift so that it wouldn't happen again and impact guest satisfaction
- ▶ You verbally apologized to guests for the disruption and/or issued BOGs
- ▶ You knew that putting out a hand-written note regarding the broken fryer anywhere in the restaurant was **not** a good way to handle your guests

ASK

Based on these answers, is everyone clear on how [X TEAM] is our current Guest Satisfaction meter leader?

Display the Restaurant Results meter by clicking on the Restaurant Results link.

ASK

*[X TEAM], you were our leaders in the **Restaurant Results** meter. What decisions positively impacted this meter in Challenge 3?*

LEARNING POINTS

If the team doesn't offer the following answers, be sure to present them to the class:

- ▶ During the Weekly Managers' Meeting, each Department Manager talked about their targets
- ▶ You came up with a plan to minimize waste during the installation of the new fryer
- ▶ You updated e*RDM with the new fryer

SAY

I know everyone is excited to see the overall scores after Challenge 3!

REVIEW METERS

Hit F5 on the projecting computer to refresh before displaying.

Review the cumulative cross-team meters by clicking the Cumulative Team Scores link in the upper right-hand corner of the Facilitator Dashboard.

SAY

With one Challenge to go, [X TEAM] is our overall leader, [X TEAM] and [X TEAM] in second and third place.

Again, as we move into Challenge 4, make a mental note of the kinds of decisions that the leading teams are making.

ASK

- ▶ *What types of things do you think your team did well?*
- ▶ *Thinking back through the Challenge, what do you wish your team would have done differently?*
- ▶ *How did the Weekly Managers' Meeting impact your meters and why?*
- ▶ *What scorecard measures do you think were affected by the decisions that you made during this Challenge?*

Pause for participant responses before continuing to the Action Plan.

Challenge 3: Action Plan**20 minutes****DISPLAY****Slide 42****SAY**

Let's pause again to do some individual reflection. Please turn to the Action Plan labeled Part 3. You're going to take 20 minutes to work on your plan. Please raise your hand at any time if you need help.

ASK

What questions do you have?

Direct teams to their Action Plan packets.

As teams work, walk around and answer questions as needed.

After 20 minutes, direct teams to a 15-minute break.

Remind teams of the time to return.

Challenge 4: Food

110 minutes

Challenge Objective

For participants to uncover root issues of an everyday problem by reviewing restaurant resources and exhibiting leadership behaviors.

Leadership Behaviors

- ▶ Influences by Example
- ▶ Puts the Customer First

Challenge 4 Summary

Reference the Challenge 4 Summary for an overview of your tasks during Challenge 4.

Facilitator Note

Continue to the Evaluate step of Challenge 4 when all teams have completed the Challenge Reflection.

SAY

Now for what you'll be doing during Challenge 4:

- ▶ *First, you'll read about a truck order issue at Second Street that connects to your upcoming promotion*
- ▶ *You'll review some additional information, determine how to best handle the situation and answer some questions*
- ▶ *You'll prepare for and conduct a Weekly Managers' Meeting*
- ▶ *Finally, you'll reflect on Challenge 4 as a team*

One more thing before you get started! I'd like the person on each team who has the handwritten role badge to stand up. We've got a memo for you!

HANDOUT

Hand out the transfer letters to one member per team.

The team member that receives the memo will shift one team to the right.

**FACILITATOR
NOTE**

Team members being transferred will likely cause a commotion in the classroom.

Allow participants a few minutes to regroup and direct the "transfers" where they need to go, if necessary.

Continue when everyone has relocated.

SAY

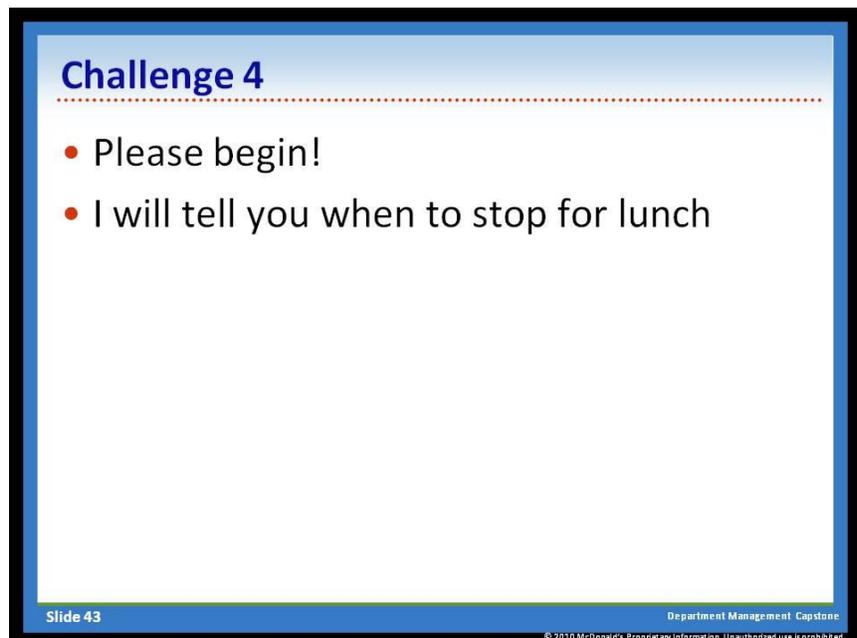
[WITH ENTHUSIASM] It looks like your restaurants are all gaining new team members today! This means things will change a bit on your teams.

Timekeepers, you have 110 minutes for this challenge with lunch in the middle. Please set your timers for 55 minutes.

If you need help logging back into the course, please raise your hand.

Is everyone ready to get started?! Let's begin!

Assist teams in logging back into the course if needed.

DISPLAY**Slide 43**

Challenge 4

- Please begin!
- I will tell you when to stop for lunch

Slide 43

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REFERENCE CHALLENGE 4 SUMMARY SHEET

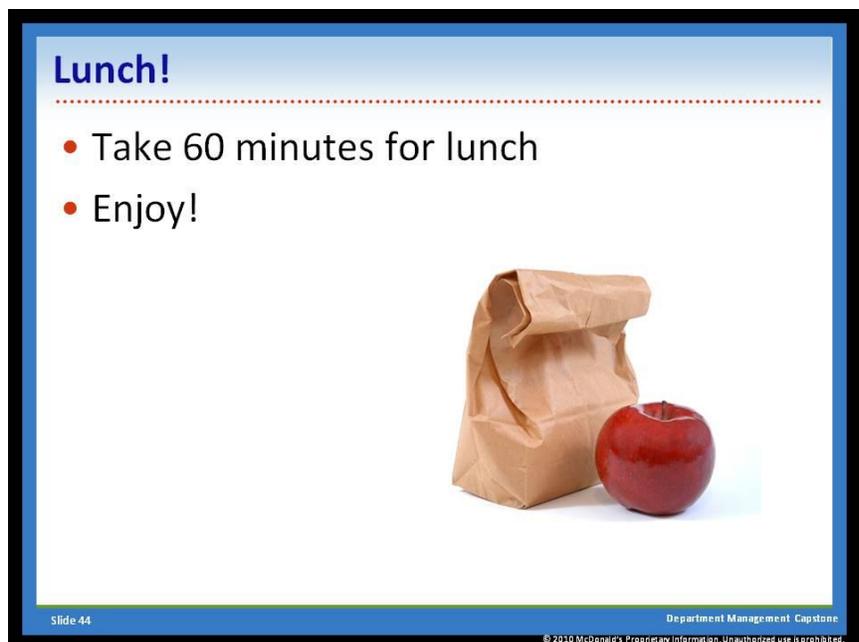
After teams complete the online portion of Challenge 4, send them to their lunch break.

SAY

*It's time to break for lunch! You have **one hour** to eat and return, ready for class. Please return at [TIME.]*

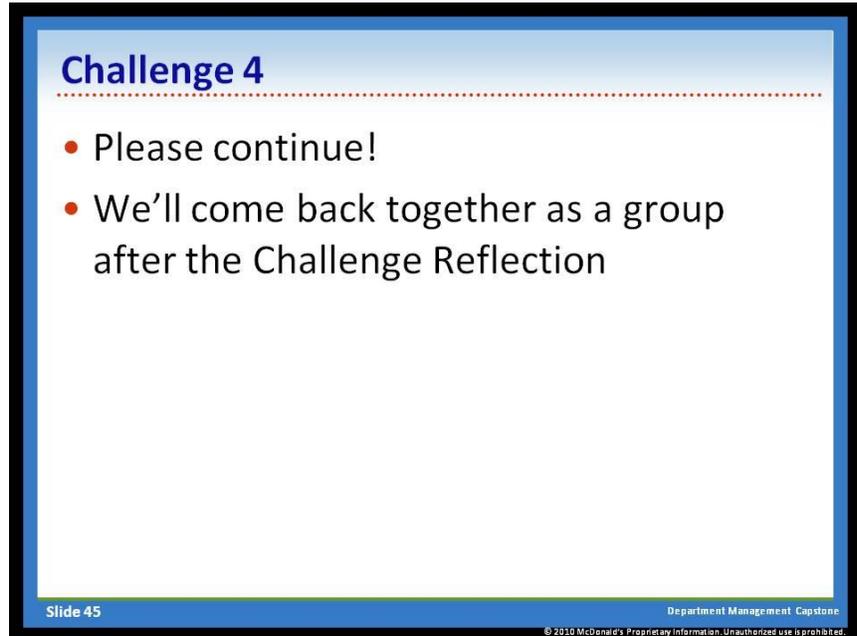
DISPLAY

Slide 44



LUNCH

60 minutes

DISPLAY**Slide 45**

Challenge 4

- Please continue!
- We'll come back together as a group after the Challenge Reflection

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SAY

*Welcome back! I hope you enjoyed your lunch.
Let's get right back into Challenge 4.*

*Timekeepers, please start your timers for another
55 minutes. Enjoy the rest of Challenge 4!*

Evaluate: Challenge 4**30 minutes**

Welcome participants back from lunch.

Encourage healthy competition among teams.

SAY

*Let's regroup and talk about what happened in
Challenge 4.*

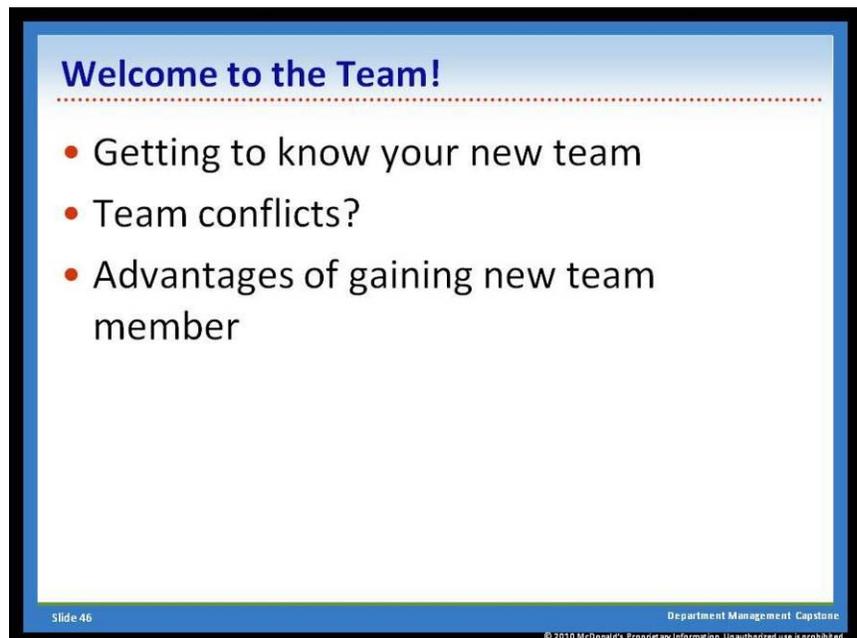
One Facilitator should guide a discussion about teams' outcomes on Challenge 4, using the following questions to keep the conversation flowing.

The other Facilitator should finish scoring the Challenge for all teams, including the Team Dynamics score for Challenges 3 and 4.

Address teams by name when seeking responses (i.e., *"Purple Team leaders: What are your thoughts on how to handle this?"*)

DISPLAY

Slide 46



Welcome to the Team!

- Getting to know your new team
- Team conflicts?
- Advantages of gaining new team member

Slide 46

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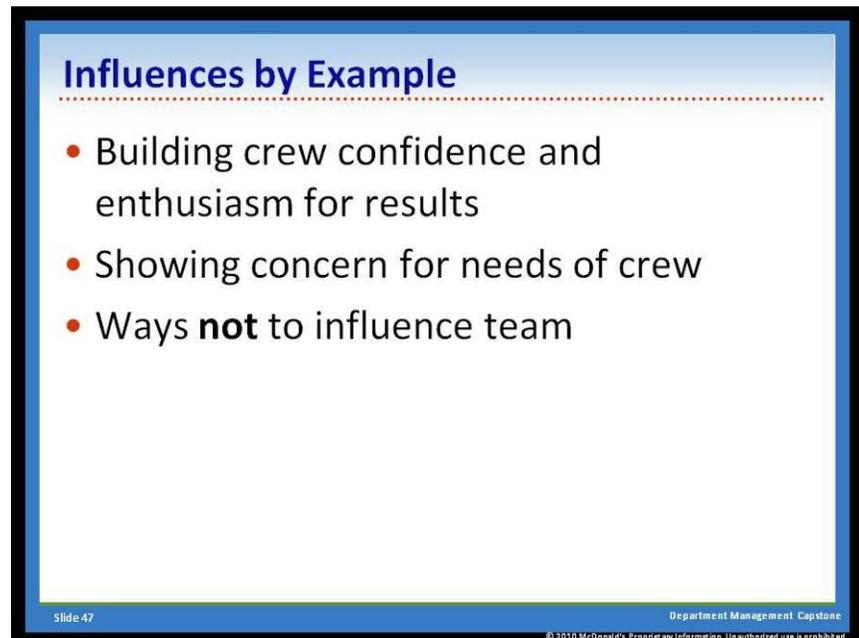
ASK

Think back to how Challenge 4 began -- everyone got a brand-new team member!

- ▶ *This question is for those of you who were the "new" team members in Challenge 4: How did you get to know your new team?*
- ▶ *Can you share any conflicts that might have happened in your new team?*
- ▶ *What are some of the advantages of gaining a new team member?*

**FACILITATOR
NOTE**

Reference the leadership poster *Influences by Example* for the following portion of the guided discussion.

DISPLAY**Slide 47**

Influences by Example

- Building crew confidence and enthusiasm for results
- Showing concern for needs of crew
- Ways **not** to influence team

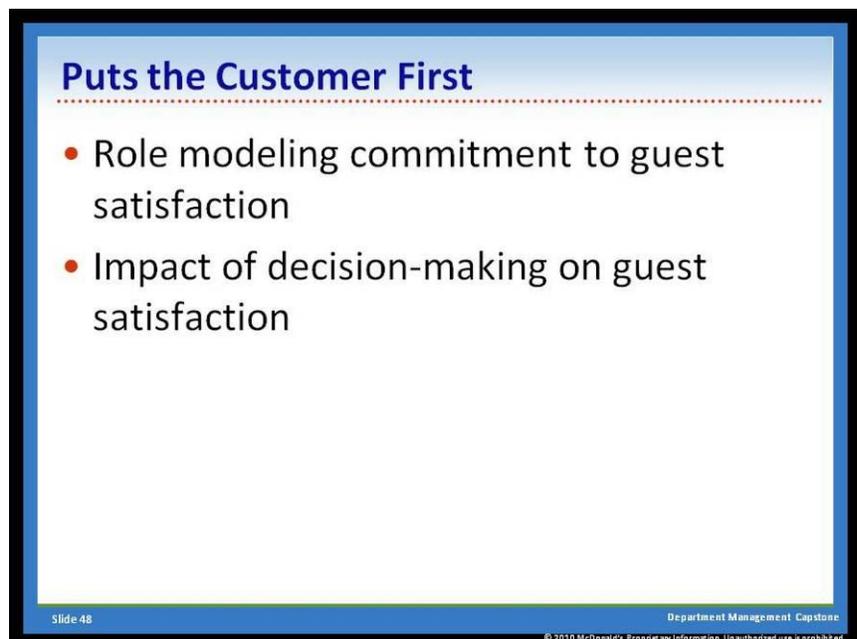
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ASK

- ▶ *What was your plan for building your crew's confidence and enthusiasm for getting results?*
- ▶ *How did you show concern for the needs of your crew and reporting managers at Second Street during the Challenge?*
- ▶ *What are some of the ways you **shouldn't** try to influence your team?*

**FACILITATOR
NOTE**

Reference the leadership poster *Puts the Customer First* for the following portion of the guided discussion.

DISPLAY**Slide 48**

Puts the Customer First

- Role modeling commitment to guest satisfaction
- Impact of decision-making on guest satisfaction

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ASK

- ▶ *In what ways did your decisions allow you to role model a commitment to guest satisfaction?*
- ▶ *How was guest satisfaction impacted (positively/negatively) by your decisions in this Challenge?*

Wrap up the debrief.

ASK

- ▶ *Thinking back through the Challenge, what do you wish your team would have done differently?*
- ▶ *How did the Weekly Managers' Meeting impact your meters and why?*
- ▶ *What scorecard measures do you think were affected by the decisions that you made during this Challenge?*

Pause for participant responses.

SAY

Ok, teams...Let's see how well you did on this Challenge!

**FACILITATOR
NOTE**

Advance teams to the **Your Meters** screen (p. 9).

Allow them approximately 2 minutes to review.

Remind teams to use their Team Meter Record to note their progress.

SAY

We're not going to go to the Team Meters just yet. I know ... the suspense must be killing you! Right now, let's quickly review some of the key learning points from this Challenge.

**LEARNING
POINTS**

On your screen, look at the Leading Teams meter with your team. If you had a positive impact on this meter:

- ▶ *You knew you needed your Guest Service Manager, Kitchen Manager **and** People Manager to help resolve the shortage of promotional product*
- ▶ *In the Weekly Managers' Meeting, your Kitchen Manager took responsibility for not properly delegating the truck order*
- ▶ *Your Guest Service Manager got your Department Management Team excited about continuing the promotion*

Next, let's review the key learning points for Guest Satisfaction. If you had a positive impact on this meter:

- ▶ *You knew that in order to provide the best level of guest satisfaction, you needed to come up with a plan to continue the Value Meal Glass promotion for the next 6 days*
- ▶ *In the Weekly Managers' Meeting, your Kitchen Manager took responsibility for not ordering enough promotional product*
- ▶ *Also in the Weekly Managers' Meeting, your team reached a solution for your ongoing scheduling problems that matched the majority of your team's opinion on what to do*

And finally, for Restaurant Results, if you had a positive impact on this meter:

- ▶ *You knew that your Guest Service Manager should be the one following up on your promotional product shortage issue*
- ▶ *You realized that the stock was actually **in your store** -- it was just misplaced*
- ▶ *You also knew the truck order would have to be adjusted for an increase in sales from your promotion*

If you were on top of your restaurant in Challenge 4, then your meter results should reflect it.

Everyone's final results are coming soon! Before we get to them, though, let's work through part four of your Action Plans and test your leadership knowledge with a game.

Challenge 4: Action Plan

20 minutes

DISPLAY

Slide 49



SAY

Time for our last bit of individual reflection. Please turn to the Action Plan labeled Part 4. We'll take 20 minutes to work on the final part of your plans. Please raise your hand at any time if you need help.

ASK

What questions do you have?

Direct teams to their Action Plan packets.

As teams work, walk around and answer questions as needed.

Leadership Nuts and Bolts Game 20 minutes

SAY

Before we see how much you learned during the course and hear your final results, let's quickly review the expectations we talked about at the earlier in the course.

Refer to the Class Expectations flipchart prepared at the beginning of the course.

ASK

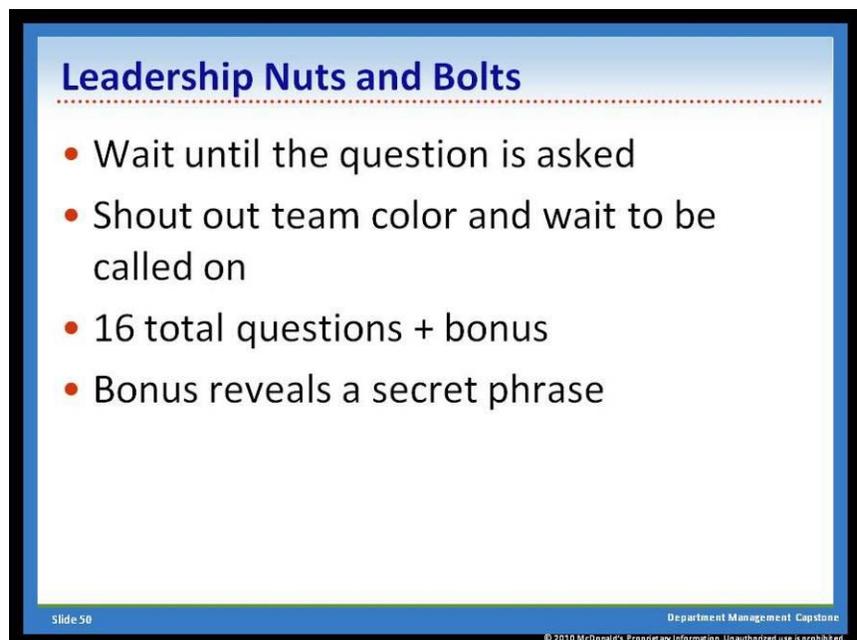
- ▶ *Which expectations have we met?*
- ▶ *Are there any that need more explanation?*

SAY

It's great that we were able to meet so many of the course expectations that you all had. Now, let's pause to find out how much you learned!

ASK

Is everyone ready to play a little game?

DISPLAY**Slide 50**

Leadership Nuts and Bolts

- Wait until the question is asked
- Shout out team color and wait to be called on
- 16 total questions + bonus
- Bonus reveals a secret phrase

Slide 50

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SAY

It's time to find out how much you know about leadership!

*You're all going to compete against each other in our **Leadership Nuts and Bolts** game.*

***First**, all teams need to choose the order in which you'll answer the questions. You will answer **all** of the questions in this order, and you'll do it without the help of your teammates or any resources.*

Let's take a few seconds to do that now.

Pause for teams to choose their team order.

Instruct the person who will answer to stand up before each new question is read.

*I'm going to ask a question, and the person standing will **call out your team color** when you think you know the answer.*

***Wait** for the question to be read **completely** before answering. If you interrupt, the question stops right there! You won't get to hear the rest of the question or answer choices.*

ASK

Does everyone understand this rule?

There are 16 total questions. The first team to correctly answer the question receives points.

The points work like this:

- ▶ *The "200" row questions are worth 2 points*
- ▶ *The "400" row is worth 4 points*
- ▶ *"600s" are worth 6*
- ▶ *And "800s" are worth 8*

*If the first team to answer guesses **wrong**, then another team has the opportunity to steal the question and earn the points.*

*There are also two **bonus points** up for grabs at the very end. As questions get answered, you'll see a secret phrase being revealed on the board.*

*Feel free to write down what you think it might be on a piece of paper, but **don't** shout it out—save it until the end, when I tell you.*

ASK

- ▶ *What questions do you have?*
- ▶ *[WITH ENTHUSIASM] Is everybody ready to play?*

... Let's get started!

**FACILITATOR
NOTE**

Start the game.

One Facilitator should read the questions.

The other Facilitator should monitor which team responds first and keep track of the score, beginning to organize for the upcoming Awards Ceremony. This Facilitator should also prepare the certificates and for the Cross-Team Meters to be displayed during the Awards Ceremony.

Each question slide in the slide deck is hyperlinked to the answer slide.

Click on the star in the lower-left corner to get to the answer from each question slide.

It is recommended that Facilitators ask the questions in the order provided. Begin with Challenge 1 for 200 and work up to Challenge 1 for 800 before moving on to the questions for Challenge 2.

Click on the star to go to the next question in the deck.

Use the points from the game as a tiebreaker between teams only if necessary.

DISPLAY**Slide 51**

Leadership Nuts and Bolts			
Challenge 1	Challenge 2	Challenge 3	Challenge 4
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>600</u>	<u>600</u>	<u>600</u>	<u>600</u>
<u>800</u>	<u>800</u>	<u>800</u>	<u>800</u>

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Leadership Nuts and Bolts Answer Key

Challenge 1		
Question	Answer	Point Value
Q1/200: A Vision Statement states a goal for:	b) The future	2
Q2/400: Which leadership behavior are you demonstrating when you use body language appropriately?	<i>Communicates Effectively & Honestly</i>	4
Q3/600: True or False: I'm a McDonald's leader trying to organize my work. I can show a high level of personal accountability by making time for my own work.	True: Show a high level of personal accountability for your own work by making time for it, meeting high standards, and looking for ways to continuously improve.	6

<p>Q4/800: What are three resources you should use to prepare for every Weekly Managers' Meeting?</p>	<ul style="list-style-type: none"> ▶ RDM Walk-Thru Day Agenda ▶ Completed Scorecard ▶ Completed Walk-thru Checklist 	<p>8</p>
---	--	----------

Challenge 2

Question	Answer	Point Value
<p>Q1/200: Which is an example of "team language?"</p>	<p>d) "We"</p>	<p>2</p>
<p>Q2/400: Working within the right chain of command means that everyone knows:</p>	<p>c) Who to go to for what</p>	<p>4</p>
<p>Q3/600: I'm a McDonald's leader who understands that different members of my team are motivated in different ways. I adjust my development approach to fit their needs. Which leadership behavior do I understand well?</p>	<p><i>Develops Crew & Managers</i></p>	<p>6</p>
<p>Q4/800: When people on my team have differing viewpoints, it's my job to confront the conflict by asking which type of questions?</p>	<p><i>Why?</i> questions</p>	<p>8</p>

Challenge 3

Question	Answer	Point Value
<p>Q1/200: True or False: It's a sign of great leadership when you encourage your team to help you solve problems by asking for their input.</p>	<p>True: This is one of the expected behaviors for the leadership skill <i>Supports Change</i></p>	<p>2</p>

<p>Q2/400:</p> <p>As a great restaurant leader, I should be able to talk about how my department's _____ contributes to the overall restaurant's results.</p>	<p>a) Performance</p>	<p>4</p>
<p>Q3/600: <i>(accept any one correct answer)</i></p> <p>What is an example of a past performance item that can help you identify improvement opportunities in your department?</p>	<ol style="list-style-type: none"> 1. Suggestions from managers and crew 2. Observations 3. Scorecard 4. GM input on Weekly Walk-thrus for the month 5. Sales and profits (results) 	<p>6</p>
<p>Q4/800:</p> <p>I am a new Department Manager who needs to implement a big change in my Department, but my team is resistant. I tell them, "We have to make this change—that's just the way it is, and you'll do it because I'm your boss." What are two things I'm doing wrong?</p>	<ol style="list-style-type: none"> 1. Not asking for anyone's input 2. Not telling others what their role is in the change 3. Not planning for the change in advance 4. Relying on my title 	<p>8</p>

<h2 style="margin: 0;">Challenge 4</h2>		
<p>Question</p>	<p>Answer</p>	<p>Point Value</p>
<p>Q1/200:</p> <p>True or False: If I say, "You need to do this because I'm your boss," that's a good way to gain acceptance from my team.</p>	<p>False: Great leaders offer well-reasoned, logical explanations for their viewpoint to help bring others on board.</p>	<p>2</p>
<p>Q2/400:</p> <p>When I build my team's confidence and enthusiasm for getting results, I am demonstrating which leadership behavior?</p>	<p><i>Influences/Influencing by Example</i></p>	<p>4</p>
<p>Q3/600:</p> <p>Before trying to persuade someone on my</p>	<p>c) "I understand that you are concerned about this. Let's talk."</p>	<p>6</p>

<p>team to accept a decision I'm making as a restaurant leader, I should say something like:</p>		
<p>Q4/800: I'm a Department Manager who always makes sure my people are trained well. I look for consistency in my team's training, and verify that they're using the right service procedures at all times. Which leadership behavior am I demonstrating?</p>	<p>Always role model commitment to total customer satisfaction <i>(Puts the Customer First)</i></p>	<p>8</p>

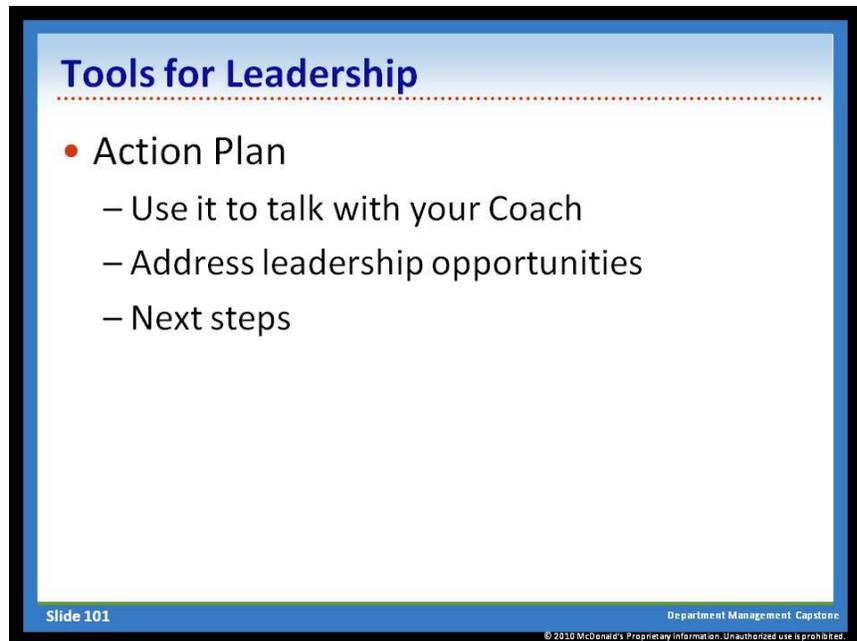
<p>Bonus Scramble</p>		
<p>Question</p>	<p>Answer</p>	<p>Point Value</p>
<p>For 2 additional points: What is the bonus phrase?</p>	<p>Accountable Leaders</p>	<p>2</p>

One Facilitator should congratulate the winner and continue below when the game is finished.

The other Facilitator should continue finalizing organization for the Awards Ceremony, preparing certificates and for the Cross-Team Meters to be displayed during the Awards Ceremony.

DISPLAY

Slide 52



Tools for Leadership

- Action Plan
 - Use it to talk with your Coach
 - Address leadership opportunities
 - Next steps

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SAY

Great job, everybody! You've really learned a lot about being an accountable leader in McDonald's.

We're nearing the end of our time together, but that doesn't mean the leadership learning ends. You've got several tools to take with you to help you apply what you've learned, including your now-finished Action Plan.

*You're going to use your Action Plan as the basis for a meeting with your Coach. Your Action Plan should help you address opportunities for your restaurant and for **you** personally. Be sure to look at the Next Steps page for what to do after you leave here today.*

When your Coach signs off on a plan to address all of the opportunities you identified in this course, then your Department Management Capstone journey is complete.

And speaking of that...our time together is almost complete! But first we need to recognize all of your hard work by handing out some awards.

Course Awards Ceremony

30 minutes

DISPLAY

Slide 53

**SAY**

Welcome to our official Department Management Capstone Awards Ceremony!

During your time here, you've all learned how to be more effective, efficient, and skilled restaurant leaders. You have all worked hard in this course to improve the results for Second Street and should be proud of what you've accomplished.

The awards we're about to present recognize the teams who were able to best apply leadership behaviors in this course for each of the meters.

The award winners were chosen solely based on the overall score results for all four Challenges.

Ok, let's get started!

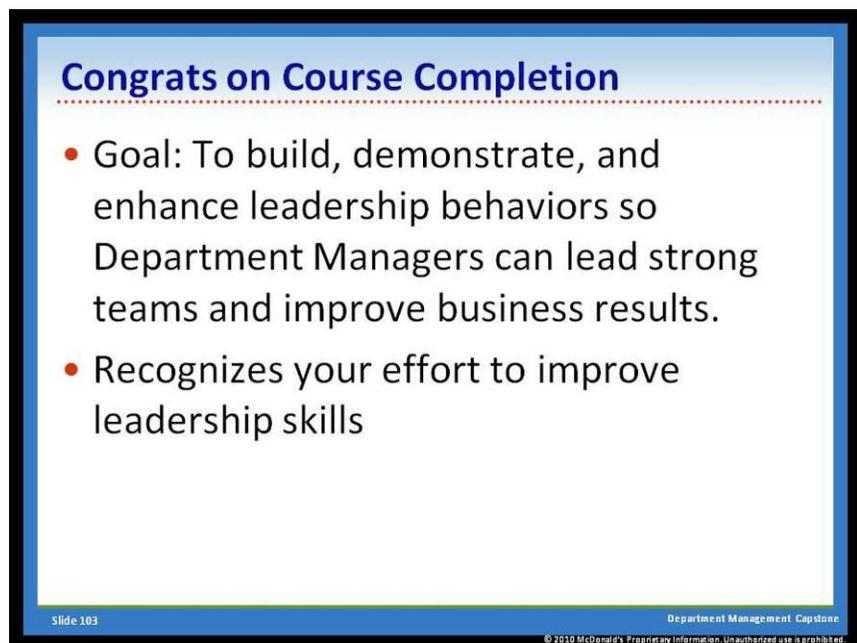
**FACILITATOR
NOTE**

One Facilitator should read the first award while the other hands it out.

Switch off roles for each award presentation.

Keep in mind that teams may win more than one award.

Try to enhance the prestige of each award as much as possible so that each recipient team feels like true winners.

DISPLAY**Slide 54**

Congrats on Course Completion

- Goal: To build, demonstrate, and enhance leadership behaviors so Department Managers can lead strong teams and improve business results.
- Recognizes your effort to improve leadership skills

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SAY

First, we'd like to recognize everyone for the fantastic work you've all done throughout the course. The goal of the Department Management Capstone was to build, demonstrate, and enhance leadership behaviors so Department Managers can lead strong teams and improve business results.

We'd like you to give yourselves a big round of applause as we hand out a Course Completion Certificate to all of you, recognizing all of the effort you've made to take your leadership skills to the next level.

Congratulations everyone!

HANDOUT

Hand out a Course Completion Certificate to each participant.

DISPLAY

Slide 55



Most Improved Award

- Most improved throughout the course
- Demonstrated consistent upward trend in all three meters
- Took opportunities to **learn** and **improve**

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SAY

*Our first award goes to the team that showed the most improvement throughout the course. They demonstrated a consistent upward trend in all three meters, showing that even when they didn't perform as well as they wanted, that they saw a chance to **learn** and **improve** throughout the four Challenges. This is something that we can all learn from!*

The team that showed the most improvement for the Department Management Capstone is Team [NAME]!

Display the Facilitator Dashboard.

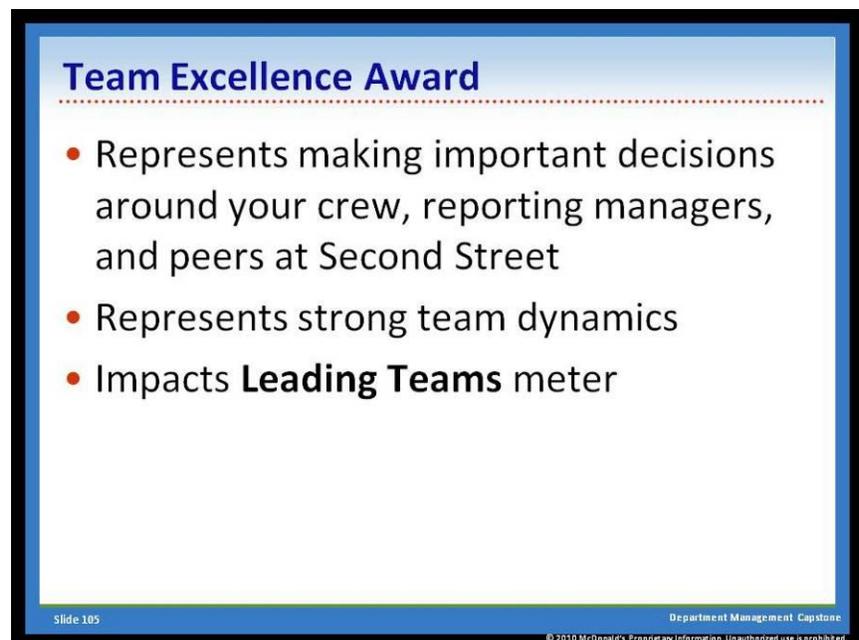
Hit F5 on the projecting computer to refresh.

Display the final cumulative Cross-Team Meter results.

Present the award and congratulate the team.

DISPLAY

Slide 56



Team Excellence Award

- Represents making important decisions around your crew, reporting managers, and peers at Second Street
- Represents strong team dynamics
- Impacts **Leading Teams** meter

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SAY

Our next award is the Team Excellence Award. This award represents making important decisions around not only your crew and reporting managers in Second Street, but taking into account how to be a leader within your Department Management Team, as well.

The Team Leadership Award is also representative of this team's ability to work well within the course together, creating strong team dynamics.

*For these reasons, this team was able to impact their **Leading Teams** meter by [AMOUNT], making them the winner of this award.*

Everyone, please give a big round of applause to our Team Leadership Award winners, Team [NAME]!

Present the award and congratulate the team.

Hit F5 on the projecting computer to refresh before displaying each meter.

Display the final Leading Teams Cross-Team Meter results.

DISPLAY**Slide 57**

Guest Service Excellence Award

- Represents choices that positively impact McDonald's guests
- Without satisfied guests, our business just can't succeed!
- Impacts **Guest Satisfaction** meter

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SAY

The next award is the Guest Service Excellence Award. This award represents choices that were made to positively impact McDonald's guests.

The Guest Service Excellence Award also represents this team's awareness that without satisfied guests, our business just doesn't succeed.

*This team was able to impact their **Guest Satisfaction** meter by [AMOUNT], making them the winner of this award.*

Let's give a round of applause to our Guest Service Excellence Award winners, Team [NAME]!

Present the award and congratulate the team.

Display the final Guest Satisfaction Cross-Team Meter results.

DISPLAY**Slide 58**

Profitability Excellence Award

- Represents smart decisions positively impacting Second Street's overall profitability
- Impacts **Restaurant Results** meter

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SAY

Without becoming profitable, our restaurants can't remain in business. It's my pleasure to recognize a team that made smart decisions that would positively impact the overall profitability of Second Street.

*The Profitability Award is going to a team who was able to make **their** restaurant the most profitable, impacting their **Restaurant Results** meter by [AMOUNT].*

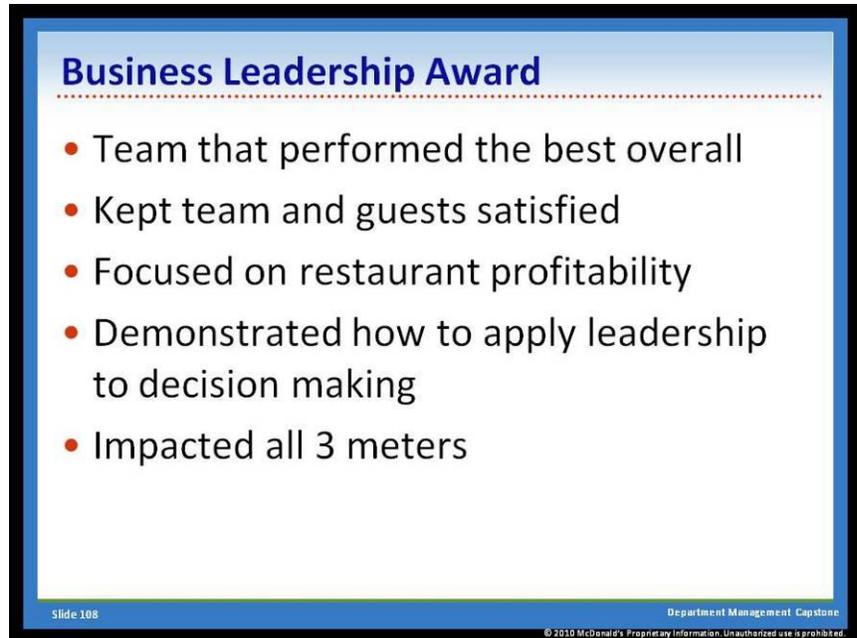
Another nice round of applause for our Profitability Excellence Award winners, Team [NAME]!

Present the award and congratulate the team.

Display the final Restaurant Results Cross-Team Meter results.

DISPLAY

Slide 59



Business Leadership Award

- Team that performed the best overall
- Kept team and guests satisfied
- Focused on restaurant profitability
- Demonstrated how to apply leadership to decision making
- Impacted all 3 meters

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SAY

Our final award represents the team that performed the best overall, impacting their meters with their wise decision-making and using their leadership behaviors to the fullest.

The Business Leadership Award goes to a team that not only kept their team and their guests happy, but who also made sure that their restaurant's profitability was of high importance. Finally, this team best role modeled how leadership behaviors can be applied effectively to decision-making in the restaurant.

*A great big round of applause for our overall winners of the Department Management Capstone course, who had the greatest overall impact on their **Leading Teams, Guest Satisfaction, and Restaurant Results** meters ... Taking home the Business Leadership Award is Team [NAME]!*

Present the award and congratulate the team.

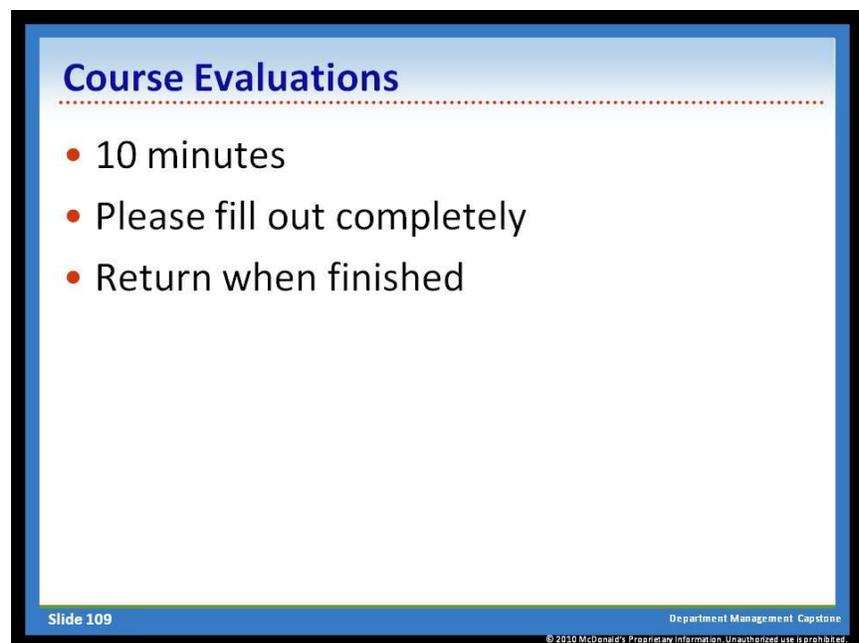
Continue to the Course Evaluations.

Course Evaluations

10 minutes

DISPLAY

Slide 60



Slide 60 is a presentation slide titled "Course Evaluations". It features a blue header with the title and a dotted line below it. The main content is a bulleted list with three items: "10 minutes", "Please fill out completely", and "Return when finished". The slide is framed by a thick blue border. At the bottom left, it says "Slide 109" and at the bottom right, it says "Department Management Capstone" and "© 2010 McDonald's Proprietary Information. Unauthorized use is prohibited."

Course Evaluations

- 10 minutes
- Please fill out completely
- Return when finished

Slide 109 Department Management Capstone
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HANDOUT

One Facilitator should hand out the Course Evaluations.

The other Facilitator should continue below.

SAY

Before we say goodbye, let's take about 10 minutes to complete our Course Evaluations. Please fill them out completely and return them to me when you're finished.

Pause for 10 minutes while participants complete the Course Evaluations.

Collect completed Course Evaluations for your review and development.

DISPLAY

Slide 61

**SAY**

*Thank you all for your attention and participation throughout the course. We hope that you enjoyed yourself as much as **we** did! Again, congratulations for completing the Department Management Capstone and for taking a very important step in your development as an accountable McDonald's restaurant leader. Travel safely and thanks again!*