



Chapter Seven: Running Great Shifts

What's It All About?

Framed in a familiar structure (pre-during-post), this chapter is the culmination of the majority of the class. Looking at the role a shift leader plays before a shift even starts (shift-handoff), during a shift (quick decisions), and after a shift (long-term solutions and upward conversations), this chapter displays successful methods to running great shifts.

What Should Learners Get Out Of It?

At the end of this chapter, participants will be:

- Aware of the different roles a shift leader plays during a shift.
- Prepared to adjust to changing situations during a shift.
- Able to make short and long term decisions on a shift.

Why Spend Time Here?

Between the self-analysis and discovery, emotions, behaviors, leadership and business; the goal at the end of the day is to run great shifts. They need to be able to apply what the previous day and a half as been about to when they get back in their restaurant. It targets decision making in a chaotic environment, which hopefully comes easier after all they've learned up until this point.

Materials

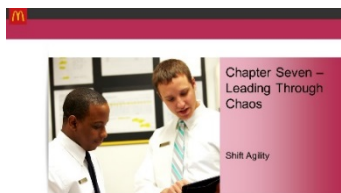
- ☐ Chapter 7 – Running Great Shifts Presentation
- ☐ Sticky Notes
- ☐ Flip Charts Per Table
- ☐ Rapid Fire Scenario Cards (One Set per table)

Preparation

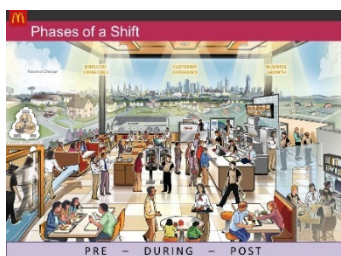
- ☐ Review Materials

Timeline

Topic	Time
Introduction	2 min
Pre, During, and Post	3 min
ACTIVITY: Pre: Shift Handoff	20 min
Break	15 min
During: A Chaotic Shift	5 min
ACTIVITY: Rapid Fire Scenario	15 min
ACTIVITY: Post: Short Term/ Long Term	15 min
Communicating Up	5 min
Reflection	3 min
Webisode	2 min
Total Time	85 mins

**Time: 2 minute****INTRODUCTION**

SAY: Life comes at you fast. It might seem tedious and monotonous at times, but day after day, it's relentless. Time never slows down. One minute you're at work, then you're dealing with a stressful family situation, then you're catching up on your favorite show, but then you need to shop for groceries. You're interacting with strangers, friends, and family, you're running errands, and just running late. There are an infinite number of circumstances and situations that you are faced with in your life, but you find ways to make decisions, adapt, change and adjust. This is life, and this is running a shift. We're going to continue to build on our previous chapters and focus on making the best decisions in your restaurant, just like you do for your life every day.

Time: 3 minutes**PRE, DURING, POST**

SAY: So we all know it can be chaotic during a shift. Arguably, the role of the shift leader is the most critical in the restaurant. It is important to consider how continuous improvement can help you effectively lead a shift.

ASK: What are the three phases of a shift? (Answer: Pre, During, Post)

SAY: [CLICK] We're going to frame this chapter around those three phases.

ASK: It's vital to be as prepared as possible before you actually take the floor for your shift. In preparing for your shift, what conversations should you have and with whom? (Answer: Shift handoff)

Time: 20 minutes**SHIFT HANDOFF**

SAY: [CLICK] Connecting with the previous shift leader is critical.

ASK: What does a successful shift handoff look like? I'd like you to flip chart a list of best practices, pulling in all you've learned over the two days and what you've seen happen in the restaurant. Take 5 minutes.

DO: Set a time for 5 minutes and bring everyone back when time is up. Have each table read their list and point out any common trends. Facilitate a discussion if any new or different ideas are provided.

SAY: Great, so we know can each now visualize what a successful hand-off looks like from having the restaurant ready to holding a post shift conversation with the incoming manager. Beginning with the end in mind, helps us as shift leaders, to make decisions that will us toward achieving our goal of successful shift hand-off. Before we can turn over a shift, we need to start and prepare for our shift! Let's start at the pre-shift.

Time: 5 minutes**A CHAOTIC SHIFT**

SAY: [CLICK] All of us hope for our shift to be uneventful and predictable. But, even when we prepare for the best, things come up that could disrupt our plan. Being reactive and dealing with unexpected events is a normal part of leading a shift.

ASK: What are some examples of things that could disrupt or unsettle a shift?

Possible answers to cover:

- Call-offs
- Injuries
- Emergencies
- Upset customers

ASK: In your experience, how have you seen Shift Leaders effectively handle these types of situations?

Possible answers to cover:



- Repositioning the staff
- Delegating
- Stepping in where needed

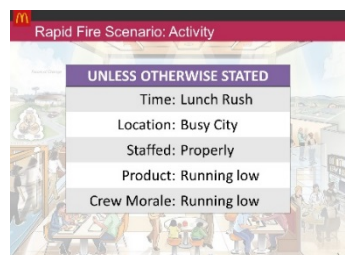
ASK: What about ineffective ways you've seen Shift Leaders handle these types of situations?

Possible answers to cover:

- Taking over someone's job
- Providing negative feedback in the moment
- Ignoring the problem until their shift is over

ASK: How was the effective and/or the ineffective three areas of focus: customer experience, employee experience, and business results?

Total Time: 15 minutes



RAPID FIRE SCENARIO ACTIVITY

SAY: The actions we make in the moment have an effect on the three areas of focus. Knowing that, let's practice having to take actions in the moment.

DO: Hand out a set of Rapid Fire Scenario Cards to each table.

SAY: It is always good to practice new skills and routines in a safe environment. Let's practice our shift leadership skills with some real-life scenarios. Partner with someone at the table. Leave the cards in the center of the table faced down. When I say go, you will grab one card as a pair, discuss how you would address that scenario **in the moment**, as a shift leader. To simulate the fast nature of your job, you'll only have ONE minute to make a decision.

DO: Make sure to time participants and only give them 1 minute.

SAY: [CLICK] Now, take a new Rapid Fire Scenario card. This time you'll only have 30 seconds to decide how you would address that scenario **in that moment**.

DO: Make sure to time participants and only give them 30 seconds.

SAY: Finally, take a new Rapid Fire Scenario card. Now you'll now only have 15 seconds to decide how you would address that scenario **in that moment**.

DO: Make sure to time participants and only give them 15 seconds.

DEBRIEF

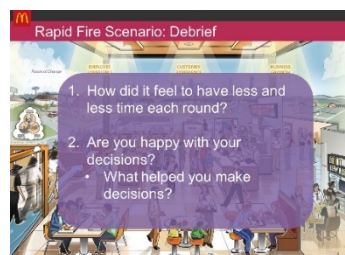
ASK: [CLICK] How did it feel to have less and less time each round?

DO: Take answers and facilitate a short discussion. *Make sure the idea of feeling rushed, panicked, or short on time is related back to the experience of leading a shift. Also, tie back to emotional intelligence and how aware they were of their emotions during the activity.*

ASK: [CLICK] Are you happy with your decisions? Let's hear some examples of your scenarios, the decisions you made, and what helped you make the decision.

DO: Take volunteers to share their scenario and decision. Based on their response, facilitate a short discussion with the rest of the class on what they think of the response. Take as many volunteers as you can within the timeframe (20 minutes total, including transition)

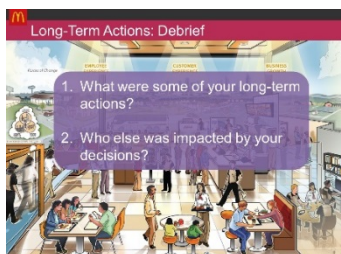
Possible conversation topics include understanding the conditions, trusting your team (delegation), previous experience, etc.





SAY: You have to make decisions in the moment throughout your shift, but some of these issues don't just go away as soon as you're done. We heard scenarios that could impact tons of future customers or employees. It's not enough to just make a decision in the moment, you need to consider what decisions you'll make down the road. Write in your *Learning Journal* on page 16-17 any decisions you want to capture.

Time: 15 minutes



SHORT TERM / LONG TERM ACTIVITY

EXPLAIN:

SAY: So we've talked about preparing for your shift and making some decisions during your shift, but what about thinking back to our conversation around systems and root-cause analysis? Just because you've made a decision and addressed an issue in your restaurant might not mean the problem is over. Using the last scenario that you discussed in your groups, identify an action to address the long-term effects of the issue. What would you do for the next shift or the next day and who was impacted by your decision? You'll have five minutes. Record your answer in your Learning Journal on page 23 in the long term decisions.

Example: Crew called in for shift. Short-term: repositioned the floor/called someone. Long term: communication with People Manager to schedule coverage.

CONDUCT:

DO: Set the timer for 5 minutes and gather attention before continuing.

EXPLAIN:

SAY: Let's do this activity one more time. Using one of the other two scenarios from last activity, discuss the long-term action. This time you'll have four minutes.

DO: Set the timer for 4 minutes and gather attention before continuing.

DEBRIEF: [CLICK]

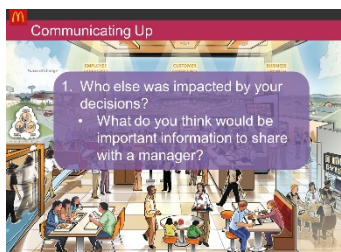
ASK: What were some of your long-term actions?

DO: Take answers and facilitate a short discussion.

ASK: Who else was impacted by your decisions?

DO: Take answers and facilitate a short discussion. Make sure that upper levels of management come out in conversation in order to lead into the next activity.

Time: 5 minutes



COMMUNICATING UP

SAY: When you've identified a problem during your shift that might impact future shifts and other managers or require a DM or GM's assistance. It's imperative to communicate with those other managers.

[CLICK] ASK: What do you think would be important information to share with a department manager and/or general manager?



DO: Take answers and facilitate discussion. Continue to get responses until most of these answers are said: History of the situation, Who it impacts, Future implications, Suggested solution and rationale, Alternate solutions, Implementation plan, Request for permission

[CLICK] ASK: What should you consider about your manager before you share all of this great information?

Answer: Behavior Style!

SAY: As you develop a relationship with other managers in your restaurant, you'll want to try and learn and consider their behavior style before interacting with them. This might help shape the kind of information you share and the way you share it!

[CLICK] to advance slide.

Time: 3 minutes



REFLECTION

SAY: There was a lot going on in this chapter! A lot of movement and confusion. As shift leaders, you need to be always ready to think and act in the moment! Take 5 minutes to complete your reflections from this chapter on page 29 of your Learning Journal.

DO: Allow 5 minutes before bringing them back as a group for the webisode.

SAY: Let's hear from Billie about her latest shift.

[CLICK] to advance slide.

Time: 2 minutes



WEBISODE #7: MY SHIFT

Script:

Wow. What a shift! What a range of emotions. Fear. Panic. Excitement. Joy. Pride. Exhaustion. You name it, I felt it! I was ready, I had a plan, and as soon as we got going, that plan was long gone! But throughout the day, I was able to slow it down and make sure I was making the best decisions. It wasn't always pretty, but I know the next time will be better.

What a rewarding experience. All of the work, all of running around (my feet are killing me!), it was worth it when you see the whole team working together. That's not to say there weren't some problems... Today I was part coach, part teacher, part mediator, part leader, the list goes on... And it happened so fast. It's not like I get to jump into a phone booth to change my outfit before responding to an emergency. But that's the fun of it. No two shifts will be the same. And what preparation for the future: fast thinking, fast acting, money making, decision making in a constantly changing environment? That's what I do!

SAY: Sounds like Billie is gaining some confidence and some important skills that she will definitely use in her future – anywhere. That's the key with doing these things... you tend to get better at it! Another way to get better is to set some goals, which we'll do in the next chapter.