



## Chapter Six: Impacting the Restaurant

### What's It All About?

This chapter will focus on how a shift leader can impact the restaurant. Part of understanding your impact starts with understanding the restaurant. After defining the systems, the chapter shifts to how a shift leader impacts each system, their employees, and ultimately the customers, aligning to the areas of focus from the restaurant visual.

### What Should Learners Get Out Of It?

At the end of this chapter, participants will:

- Understand the meaning and importance of “systems” at McDonald’s.
- Identify the systems within a restaurant.
- Understand the impact of a shift leader on each system and the areas of focus.

### Why Spend Time Here?

To see the restaurant differently will change how Shift Leaders work in that restaurant. But to see their role differently will be a massive overhaul to running a great shift. If Shift Leaders can start to truly understand the impact of their decisions, actions, and even thoughts, combined with all of the emotional and behavioral content they’ve soaked up, their decision making process will be at an all-time high.

### Materials

- ☐ Chapter 6 – Impacting the Restaurant Presentation
- ☐ Sticky Notes
- ☐ Restaurant Visual (One per table)
- ☐ Restaurant Systems Cards (One Set per table)
- ☐ Systems Definition Cards (One Set per table)

### Preparation

- ☐ Review Materials

### Timeline

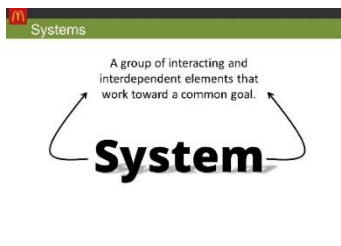
Topic	Time
Introduction	2 min
Establishing Systems Thinking Intro	6 min
ACTIVITY: Establishing Systems Thinking	30 min
ACTIVITY: Systems Impact	20 min
Lunch	60 min
Video: Impact of the Shift Leader	7 min
ACTIVITY: Cost of Loss	30 min
Reflection	3 min
Webisode	2 min
<b>Total Time</b>	<b>2.40 min</b>

**Time: 2 minutes****INTRODUCTION**

**ASK:** Back when we were talking about the three questions of change, what was the one thing we talked about that you need to acquire?

*Answer: The Leadership Mindset (and the Areas of Focus)*

**SAY:** So the way you enter the restaurant is new. You are still *in* the restaurant (even if it may be a different one) and still are surrounded by crew. However, because of your new role, the way you impact the restaurant and the people around you will be different. In this chapter, we are going to take a closer look at our restaurant visual and talk about how you must begin to see things differently in the restaurant as you run a shift.

**Time: 5 minutes****ESTABLISHING SYSTEMS THINKING INTRO**

**ASK:** When you completed your tasks as a crew member or trainer, did you think about how what you had done affected other parts of the restaurant?

*Expected answer: No*

**SAY:** As a leader, you can no longer only think about one thing happening at a time. You have to see the restaurant differently. McDonald's restaurants are organized into a series of systems. Each system has its own resources and success factors that make sure it is working as it should. You may remember learning about the human body as a series of systems.

**ASK:** Who can name a system of the body? **[CLICK]**

*Facilitator Note: If participants have trouble coming up with responses, get them started by mentioning the immune or digestive system.*

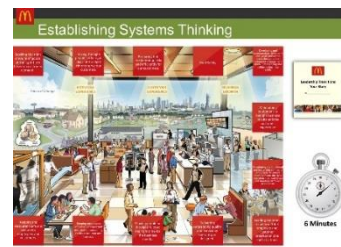
**ASK:** Okay, so there are all these body systems, 11 in total. **[CLICK]**  
Why is it important to understand the various systems of the body?

*Possible answer: It's easier to fix the right part of the body when something goes wrong.*

**ASK:** Based on our discussion, what are some words you would use to describe a "system"? **[CLICK]**

**DO:** Take answers and facilitate a discussion.

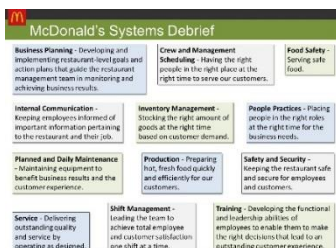
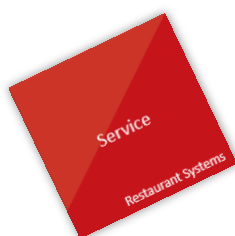
**SAY:** For the sake of this class, we'll define a system as **[CLICK]** a group of interacting and interdependent elements that work toward a common goal. In that way, this class is a kind of system. For now, let's focus on the restaurant systems.

**Total Time: 40 minutes****ESTABLISHING SYSTEMS THINKING ACTIVITY****EXPLAIN:**

**SAY:** Let's get back in your groups to complete an activity to learn more about the specific systems that are part of the McDonald's restaurants.

**DO:** Give each group a set of Restaurant Systems cards.

**SAY:** Have someone in your group read each of the Restaurant Systems cards. **[CLICK]** As a team, place each card on the area of the restaurant visual that you believe it best represents. If you aren't sure of where to place one of the cards, don't worry; there is not exact right answer to this. You will have 5 minutes to complete this portion of this activity.

**CONDUCT:**

**DO:** Set a timer for the 6 minutes. Give time updates at 3 and 1 minute. Rotate throughout the room to listen and ensure the discussion is on track and answer any questions which might arise.

**DEBRIEF:**

**ASK:** What would help you to better place these cards on the visual?

*Expected Response: The definitions!*

**SAY:** The meaning and purpose of each system are important to understanding each system.

**EXPLAIN:**

**DO:** Give each group a set of System Definition cards.

**SAY:** We are now going to match the system definition cards to each of the Restaurant Systems cards they describe. **[CLICK]** You group will have 5 minutes to match each system with its definition. We will then come back together to see how we did.

**CONDUCT:**

**DO:** Set a timer for the 5 minutes. Give time updates at 3 and 1 minute. Rotate throughout the room to listen and ensure the discussion is on track and answer any questions which might arise.

**DEBRIEF:**

**DO:** Review the definitions to each system together. Lead a discussion so participants understand what each system is. **[CLICK]**

- **Business Planning** - Developing and implementing restaurant-level goals and action plans that guide the restaurant management team in monitoring and achieving business results.
- **Staffing, Scheduling, and Positioning** - Having the right people in the right place at the right time to serve our customers.
- **Production** - Preparing hot, fresh food quickly and efficiently for our customers.
- **Inventory Management** - Stocking the right amount of goods at the right time based on customer demand.
- **Safety and Security** - Keeping the restaurant safe and secure for employees and customers.
- **People Practices** - Placing people in the right roles at the right time for the business needs.
- **Food Safety** - Serving safe food.
- **Planned and Daily Maintenance** - Maintaining equipment to benefit business results and the customer experience.
- **Internal Communication** - Keeping employees informed of important information pertaining to the restaurant and their job.
- **Service** - Delivering outstanding quality and service by operating as designed.
- **Shift Management** - Leading the team to achieve total employee and customer satisfaction one shift at a time.
- **Training** - Developing the functional and leadership abilities of employees to enable them to make the right decisions that lead to an outstanding customer experience.



**ASK:** Which systems were the hardest to match and why?

**DO:** Take answers and facilitate short discussion.

**EXPLAIN:**

**SAY:** Hopefully you are beginning to see how McDonald's has broken down each restaurant into a set of systems and are beginning to understand what each one is all about. You are now going to answer questions 1-3 on page 20 in your Learning Journal. You will have 5 minutes to discuss these three questions.

**CONDUCT:**

**DO:** Set a timer for the 5 minutes. Give time updates at 2 and 1 minute. Rotate throughout the room to listen and ensure the discussion is on track and answer any questions which might arise. The three questions they will discuss are:

- Think about all of the systems. Why are they important to the success of a restaurant?
- How does your knowledge of the systems help you lead a shift?
- What might happen if you are only aware of or focus on a few of the systems?

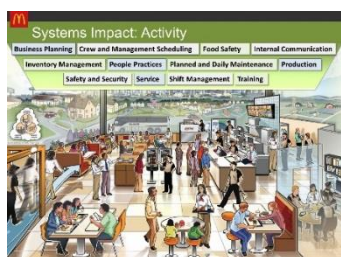
**DEBRIEF:**

**ASK:** Let's look at Question 2: How does your knowledge of the systems help you lead a shift? Let's hear some answers.

**DO:** Take answers and facilitate a short discussion. *Looking to hear answers like a.) Understanding all of the systems will help when I have to solve problems or b.) It will help me separate different areas of the restaurant so they are easier to think about.*

**SAY:** We said that understanding the systems might help you solve a problem. Let's see how.

**Total Time: 30 minutes**



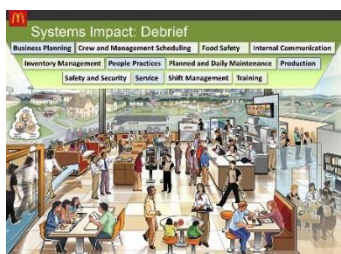
**SYSTEMS IMPACT ACTIVITY**

**EXPLAIN:**

**SAY:** Things go wrong in your restaurant. This is not new. It will be up to you to address the things that go wrong. This IS new. When things do go wrong, the answer isn't always as simple as it appears. We're going to take this systems piece a step further and show how it can help you troubleshoot and find the root cause of an issue.

I'll assign one system per table **that started to break down**. Using the visual as inspiration, take 5 minutes and with your table, answer these two questions, which can be found on page 20 in your Learning Journal.

1. What other system or systems could be impacted by the faulty system?
2. How would this information help you troubleshoot an issue?

**CONDUCT:**

**DO:** Assign each table a system for as many tables as you have:

- Table 1 – Inventory Management
- Table 2 – Food Safety
- Table 3 – Internal Communication
- Table 4 – Planned and Scheduled Maintenance
- Table 5 – Training
- Table 6 – Safety and Security

Set a timer for 8 minutes and bring the group back together at the end.

**DEBRIEF:**

**DO:** Take volunteers from each table to share their answers to the questions. Facilitate a discussion if anyone else wants to add or respond to the answer.

**SAY:** You should be able to see the connection between the systems and how your understanding of those connections can help you when a problem comes up.

**ASK:** Whether it's a shortage of buns or a bad rumor that disrupts the whole shift, *who else* needs to know?

*(Answer: Next level of management such as the Department Manager and/or General Manager.)*

**ASK:** Why do they need to know? What might that conversation look like?

**DO:** Take a few answers and facilitate discussion as necessary.

**ASK:** What Areas of Focus were addressed during this activity?

**DO:** Take a few answers and facilitate discussion as necessary. Likely answers include 'Customer Experience and Employee Experience.'

**SAY:** Even though Business Growth has been in the background, we're going to turn and focus a little more on the business. Before we do that, let's watch a short video. [**CLICK** to play advance slide, video plays automatically]

**Time: 7 minutes**

**THE IMPACT OF A SHIFT LEADER**

**This will be recorded by the ID as a narrated set of animations within the slide.**

**Approximate length:** 3 minutes

**VIDEO SCRIPT:**

Your team is more than just the people you interact with on a daily basis. Your team is the center of your restaurant's customer experience, and you are the leader of that team. While relationships are and will continue to be imperative to your success, part of being a leader will be keeping your team happy. You will coach and lead and inspire and motivate and educate and mediate and care for your team. A happy team is one that stays together and takes care of each other. The cost of training a new hire significantly outweighs the effort of taking care of your team. A happy, long-lasting team makes the restaurant the most profitable.

Just like you and your team, customers are individuals with their own stories. Ultimately they are what drive the business. Every decision you make as a shift manager will eventually impact the customer. You've been dealing with customers since you first started, but now you have to think about them as a very important part of your job. Being successful has a



great deal to do with the customer. Having a reliable stream of repeat guests can help grow the business, so you definitely want to make them happy.

Why repeat customers? The cost of getting a new person to walk into a McDonald's is significantly higher than the cost of getting someone to come back to McDonald's. Just compare the cost of all the marketing and sales tactics trying to recruit a new customer to the cost of simply correcting an angry customer's order that came out incorrectly. Repeat customers make the business the most profitable.

Customers are the most important thing to your restaurant, but why are they even there? The food! The food you serve should be food that you want to serve, with fresh ingredients and great service. If the food isn't served at Gold Standard Quality, it's up to you to fix it. High quality food can be even more desirable if you explain where the food came from and the positive role that McDonald's plays in stimulating the global economy. Great food that you stand behind will keep our customers happy and make our restaurants the most profitable.

### **DEBRIEF:**

**ASK: [CLICK]** How does being a strong leader impact your restaurant profitability? Or alternatively, what would be the cost if you were an ineffective leader?

**DO:** Facilitate a discussion in the classroom. The goal of the discussion should be for them to reiterate that when employees are happy where they work, they will stay and will work hard. A strong leader should create an environment where this is true.

**SAY:** Up until this point, we've talked about a shift manager's impact in relatively intangible ways and focused mainly on our employees and our customers. When we think about a financial impact on the restaurant, it's often hard to see what that looks like.



**Time: 45 minutes**

### **ACTIVITY: THE COST OF LOSS**

#### **EXPLAIN**

**SAY:** To make it a little more real, we're going to do an activity. You'll stay in your table groups and we'll be using some of the same scenarios from last activity. Turn to page 21 in your Learning Journal, but don't worry, we'll do the math part as a group.

#### **CONDUCT**

**SAY:**

**SAY:** Take a look at the Cost of Loss section for some facts about your restaurant. The profits after controllables for one month at our restaurant is \$10,000. The cost of hiring one new crew person a month based on training, new uniforms, etc. is \$800. And the cost of losing one customer in a month is \$80. Based on those numbers, let's take a look at some of those scenes in our visual.

- Customers Scene 1: This table of four in the front corner with what appears to be a wrong order. Let's say that this negative experience ruined McDonald's for them and they don't come back. That's 4 lost customers.
- Employee Scene 1: An overwhelmed cashier that never got the proper training. Let's say she quits after one shift.
- Customer Scene 2: A customer that's unhappy with the confusing kiosk system, and they never come back.







- Employee Scene 2: In the back, we have a crew member getting blamed for inventory problems and decides it's not worth it and quits.
- Employee Scene 3: Two crew members in the break room that are being told to skip their breaks. Fed up, they also quit.

**ASK: 1.** So all together, how many customers did we lose?

(Answer:  $4 + 1 = 5$ )

**2.** And how many crew members did we lose?

(Answer:  $1 + 1 + 2 = 4$ )

**3.** So 5 customers, multiplied by \$80 apiece, and how much did it cost to lose those 5 customers for the month?

(Answer:  $5 \times \$80 = \$400$ )

**4.** What about losing those 4 crew members?

(Answer:  $4 \times \$800 = \$3,200$ )

**5.** So combining those two numbers, we get?

(Answer:  $\$400 + 32,00 = \$3,600$ )

**6.** And what is our PAC after those losses

(Answer:  $\$10,000 - 3,600 = \$6,400$ )

### **DEBRIEF**

**ASK:** How did it feel to lose those customers and crew members?

**DO:** Take answers and facilitate discussion. Make sure to address the money difference in losing customers compared to losing crew members.

**ASK:** How did it feel to see your PAC get smaller?

**DO:** Take answers and facilitate discussion.

### **CONDUCT**

**SAY:** We assigned a number to the loss of a customer. That implies that the lost customer simply stops going to McDonald's, but we know that's not the case. An unhappy customer spreads word, tells their friends and family about their bad experience, and explains why they won't go back. These days, social media makes it easier to share bad experiences. If someone walks away, we counted that as one person. In reality, losing one customer equals losing an additional 16 customers. So let's go back and figure out how much money we really lost.

**ASK: 1.** How many ADDITIONAL customers did we lose?

(Answer:  $5 \times 16 = 80$ )

**2.** What is the cost of those additional lost customers?

(Answer:  $80 \times \$80 = \$6,400$ )

**3.** What is our PAC now?

(Answer:  $\$6,400 - 6,400 = \$0$ )

### **DEBRIEF**

**ASK:** How did it feel when the cost of losing customers passed the cost of losing crew members?

**DO:** Take answers and facilitate discussion.

**ASK:** How did it feel to see your PAC go away completely, and seeing the impact on an entire year?

**DO:** Take answers and facilitate discussion.



**CONDUCT**

**SAY:** Those are some pretty big numbers, huh? Well, we know that you won't save them all, but if you are continually focused on an exceptional guest and employee experience, those numbers will decrease. Let's figure out some ways to do that. In your groups, take 5 minutes to come up with a way to prevent the loss in the scenario that I assign. Record your answers in your Learning Journal on page 21. We'll come back as a group to discuss when all groups are done.

**DO:** Assign one scenario per group. Some groups will have the same scene.

**DEBRIEF**

**ASK:** For any group(s) that had scenario 1 for the customer, what idea did you come up with?

**DO:** Take answers and facilitate discussion. If more than one group, have them both answer. Continue with all scenarios for both the customer and the crew member. If no group picked that scenario, skip it and move on.

**SAY:** Hopefully, you have started to see the connection between what you do, how it impacts your team, the customer, and the restaurant.

[CLICK] to advance slide.

**Time: 3 minutes**

**REFLECT**

**SAY:** To wrap this chapter, turn to page 20 in your Learning Journal and continue filling out the answer to the three questions of change.

[CLICK] to advance slide.

**Time: 2 minute**

**WEBISODE #6: MY IMPACT**

**SAY:** Let's hear from Billie about how knowing the business has made an impact on her as she stepped into a shift management role.

**Script:** Man, becoming a shift leader sure opened my eyes to seeing the restaurant in a whole new light. As a crew person and a crew trainer, I spent most of my time focused on one thing. But I can't just focus on what is happening at the front of the store with the customer or I might miss something happening in the back like food being held too long or a truck coming in. There are so many different things to think about, all these systems... I just need to make sure I don't lose sight of one of them when things get a little crazy.

This was just a job. And even with a promotion, this was still just a job. I never realized how much I impact everything in the restaurant. It's kinda weird thinking about me and my story and who I am as a person and then also thinking about everything and everyone as a cost, but that's how it goes. I can be me but still be a part of a much bigger picture. Yes, the customers and the crew and my managers depend on me. But I depend on all of them, too. I could be having a great day, but if I don't translate that into everyone else having a great day, then it doesn't mean anything. We all need to be working together, and as shift leader, I'm starting to see how I can make that happen.

**SAY:** So if we take a look at our journey, we have gotten to know ourselves, our team, and our restaurant. The last part our journey kind of wraps it all together, so coming up next we'll take a deeper dive into running great shifts.



