



## Chapter Two: The Leader You Want To Be

### What's It All About?

This chapter focuses on the participants' story as it brings them to becoming a leader through their promotion. What a leader is will be defined, and what being a leader within their McDonald's restaurant means will be examined.

### What Should Learners Get Out Of It?

At the end of this chapter, participants will be:

- Able to identify the traits of an effective leader.
- Aware of the mission and values with McDonald's and how they align with their own.
- Prepared to develop stronger leadership skills with McDonald's which can help them achieve their mission.

### Why Spend Time Here?

After helping participants identify as leaders, we want them to know what that means. This chapter is about them identifying and defining what a leader is to them and how their mission is connected to that role. They will think about what they are bringing to the role and connect with the others in the room as they talk about the things they are still nervous about. Finishing this chapter they should know they are a leader and what being a leader means, so they are then ready to begin thinking about what that transition looks like for them moving forward.

### Materials

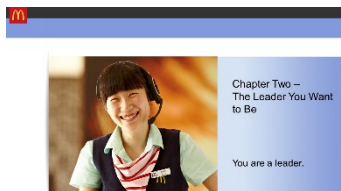
- ☐ Chapter 2 – The Leader You Want To Be Presentation
- ☐ What Is A Leader Role Cards (One Set Per Table)
- ☐ Values Cards (One Set Per Table)
- ☐ Sticky Notes
- ☐ Flip Charts Per Table (FC: Strengths and Nervous)

### Preparation

- ☐ Create your "Mission Statement"
- ☐ Flip Chart: Working Definition of Leader
- ☐ Flip Chart: Prepared to write final class definition and post in the room

### Timeline

Topic	Time
Introduction	1 min
ACTIVITY: Your Promotion Story	20 mins
ACTIVITY: What Is A Leader	25 mins
Your Personal Mission Statement	15 mins
ACTIVITY: McDonald's Mission and Values	20 mins
Pieces of Leadership	2 mins
Webisode	2 mins
Lunch	1 hour
<b>Total Time</b>	<b>145 mins</b>

**Time: 1 minute****INTRODUCTION:**

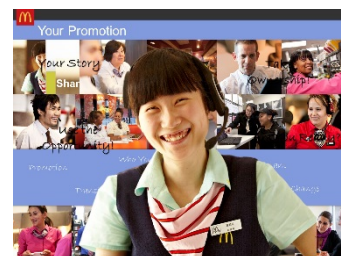
**SAY:** No matter what your story has been until now, everyone here now has one thing in common: you are all moving into a new chapter of your story as leaders. As we introduced ourselves this morning, you gave one word descriptions of what you think a leader is.

**DO:** Review a few of the words they said.

**SAY:** In our first chapter, we said that you are now moving into a role of leadership and that the goal of this course is to help you in that transition. In this chapter, we want to define what we think a leader should be and how you can become that leader. To do this we are going to think about your promotion story, create our class definition of a leader and think about your mission and how it aligns with the McDonald's mission and values.

**Transition:** Are you ready?

[CLICK]

**Time: 20 minutes****YOUR PROMOTION STORY ACTIVITY****EXPLAIN:**

**SAY:** Let's tell a bit more of your story. We have heard a good deal about you, your past and what is important to you. Now we want to start hearing a little more about how and why you are here in this room and being chosen to move into this new role.

**DO:** Place sticky note pads on each table. Provide flip charts/white boards for recording answers.

**SAY:** [CLICK] You will have 10 minutes to do the following: First, you will each have a chance to share your promotion story with your group. As stories are being shared, each person should also be writing down on the sticky notes the strengths they are bringing into the new role and the things they are still nervous about. You will then place each of your sticky notes on the two flip chart provided, either for Strengths or Nervous. Once everyone has shared their stories and sticky notes are placed, one person from the group will be the spokesperson to share from your flip charts with the whole group.

**CONDUCT:**

**DO:** Give 10 minutes for participants to share their stories, collect their sticky notes and choose a spokesperson. Come back together after groups are done.

**DEBRIEF:**

**DO:** Have the spokesperson from each group begin by sharing their promotion story with the entire class. Then have them share the themes from the Strengths and Nervous sticky notes of their group.

**ASK:** What are some things you noticed from the different Strengths and Nervous sticky notes around the room? How does hearing these things from those in this class help you as you move into this role?

**SAY:** [CLICK] Even though how and why each of you are in this new role may vary, we have just learned there are common themes for strengths and the things you are all nervous about. Being nervous is normal, it doesn't mean you can't be a great leader. It is what you do with your nerves that will make the difference. Now it is time to take ownership of the new role and use it as the opportunity it can be! This step in leadership can help you get where you want to go in your career.

**Information:** Participants should share their stories, strengths and fears to connect with one another and realize they are not alone in their journey.

**Time: 25 minutes**

**Information:** Participants define what leadership means to them and create a class definition of a leader while practicing the skill of leading a group with different personalities.

**NOTE:** For this activity to run successfully, the instructions must be very clear. There is also some role play involved, so participants must own their role. The facilitator should ensure they understand how the activity runs and should encourage strong participation by the group.

**WHAT IS A LEADER ACTIVITY [CLICK]**

**SAY:** Let's do an activity which will help us to create a shared definition of a leader and identify some of the traits of a leader when they are in a stressful situation.

**[CLICK]** The first thing you will need to do is turn to page 3 in your Learning Journal and write down your definition of a leader. There is no right or wrong answer, simply write down what you think of when you think of a leader.

**DO:** Give approximately two minutes for participants to write down their own definition of a leader. Watch for when people are done to begin again.

**SAY: [CLICK]** Now, there are a set of cards at the center of each table. Each person at your table should draw one card from the stack and read the instructions on the card to themselves. **DO NOT SHARE YOUR CARD WITH ANYONE ELSE AT THIS TIME.** This is the role you will play for this activity.

**NOTE:** There are six sets of instructions so groups can be smaller but no larger than 6. If you need a group larger than six, add an additional Cooperative or Helpful card:

1. **Leader:** Your role in this activity is to guide the team to work together to come up with one, shared definition of a leader that everyone agrees on.
2. **Know-It-All:** Your role in this activity is to act as if you believe you are smarter than everyone else in the group, especially the leader. You believe your definition of a leader is the strongest. However, if the leader is able to acknowledge your definition and include it as part of the team's final definition, you will accept the team definition.
3. **Argumentative:** Your role in this activity is to argue your point to make sure your opinion is heard. You do not necessarily disagree with the other definitions, but unless you are heard and your definition is considered, you are going to argue until it is. However, if you do feel acknowledged by the leader you will agree with the final team definition.
4. **Uninterested:** Your role in this activity is to act bored and uninterested in this activity. You should share your definition with the group as soon as you get a chance, tell them you know it is not the best though and hope that you don't have to do anything else. However, if the leader tries to include you more, you will contribute to the final definition.
5. **Cooperative:** Your role in this activity is to cooperate with whatever is asked of you. You will share your definition and listen to others, and do whatever is asked of you, but nothing more. So, if the leader asks your opinion, share it. However, if they do not ask you to contribute, do not feel you have to. You will agree with whatever the group's final definition is.
6. **Helpful:** Your role in this activity is to help the leader in whatever way you can while making very clear that you are not the leader. Once you identify the leader, ask what you can do to help and do whatever is asked of you. Take the initiative to help the group come to an agreement of the final definition while not stepping over the leader.

**EXPLAIN:**



**SAY:** Everyone should now have two things: 1) A definition of a leader and 2) A role instruction card. Next, you are going to work in your groups to create one definition that you all agree on by using your individual definitions as a starting point. For this activity to work, you must also commit to the role you are assigned on your card and act it out as well as you can. The ultimate goal is for your group to use your individual definitions to create one definition of a leader which you all agree on in five minutes or less.

**ASK:** What questions do you have before we begin?

**CONDUCT:**

**DO:** Set a timer for 5 minutes. Rotate around the room and encourage role playing the cards. After 5 minutes, stop the groups even if they have not completed their task, and ask which groups agreed on a definition. Have groups write their definition on their flip chart.

**DEBRIEF:**

**SAY: [CLICK]** Before we discuss this activity as a group, take the next two minutes to have each person in your group read their instructions from their card so everyone is aware of what the different roles within the group were.

**DO:** Give 2 minutes then come back together.

**ASK:** Did any of the personalities seem familiar, like people you know back in the restaurant? So, what did you experience in your groups with all of these different personalities trying to achieve one goal?

**SAY:** Raise your hands if you were the leader of your group.

**ASK:** What was your experience like in the group? What things did you do to try and bring the group to one definition? Debrief their responses.

**ASK:** Knowing that this could happen in your new role, what did you learn that could be helpful as you go back to the restaurant?

**SAY:** Becoming a shift manager will require you to be a leader in situations like this on a daily basis. Not everyone is going to agree with your decisions. Not everyone is going to want to do their work. Some people will be helpful. Others will simply be willing to do what they have to do to get the job done. Great leaders see things through the eyes of the people around them and use their skills to motivate their entire team.

Now let's look at the different definitions your groups came up with and create one class definition. Let's have one person from each group read your definition to the entire class. Have the co-facilitator capture key words on a flipchart as the definitions are read. Great! Now, we need to make sure we all agree, as a class, on one strong definition. Help the team see common themes as the co-facilitator fills in the blanks with the words the group stated.

**DO:** Create a class definition. General definition format should be:

A leader is a \_\_\_\_\_ who \_\_\_\_\_ and \_\_\_\_\_ a team to \_\_\_\_\_.

You can have this written on a flip chart for a base, or you can simply have the group throw out their thoughts of what the definition should be.

**DO:** Post this definition in the room after it is created and refer back to it throughout the course.

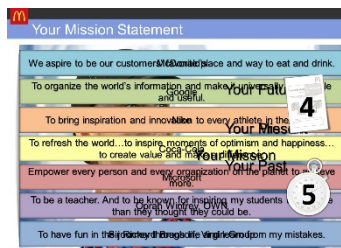
**NOTE:** The goal here is for the class to create the definition so they own it and believe in it. You will then refer back to it throughout the course.



**ASK:** Does the definition capture the things we just discussed? Do we all agree this is what we believe a leader should be? Great!

**SAY:** We will post this definition in the classroom so we can refer back to it as we are learning more about what it takes to become this leader!

**Total Time: 15 minutes**



**Information:** Participants will recognize the importance of having a mission statement and create their own.

**NOTE:** After revealing the mission statements, be ok with a moments silence and allow a few different people to respond.

## YOUR PERSONAL MISSION STATEMENT

### EXPLAIN:

**SAY:** We have talked about where you have come from and where you are today. Now, we want to begin to think about the future of your story and how you will use the knowledge and skills you are learning to get where you want to go. To become this leader (*review the definition created*) it is important that you have a mission for yourself. We are going to take some time to have you create your own personal **[CLICK]** mission statement. This can help guide you and keep you focused as you go back to the restaurant where it can be easy to lose track of where you want to be! To help you think about your own mission statement, let's look at some examples from organizations and people you might be familiar with.

**DO:** *Reveal and read a number of example mission statements from the PowerPoint, ask what organization or person they think could own each statement and then reveal the answer:*

- **[CLICK]** "We aspire to be our customers' favorite place and way to eat and drink." **[CLICK]** McDonald's
- "Organize the world's information and make it universally accessible and useful." **[CLICK]** Google.
- "To bring inspiration and innovation to every athlete in the world." **[CLICK]** Nike, Inc.
- "To refresh the world...to inspire moments of optimism and happiness...to create value and make a difference." **[CLICK]** Coca Cola
- "Empower every person and every organization on the planet to achieve more." **[CLICK]** Microsoft
- "To be a teacher. And to be known for inspiring my students to be more than they thought they could be." **[CLICK]** Oprah Winfrey (OWN)
- "To have fun in the journey through life and learn from my mistakes." **[CLICK]** Sir Richard Branson (Virgin Group)

**NOTE:** *These can be localized as necessary.*

**SAY:** A mission statement is often short and to the point of what an organization or person is and hopes to achieve. Having your own mission statement can help keep you centered and focused on your purpose even, and especially, on days when life gets hard. Having a mission will help to direct your story and keep it on track.

**DO:** *Facilitator should have created their own mission statement prior to class. Read your mission statement. Explain how the statement is a reflection of who you are and your purpose in life.*

**SAY:** **[CLICK]** Now it's your turn to create your own mission statement. You are going to use page 4 in your Learning Journal where there are a few questions which can help you start to think about this. In the end, you must write your own mission statement about who you are and your purpose in life. It doesn't have to be about work or personal specifics, it simply has to be about you. We will take 10 minutes to create your mission statement. As you get it where you want it, write it on the front of your Learning Journal as a reminder.

### CONDUCT:





**DO:** Give ten minutes and have participants put down their pens when they are done. Once they are done, or the ten minutes expires, bring everyone back together.

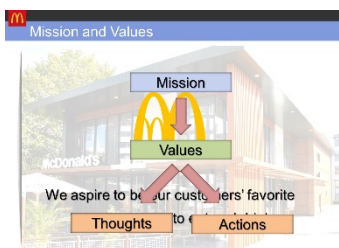
**DEBRIEF:**

**ASK:** Who would like to share their mission statement with the class? Allow as many people as would like to share.

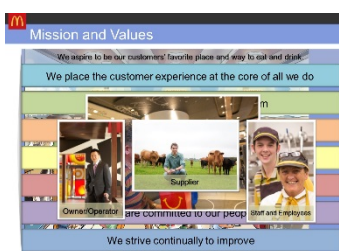
**ASK:** How will having your mission statement help you as a leader when you are back in the restaurant?

**SAY:** This is a statement you should be able to take with you to remind you of your purpose and keep you motivated. We hope to help you achieve your mission through this course and our time together.

**Total Time: 20 minutes**



**Information:** Participants will connect their mission with the mission and values of McDonald's and how they are played out in the day to day work of a shift manager.



**McDONALD'S MISSION AND VALUES**

**SAY:** As a leader within any organization, it is important that you connect with the mission and values of the organization that guide the work you do and ultimately decide where your story will take you.

**ASK:** Does anyone remember McDonald's mission statement? Take a few responses.

**DO:** [CLICK] Reveal the mission on the slide (when it is said by a participant or after taking a few responses). "We aspire to be our customers' favorite place and way to eat and drink."

**SAY:** Let's write McDonald's mission statement on the cover of your learning journal as well. As a leader, you have your own mission and you have the mission of the organization which you work for, which may be your O/O, or may be McDonald's if you work for a McOpCo restaurant. You must be committed to both and they must be in alignment. [CLICK] This is also true of your values and the values of the organization you work for. Values are what guide our thoughts and actions. To be a true leader within an organization, your thoughts and actions need to be in line with those of the company. Because you are going to be leading within the McDonald's system, we are also going to take a look at the values of McDonald's. [CLICK] McDonald's has seven values.

**DO:** Introduce each of the values using the powerpoint slide and give a high level overview of what they are about. Then give 5 minutes for the groups to place their value cards.

**Use the following to introduce each value:**

- [CLICK] **We place the customer experience at the core of all we do.** Our customers are the reason for our existence. We demonstrate our appreciation by providing them with high quality food and superior service in a clean, welcoming environment, at a great value. We focus on quality, service, cleanliness and value for our customers.
- [CLICK] **We believe in the McDonald's System.** McDonald's business model, depicted by the "three-legged stool," is our foundation and the balance of three groups who are invested in the success of the business: the [CLICK] **owner/operators** who are franchisees that have bought into our business, [CLICK] **suppliers** which are companies that supply McDonald's with products, and [CLICK] **staff and employees** which include everyone from McDonald's corporate offices to managers and crew at McOpCo restaurants. The success of the business is dependent on all three "legs" of the stool.



- **[CLICK] We operate our business ethically.** Sound ethics is good business. At McDonald's we hold ourselves, and conduct our business to high standards of fairness, honesty and integrity. We are individually accountable and collectively responsible.
- **[CLICK] We give back to our communities.** We take seriously the responsibilities that come with being a leader. We help our customers build better communities, support RMHC and leverage our size, scope and resources to help make the world a better place.
- **[CLICK] We grow our business profitably.** McDonald's is a publicly traded company. We work to provide sustained profitable growth for our shareholders. This requires a continuing focus on our customers and the health of our system.
- **[CLICK] We are committed to our people.** At McDonald's we provide opportunity, nurture talent, develop leaders and reward achievement.
- **[CLICK] We strive to continually improve.**

**EXPLAIN:**

**SAY:** **[CLICK]** Now that we know the seven McDonald's values, let's think about how they relate to the work you do every day in the restaurant. Let's use the restaurant visuals at your table to do an activity to help us think about this.

**DO:** Give each table a set of Values Cards.

**SAY:** In your groups at your tables you will have 5 minutes to place the value cards on the restaurant visual where you think that value might be represented. There is no right or wrong answer, but make sure you all agree in your group. We will then come back together and talk about where you placed your cards for each value.

**ASK:** What questions do you have before we begin?

**CONDUCT:**

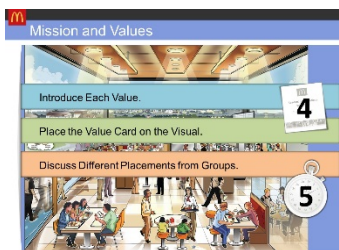
**DO:** Set a timer for 5 minutes and walk around the room to observe the groups and how they are working together to place the values on the visual. Answer questions and keep groups on track as necessary. Bring the group back together after 5 minutes is up.

**DEBRIEF:**

**ASK:** What connections did you make between McDonald's values and the work you do as a shift manager?

**SAY:** Becoming the leader you want to be means following your own values and the values of the organization which you work for in order to achieve your mission and the mission of the organization within which you are a leader. If these things are not in line, becoming this leader (refer to the class definition) is going to be impossible!

**ASK:** How will this class help you to become the leader you want to be? **[CLICK]**



**Time: 2 minutes****PIECES OF LEADERSHIP:**

**SAY:** We stated that the goal of this course is to help prepare you for your new role in leadership. To do this we are going to break down leadership as a shift manager into four essential pieces: **[CLICK]**

- Knowing yourself
- Leading your team
- Impacting your restaurant
- Running great shifts

These pieces of leadership are what we are going to focus on as we move forward. We are going to start today with knowing yourself! Today is all about you! Then tomorrow we will look at chapters for each of the other pieces.

**Transition:** Before we continue, let's hear from Billie about her promotion story and becoming a leader.

**[CLICK]**

**Time: 2 minutes****WEBISODE #2: MY PROMOTION**

**DO:** *Play Webisode #2: My Promotion*

So, let me tell you about my promotion. I had been back working for McDonald's for almost two years. About six months later, my manager pulled me aside and said she thought I was doing a really good job and that I should think about becoming a shift leader. To be honest, I was scared. I liked being able to come in, do my job, hang out with my friends, and go home. I saw the stress that shift managers go through and it was not something I was sure I could do. But, after another few weeks, she came to me again and said that they had an opening and she was putting my name in for the role.

I never asked for it or really showed any interest, but she is convinced I would be good for the job. So, I asked a few questions about what I could expect and the next thing I knew I was in training to take on a new role. I wasn't sure this is something I can or even want to do, but I'll give it a try. I mean, I do like working in the restaurant with my team and the bump in pay is nice, but it makes me really nervous that I now have to manage that team. Yikes. To be honest, I'm just not sure that I can actually run a shift by myself. I don't feel like I know enough. I guess that's what training is for. I sure hope it helps!

**SAY:** So, in your story right now, you are in a transition. You are moving from one chapter to another. Our next chapter together is going to help you to effectively make that transition and get you ready to start the next chapter of your story!

**Time: 60 minutes****LUNCH**

**SAY:** We are now going to take our lunch break. You will have one hour. Please be back in your seats and ready to go at \_\_\_\_.

Note: Lunch time and placement can be adjusted to meet your class needs.