



Chapter Three: Becoming This Leader

What's It All About?

This chapter focuses on the transition the participants are making in leadership and answering the three Questions of Change:

1. What you will leave behind?
2. What you will take with you?
3. What new things you need to acquire?

By answering these three questions, they will be better prepared to move into their new role and become the leader they want to be.

What Should Learners Get Out Of It?

At the end of this chapter, participants will be:

- Aware of the skills and characteristics they need to leave behind and take with them in their new role.
- Prepared to have different relationships with the Crew.
- Ready to acquire new skills.

Why Spend Time Here?

Transitions are hard, specifically the transition from being an individual contributor to becoming a shift leader. The Questions of Change give participants a chance to specifically address certain traits, habits and emotions that are involved in their transition. While other portions of this class will undoubtedly prepare them for success in their new role, this chapter focuses on the personal journey that anyone must go through when making a change.

What Things Do You Need?

- ☐ Chapter 3 – Becoming This Leader Presentation
- ☐ Sticky Notes
- ☐ Flip Charts Per Table (FC: Crew Relationships)

What Can You Do To Prepare?

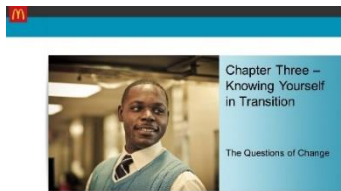
- ☐ Flip Charts: Responsibilities, Habits and Feelings

What's Going To Happen and When?

Topic	Time
Introduction and Questions of Change	5 mins
Question One	1 min
ACTIVITY: Take With You	19 mins
Question Two	1 min
ACTIVITY: Leave Behind	29 mins
Crew Relationships	5 mins
ACTIVITY: New Crew Relationships	20 mins
ACTIVITY: Difficult Crew Situations	20 mins
Question Three	2 mins
Establishing A Leadership Mindset – Areas of Focus	23 mins



Reflection	4 mins
Webisode	1 mins
Break	15 mins
Total Time	145 mins

Time: 1 minute**INTRODUCTION**

SAY: So far in our time together we have shared our stories with one another. We have begun to think of ourselves as leaders and what being a great leader really means. We are now going to begin talking about what it takes to become this great leader (refer to the class definition). We are all in this together right now, transitioning into this new role in leadership.

Time: 4 minute**QUESTIONS OF CHANGE**

SAY: [CLICK] Anytime you transition, whether moving where you live, deciding where you go to school, or changing job roles, there are three questions you should always ask, the Questions of Change or QOCs: **[CLICK]**

- What do I need to take with me?
- What do I need to leave behind?
- What new things do I need to acquire?

Answering the QOCs about your current transition will help you to grow into an even more effective leader. In this chapter, we are going to explore these three questions as they apply to the transition you are all in now.

These are personal questions. The answers will not be exactly the same for everyone, even though you may be going through similar transitions. The importance of taking the time to think through these questions as you make this transition is without question. Let's dive into each one and see how they can help us get ready for change!

Time: 1 minute**QUESTION ONE**

SAY: The first question is "What do you need to take with you?" **[CLICK]** When we think about this question, it is the things we know will be helpful to us as we move into our new role that should come to mind. Remember, you were chosen for this role. Someone saw things in you that made them believe you will be a great leader. We started thinking about this in the last chapter when we talked about your strengths. Now let's think specifically about what you are bringing with you that will be helpful as you move into your new role. While your role and perspective will change, some of the great things you were doing will carry over. What will those things be?

Total Time: 19 minutes**ACTIVITY: TAKE WITH YOU****EXPLAIN:**

SAY: I'd like you to get in pairs with someone who is not at your current table and you should take your journal with you. If there is an odd number, there can be one group of three. First, share your promotion story, and then share why your manager chose you or why you think they chose you, if you haven't had that specific conversation. What are your strengths? Each person will do this and you will have 8 minutes **total** to do so. **AFTER** you've had your conversation, feel free to document any notes on page 5 in your Learning Journal. Any questions? **[CLICK]**



Information: Participants will identify the strengths they are bringing with them as they move into their new leadership role.



CONDUCT:

DO: Set the timer for eight minutes, give a midpoint time checks, and bring everyone back when it's done.

DEBRIEF:

SAY: There are some things you will take with you everywhere you go. Your story is one of those things. The places you've been, the relationships you've had, the experiences you have been a part of; no matter how big or small, few or many, these are the things that have made you who you are. It is these things that have been a part of developing the characteristics that were recognized in you which is why you were chosen for this new role. And now you bring all of this with you.

ASK: [CLICK] What were some of the things you said you are bringing with you into your new role?

DO: Allow a few people to share and compare with others.

ASK: Which traits do you see as part of our leadership definition (refer to the class definition)?

DO: Take answers.

SAY: Bringing these things with you will make this transition a little easier. But you can't bring everything with you. Next we'll take a look at some things that you're going to have to leave behind by answering the second Question of Change, or QOC.

Time: 1 minute



QUESTION TWO

SAY: [Click] Question two is probably the most difficult question to address. What do you need to leave behind? You are in a transition. Things are changing. You must be willing to leave behind the things, actions, thoughts which have been a regular part of your day which will not be a part of being an effective leader.

The response to this question will be different from person to person. However, there will be some similarities. We want to take some time to allow you to think specifically about what you need to leave behind.

Total Time: 29 minutes



LEAVE BEHIND ACTIVITY

EXPLAIN:

SAY: Take 3 sticky notes for this activity and write down on each sticky note things you will need to leave behind, writing down just one idea per sticky note. To help you organize your thoughts, we've created categories for you.

The first category is 'Responsibilities.' **[CLICK]** This could be your day-to-day tasks or a broader example of what you were responsible for during any given shift.

The second category is 'Habits.' **[CLICK]** These might be some of your less positive characteristics that you know will have to change now that you are a leader. I'm sure none of you have been late for a shift, but that's something that would fit under the habits category.

The last category is 'Feelings.' **[CLICK]** This is a little harder to nail down. We are going to spend a good bit of time talking about emotions in a future chapter, but right now we want to think about the feelings you currently have that you want to leave behind as you move into your new role. Maybe you have felt insecure in the past, but as you move forward you want to leave that behind and be confident in your ability to lead the shift.

Information: Participants will identify the responsibilities, habits and feelings they need to leave behind as they move into this new role of leadership. This will be challenging!

NOTE: Participants might need more examples for each bucket. Without giving away potential answers, consider providing examples from a completely



different scenario (a job promotion of your own?)



NOTE: This is not an easy conversation to have. Take time to talk about responses if there is confusion or uneasiness.

You will have three minutes to think of as many as you can. When you're done, bring them to the front of the room and place them in the appropriate category. Once again, page 5 in your Learning Journal is there for you to document any of your great ideas.

CONDUCT:

DO: Set and run timer for three minutes. As participants bring their sticky notes to the front, try to organize common responses and find the most common answers within each bucket.

DEBRIEF:

SAY: Let's see which answers came up the most frequently. **[CLICK]**

DO: Take one or two of the most popular answers from each category and facilitate a short discussion by asking 'why do you think it's important to give this up?'

**** SAVE CREW RELATIONSHIP UNTIL THE END (next topic) ****

After each topic discussion, ask 'what can you do to make it easier to give up these ideas?' and there might be a logical connection to something else in this course, for example: **[CLICK]**

- Leaving behind feelings can be connected to understanding and controlling feelings during the emotional intelligence piece.
- Coming in late to work might be a time management reference.

ASK: It's very difficult to leave these things behind. How did this activity make you feel?

DO: Take answers.

SAY: Over the next two days, other things might come up that will need to be left behind. Keep this topic in mind and feel free to add to your list when you hear them. But before we move on, one of your common responses in our last activity was your interactions with your crew. There will be some aspects that you will need to leave behind, but it won't be everything in regards to your crew relationships. You will still be working with them every day. So what does that change look like?

[CLICK] to advance slide.

Time: 5 minutes



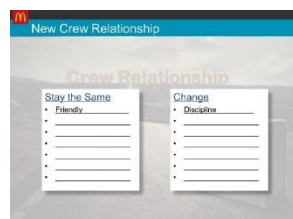
CREW RELATIONSHIPS

ASK: What is your current relationship with your crew? Take all answers, if there is silence, ask: Are you *all* friends? Do you *all* get along? Do you work well together?

DO: Try to get a quick response from most people in the class.

[CLICK] to advance slide.

Total Time: 20 minutes



NEW CREW RELATIONSHIPS ACTIVITY

EXPLAIN:

SAY: Positive or negative, you will still have a relationship with your crew, but what it looks like is going to change. In your groups, make two lists on a flip chart. **[CLICK]** Draw a line down the center. On the top left write, "Stay the same." Here you will list the things that will stay the same in your relationship. An example would be: you'll still be friendly. On the top right write, "Change" Here, write things that will have to change. **[CLICK]** For example, you will not be able to stand around and gossip with the crew. Questions? You will have 10 minutes to for this activity



Information: Participants will identify what will have to change in their relationship with their crew as they move into the new role of leadership.

CONDUCT:

DO: Set a timer for ten minutes. Walk around and answer any questions while listening and noting some key ideas to discuss. Bring everyone back together at the end of the timer.

DEBRIEF:

SAY: Based on your discussion, let's take some time as a group to identify some similarities you all came up with.

DO: Call out some of the more popular answers. Mention the answers below if they are not covered in the discussion:

Stay the same

Trust, Comradery, Friendliness, Compassion, Empathy, Energy, Coaching

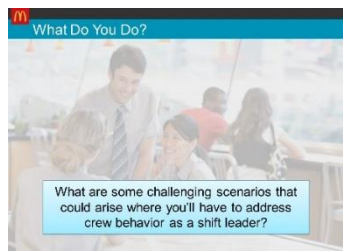
Change

Directive, Responsible, Accountable, Socializing at work, "Goofing off," Socializing outside of work

Facilitator's note: During this discussion, the managers get very emotional and share tough situations. Take the time to discuss some but watch the time, it can get long.

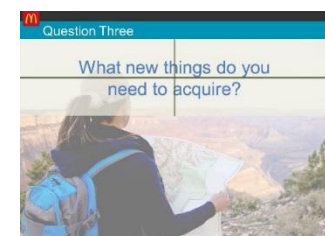
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Time: 20 minutes



Information: Participants will identify some of the difficult situations they may face and how they might handle these situations.

NOTE: This was a very important topic to discuss, based on field feedback.



Time: 2 minutes

DIFFICULT CREW SITUATIONS ACTIVITY

SAY: So we have this list of things that are either going to change or not change, but how do you do it? How do you flip a switch and suddenly start leading people that have been your peers? Let's start with this...

ASK: What are some challenging scenarios that could arise where you'll have to address crew behavior as a shift leader?

DO: Record their answers on a flip chart. Take down five (hopefully diverse) scenarios. If they need an example to get started, use: "A crew friend of yours wants to pull you aside to chat about the date she had last night." After you have five scenarios...

SAY: Now, I'd like you to tell me how you would address each of these scenarios. I'll take volunteers, and before you answer, I'd like to you look around the room to our lists of 'stay the same.' In addition to explaining how you might address the situation, include at least one example of how your unchanging relationship will factor in.

For example, if the scenario was something like 'two crew members are arguing because they think I'm showing favoritism by only giving my 'friend' the best job assignments,' I would address the situation by having an open conversation with the crew, maybe during a shift huddle, and making sure people can trust me to make the best decisions, but I would also have empathy for any crew member that feels like they are being treated unfairly.

DO: Take volunteers to address each of the five scenarios, making sure each time to include a manner in which their previous relationship will help.

SAY: Remembering those previous aspects of your relationship with your crew when you're faced with a more challenging scenario should help get you started. Overall, the more comfortable and confident you are as a leader, the easier it will be to lead your friends and the easier it will be for your friends to follow you.

QUESTION THREE



SAY: So we have started thinking about what we want to take with us and what we want to leave behind as we move into our new role, and we've even seen how something constant like your relationship with your crew is going to both stay the same and change.

ASK: Who can tell me the third Question of Change?

SAY: [CLICK] That's right, what new things are you going to need to acquire. The answer to this question will differ from person to person, as it might also differ from restaurant to restaurant, market to market, etc. But, no matter what restaurant or town you may be in, there is one thing which we must all acquire in this new role as a shift leader and that is what we will call a leadership mindset.

[CLICK] to advance the slide.

Time: 8 minutes



ESTABLISHING A LEADERSHIP MINDSET

EXPLAIN:

SAY: For this activity, you will be focusing on the bottom left corner of the visual where the new shift leader is coming through the door. You will have 4 minutes to discuss the two questions on page 6 in your Learning Journal. The questions you will be discussing are:

- How does this image represent what we have talked about up to this point?
- You are moving through the Leadership Mindset door into your new role as a shift leader... How will your experience and role change as you move from an individual contributor to a shift leader?

You will have 4 minutes to discuss these two questions in your group.

SAY: I will be around the room, peeking into groups and answering questions as needed.

CONDUCT:

DO: Set a timer for the 4 minutes. Rotate throughout the room to listen and ensure the discussion is on track and answer any questions that might arise.

DEBRIEF:

ASK: How will your experience and role change as you move into your new role? *Have a few people answer the question.*

SAY: As you move into this new role, the way you think about things must change. As a crew member, crew trainer or area leader when you came into the restaurant, your focus was on one area, one task, or one job. You did that one thing and you went home. You can no longer think like this! As a shift manager, you must have a much broader view of what is happening. This is a new thing you must acquire, a new mindset – the leadership mindset. So, what makes up this new mindset?

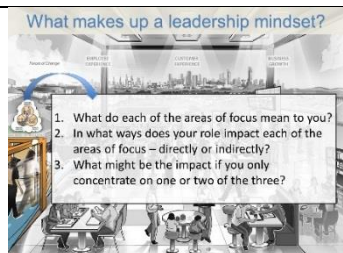
[CLICK] to advance slide.

Total Time: 15 minutes

LEADERSHIP MINDSET – AREAS OF FOCUS

SAY: You may or may not have noticed the thought bubble at the top of the doorway the shift leader is coming into. Let's take a closer look at it now. There are three parts to the leadership mindset as seen in this visual: the customer experience, the employee experience and business growth. As a shift leader, just like all leaders at McDonald's, you will juggle these areas of focus each time you lead a shift.

EXPLAIN:



SAY: Turn to page 6 in your Learning Journal. You will have 8 minutes to answer all 3 questions. The questions you are answering are: **[CLICK]**

- What do each of the areas of focus mean to you?
- In what ways does your role impact each of the areas of focus – directly or indirectly?
- What might be the impact if you only concentrate on one or two of the three?

CONDUCT:

DO: Set a timer for 8 minutes. Rotate throughout the room to listen and ensure the discussion is on track and answer any questions which might arise. At the end of 8 minutes bring the groups back together.

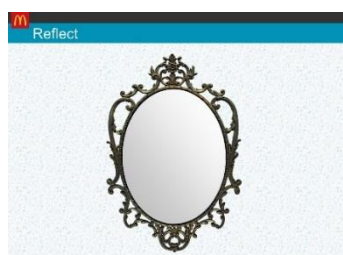
DEBRIEF:

ASK: What questions do you have about the three areas of focus? How does recognizing these Areas of Focus help you as a shift leader? Which group would like to share a specific insight they had about the areas of focus through their discussion?

SAY: These areas of focus are what make up the leadership mindset. You must always be thinking about each of these. When your customers' expectations are being met, your employees are happy and your business is growing, this is when you know you are on the right track! As a leader, you influence each of these things. It is time to start shifting your mindset and having a positive influence on your shifts, your crew and your customers.

[CLICK] to advance slide.

Time: 4 minutes



REFLECT

SAY: This was a pretty personal and hopefully eye-opening chapter. Take a few minutes to reflect on this chapter. There is room on page 28 for your responses. You should recognize the format of the reflection, with the QOCs as your blueprint. You should also see that there is room for reflection over each of the next five chapters. Feel free to use the pages prior to the reflection section titled notes if you run out of room, but our plan is to have you, if nothing else, take a picture or rip this page out before you leave. This will be your plan for your transition as this class continues.

DO: Give participants 4 minutes to write and bring them back as a group.

Transition: Let's hear from Billie about how she handled leaving things behind and taking some things with her as she went through her leadership transition.

[CLICK] to advance slide.

Time: 1 minutes



WEBISODE #3: MY CHANGES

Script:

When I first found out I was getting promoted, I can't tell you how nervous and scared I was. All of these changes! I know there are still things I'll take with me: I'm never going to stop working hard, caring about our customers, or growing as a person, but there are so many things I have to leave behind! Good luck showing up late for work. Let's be real, there's more pressure and a brighter spotlight on leaders.

I think my biggest challenge will be handling my crew. How do I get my friends or especially those that I really didn't have a relationship with to all of a sudden follow my leadership when I'm still figuring out what that is?



	<p>The expectations of me are so different, now! Before, I didn't have to worry about the business or the restaurant. I could just do my job and go home. No one cared what I was thinking. I am just going to have to remind myself to stay focused on what I want to get out of every day and what I want for myself, then lead my team to do the same.</p> <p>Change is challenging, but the more time I spend in the role, the more I'll be able to own it.</p> <p>SAY: Sounds like Billy took some time to think about what she is leaving behind and taking with her into this new role, but we know there is a bunch of new things she's still got left to acquire in her transition, and so do you!</p>
Time: 15 minutes	<p>BREAK</p> <p>SAY: We are going to take a 15 minute break. Let's calibrate times. It is ____ now. We will start back at ____.</p>