



## Chapter One: You Are A Leader

### What's It All About?

This chapter is an introduction and overview of the course. It highlights the participant's story; where they have been, where they are now and where they are going as a leader. Time will be spent creating and sharing their story and analyzing how McDonald's is part of their story now and in the future.

### What Should the Learner Get Out Of It?

At the end of this chapter, the participant will be:

- Convinced that they are a leader.
- Connected to others in the class and McDonald's through telling their story.
- Aware of the course goal and expectations.
- Open to sharing their story with others and respectful of others when they share.

### Why Spend Time Here?

Each participant needs to recognize why they are sitting in this classroom and how paying attention and participating is going to benefit them. This chapter is the convincer and the motivator; it convinces them that they are leaders and motivates them to want to be better. It gets the buy-in of the learner which is extremely important because this class will be a lot of work for them!

### What Things Do You Need?

- ☐ Chapter 1 – You Are A Leader\_PP
- ☐ Flip chart per group (FC: Expectations)

### What Can You Do To Prepare?

- ☐ Run through PP to know what animations are included and where to advance slides.
- ☐ Prepare your three word introduction.
- ☐ Create "Your Story" for introduction to class.
- ☐ Flip Chart: Ground Rules (Prepare nonnegotiable and leave space for additional added by class.)

### What's Going To Happen and When?

Topic	Time
Introduction	2 mins
Icebreaker	18 mins
The Course Goal	2 mins
The Course Agenda	8 mins
The Course Expectations	8 mins
ACTIVITY: I Am McDonald's	30 mins
ACTIVITY: Your Story	25 mins
Webisode	2 mins
Break	15 mins
<b>Total Time</b>	<b>110 mins</b>

**Time: 2 minute**

Leadership Transitions

You Are A Leader

**M:** Believe in the participants.**I:** Convince that they are leaders!**B:** Confident and motivational.**INTRODUCTION**

**SAY:** Welcome leaders! You are here because someone in the restaurant believes that you have what it takes to be a great leader and is investing in you. We don't talk about this enough, and we want to emphasize it here, you are a leader! We will talk about what that means in our time together over the next few days, but right now, at the beginning of this course, we want you to begin to let that sink in – you are a leader! Anyone can put on a white shirt and call themselves a shift leader, but now that you have that white shirt on, everyone is looking to you. You are a leader!

This class is all about you! Where you have come from, what makes you, you, and where you want to be in the future – your story. Everyone has a story, and this class is about your story! This will be a fun, active and honest experience that we hope will prepare and inspire you in this next phase of your journey.

**[CLICK NEXT]****Time: 18 minutes**

Three Word Introductions

Your Name

How Long a Shift Manager

Describe a Leader

**I:** Connect names and faces.**ICE BREAKER: THREE WORD INTRODUCTIONS**

**SAY:** Before we jump into the course and what we want to happen in the next two days, let's meet one another. This is a quick activity just to get us started. We will take more time later to hear more of each other's stories. We are going to start with three word introductions. That means that each person will literally introduce themselves using **ONLY** three words. Here is what you will share:

- (1) Your first name or the name which you want others to call you.
- (2) How long you have been a shift leader. Using only one word! So, hold up six fingers and say "months" if you have been a shift leader for six months.
- (3) One word you would use to describe a leader.

**DO:** Facilitator should start by introducing themselves using three words. Example: Amanda, (Hold up # of fingers and say "years" Trainer). Co-facilitator should then do the same.

**ASK:** What questions do you have before we begin? Who would like to go first?

**DO:** Start with the first volunteer and make your way around the classroom until everyone has introduced themselves. Write down each of their responses to the third question on a flipchart to refer back to later in the class.

**Transition:** It is very nice to meet all of you! So now, why are we here?

**[CLICK NEXT]****Time: 2 minute**

Your Story



Prepare You for Your New Role

**THE COURSE GOAL**

**SAY:** The goal of this course is to prepare you for your new role in leadership.

As you begin this new chapter of your story, stepping into a new role, this class will help establish the way you think as a leader. We will do this by focusing on you, what a leader is and how you can grow as a leader in your new role. We will then talk about the knowledge and skills needed to be successful in this next phase of your career. When you leave here you will have a new mindset which will guide and benefit you in your new role and as you move along in your life and career.

**Transition:** How will we achieve our goal over the next two days?

**[CLICK NEXT]****Time: 8 minutes****THE COURSE AGENDA**



**I:** Introduce Leadership Journal, outline course and inform about breaks and lunch.



**DO:** Have participants open their Learning Journal.

**SAY:** Use this journal to record your story and where you hope it will go. This journal is yours and will not be collected, so please be honest and reflect on the things we talk about. You can only get out of this course what you are willing to put in! Pages 28 and 29 will be used throughout the course to reflect on what you want to do when you go back to the restaurant and can be torn out and used as a take away.

Open to the Table of Contents as it will be our guide through our chapters together over the next two days. Being here together as part of the course, we are now all part of each other's stories. As we think of our time together, let's think of it as we are writing chapters in our story.

**SAY:** Let's take a look at the agenda. Here are what our chapters will be over the next two days. **[CLICK]** On Day One:

- Chapter 1: You are a Leader. This is where we are now. Talking about you and your story as you step into your new role within leadership.
- Chapter 2: The Leader You Want to Be. We're going to define what being a leader looks like. How you will become that leader by knowing yourself, leading your team, impacting your restaurant and running great shifts which each of these will have a chapter dedicated to it.
- Chapter 3: Becoming This Leader. Here we are going to ask three "Questions of Change" (QOCs) you'll need and want to answer in your transition to becoming the type of leader you want to be.
- Chapter 4: Knowing Yourself Part One. We will begin this chapter on Day One and do the second half on Day Two. In this chapter we will look at you and what you need to know about yourself to become this great leader. On day one we will talk about your ability to recognize, understand and manage your and other's emotions.

**[CLICK]** On Day Two we will shift our focus from knowing yourself to leading your team, impacting your restaurant and running great shifts:

- Chapter 4: Knowing Yourself Part Two. On day two we will talk about your ability to interact effectively based on your and others' behavioral styles as part of knowing yourself.
- Chapter 5: Leading Your Team. In this chapter we will focus on your influence on your team by knowing, coaching, trusting your team, and managing conflict within your team.
- Chapter 6: Impacting Your Restaurant. In this chapter we will talk about how knowing your restaurant is imperative to being a successful leader. Knowing the different parts of the restaurant and how you impact each one and ultimately the bottom line is part of this chapter.
- Chapter 7: Running Great Shifts. This chapter is about putting it all into practice in the craziness of a shift. What does all of this look like in the reality of your story right now?
- Chapter 8: Planning for the Future. You will capture goals throughout the course, but in this last chapter you will set some goals and accountability for yourself to ensure you can put all of this into practice as you go back to the restaurant.

**Time: 8 minutes**

**I:** Introduce the restaurant visual and set ground rules for the class.

**SAY:** [CLICK] Our start time will be 8:00 a.m. and we will aim to be done by 5:00 p.m. We will have two fifteen minute breaks, one in the morning and one in the afternoon and an hour for lunch. **NOTE:** This can be localized as needed.

**THE COURSE EXPECTATIONS**

**SAY:** [CLICK] Because we are in a classroom and not in a restaurant for these two days, we want to create a setting to keep us grounded in the real world you will be working in on a day to day basis. We also want to create a safe setting where we can practice the knowledge and skills we will be learning. To do this we have created a restaurant setting which we will be interacting with throughout our course. This is our restaurant visual.

**DO:** *Reveal the restaurant visual. Allow learners to look around the scene for a few moments.*

**SAY:** This is the restaurant setting that is going to keep us grounded in reality over the next two days. There are a number of different scenarios in the picture but all of them are real to the life of what you, as a new shift leader with McDonald's, can experience on a day to day basis. We will be taking a look at all the different components of the visual in our time together and interacting with the visual during different activities.

**SAY:** [CLICK] We also want to establish some ground rules for the classroom to ensure things run smoothly and everyone can get what they need out of our two days together.

**DO:** *Present the list of ground rules which will help the class to be successful. Ask the participants if they would like to add to the list and add to the list. Ground rules should include the following: actively participate, minimize distractions, be respectful of others, safe place, SOT3.*

**DO:** *Post the Ground Rules expectations flip chart in the room. \*Can be created prior to class.*

**ASK:** What questions do you have before we move on?

[CLICK]

**Time: 30 minutes**

**M:** Believe in the participants.

**I:** Begin thinking about emotions, connect being a leader now with the future, set expectations for what they want to learn in class.

**B:** Confident and motivational.

**ACTIVITY: I AM MCDONALD'S****EXPLAIN:**

**SAY:** This class may be different from ones you have experienced in the past. You will not be required to just sit and listen a lot. The majority of our time will be spent in activities, learning with and from one another. Each time we do an activity, the presentation will have the page number of the Learning Journal, when it applies, and the time given for the activity. I will then have the basic instructions on the slide as well. This is for your reference if you need it.

**[CLICK]** Open your Learning Journal to page 1. We are going to watch a 5 minute video. After the video, you are going to answer the three questions on pg. 1 in your Learning Journal by discussing them with others. Right now, choose a partner from your table. This is the person you will discuss the first question with after the video finishes. After 2 minutes I will have you find a second partner who has to be from a different table and you will have 2 minutes to discuss the second question. You will then go back to your tables and take 2 more minutes to answer question three at your tables and write down your responses. **[Have flip chart or paper available for each group.]** We will then come back together and discuss as a large group.

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

**CONDUCT:**



**DO:** [CLICK] Show I Am McDonald's video.

**SAY:** [CLICK] Discuss the first question with your partner at your table.

- How are you feeling right now, at the beginning of this course, about being a leader at your McDonald's restaurant?

**DO:** Give two minutes and then call time.

**SAY:** [CLICK] Find a partner from another table and discuss question 2.

**DO:** Give enough time to find a partner and then give 2 minutes to discuss.

- What goals do you have for the future? How do you see being a leader at your McDonald's restaurant as an opportunity to reach those goals?

**SAY:** [CLICK] Go back to your tables and discuss question three as a small group. Write down your responses on the paper provided so you can share with the class.

- What are some of the things you hope to gain from this course to help you achieve your goals?

**DO:** Give 2 minutes to write down their responses. Come back together as a large group.

### **DEBRIEF**

**SAY:** One person from each group, please share with the class the things you are hoping to get from this course over the next two days.

**DO:** Speak to the things said and how they will be covered in the course. If there is anything that will not be covered, speak to those things and resources for the topic.

**EXAMPLE:** If participants say they want to learn to do a travel path, you could tell them this course will speak to time management and priorities. They will learn more about travel paths through the rest of the shift management training and in their restaurant.

**DO:** Post the Expectations Flip Charts in the room and refer back to them to ensure you are meeting the expectations of the participants throughout.

**SAY:** Hopefully you are beginning to see how our time together is going to benefit you as you move into your new role. Let's take some time now and find out a bit about you and how you got here.

**Time: 25 minutes**



**M:** Interested in connecting with them! Open and Authentic.

**I:** Share their story. They aren't here to be talked to but to learn with and from others. Build connections quickly.

### **ACTIVITY: YOUR STORY**

#### **EXPLAIN:**

**SAY:** During our time together we are going to explore your story and path to leadership. We will talk about where you have been, where you are now and where you are going in the future. Everything you've done so far has led you to this moment. Everyone has a story to tell about their journey.

**ASK:** What's your story?

**DO:** Have participants open their learning journal to pg. 2.

**SAY:** [CLICK] You are going to take 3 minutes to give us an overview of your life to this point. There are questions in the journal to help you get started. When we are done, we will take 10 minutes for everyone at your table to share your journey. Make it personal and



**B:** Inclusive, open and authentic

honest. Take the time to establish a connection with your peers. They will continue to be a support system throughout this course and as you go back to your restaurant.

**DO:** *As part of preparation for the course, facilitator(s) should have prepared their own story to share with the class as an example to guide their thoughts. Share your story and have co-facilitator share as well.*

**CONDUCT:**

**DO:** *Set a timer for 3 minutes to complete the history section of the Learning Journal.*

**[CLICK]** *Come back together after three minutes and then set a timer for 10 minutes and have them share their stories with one another.*

**DEBRIEF:**

**SAY:** Your journey started many years ago and each person's journey is different. As I was walking around I heard...

**DO:** *Without pointing anyone out, describe some of the things that stood out from people's stories which show that they have similarities and also differences which they can learn from one another.*

**SAY:** **[CLICK]** Though you are all different, you also have things in common. You have similar jobs and have faced similar challenges. In our time together you will have the opportunity to learn from one another through your differences and to connect through your similarities. Taking the time to think about what you have come from and sharing that with one another has prepared us to take a closer look at where we are all at now.

**Time: 2 minutes**



**M:** Make it personal and real.  
**I:** Introduce them to a friend. They will be following her and hearing her story throughout the course.

**WEBISODE #1: MY STORY**

**SAY:** Before we move into the next chapter, there is someone I would like you meet. Billie is going through a transition just like you. Throughout the course, you will follow her through her journey as you to take yours. You will also have a chance to hear from her along the way.

**DO:** Play Webisode #1: My Story

Hi there! My name is \_\_\_\_\_, but everyone calls me \_\_\_\_\_. I am 23 years old and born and raised in Chicago. I am the oldest of three girls in my family. I worked at McDonald's when I was in high school, but that was just part time. Since I graduated, I haven't been working much, but finally decided to start saving money for college, which is when McDonald's came back into the picture. I like working here. I have a lot of friends that I work with and I think I am pretty good at it. I guess that's why they want me to be a leader. I sure didn't volunteer. It's going to be hard to be in charge of my friends...

Let's see, the things that are most important to me? I would say my family, my dog Juno, and my best friend Kylie. Good thing she doesn't work at McDonald's with me. I could never be her manager. My ideal profession? Well, I don't know if it's a career at McDonald's or not... don't get me wrong, its fine right now, but I think I want to be a teacher. I'm really good at teaching others how to do stuff and I'll get to do that in this role, so I'll get to do what I like to do as well as save for college. At the end of the day, I just want to be good at what I do now and I know that will get me where I want to be in the future.

**SAY:** Now that we all know one another and have met Billie, we are ready to start taking a deeper look at where this new leadership journey is going to take us.

**Time: 15 minutes**

**BREAK**



	<b>SAY:</b> We are going to take a 15 minute break. Let's calibrate times. It is _____ now. We will start back at _____.
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