



## SU 217 – Domino's Pizza Delivers High Performance Management Training with Measurable ROI – A Case Study

In this session you will learn how Domino's Pizza:

- Engaged upper management's commitment to playing a key role in the delivery, compliance and execution of the program.
- Applied easy-to-track levels of evaluation and measurement in the creative design and delivery of high performance management training.
- Designed a highly engaging training curriculum with unique and effective elements for ongoing success.

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## **Introduction to High Performance General Manager Training (HPGM)**

HPGM is a high energy two-day training class for General Managers who have been in the position for 3+ months. It includes five modules, plus Intro & Wrap. Using our model of creating an engaging experience to prepare participants for learning, each module begins with a Challenge – a scenario that might occur in a store, related directly to the module’s key take-aways. Working in small groups managers are asked to solve the Challenge. This is only one small way in which activities foster the learning throughout the class. Every module includes unique activities connected with the learning content.

Class begins with a six minute pre-test. This allows us to measure knowledge gained from beginning to end of class. The class is retested at the end and participants must achieve a grade of 80%+ to pass.

Each module contains a follow-up assignment. These assignments align with the key measurables we use for our Level 4 Evaluations – Business Results. Successful completion is required for a manager to receive High Performance status.

General Managers and above are required to attend the class, including Multi-unit Supervisors, and Operations Directors. Operations Directors give a motivational talk during the class and are helpful in supporting questions, learnings, and follow-up expectations.

To prepare for a great class, we held a Train-the-Trainer session for our Marketplace Trainers. In addition to them learning and practicing in a safe environment, a member of the World Resource Center Learning & Development team co-taught the first class with each trainer in their markets.

## Course Design

When building a class called High Performance General Manager, we first asked the question, “What is high performance”? We defined the expectations and behaviors leading to high performance.



We agreed on the five key roles of a General Manager:

Operator, Customer, Sales Builder, Leader, Trainer

Once defined, we were able to link each role to specific, measurable assignments that relate directly to business results. Magnetic puzzle pieces are rewarded to participants for each assignment. The puzzle pieces link together to complete the program certificate.



The first puzzle piece is awarded for passing the post-test. Participants sign the back of each piece and the supervisors collect them, and distribute them as the assignments are successfully completed.

## Beyond the Classroom

We knew we could improve knowledge in the classroom, but we needed to change behavior. For each key role, we created an assignment:

### Changing Behavior Beyond the Classroom

- **Operator**
  - Product Quality Test
- **Customer Care**
  - Improved Service Measurables
- **Sales Builder**
  - Sales Goals
- **Leader**
  - Turnover Reduction
- **Trainer**
  - Crew Development
  - Assistant Manager Development



As each assignment is completed, participants are awarded the corresponding puzzle piece. The puzzle certificates are displayed on metal filing cabinets in managers' offices. Anyone visiting a store can quickly see certificate progress and discuss business results achieved or in progress.

## **Management Commitment**

Supporters at the top management level are critical to the success of a program that changes behaviors and creates business results. The Executive Vice President of Corporate Operations was a clear champion of the program. He was involved in the design and kickoff of the program, and created clear expectations for each Operations Director. Our Operations Directors and Supervisors attend every class and Supervisors are held accountable for follow-up of puzzle completion. Managers that complete their puzzles are recognized at their regional rallies, receive special embroidered shirts, and become eligible for promotion to the next level.

## Measurement

Using Kirkpatrick's Four Levels of Evaluation, we implemented the following:

### Measurements

- **Level One – Immediate Reaction**
  - Evaluation scores
- **Level Two – Knowledge**
  - Pre and Post test
- **Level Three – Behavior**
  - 5 assignments completed to become certified
- **Level Four – Business Results**
  - General Manager turnover - 5 point reduction

## Results

Level One – Immediate Reaction

Each class included a "smiley sheet" evaluation. Scores averaged 4.2 out of 5.

Level Two – Knowledge

From Pre-test to Post-test, results went from 5% passing on the Pre to 98% passing on the Post. Average post-test scores were 91%.

### Level Three – Behavior

28% of General Managers completed the Puzzle Certificate in 180 days. This met our expectation of creating an elite class of high performing managers.

### Level Four – Business Results

#### Puzzle Completion Stores vs. All stores:

- Turnover = 27% lower
- Operations Evaluations (5 star scale) = ½ star higher
- Service Measurables = 3.95% increase
- Average Weekly Unit Sales = sales increases doubled
- Profitability = 18% higher

## Keys to Success

### Keys to Success

- **Define high performance outcomes**
- **Identify key roles & behaviors to achieve high performance**
- **Engaging classroom with relevant content**
- **Create measurements of success beyond the classroom and reward appropriately**
- **Management commitment at all levels**

## Creating High Performance Training

|                                  |   |
|----------------------------------|---|
| Management Commitment            | <ul style="list-style-type: none"> <li>• Identify the key elements of high performance</li> <li>• Agree upon measurements</li> <li>• Create accountability on objectives for all stakeholders</li> <li>• Thorough Train-the-Trainer</li> <li>• All levels of management participate</li> <li>• Supervisor role for follow-up and ownership clearly defined</li> </ul>                 |
| Measurement                      | <p>Align key roles to currently collected and measurable data for Level 4 Business Results:</p> <ul style="list-style-type: none"> <li>• Operator = operation evaluation scores</li> <li>• Service = standard service measurables</li> <li>• Sales Builder = average weekly unit sales</li> <li>• Leadership = turnover</li> <li>• Trainer = people development compliance</li> </ul> |
| Training Design in-Classroom     | <ul style="list-style-type: none"> <li>• Pre- and Post tests</li> <li>• High # of Activities</li> <li>• Prizes/Raffle tickets</li> </ul>  |
| Training Design beyond-Classroom | <ul style="list-style-type: none"> <li>• Assignments/Action Plans for each key role tied to puzzle completion</li> <li>• Rewards –embroidered shirt, career development opportunities, completed Puzzle Certificate</li> <li>• Business results tied to bonus</li> </ul>  |