

# Managing Global Learning Content

Yum! Brands Implements Worldwide LCMS for On-Demand Delivery of Customized Learning

—Chris Howard, *Principal Analyst* | October 2007

## ▶ IN THIS CASE STUDY

Content is at the heart of every learning and performance support experience. Without up-to-date, consistent and high-quality content, learning outcomes will suffer and corporate business objectives will remain unmet.

Yum! Brands, a leader in the quick service restaurant (QSR) industry, has focused on learning content management as a linchpin to improve the effectiveness of its global training and performance support program. The program serves 900,000 employees spread across 34,000 system restaurants in more than 100 countries.

Operating quick service restaurants profitably and efficiently requires that franchise employees learn and understand the standards, information and procedures that relate to customer service, product preparation, equipment operation and maintenance, food safety, and health codes.

This case study explains the key ways in which Yum!'s paper-based learning content system causes a number of challenges for both the company and its independent franchise owners, namely that:

### FOCUS:

PLANNING  
& STRATEGY

CONTENT  
DEVELOPMENT

LEARNING  
PROGRAMS

**LEARNING  
TECHNOLOGY**

ANALYTICS &  
MEASUREMENT

TALENT  
MANAGEMENT

1. Development and management of content is fractured and dispersed throughout the enterprise, so the organization is hard pressed to maintain consistent and up-to-date information;
2. There is continual creation and reinvention of restaurant training and performance support tools, such as operations manuals, training aids, quizzes and assessments, and observation checklists; and,
3. The international division must contend with unique challenges (such as translating content into multiple language), as well as maintaining specific content for different local standards and practices.


Recently, the international division began addressing these deficiencies with an initiative to develop a technology-based learning content management system (LCMS) that will facilitate efficient development, modification, and reuse of learning and performance support content. The ultimate goal of the initiative is to enable on-demand delivery of reusable content<sup>1</sup> that is contextualized and customized for every restaurant around the globe.

Based on in-depth interviews with key company personnel, this case study describes:

- Yum!’s business goals, and how training and performance support programs align with meeting those objectives;
- The previous approach to content management, and its associated issues and costs;
- Industry trends toward content reusability across multiple delivery formats (e.g., print, online and mobile);
- The criteria and process for selecting the LCMS technology platform;
- The benefits of developing a highly granulated information architecture;

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<sup>1</sup> “Reusable content” (also called “dynamic content”) is discrete learning objects with no link to a specific course. These “discrete learning objects” can be a paragraph of text, a chart or diagram, or any individual piece of content that can be linked with other objects to create any number of training courses.

- Yum!’s process in converting existing content to the new LCMS and the flow for ongoing content development;
- A pilot program conducted in South Africa and the plan for a global rollout;
- The ability of restaurant managers to customize and contextualize content for a particular restaurant profile;
- Anticipated quantitative and qualitative benefits of the LCMS; and,
- Lessons learned about critical issues, such as managing change and obtaining executive buy-in. 

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## Company Overview

Yum! Brands, Inc., based in Louisville, Kentucky, is the world's largest system restaurant company with more than 34,000 restaurants in more than 100 countries. Four of its restaurant brands – KFC, Long John Silver's, Pizza Hut and Taco Bell - are the global leaders of the chicken, quick-service seafood, pizza and Mexican-style food categories. A&W Restaurants is the longest running quick-service franchise chain in America. In 2006, Yum! Brands generated more than \$9.5 billion in total revenues, including company sales and franchise fees.<sup>2</sup>

Yum! Restaurants International (YRI), based in Dallas, Texas, is the largest division of Yum! Brands with nearly 12,000 restaurants outside the U.S. (excluding Yum! China division). In 2006, operating profits for YRI were more than \$407 million. In each of the last seven years, YRI has opened more than 700 new restaurants. Outside the U.S. in 2005, the Yum! Brands system opened about three new restaurants each day of the year, making it one of the fastest-growing retailers in the world.

## Business Environment

Yum! Brands is building its global business by focusing on key growth strategies, such as:

- Building dominant restaurant brands in China;
- Increasing profitable international expansion;
- Improving U.S. brand positions and returns; and,
- Driving high ROIC<sup>3</sup> and strong shareholder payout.

A critical element of the international expansion strategy is the need to build an operating culture dedicated to the delivery of the fundamentals of great customer service, namely:

### Yum! at a Glance

- 34,000 restaurants in 100+ nations.
- Brands include A&W, KFC, Pizza Hut and Taco Bell.
- \$9.5 billion in revenues for 2006.
- NYSE:YUM.

<sup>2</sup> Source: Yum! Brands, "About Us", <http://www.yum.com/about/default.asp>.

<sup>3</sup> Return on invested capital.

- Cleanliness;
- Hospitality;
- Accuracy;
- Consistency;
- Maintenance;
- Product quality; and,
- Speed.

By executing essential tasks with passion, urgency and excellence, Yum! believes its store employees can help drive same-store sales growth in every restaurant.

Yum! Brands' learning programs are becoming more aligned with corporate goals and are designed to surmount significant business challenges. In the U.S., the average Yum! Brands restaurant has 25 to 30 employees, while internationally this figure can be significantly higher, depending on the location and sales volume of the restaurant.

Like many other retail industries, quick service restaurants employ workers with relatively low levels of formal education. Most of the employees work on a part-time basis and employee turnover is high. Many international workers do not speak or read English, which means learning and performance support content must be translated into nearly 40 languages.

These facts considered, Yum needs to maintain consistently high standards to ensure customer satisfaction in a highly competitive market. Therefore, continuous training of new employees is required to ensure smooth operations. Every employee must be retrained when procedures or standards change, and provided with support when performance falls below systemwide standards.

**KEY POINT**

By executing essential tasks with passion, urgency and excellence, Yum! believes its store employees can help drive same-store sales growth in every restaurant.

## Learning Challenge

### CHAMPS Standards Library

For more than a decade, Yum! Restaurants International has published the CHAMPS Standard Library (CSL), which is the primary source for in-store training and performance management content for the international Yum! restaurant brands. The library covers all aspects of operations, including food handling and product preparation procedures, safety and quality issues, equipment maintenance, facility standards and accounting control procedures.

CHAMPS is a global, systemwide core program for training, measuring and rewarding employee performance against key customer measures. This program is intended to align the operating processes of the entire system around one set of standards, the measures for which are monitored regularly at the individual restaurant and employee levels.

The library itself (see Figure 1) contains more than 2,500 pages of information, divided into three broad categories of documents for every procedure:

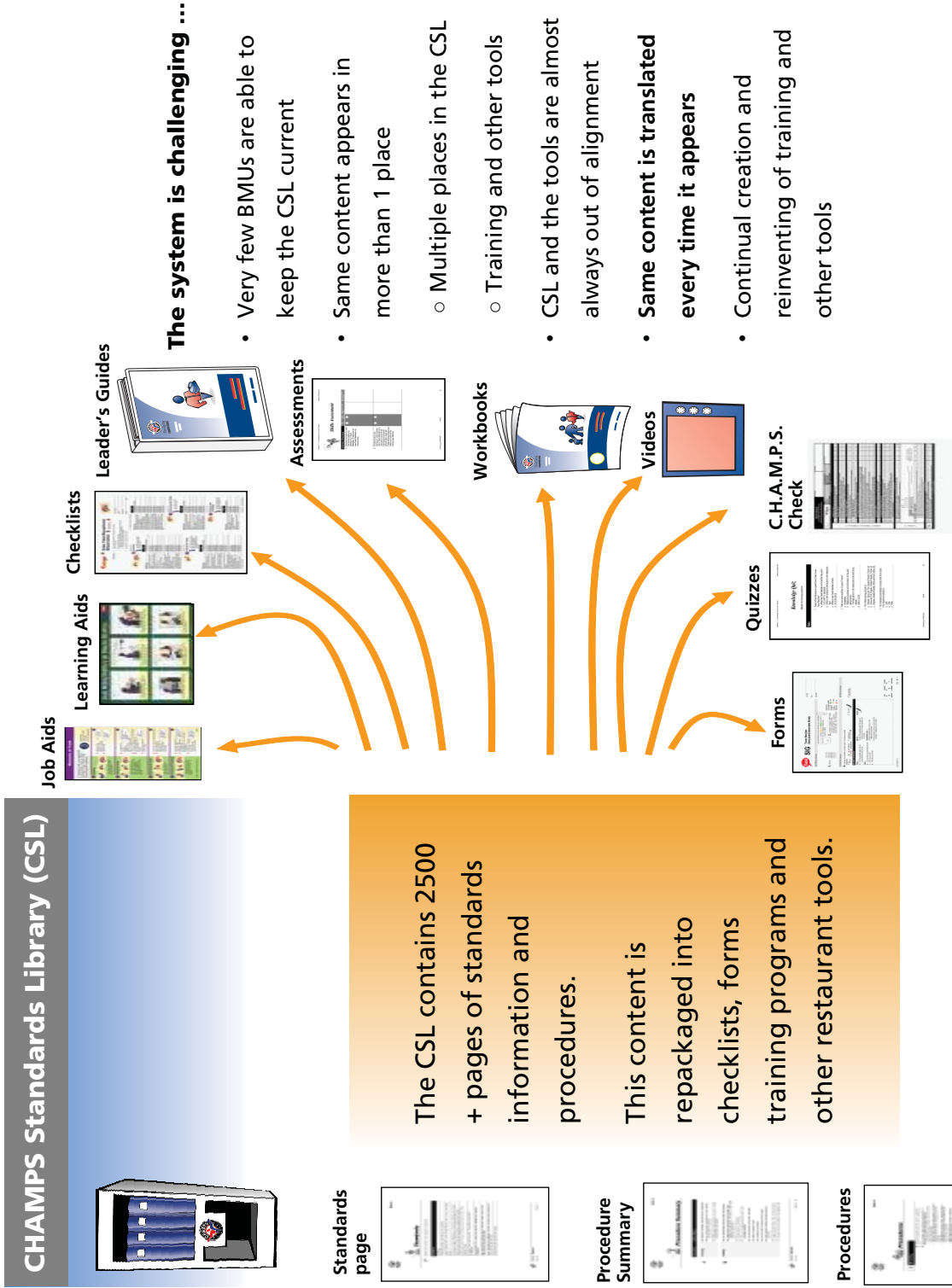
- **Standards** – A list of the core standards of a procedure (e.g., how many minutes to cook chicken and at what temperature);
- **Procedure Summary** – Highlights of the procedure; and,
- **Procedure** – A highly detailed description of the process that repeats and expands upon the Procedure Summary and Standards information.

The content is packaged and published as checklists, forms, workbooks, training, job-aides and other restaurant tools. The library is delivered to restaurants as a series of printed binders that need to be updated periodically as information changes. Each Yum! Brands restaurant concept in the U.S. also has its own version constructed in a similar format.

The acronym CHAMPS stands for:

**C**leanliness  
**H**ospitality  
**A**ccuracy  
**M**aintenance  
**P**roduct Quality  
**S**peed of Service

**Figure 1: YRI CSL and Restaurant Tools Today**



**The RGM gets the whole library, and has to decide what's relevant**

Source: Yum Brands, 2007.



## CSL Issues

The YRI training director faults a decentralized approach to management and ownership of content as the cause of multiple inefficiencies, which made it time-consuming and costly for the company to:

- Recreate and reformat identical content in multiple tools;
- Publish versions with regional variations or for specific categories of restaurants, such as those with a “drive-thru” window, region-specific products or different types of equipment;
- Translate identical information repeatedly for international audiences; and,
- Manage the complexity of keeping content up to date and accurate in all versions and all tools.

The YRI CSL was initially developed by a small five-person group of training and operations managers in the Dallas, Texas headquarters of Yum! Restaurants International. The team was tasked with creating operating standards and procedures, publishing training and performance tools, and managing the demands and expectations of franchisees in 103 countries.

After two years, ownership of the YRI CSL was passed onto 16 worldwide business management units (BMUs). Each BMU provides global systems and tools designed to improve marketing, operations consistency, product delivery, market planning and development, and franchise support capability for between three and 30 countries. The hope was to bring the YRI CSL closer to franchise owners to allow for greater customization of content – to account for the fact that processes, standards and procedures can vary according to geographic location, local culture, store configuration, products served and regulatory environment.

At each BMU, the operations function owns the entire library of content and must decide which information is relevant for each country. The unintended consequence is that dozens of versions of the CSL are circulating systemwide. Most of the information, however, is redundant. Training managers estimate that 90 percent of product preparation,



### KEY POINT

Yum! training managers estimate that a high percentage of training and performance support information is identical across business units.



### ANALYSIS

Management of instructional content is becoming more of a priority for training organizations that deliver large volumes of content both online and off.

80 percent of standards and 40 percent of management support information is identical across BMUs.

Both international training and BMU operations personnel are continually creating and maintaining content and tools, but these stakeholders do not have a coordinated, systematic approach to document versioning. As a result, the same content appears in multiple places, often in different versions. For example, the procedure for washing hands appeared in the YRI CSL more than 250 times in eight different versions and there were several different versions of how to marinate chicken at KFC with very small variations in the procedure. This led to misalignment between the CHAMPS standards library, and restaurant training and performance support tools.

Another issue is that general managers find it difficult to keep the YRI CSL content updated at the restaurant level. In a recent survey, Yum! Brands found that a number of company-owned international stores did not have a completely up-to-date CSL translated into the local language.

Independent franchisees often cannot afford to keep the restaurant's copy of the CSL maintained and translated. Smaller franchisees with fewer than three stores are particularly reluctant to invest heavily in training, which they perceive as a corporate responsibility. These restaurants tend to underutilize the CSL and other restaurant training tools in comparison with other stores.

Yum! and its franchisees spend millions annually on the CHAMPS standards library. Costs breakdown into the follow categories.

1. Yum! Brands spends several million dollars yearly in an attempt to provide up-to-date English versions of the CSL to international stores.
2. Franchise owners spend nearly as much per year on local language translations.
3. Franchise owners spend similar amounts annually for company-recommended tools that support employee selection, retention and performance management.

High costs result when content is constantly being generated, reinvented and retranslated.

 **KEY POINT**

High costs result when content is constantly being generated, reinvented and retranslated.

## Content Management Environment

### Defining Content Reuse

The use of a single-source approach for reusability<sup>4</sup> – Reusability 2.0 – is a new trend for many organizations and industries that face complex learning content challenges. Reusability 2.0 is a method of creating, organizing, storing, versioning and publishing reusable learning content in a common, central repository for the purpose of creating learning support, *regardless of delivery format* (e.g., instructor guides, lesson plans, classroom visuals, tests, handouts, online courses, job-aides and so on).<sup>5</sup>

This approach can lead to significant cost-savings, and reduce the resources needed to develop and maintain up-to-date learning content. Additionally, it can provide the flexibility to support new learning requirements and share learning assets across different learning initiatives.

### Trends and Content Reuse

Designing for reusability is a recent trend in the marketplace that has been spurred on by the awareness that:

- Depending upon an organization's business drivers, the “one-size fits-all” approach to training is often ineffective, while creating multiple courses for a variety of audiences can be expensive, inefficient and a nightmare to maintain;
- The same content can be reused to create different courses and in multiple delivery formats, such as print, instructor-led training (ILT) and on-demand web-based training (WBT);

<sup>4</sup> “Reusable content” (also called “dynamic content”) is discrete learning objects with no link to a specific course. These “discrete learning objects” can be a paragraph of text, a chart or diagram, or any individual piece of content that can be linked with other objects to create any number of training courses.

<sup>5</sup> Source: *Reusability 2.0: The Key to Publishing Learning*, Chapman Alliance, April 2007.



#### KEY POINT

Reusability 2.0 is a method of creating, organizing, storing, versioning and publishing reusable learning content in a common, central repository for the purpose of creating learning support.

- The speed at which many organizations must adapt and innovate requires frequent updating of training content that becomes resource-intensive; and,
- The desire to reuse learning content for informal learning within the workflow (e.g., while a task is in progress) instead of requiring users to access entire courses is increasing.

When content needs to be reused, it is stored without the context in which it is delivered. This approach allows for extensive flexibility in how content can be remixed to create new blends of learning content for different contexts, audiences and delivery media.

## Framing a Solution

Recognizing the need to develop a more streamlined approach to the development and reuse of learning content, Yum! formulated a framework for the solution. The goals were to:

1. Provide learning content in the manner most appropriate for each store;
2. Minimize content development and maintenance requirements by employing information architecture concepts, such as object-oriented data and metadata;
3. Make all revisions in one place and on the smallest amount of content;
4. Translate and modify content efficiently; and,
5. Separate content from delivery to enable on-demand publishing of customized tools in multiple channels and formats, including e-learning.

Yum! also recognized the need for outside expertise for both technical know-how and experience with implementing similar systems for large enterprises.

Yum! engaged a learning content developer with specific experience in the QSR industry, to assist with content and tools development.

### ★ BEST PRACTICE

Developing a successful content management strategy requires expertise in information design and architecture. Organizations need to acquire this skill through internal resources or by hiring an external consultant.

Anticipating that virtually any new technology-based approach to learning content delivery would require additional or updated computers and communications gear inside the restaurants, Yum! Brands outsourced the building of its technology infrastructure to a third-party global services organization.

## Selection and Implementation of LCMS Technology Platform

Working closely with all parties, Yum!'s learning leaders decided upfront to separate learning content management selection from the learning management system (LMS) selection process. In fact, the team restricted its search to vendors that specialize in learning content management systems (LCMS). The goal was to be able to identify best-of-breed solutions to meet the complex needs of the business. Compliance with SCORM 2004 standards<sup>6</sup> and an XML<sup>7</sup>-based platform were major criteria for selecting the LCMS vendor. Yum! believes this will reduce the effort associated with content integration in its LMS platform.

Starting in early 2006, Yum! began the evaluation of potential LCMS vendors and the company ultimately selected a learning content management system solution that met the following key requirements:

- Authoring standards based on flexible templates;
- Support for open standard XML editing, storage and output;
- Ability to drag existing learning objects from the central repository, and drop them into a new or existing document;

<sup>6</sup> "Sharable Content Object Reference Model" (SCORM) is a set of specifications for course content that produces reusable learning objects. For more information, *SCORM and AICC: What Are the Differences?*, Bersin & Associates / Chris Howard, February 22, 2007. Available to research members at [www.elearningresearch.com](http://www.elearningresearch.com).

<sup>7</sup> "XML" is extensible markup language, which improves the functionality of the web by allowing users to identify information in a more accurate, flexible and adaptable way. It is "extensible" because it is not a fixed format like HTML (which is a single, predefined markup language). Instead, XML is actually a meta-language – a language for describing other languages – that lets users design markup languages for limitless different types of documents.

### ANALYSIS

More complex content management needs, such as managing and outputting both online and offline content, require dedicated (or best-of-breed) LCMS products.

- Ability to show all documents that share a common learning object;
- Advanced content management with check-in / check-out, versioning, metadata<sup>8</sup> and search;
- Coordinated workflow with forms, review engine and so on;
- Multichannel publishing for blended learning; and,
- Multilanguage support for simplified translations.

During the process, it became clear that Yum! needed an XML solution to enable full reusability across multiple delivery formats. By creating, storing and delivering training content in an open, platform-neutral format, Yum! would have both the flexibility to adapt to any new content specifications and delivery modality, as well as future-proof its content as learning requirements and training development technologies evolve.

Development of the base LCMS platform took approximately four months, with advisory support from the corporate IT organization. The majority of the implementation effort has focused on:

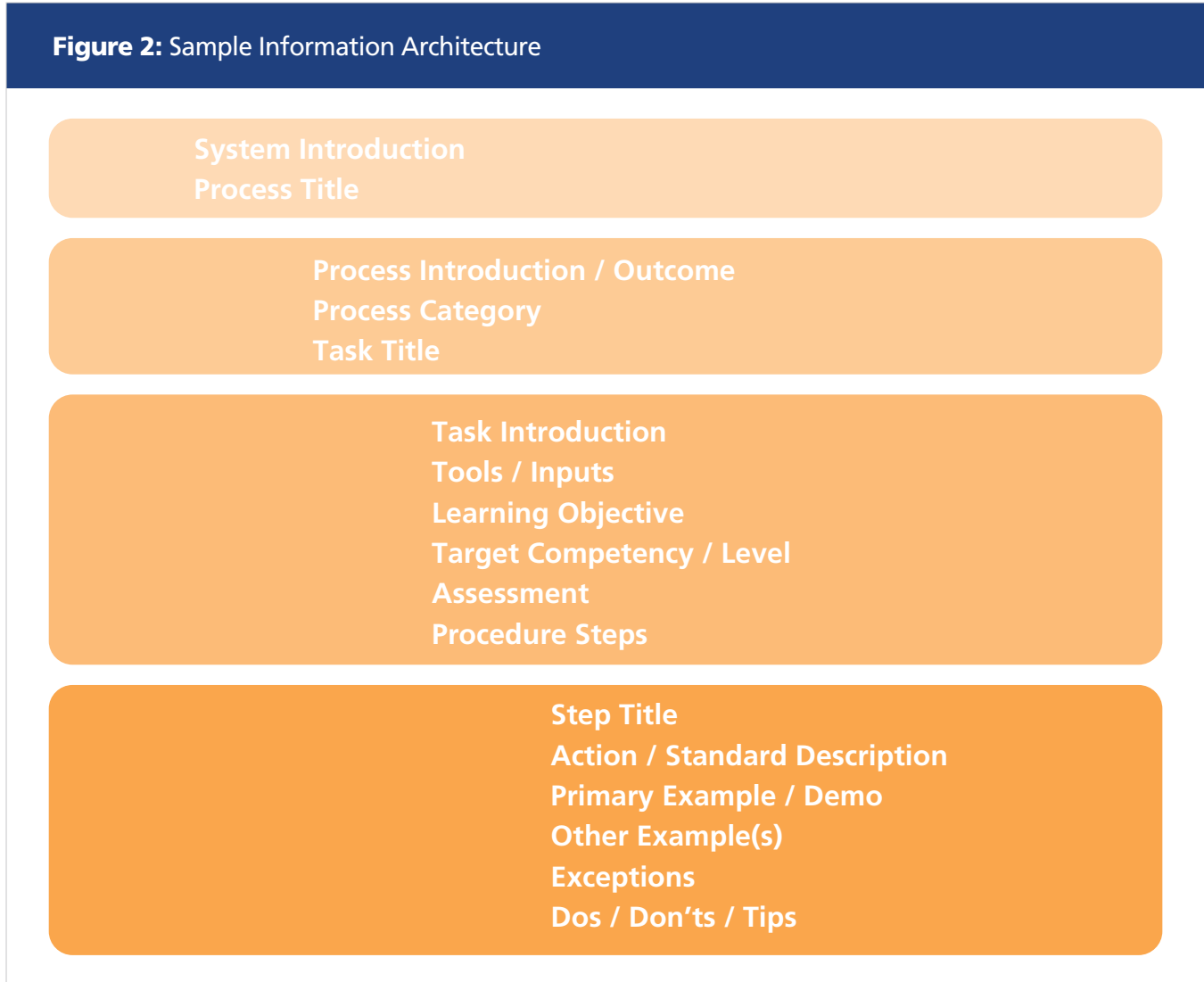
1. Developing the information architecture (e.g., XML schema) that illustrates the way in which global learning content is organized (see Figure 2);
2. Building customized publishing templates; and,
3. Training Yum! users, content managers and subject-matter experts (SMEs).

The information architecture allows content to be developed in small fragments that are stored and managed in a central database. Content is completely separate from the presentation, which enables the reusable XML content to be rendered to print or used electronically for a variety of outputs. Training and performance support tools are composed of independent content fragments, thus any changes made to content fragments are automatically reflected in all tools.

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<sup>8</sup> "Meta-tagging" (from "meta-tag") refers to the process of creating and storing data elements that describe the assets and modules contained in a course. The "metadata" is used for purposes of locating the content (within a database or repository) or customizing the course for delivery.

**Figure 2:** Sample Information Architecture



Source: Bersin & Associates, 2007.

## Content Development and Governance

The next challenge for Yum! was to establish a process for converting existing CSL information, as well as to develop new content within the LCMS.

The initial goal was to identify functional experts at YRI headquarters who would then be responsible for content development. The baseline procedures created by these SMEs (in areas, such as accounting and food preparation) would be passed along to the business management units for regional customization.

After several reviews and input from these two groups, the international team shifted its strategy instead to select two large markets with the most up-to-date and accurate operating procedures.

Several staffers at each BMU have been assigned to load content into the LCMS database, while the YRI SMEs at headquarters act as a central hub for consolidation and review of consistency. Changes to and approval of content by functional experts is facilitated via built-in workflow management functionality of the LCMS. This enables a more collaborative process to be in place and to ensure that the content remains directly applicable at the point of execution in the restaurant.

## Publishing Templates

For international use, Yum! then created six publishing templates by combining preexisting elements from an existing library of LCMS templates into customized templates that met specific QSR industry requirements. Each template defines the look and feel of a specific group of tools, such as procedures, observation-based assessments, quizzes and visual aids.

Seeking again to build a global consensus, the BMU and franchise representatives from multiple countries were active participants in discussions and decisions about templates. This process helped achieve the goal of having globally accepted standards capable of being reused across geographies.

## Pilot Program and Rollout Plan

In the summer of 2006, Yum! engaged the selected LCMS provider to build a proof of concept system (see Figure 3) with the goal of demonstrating that the LCMS was feasible, as well as the correct global strategy.

Executives at the South Africa BMU learned about the initiative and volunteered to pilot with a franchise owner who was excited about the concept of having a single source for on-demand publishing of training and performance support tools.

### ANALYSIS

Yum! Brands is leveraging technology to achieve a level of international collaboration that was unattainable a few years ago.

### ANALYSIS

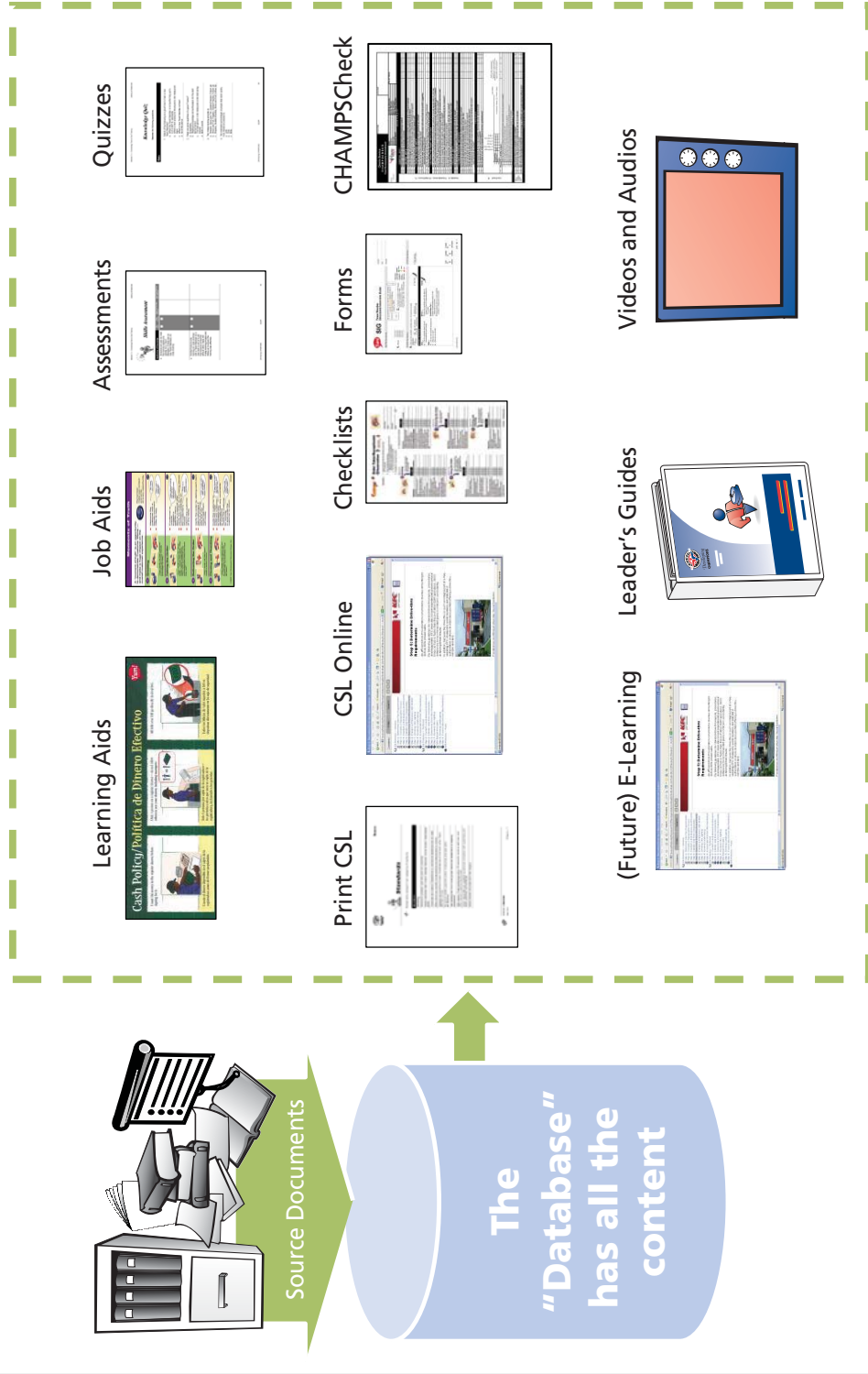
New approaches to learning content development must be supported by templates and standards that enable content to be reused across multiple formats.



**Figure 3: One-Source Publishing**

**Learning Content Management System ...  
... create content once and use it to publish multiple tools**

The "one-step" publishing templates produce the tools



Source: Yum! Brands, 2007.

In early 2007, a production version of the system was rolled out to three restaurants located in South Africa. The program was well received by store managers. With more than 500 systemwide Yum! restaurants in South Africa, one benefit of the pilot program is that other franchise owners have seen the advantages of the new system and are eager to be a part of the initiative.

By the end of 2007, Yum! plans to further roll out the LCMS to restaurants in the U.K. and in Australia. Work is already underway for deployment in the U.S. in early 2008. The initial investment for developing this new system will be made by Yum, which will likely then work with its franchisees to share the costs of development and operating the system going forward.

## Customization and Contextualization

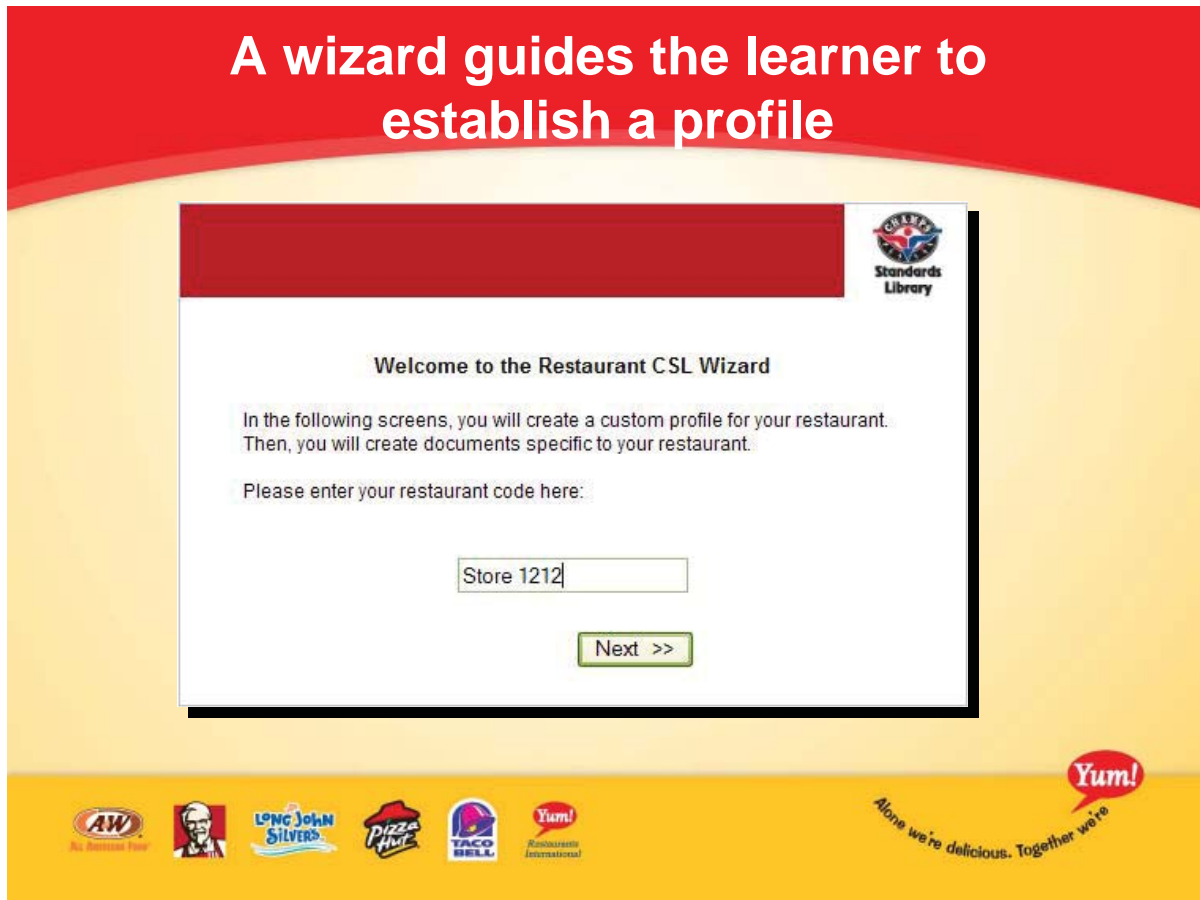
One of the major features of the new LCMS is that it enables restaurant managers to go into the system to create a profile that tracks store details (e.g., its brand, its geographical location, how it operates, and whether or not it has a drive-thru window). See Figure 4.

Learning and performance support materials are automatically customized to fit that particular profile. When the restaurant manager updates the profile, all of the content is automatically reconfigured to reflect the new information.

Finally, the manager chooses delivery and tool options appropriate to the environment, and its relation to learning and operations (see Figure 5).

Tool output options include:

- Online standards library (see Figure 6);
- Print standards library;
- Learning aids;
- Job-aids;
- Assessments and quizzes;
- Checklists;
- Forms;

**Figure 4:** Restaurant Profile Wizard

Source: Yum! Brands, 2007.

- Leader's guides; and,
- Video and audio segments.

## Anticipated Benefits

Yum! anticipates several benefits once the LCMS program has been rolled out systemwide and across the globe. One benefit is a hard cost-savings of several million dollars per year, which is calculated by subtracting the projected annual costs for the LCMS solution from the current annual cost of multisource CSL content management.

Figure 5: Deliverables Screenshot

**Once the profile is set, deliverables can be produced easily**

Restaurant: Store 1212

**Restaurant Profile**

- Last Update: Mon Sep 17 10:37:04 EDT 2007
- To update your Restaurant Profile, click [here](#)

**Checklists**

- To create a new Checklist, click [here](#)

**Training Cards**

- To create a new Service Training Card, click [here](#)

**CSL Publications**

Document Name	Creation Date	Select to (Re) Generate
Online CSL	Not created yet.	<input checked="" type="checkbox"/>

**Yum!**  
Alone we're delicious. Together we're

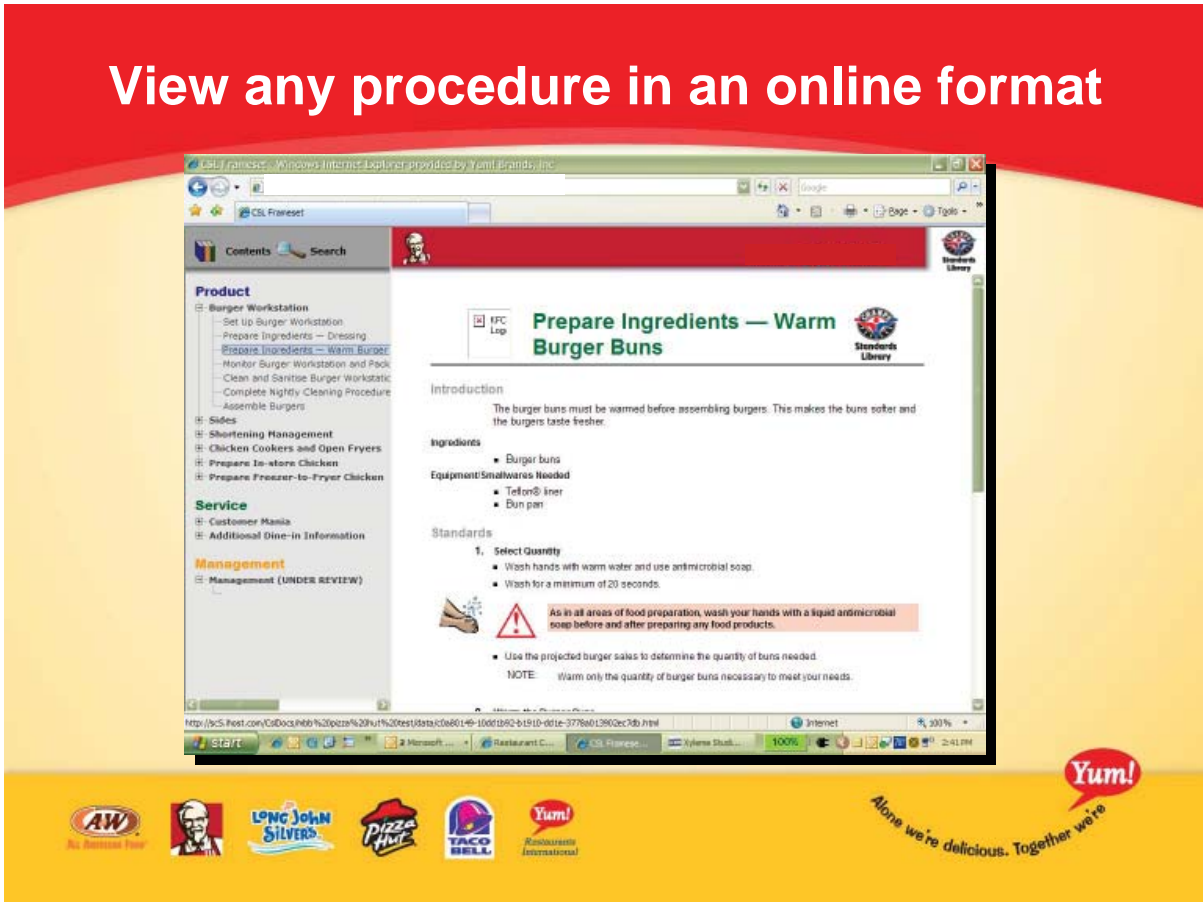
Logos for AW, KFC, Long John Silver's, Pizza Hut, Taco Bell, and Yum! Restaurants International are visible at the bottom.

Source: Yum! Brands, 2007.

For the Yum! Brands system, the cost-savings (while certainly compelling) was not the only justification for putting the LCMS system in place. In fact, the company is more interested in the intangible benefits due to having a content management system designed for content reuse and single-source publishing. Expected benefits are:

- On-demand delivery of customized learning based on store profiles;
- Content reuse and versioning for easier sharing of best-of-breed procedures globally;

**Figure 6:** Online Standards Library



Source: Yum! Brands, 2007.

- Perfect alignment between content and training / performance support tools;
- Reduction of overall global learning content by 30 percent due to elimination of redundant document structures; and,
- Better trained and supported employees, resulting in more satisfied customers.

## Lessons Learned and Best Practices

Yum! Brands learned several important lessons and developed best practices that can be used by other retail and non-retail companies seeking to implement a Reusability 2.0 LCMS on a global scale.

### Pay Attention to Communications and Change Management

During interviews, the YRI training director spoke about the importance of change management and executive-level approval of the LCMS project. The company started with the premise that it needed to get franchisees and restaurant managers to buy into the new approach to learning content management. The training director believed the company could start at the bottom, stir up interest at a grassroots level and then climb the corporate ladder to gain approval from the executive suite.

This strategy nearly backfired when a YRI senior executive (upon learning of a perceived multimillion price tag for learning technologies over five years) almost halted the project. The newly hired vice president of global learning services, together with the YRI training director, clarified the investment components through extensive communication efforts, and achieved alignment with the executive teams and the CEO. The presentation focused on the ways in which this investment (as well as the other planned investments around learning technologies) would transform the business and allow the delivery of a better experience at the restaurant level across the globe.

Looking back, the YRI training director concluded that the project would have gone more smoothly if the team had spent more time communicating and managing change at an executive level upfront and then focused on cross-functional alignment at an SME level. In retrospect, it is a best practice to ensure the executive team is onboard from the beginning.

## **Make Sure the Right Governance Structure Is in Place First**

In an attempt to minimize the time required to introduce the new learning content system, the LCMS team began to convert existing content simultaneously as it established procedures, designed templates and tested the process.

The YRI project suffered delays when it had to restart the content conversion process and switch from functional SMEs to regional BMUs. The YRI training director believes this could have been avoided if they had discussed the overall processes, built templates and tested the conversion process for a trial period before dealing with real content. In summary, input from stakeholders, along with the development of use cases and process flows, may have vetted out this issue in advance.

## **Find the “Right” People to Create Content**

Internationally, even when the team turned to the U.K. and Australia BMUs to convert and create data, it was not obvious who could best accomplish the task. The company needed to find the right people to define procedures, write content and put all of it into the database according to the established information architecture.

Initially, the expectation was that high levels of computer skills and subject-matter expertise were required. The BMUs had a different idea – use former store managers who understood the procedures and knew how to explain them to store employees. The former managers were trained, and have now achieved a high level of proficiency and productivity with the software.

The YRI training director believes the project would have actually had less success had senior staff (with more advanced computer skills but less knowledge of operating procedures) been used.

## Collaborate with IT

Because of the third-party hosting approach, the YRI training director initially thought the LCMS initiative did not really need the involvement of the IT department. In fact, once the solution began to gain momentum, IT involvement was critical to solving several important technical issues including:

1. Hosting: Where would the servers reside?
2. Restaurant connectivity: What connectivity and hardware were needed in restaurants to make this a success? Where was it already available?
3. Integration: What systems could this ultimately be integrated with? Only the LMS? Or others?
4. Security: How can Yum! ensure that the content is secure and accessible only to those who need it?

This collaboration has helped to streamline the project and simplify management and decision making.

## Conclusion

Learning and performance management content is a valuable resource that companies cannot afford to misuse. For Yum! restaurants, a decentralized approach to content ownership led to inefficiencies, high costs, and misalignment between content and training tools. After selecting and implementing a high-performance LCMS and XML-based information architecture, Yum! expects to be able to develop a single-source approach that separates content from presentation, and allows for content reuse. The published tools and training materials are customized to fit an individual store profile, driving growth and enabling store employees to deliver consistently high levels of customer service and product quality in 34,000 restaurants around the globe.



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## About Us

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