




# Wendy's®



competency  
dictionary



## Wendy's Values

quality is our recipe

do the right thing

treat everyone with  
respect / people first

profit means growth

give something back

# Wendy's Values

Quality is our recipe

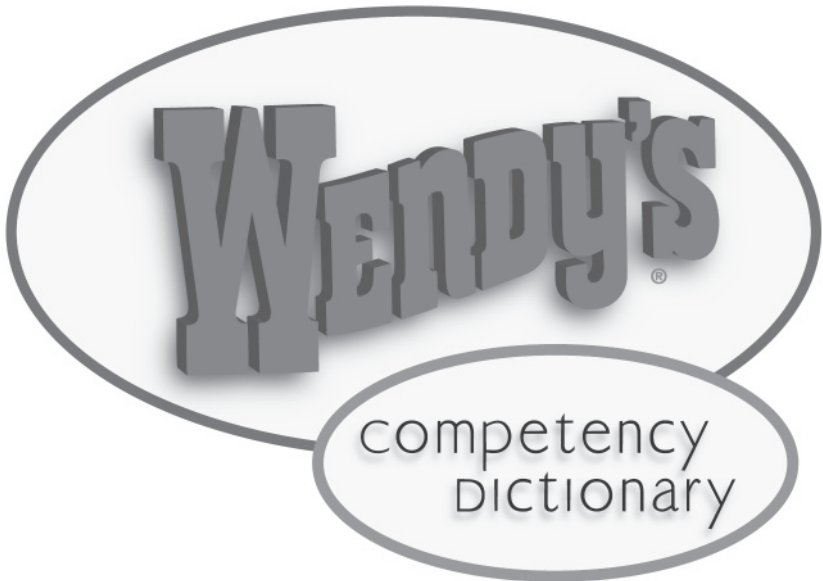
Do the Right Thing

Treat Everyone with

Respect / People First

Profit Means Growth

Give something back



## **Third Edition**

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*Over the years, Wendy's has demonstrated a strong commitment to quality in everything we do. We do not cut corners in the quality of products and service we provide to our customers, and we feel strongly that every Wendy's employee should expect the same level of quality in their work environment.*

*A "high-quality" work environment includes meaningful growth and development opportunities. Wendy's managers and employees have a shared responsibility for the quality of development experiences, but the primary responsibility for personal development rests with the individual employee. This means that the success of our development efforts is significantly impacted by how well we know ourselves, our business, and our competency model.*

## **know yourself -**

Knowing your strengths and weaknesses helps set the table for improvement. Once you clearly understand your personal strengths and development opportunities, you can begin planning for your development by identifying specific actions that allow you to use your strengths to help improve in other areas. This "hands-on" approach to development is thoughtful and deliberate; when it is done with an eye toward making you and your organization better, everyone wins.

## **know the business plan and strategy -**

Knowing the business plan today and the strategy for tomorrow helps you identify skills and behavioral attributes that are most relevant for achieving business goals. Developing these skills and applying them in your interactions with others enables you to have a more significant impact on achieving business goals.

## **know our competency model -**

The Wendy's Competency Model reflects the best in all of us. Critical behaviors that define who we are and how we do things are described by a common competency language. Your obligation to yourself and Wendy's is to understand this language and use the tools that are provided to continually develop the skills and behaviors that are required for all of us to be successful – today, tomorrow, and far into the future.

# table of contents

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	page
Introduction.....	2
Competency Categories.....	4
Competency Definitions	
1 Acceptance of Feedback .....	8
2 Assertiveness .....	10
3 Business Acumen .....	12
4 Change Mastery .....	14
5 Communications Process .....	16
6 Composure .....	18
7 Constructive Conflict Skills .....	20
8 Customer Orientation .....	22
9 Delegation .....	24
10 Disciplined Execution .....	26
11 Drive .....	28
12 Financial Analysis Skills .....	30
13 Functional Expertise .....	32
14 Influence .....	34
15 Initiative .....	36
16 Innovative Thinking .....	38
17 Learning Agility .....	40
18 Leveling .....	42
19 Listening Skills .....	44
20 Oral Communication .....	46
21 Organizing & Planning .....	48
22 Performance Management Skills .....	50
23 Problem Solving / Decision Making .....	52
24 Professional Integrity .....	54
25 Relationship Building .....	56
26 Results Orientation .....	58
27 Strategic Alignment .....	60
28 Talent Management Skills .....	62
29 Team Skills .....	64
30 Technology Savvy .....	66
31 Wendy's Business Operations .....	68
32 Wendy's Culture & Values .....	70
33 Written Communication .....	72
△ represents the 10 Wendy's Organizational Competencies	

# introduction to competencies

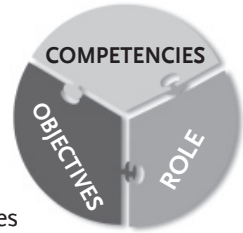
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## COMPETENCIES...THE BIG PICTURE

competencies are knowledge, skills, or attributes that describe behavior. Wendy's has created a "common competency language" to describe behaviors that are most critical for our success. These behaviors are captured in the Wendy's Competency Model, which is used as an important tool for personal development, interviewing and selection, performance management, bench strength development, and other critical processes.

### Wendy's Competency Model

consists of 33 competencies that have proven to contribute to personal and organizational success. It is important to understand how Competencies impact our Role and our Objectives in order to use them effectively.



Our **Role** is defined by the purpose of our job, the responsibilities or accountabilities that describe what we do, and the expected outcomes of doing our job well. We can think of our Role as the reason why our job exists.

**Objectives** describe key results we want to achieve in a given period of time. Because they are **Specific**, **Measurable**, **Action-oriented**, **Realistic**, and **Time-bound**, **SMART** objectives provide a framework for measuring results and helping us focus on the things that are most important for the success of our business.

**Competencies** are clearly defined behaviors that help us achieve desired results. Competencies describe "**how**" we perform our jobs, and they help us visualize "**what**" we need to do to meet objectives and take charge of our ongoing career development.

# organizational competencies











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*The competencies required for us to do our jobs effectively, achieve objectives, and prepare for future opportunities can vary considerably for each position and by individual employee.*

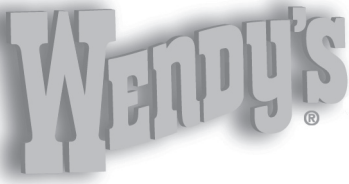
*Some competencies, however, can have a significant impact on business results when they are demonstrated collectively throughout the organization. These competencies stand out from the rest and are clearly designated as “Organizational Competencies” within Wendy’s competency model.*

*Managers and employees should pay close attention to Wendy’s Organizational Competencies when creating development plans or thinking about objectives. All of us can relate to these competencies in some way, and research shows that our ability to demonstrate them can have a direct impact on Wendy’s success.*

## **WENDY’S ORGANIZATIONAL COMPETENCIES**

	page
 Change Mastery .....	14
 Communications Process .....	16
 Customer Orientation .....	22
 Disciplined Execution .....	26
 Problem Solving / Decision Making .....	52
 Results Orientation .....	58
 Strategic Alignment .....	60
 Talent Management Skills .....	62
 Team Skills .....	64
 Wendy’s Culture & Values .....	70

 represents the 10 Wendy’s Organizational Competencies




## competency categories

*Wendy's competency categories are a way to organize or group related competencies together under a common heading for easy reference.*


*Please keep in mind that each of these competencies has a unique meaning. Refer to the definition for each in the Dictionary when applying the competency. For example, if someone needs to develop their Listening Skills, please use the competency name, Listening Skills instead of using the category name, "Communicating". The category, "Communicating" also includes three additional competencies.*

# competency categories


## **COMMUNICATING** *Facilitating Information Exchange*

-  5 Communications Process
- 19 Listening Skills
- 20 Oral Communication
- 33 Written Communication




## **EMPLOYEE PERFORMANCE** *Ensuring Staff Productivity*

-  10 Disciplined Execution
- 18 Leveling
- 22 Performance Management Skills


## **INTERPERSONAL** *Working Well With Others*

- 2 Assertiveness
- 7 Constructive Conflict Skills
- 25 Relationship Building
-  29 Team Skills


## **LEADING** *Providing Direction, Inspiring*

-  4 Change Mastery
- 14 Influence
- 16 Innovative Thinking
-  27 Strategic Alignment
-  28 Talent Management Skills



## **MANAGING** *Optimizing Talent and Resources*

- 9 Delegation
- 21 Organizing & Planning
-  23 Problem Solving / Decision Making

## **PERSONAL** *Core Intrinsic Qualities*

- 1 Acceptance of Feedback
- 6 Composure
- 11 Drive
- 15 Initiative
- 17 Learning Agility
- 24 Professional Integrity
-  26 Results Orientation

## **RUNNING THE BUSINESS** *Knowing Wendy's Operating Environment*

- 3 Business Acumen
-  8 Customer Orientation
- 12 Financial Analysis Skills
- 13 Functional Expertise
- 30 Technology Savvy
- 31 Wendy's Business Operations
-  32 Wendy's Culture & Values

 represents the 10 Wendy's Organizational Competencies

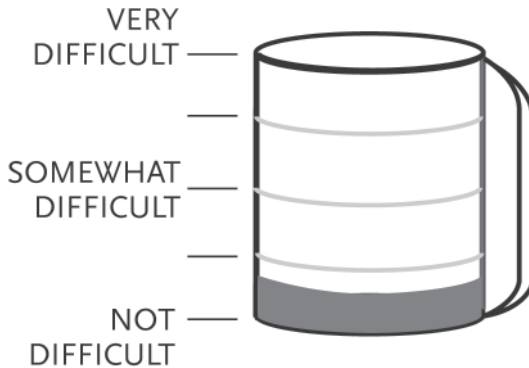


# using this guide

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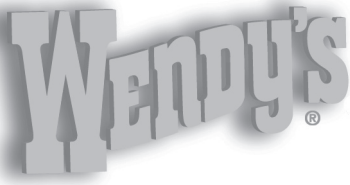
## **COMPETENCY DIFFICULTY INDICATOR**

*-- for learning or improving*



*The Competency Difficulty Indicator is illustrated with a measuring cup icon for your quick reference. All competencies are not equal. Some are more difficult and take longer to develop than others based on their complexity. The measuring cup gives you a quick view or indicator of this difficulty level.*

*For development purposes, you want to avoid having three VERY DIFFICULT competencies listed on your plan at one time. This could increase the length of time it would take to show development progress in any one competency. Instead, try to select the competency(ies) that are most critical and begin with those.*



competency  
definitions

Seeks and accepts feedback from a variety of sources without becoming defensive. Uses feedback to improve their skills. Knows personal strengths and limitations and works toward improving their weaknesses. Is aware of the impact of their own behavior on others. Seeks feedback for continuous improvement.

### PEOPLE WHO MODEL THIS COMPETENCY

- Are self-aware: they know their own strengths and limitations
- Are aware of their impact on others
- Value self-knowledge
- Are open to feedback and use it for self-improvement

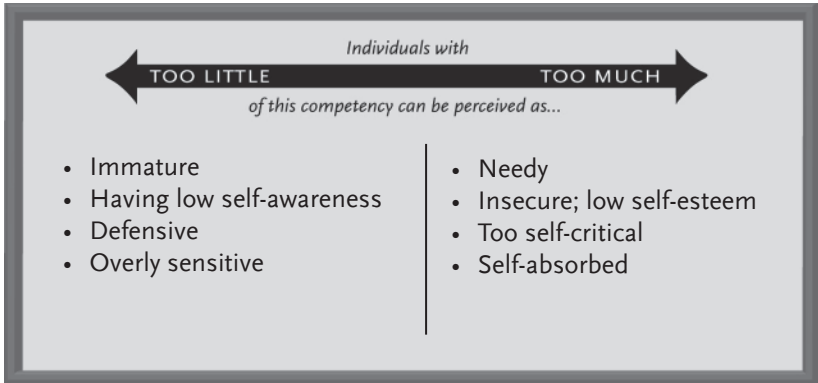
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- know how their own behavior impacts others?
- seek feedback from others?



...motivation begins when  
you look in the mirror...

DAVE THOMAS



#### TIPS

- Offer frequent self-appraisals to encourage feedback.
- Be open to feedback; don't be defensive.
- Look at yourself through the eyes of others; ask others "How am I doing?"
- Consider feedback a gift. Thank people who are courageous enough to provide you with insight.

#### ASK YOURSELF

How would your professional colleagues describe your strengths and weaknesses? Why?

Demonstrates self-confidence. Readily offers opinions and takes action even when their position may be unpopular. Challenges others appropriately when required. Trusts their own judgment and are not overly dependent upon the approval of others. Capable of bold action to make positive change. Willingly takes appropriate risks.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Challenge others appropriately
- Willingly assert their point of view when required
- Are self-confident
- Trust their own judgment
- Are not overly dependent upon the approval of others
- Take appropriate risks

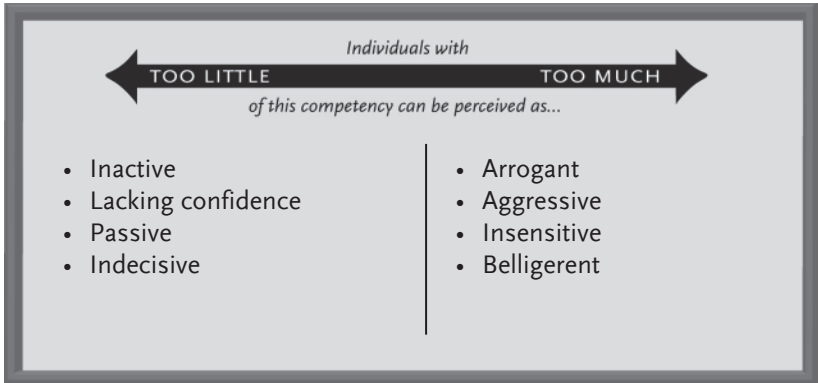
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- confront others in a constructive fashion when necessary?
- maintain personal convictions when faced with opposition?



...the basic difference between being assertive and being aggressive is how our words and behavior affect the rights and well being of others...

SHARON ANTHONY BOWER



#### TIPS

- Know the difference between being right and righteous.
- Balance objectivity with sensitivity.
- Be willing to confront but remember to preserve the relationship.
- Pick your battles wisely.
- Use questioning as a technique to soften being overly assertive.

#### ASK YOURSELF

Think about a time when you had to take a stand against your peers or superiors. How did you handle it? How did it turn out?

Understands the key external factors impacting the business (e.g. economic, financial, market, employment trends, etc.) and the cause/effect that exists. Sees the organization as a series of integrated and interlocking business processes. Understands general business concepts that govern these systems and their interfaces. Understands that a change in one process can have dramatic and unintended impact across the entire organization.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Understand the business environment in which Wendy's operates
- See the organization as a series of integrated and interlocking processes
- Understand the general business concepts that govern business systems
- Understand organizational equilibrium, and the ripple effect of isolated changes
- Use systems together for synergy

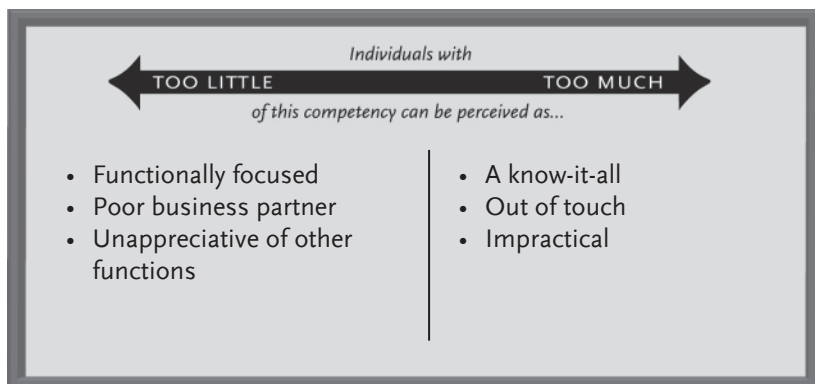
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- demonstrate an understanding of the systems-wide impact of their decisions?
- display an understanding of fundamental business principles?

**3**

...you've got to know your product better than anyone else and be certain people will buy it...

DAVE THOMAS



#### TIPS

- Broaden your experience through special projects or assignments in other functional areas.
- Look at the organizational structure; learn how departments impact one another.
- Read popular business literature; attend conferences, seminars, etc.
- Become familiar with the organization's strategic plan.

#### ASK YOURSELF

What business organizations do you most admire? Why?



**4**

## **Change Mastery**

Is open to learning new methods and ideas and seeks other viewpoints. Looks for better ways of doing things. Embraces change and is willing to modify behavior when necessary to achieve business improvement. Adapts to changing business conditions and effectively deals with ambiguity. Employs change management techniques to help accelerate smooth transitions.

### **PEOPLE WHO MODEL THIS COMPETENCY**

- Are flexible, open and supportive of new ideas
- Are quick to adapt to changing business conditions and new situations
- Utilize a change process to help manage changes in the business
- Are comfortable with and function well with ambiguity
- Actively seek newer and better ways of doing things
- Do not let self interests stand in the way of change

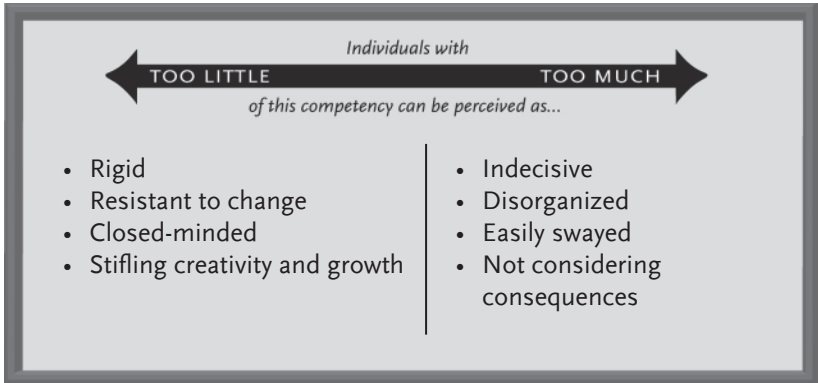
### **TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- demonstrate openness to new ideas?
- embrace change?



...show me a great company and i'll show you one that has radically changed itself and is looking forward to the opportunity of doing so again...

LAWRENCE A. BOSSIDY



#### TIPS

- Change means letting go; visualize a better outcome.
- Remain open-minded and view change as exciting.
- Accept that change takes time and resistance is a natural emotion.
- Don't be so flexible that you are perceived as not having a point of view.
- You cannot over communicate during a change.

#### ASK YOURSELF

Think about a situation in which you had to work on a project without clear expectations or instructions. What was the result? How did you feel?



## Communications Process

Competency Category  
**COMMUNICATING**

Plans communications with a thoughtful strategy that addresses the needs of the audience and those with a vested interest in the subject matter (e.g., stakeholders). Establishes, monitors, and improves communication channels that foster open communications, i.e., upward, downward, and laterally. Keeps the right people informed and adjusts the amount of detail to fit the audience. Matches the right approach (e.g., face-to-face, webcasts, webinar, phone, email, etc.) to the message and uses good judgment in sharing information.

### PEOPLE WHO MODEL THIS COMPETENCY

- Create a communication plan based on audience and stakeholder analysis
- Actively seek and share appropriate information
- Use the appropriate medium when transmitting a message
- Create an open and approachable environment that encourages flow of information
- Ensure timely and accurate communication within and between internal and external stakeholders

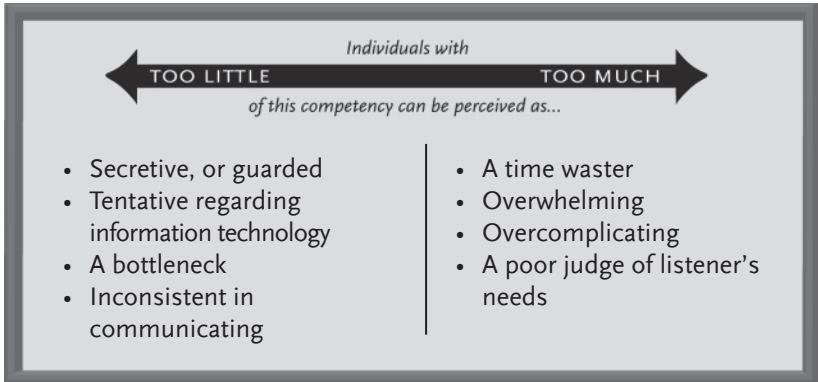
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- actively share information?
- regularly exchange ideas with staff?



...I don't want any 'yes' men around me. I want everyone to tell me the truth, even if it costs them their jobs...

SAMUEL GOLDWYN



#### TIPS

- Prioritize information to avoid data dumping.
- Share your knowledge; don't hoard it.
- Maximize the use of technology to facilitate info exchange.
- Simplify messages and information; get to the point with appropriate brevity while providing sufficient detail.

#### ASK YOURSELF

Think about a communications challenge you have faced. How did you overcome it?

## **6** Composure

Maintains effective performance under stress and/or opposition. These challenges might include tight deadlines, unscheduled disruptions or delays, interpersonal conflict or lack of job or task clarity. Demonstrates emotions in a respectful manner to the situation and continues performing steadily and effectively.

### **PEOPLE WHO MODEL THIS COMPETENCY**

- Show patience
- Respond calmly to stressful, or trying circumstances
- Provide emotional stability

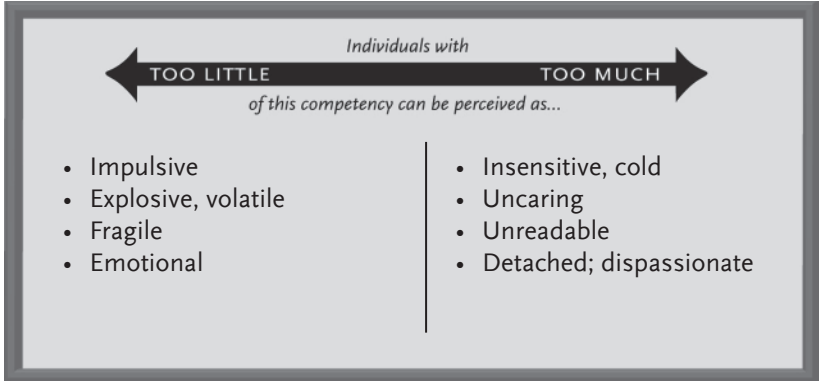
### **TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- remain calm under pressure?
- work effectively when guidelines are vague?
- deal constructively with set backs and failures?



...It is easy to fly into a passion--anybody can do that. But to be angry with the right person to the right extent and at the right time with the right object and in the right way--that is not easy, and not everyone can do it...

ARISTOTLE



**TIPS**

- Be aware that your emotions as the leader directly influence your team’s emotions and stability.
- Keep providing the spark and passion; it is vital to organizational energy.
- Don’t strive for constant calmness or you may appear dispassionate, insensitive.
- Keep emotions in perspective with the work place.
- Identify your personal stressors and stress relievers; cultivate techniques to relieve stress.

**ASK YOURSELF**

Think about a situation where your ability to stay calm under pressure was tested. How did you handle it?

Encourages open discussion of feelings, and constructive challenging of problems, opinions, and decisions. Recognizes that conflict can be a valuable part of the decision-making process. Is comfortable with healthy conflict, supports and manages differences of opinion. Thwarts destructive competition or friction, and uses consensus and collaboration to debate and resolve issues.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Support and manage constructive disagreements
- Negotiate healthy conflict
- Seek win-win solutions
- Encourage diverse ideas and opinions

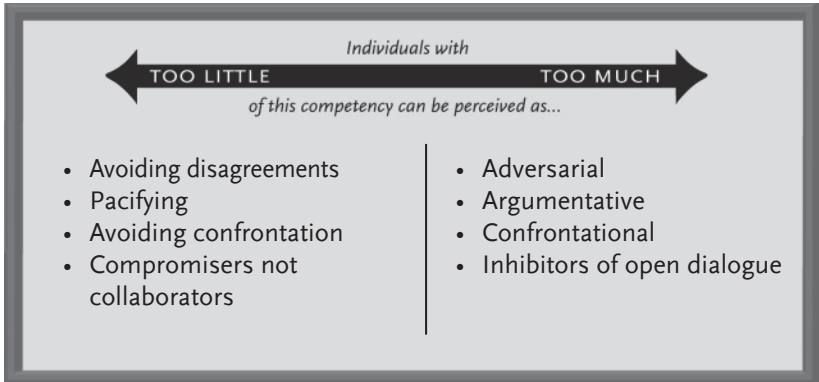
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- actively seek win-win solutions?
- effectively manage disagreements?



...Let me never fall into the vulgar mistake of dreaming I am persecuted whenever I am contradicted...

RALPH WALDO EMERSON



**TIPS**

- Encourage debate and discussion but keep it focused on the situation, not the person.
- When conflict erupts, step in to manage it before it becomes unproductive.
- Don't let fear of conflict keep you from debating important issues.
- Practice stating opinions in a non-lecturing or autocratic manner.
- Avoid rigid positions; be flexible.

**ASK YOURSELF**

Think about your most challenging business negotiation where conflict existed. What was the outcome? What was your role?





## Customer Orientation

Competency Category  
**RUNNING THE BUSINESS**

Views customer service (internal and external) as a cornerstone of the company. Sees the organization through the eyes of the customer. Anticipates needs and works to exceed customer expectations. Continually seeks information and understanding regarding customer needs and expectations.

### PEOPLE WHO MODEL THIS COMPETENCY

- Anticipate and meet customer needs
- Are guided by customer expectations
- Set high standards for customer service
- Ensure consistent delivery of exceptional customer service
- Solicit customer feedback and respond appropriately
- Measure, analyze and manage customer service execution
- Use customer needs to drive strategic and tactical plans, resource allocation, processes and measurements

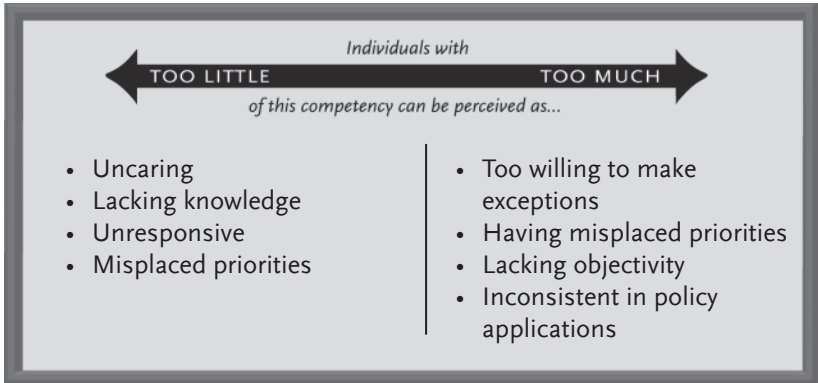
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- respond promptly to consumer requests?
- establish productive relationships with internal/external customers?



...Every person we meet may become our customer, so there's plenty of reasons to just BE NICE!

DAVE THOMAS



**TIPS**

- Take a look at the organization through the customer’s eyes.
- Don’t let customer requests compromise the organization’s mission.
- Recognize and understand your internal customers and evaluate your readiness to provide the appropriate support and focus that they need.

**ASK YOURSELF**

Think about an example of how you have had to revise a business plan to better respond to changing customer interests. What did you do? How did it turn out?

Effectively allocates decision making authority and provides direction as needed to subordinates. Establishes follow-up systems to monitor progress and ensure completion of assignments.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Assign work to others
- Release authority within set boundaries
- Provide resources needed for success
- Monitor progress
- Empower subordinates

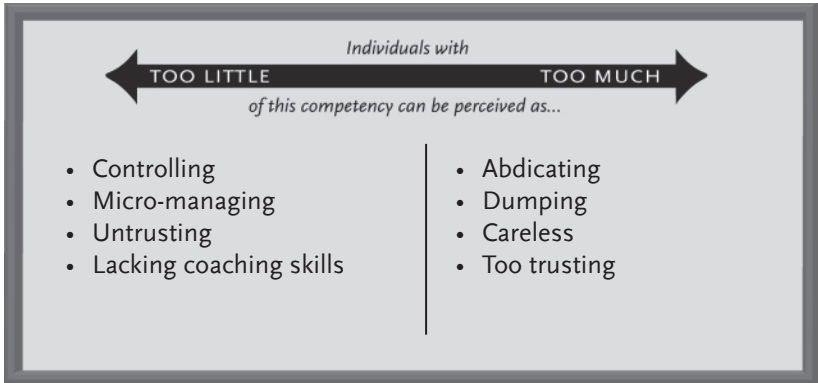
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- effectively delegate to maximize managerial time?
- share authority along with responsibility with staff?



...few things can help an individual more than to place responsibility on him, and to let him know that you trust him...

BOOKER T. WASHINGTON



#### TIPS

- Effective delegating develops people and allows you to fulfill your potential as a manager.
- Delegate, don't abdicate.
- Modify delegation to fit the individual: beginners need specific direction; experienced workers need less guidance and support.
- Provide the resources and controls that are necessary for success.
- When your people improve, so do you.

#### ASK YOURSELF

Think about an example of how you involve others in projects. What role(s) do you take? How do you monitor progress? How do you evaluate success?



## Disciplined Execution

Competency Category  
**EMPLOYEE PERFORMANCE**

Exhibits consistency and determination when executing strategies and business plans. Uses structured processes to complete tasks with efficiency and effectiveness. Keeps track of work in progress and overall performance including direct observations and inspections as well as meetings and reports. Monitors operating plans, metrics, and adherence to company policy and practices. Achieves assigned milestones and deadlines.

### PEOPLE WHO MODEL THIS COMPETENCY

- Establish, use, and maintain procedures to monitor projects or responsibilities
- Are aware of specific accountabilities and projects that demand monitoring
- Monitor the tasks of subordinates or team to ensure progress
- Establish, use, and maintain follow-up systems to ensure tactics and strategies are properly and consistently implemented
- Conduct required audits and take necessary action
- Allow the necessary time and patience for business strategy to achieve desired results
- Meet commitments and deadlines

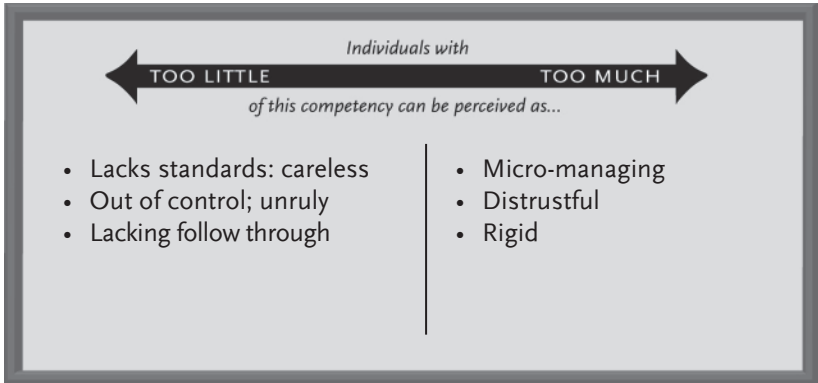
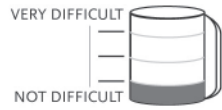
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- follow up to ensure standards are met and projects complete?
- visit frequently enough to stay on top of things?



...whatever is worth doing at all is worth doing well...

EARL OF CHESTERFIELD



### TIPS

- The best feedback comes from the work itself, not others – establish systems that provide automatic frequent feedback loops for important standards.
- Remember that “what you count is what counts” and “expect what you inspect”; so be thoughtful on what you choose to measure and monitor.
- Spend time forecasting and anticipating obstacles and possibilities.
- Provide frequent and specific performance feedback along the way.
- Create a shared vision by involving others in goal setting. Make sure goals are clearly defined.
- Plan a meeting with a desired outcome.
- Maintain a sense of urgency to achieve goals. Keep tension on the process until the results are achieved.

### ASK YOURSELF

Think about a time you had to establish and/or enforce a procedure important to the success of the business. What did you do? How did it turn out?

11

## Drive

Demonstrates an enthusiasm for coming to work at Wendy's every day. Reflects an energy and motivation that supports strong performance in a fast paced environment. Has the desire and ability to do what it takes to get the job done, and can maintain that work standard over time. Understands that sustained energy requires life balance, and actively works to maintain that balance.

### PEOPLE WHO MODEL THIS COMPETENCY

- Are motivated and energetic
- Display enthusiasm for working at Wendy's
- Maintain the life balance necessary for stamina

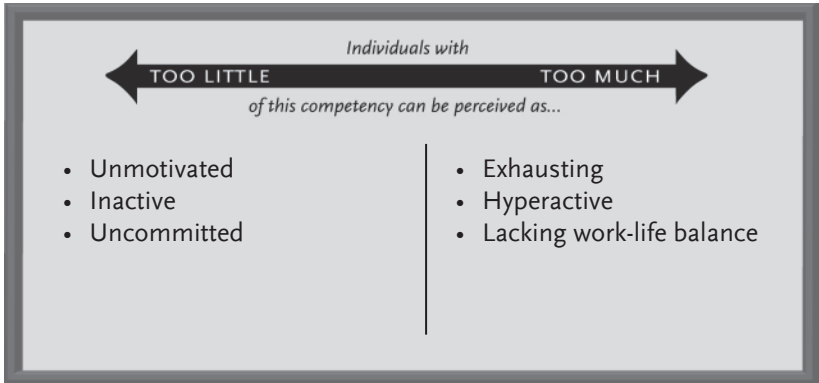
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- maintain effectiveness despite tiring circumstances (i.e. travel, long hours, hectic pace, etc.)?
- work hard?
- demonstrate high levels of energy?



...How you respond to the challenge in the second half will determine what you become after the game, a winner or a loser...

LOU HOLTZ



**TIPS**

- Pace yourself.
- Develop a hobby or leisurely activity. You need balance and recreation for renewed energy.
- Don't underestimate the importance of nutrition, rest and exercise.

**ASK YOURSELF**

What was the most demanding work schedule you have ever worked? What did you do to relax afterwards?



Demonstrates an understanding of local and, if necessary, global financial concepts; is able to analyze financial data and make sound business decisions or recommendations based on that analysis. Establishes and monitors appropriate financial measures (balance sheet, income statement, value metrics, cash flow, budgets).

### PEOPLE WHO MODEL THIS COMPETENCY

- Use financial data to make business decisions
- Understand the economic infrastructure of organization
- Establish and monitor financial metrics, including international indicators if needed
- Take ownership directly or indirectly for financial outcomes

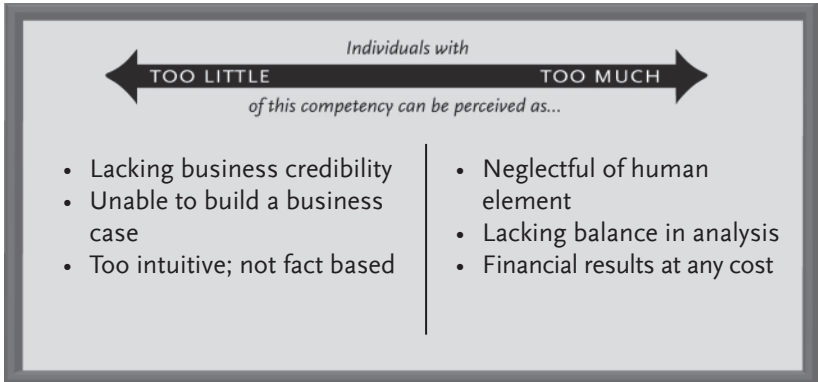
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- establish and use financial information to guide decisions?
- demonstrate an understanding of key financial concepts?



... Profit is not a dirty word...

DAVE THOMAS



#### TIPS

- Always keep the financial picture in mind.
- Keep the numbers in context with the people who are producing them.
- Be careful what you measure – what you count is what counts to employees.
- Partner with a peer or colleague who is financially savvy.
- Be aware of external factors that influence finance (foreign exchange, government regulations, etc.), especially internationally.

#### ASK YOURSELF

Think about the financial reports you use regularly. What do you look for? What indicators prompt you to take action?

Is knowledgeable and skilled in a functional specialty (e.g., finance, marketing, operations, information technologies, human resources, etc.). Adds organizational value through unique expertise in a functional specialty area. Remains current in own area of expertise and serves as a resource in that area for the organization.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Exhibit functional knowledge
- Bring unique expertise
- Maintain current technical skills
- Are aware of best practices within their discipline and subject matter

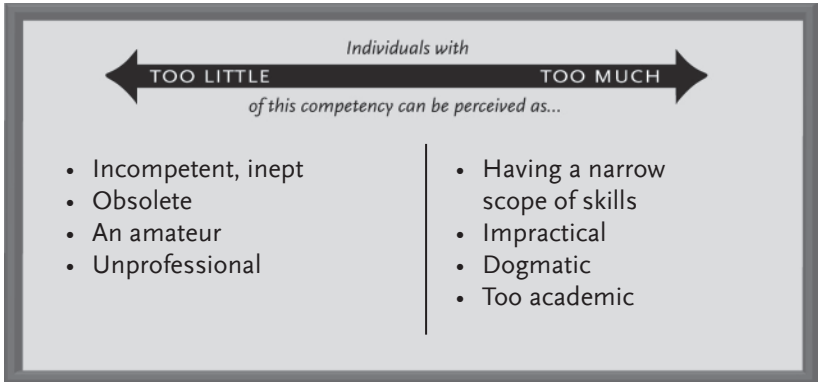
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- possess current technical expertise necessary for their job?



...this world is run by people  
who know how to do things.  
they know how things work.  
they are equipped...

DORIS LESSING



#### TIPS

- Maintain memberships in professional organizations. Read their literature and attend their conferences.
- Establish relationships with professional peers. Communicate with them frequently regarding trends and current thinking in your field.
- Keep your professional self in balance with your organizational self.
- Share your technical knowledge with others.
- Be open to change and new learning.
- Go back to school to learn new skills and gain knowledge in areas of need.

#### ASK YOURSELF

In what area would others consider you an expert? Why?

Uses appropriate interpersonal and leadership styles when influencing individuals (subordinates, peers, clients, or supervisors) or groups to accomplish objectives. Uses diplomacy to work within the political realities at Wendy's. Works with the talents of people in a way that benefits the individuals and the organization. Adjusts their style and directs, collaborates, or empowers, as the situation requires. Establishes a personal power base built on mutual trust, fairness, honesty, and rational behavior.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Are approachable
- Motivate, persuade, and excite others
- Adjust approach to fit situation (direct, persuade, empower)
- Have presence, confidence, style
- Maintain a personal power base (honest, fair, open)
- Are politically savvy

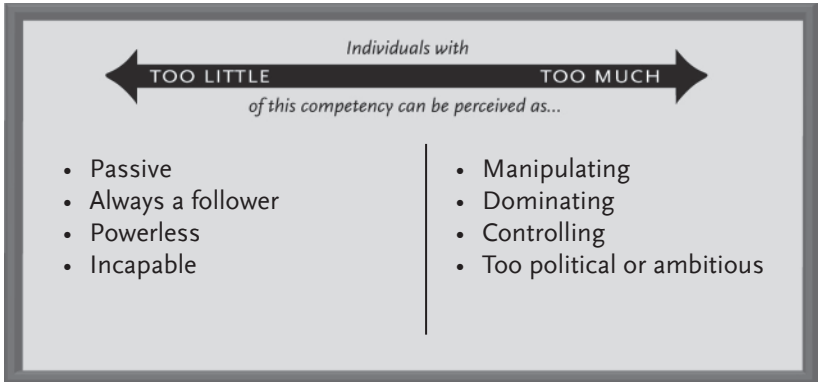
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- demonstrate the ability to direct, support, or empower as the situation warrants?
- build trust through fairness, honesty, and openness?
- demonstrate the ability to persuade and motivate others to meet standards and achieve objectives?



...if you lose your integrity,  
you've lost everything...

DAVE THOMAS



#### TIPS

- Be aware that not all influence is intentional: as a leader you are always on stage.
- Influence is built on the personal power sources of expertise, integrity, and communicating a compelling message.
- Recognize and accept resistance as being a part of normal human nature.
- Influence requires patience; it may take time to motivate others to a legitimate agenda.

#### ASK YOURSELF

Think about a situation when you had to persuade your peers, or people over whom you had no positional authority. How did you handle it? How did it turn out?

15

## Initiative

Is personally proactive and assumes responsibility to take action without being prompted. Does not wait to be told what to do or when to do it. Sees a need, takes responsibility, and acts on it. Recognizes an appropriate sense of urgency and moves to make things happen.

### PEOPLE WHO MODEL THIS COMPETENCY

- Take action without being prompted
- Provide unsolicited input
- Are proactive, not reactive
- Take personal responsibility

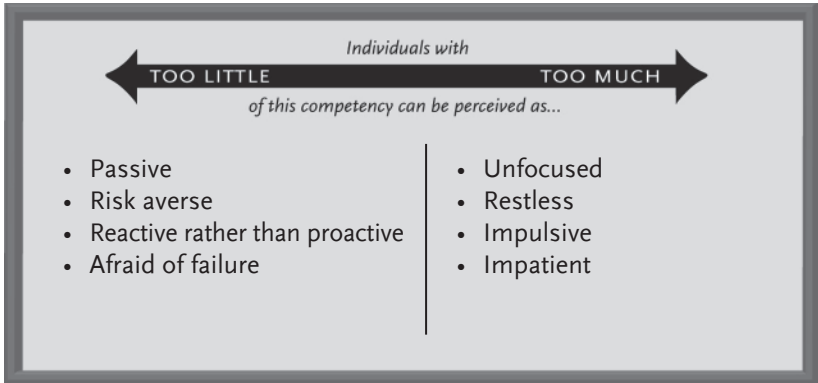
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- take action without prompting?
- recognize and encourage initiative on the part of employees?



...Don't wait for something to turn up. Go and turn it up!

B.C. FORBES



#### TIPS

- Start projects and assignments earlier.
- Break seemingly overwhelming assignments into bite size pieces.
- Treat failures or mistakes as learning experiences.
- Don't always wait to be told what to do.

#### ASK YOURSELF

Think about a time when you intervened outside of your normal role to take care of an obvious problem. What did you do? What was the outcome?



Approaches process improvement with creativity and independent thinking. Is able to isolate issues, entertain new and diverse viewpoints, and then act in novel and creative ways. Actively seeks newer and better ways to do things.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Seek incremental and revolutionary improvements
- Are able to think “outside the box”
- Demonstrate creativity
- Are aware of best practices within their discipline and subject matter

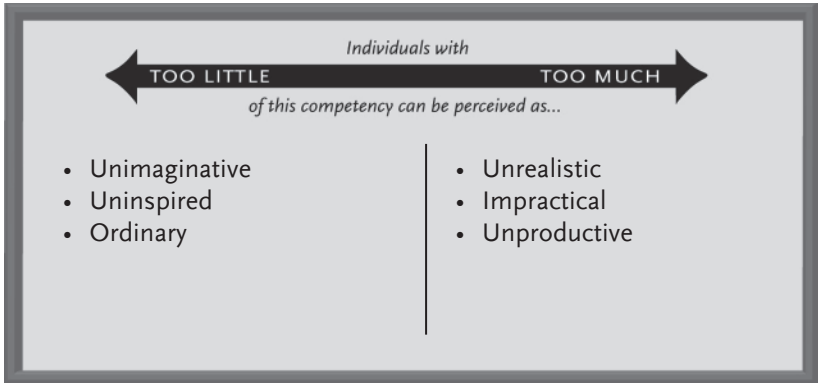
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- contribute novel ideas?
- reward innovation?



...make visible what, without  
you, might perhaps never have  
been seen...

ROBERT BRESSON



#### TIPS

- Keep your creativity on target; don't make changes unless they can make things better.
- Maintain balance, stay fresh; this will keep your creative powers flowing.
- Have fun; playfulness and creativity go together.
- Use brainstorming; inspiration comes from many sources.
- Follow ideas with action and results.

#### ASK YOURSELF

Think about a time you developed an imaginative solution to a difficult problem. What did you do? What was the result?

17

## Learning Agility

Continuously seeks new knowledge. Is curious and wants to know 'why'. Learns quickly and uses new information effectively. Quickly sees, and applies learning from one situation to another. Creates and fosters a culture of interest, curiosity, and learning.

### PEOPLE WHO MODEL THIS COMPETENCY

- Rapidly assimilate and use new information
- Seek new knowledge
- Foster a continuous learning environment
- Are curious

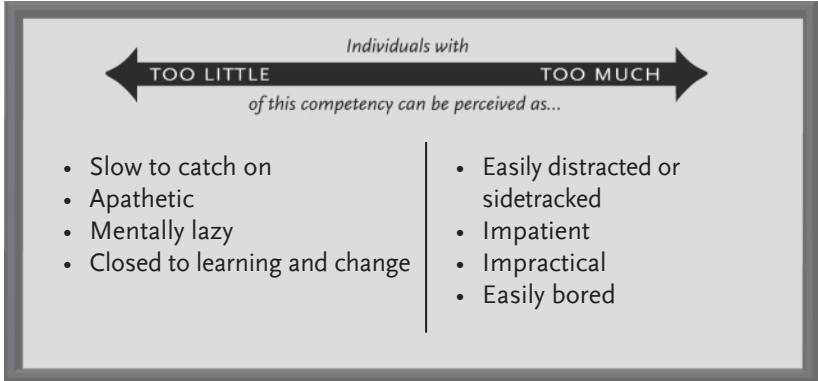
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- rapidly acquire new knowledge?
- display curiosity and genuine desire to learn?
- understand and apply new concepts effectively?



...the ability to learn faster than your competitors may be the only sustainable competitive advantage...

ARIE DE GEUS



**TIPS**

- Create opportunities to learn outside of your area of expertise (books, seminars, conferences.)
- To teach is to learn again – look for ways to share your knowledge.
- Reward continual learning on your team.
- Learn to value diversity of thought.
- Keep mentally active; do puzzles, play challenging games, read diverse books.

**ASK YOURSELF**

Think about a time you had to quickly learn a new skill to handle a new work assignment. How did you achieve it? What was the outcome?

Effectively gives direct, honest, and complete feedback on an on-going basis so that the individual understands their overall performance strengths and weaknesses, and how they can leverage strengths and remedy shortfalls. Provides the specific detail necessary to support feedback. Levels with peers, boss, direct reports, and business partners.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Can effectively deliver both positive and corrective performance feedback
- Are able to speak the truth to all levels in the organization
- Are aware of the need to maintain the self-esteem of the recipient when corrective feedback is given

**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- provide direct, necessary, and complete feedback to others in a respectful and timely manner?



...Honest differences are often  
a healthy sign of progress...

MAHATMA GANDHI



Uses effective listening techniques to maintain self-esteem and respond with empathy to the feelings and needs of others. This includes active listening skills (summarizing, reflecting, not interrupting, etc.) to demonstrate understanding and sensitivity.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Give full attention when others speak
- Give cues of their interest
- Paraphrase ideas

**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- paraphrase or summarize to ensure understanding?
- give full attention without interrupting?
- demonstrate an understanding of key messages or concerns?



...Listen or your tongue will  
keep you deaf...

NATIVE AMERICAN PROVERB





Achieves mutual understanding in individual or group situations through use of effective expression (which includes gestures and other non-verbal communication). Speaks effectively in meetings and conversation with clarity, appropriate brevity, and enthusiasm. This includes proficiency in both informal dialogue and formal presentations (public speaking).

### PEOPLE WHO MODEL THIS COMPETENCY

- Articulate ideas clearly
- Organize ideas effectively
- Use and interpret body language appropriately
- Can effectively present to groups

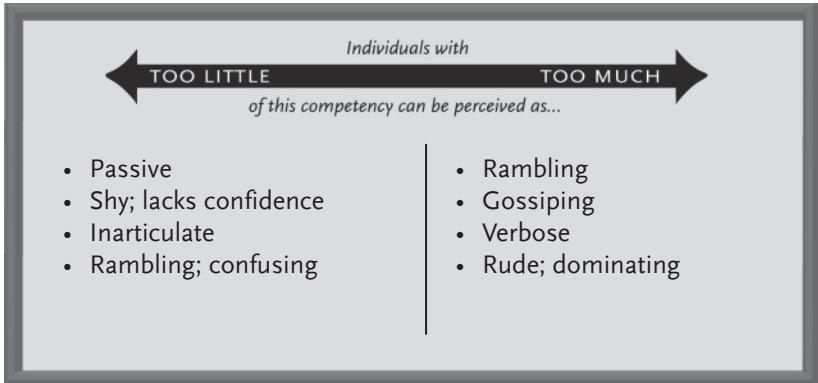
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- clearly articulate information, opinions, and ideas?
- interact effectively in casual situations?



... what you do speaks so loudly that I cannot hear what you say...

RALPH WALDO EMERSON



**TIPS**

- Practice speaking extemporaneously. Look for opportunities to facilitate group discussions and debates.
- Use structure to make informal communication more effective.
- Remember that 70% of your message is conveyed non-verbally; if you intend to convey passion you must ACT passionately.
- Read to improve your command of the language.
- Plan for discussions. Anticipate other’s reactions and input. Write thoughts and ideas down so critical points are not omitted.

**ASK YOURSELF**

Think about a time when you had to get your point across when speaking with someone who frequently interrupts. What did you do? How did it turn out?

Accomplishes goals through establishing priorities and organizing own workload to meet deadlines in a timely fashion. Manages time wisely and effectively prioritizes multiple, competing tasks. Plans, organizes, and actively manages meetings for maximum productivity.

### PEOPLE WHO MODEL THIS COMPETENCY

- Plan and organize so that work is accomplished efficiently
- Manage meetings effectively
- Prioritize multiple, competing tasks
- Maximize use of available time
- Make efficient use of the organization's resources

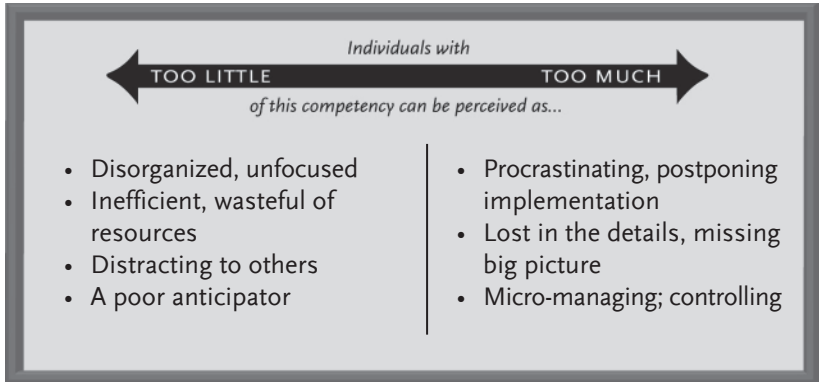
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- make the best use of time?
- plan ahead?
- effectively manage multiple competing priorities?
- plan for effective implementation of decisions?



...the general who wins the battle makes many calculations in his temple before the battle is fought. The general who loses makes but few calculations beforehand...

SUN TZU



### TIPS

- Use mission, vision, and values to help prioritize.
- Take advantage of time management tools.
- Don't plan in a vacuum – involve those who will be impacted by the plan.
- Form disciplined routine practices. Schedule and plan at the same time every day.
- Use one planning and organizing system and customize it to fit your needs.
- Allow flex time in scheduling for the unexpected.
- Plan a meeting with a desired outcome.

### ASK YOURSELF

Think about an example of a time-management skill you have learned and applied at work. How has it improved your productivity?

Establishes and articulates clearly stated, agreed-upon goals and standards. Can accurately assess performance level and provide appropriate direction. Holds subordinates accountable for results. Confronts and improves performance problems immediately. Provides ongoing feedback (positive and corrective), recognition, and praise to reward highly effective performance.

### PEOPLE WHO MODEL THIS COMPETENCY

- Set specific goals and communicate them clearly
- Set and monitor progress toward goals
- Offer clear, direct, and timely positive and corrective feedback
- Recognize both improved and high performance
- Reward and recognize based on results, not just effort

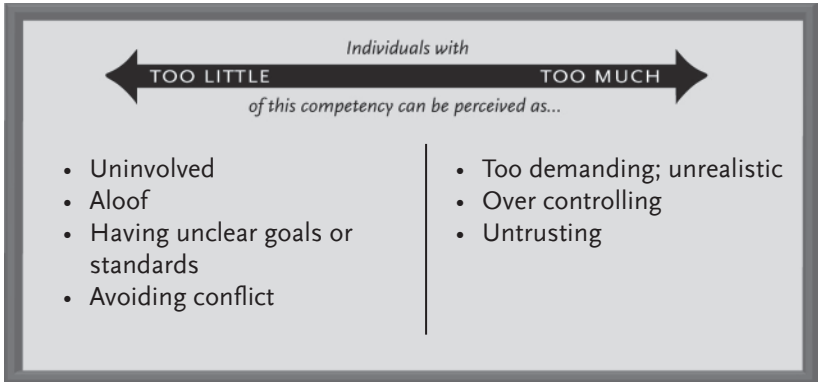
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- give frequent, clear, and timely feedback?
- redirect/coach staff when performance falls below expectations?
- negotiate challenging work goals with staff?



...I never criticize a player until they are first convinced of my unconditional confidence in their abilities...

JOHN ROBINSON



### TIPS

- Use goals as tools – they promote growth and motivate performance.
- Allow time for improvement.
- Balance positive and corrective feedback.
- Provide feedback along the way – it should never be a surprise at the end of the performance management cycle.
- Be willing to invest time in people.

### ASK YOURSELF

Think about a time when you had to confront poor performance. What did you do? How did it turn out?

## **Problem Solving / Decision Making**

Makes quality and timely decisions based on an appropriate amount of research and involvement of others. Keeps the big picture in mind; uses a complete problem solving process to identify root causes beyond the presenting symptoms. Considers options and alternative courses of action to make rational and realistic decisions based on logical/factual assumptions.

### **PEOPLE WHO MODEL THIS COMPETENCY**

- Approach problems and decisions methodically
- Identify the critical elements of a situation
- Ask open-ended questions to gather information and listen carefully to responses
- Isolate causes from symptoms
- Openly explores information and alternatives
- Involve others as appropriate
- Evaluate risks of each potential solution
- Consider impact of decision on other areas of the business
- Commit to action; act readily and decisively
- Withhold judgment while gathering information, but are then willing to make timely decisions

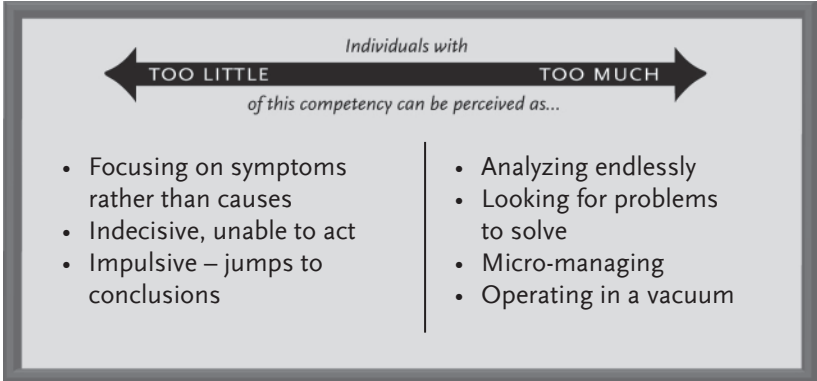
### **TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- define problems before acting?
- effectively analyze problems and situations?
- act decisively?
- make sound business decisions?
- make good staffing (hiring & promotion) decisions?



...problems are opportunities, if you do something about them...

DAVE THOMAS



#### TIPS

- Look at problems from all angles. Involve others for input and advice.
- Look for the problem behind the problem. Keep “peeling the onion” until you get to the root cause. Ask 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> level questions.
- Make a decision when you have ample information – the longer you withhold judgment, the better your judgment will be.
- Test assumptions! Paradigms are powerful inhibitors of creative problem solving.

#### ASK YOURSELF

Think about the most difficult decision you have had to make in the past few years. What process did you go through? What was the outcome?



Actions in business-related situations reflect high standards of professionalism and integrity. Has personal sensitivity and insight into others' perceptions, which serves as an internal moral compass for appropriate behavior. Demonstrates a high level of integrity through direct, open, honest, and ethical dealing with others. Reflects high ethical standards across all facets of work.

### PEOPLE WHO MODEL THIS COMPETENCY

- Are honest with themselves and others
- Maintain ethical standards – “do the right thing”
- Foster an ethical environment
- Assume personal responsibility
- Are willing to admit mistakes and take action to make it right

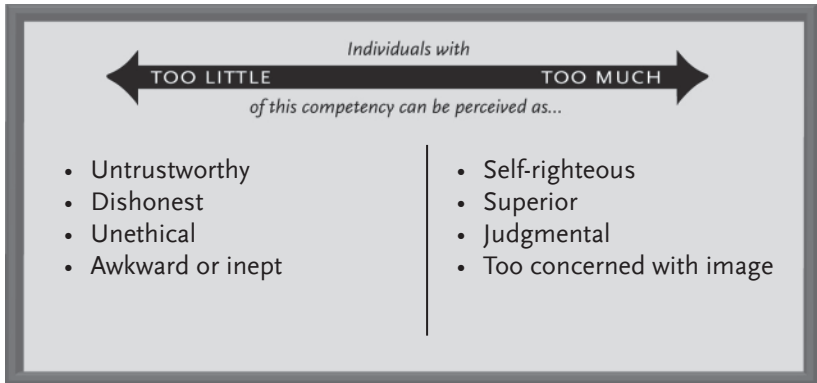
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- act ethically and honestly?
- conduct themselves in an appropriate manner in business related situations?



...character is doing what's right  
when nobody's looking...

J.C. WATTS



#### TIPS

- Don't make promises you can't keep.
- Keep your communications honest and open.
- Be true to yourself.
- Respect is a long time earned, and a short time burned.
- Take responsibility for your actions and decisions – this earns respect.
- Emulate someone in the organization who is widely respected as a “true professional” – seek his or her advice in specific situations.

#### ASK YOURSELF

Think about a situation when you were working with individuals whose ethics did not match yours. How did you handle the situation? What was the outcome?

Values and respects the concerns and feelings of others. In the workplace, this sensitivity translates into behaviors that communicate empathy toward others, respect for the individual, and appreciation of diversity among team members. Is inclusive – takes extra steps to build relationships that openly encourage diverse perspectives. Builds and maintains an internal and external network of positive relationships.

### PEOPLE WHO MODEL THIS COMPETENCY

- Show empathy toward others
- Truly care about their co-workers
- Value diversity; are inclusive
- Build and maintain networks cross-functionally and within franchise communities

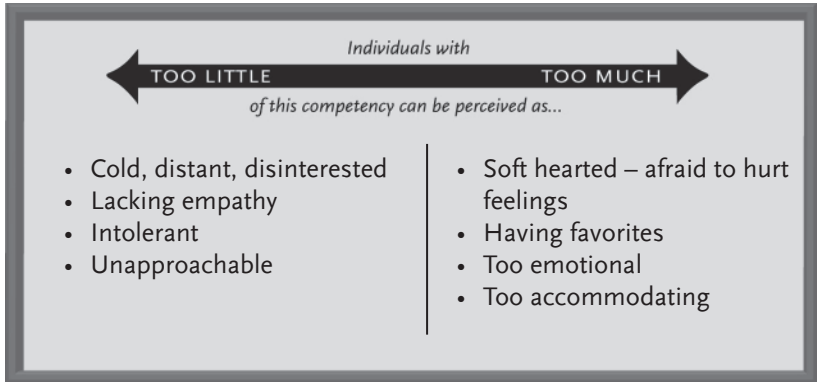
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- treat others with respect?
- value diversity?
- actively work to build and maintain needed relationships?



...the finest qualities of our nature, like the bloom on fruits, can be preserved only by the most delicate handling. Yet we do not treat ourselves nor one another thus tenderly...

HENRY DAVID THOREAU



### TIPS

- Be honest, direct and caring in your interactions with others.
- Stop to consider the feelings of others.
- Respect and appreciate all forms of diversity - deal fairly with others regardless of race, gender, ethnicity, etc.
- Recognize that the feelings of others are legitimate, even if you don't agree with them – this is absolutely essential in managing performance.

### ASK YOURSELF

Think about a situation where you did not work well with someone. What did you do? What happened?



## Results Orientation

Competency Category  
**PERSONAL**

Tenacious and influential in achieving goals in an appropriate manner. Achieves desired outcomes without compromising core processes, values, or procedures. Conveys a sense of urgency to make things happen. Respects the need to balance short and long-term goals. Maintains the pace required to produce desired results. Holds themselves and team accountable.

### PEOPLE WHO MODEL THIS COMPETENCY

- Value outcomes
- Demonstrate a bias for action and a sense of urgency
- Can maintain the pace required
- Are tenacious and influential in making things happen
- Balance short and long-term goals
- Do not make excuses or blame others when desired results are not met
- Take responsibility for themselves and their team

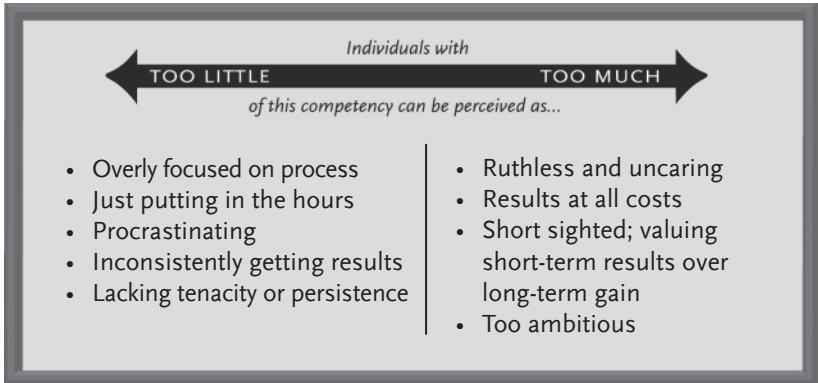
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- convey a sense of urgency?
- produce results?



... you can't build a reputation on  
what you are going to do...

HENRY FORD



#### TIPS

- Define the objective, the outcome. Then set intermediate milestones and measure progress toward them.
- Maintain a sense of urgency to achieve goals. Keep tension on the process until the result is achieved.
- Don't let the end justify the means. Maintain your integrity as you pursue your goals.
- Start early and break large tasks down into smaller bitesize pieces.
- Use all resources and delegate when appropriate.
- Set better priorities. Avoid having too many things going at once and getting distracted.

#### ASK YOURSELF

What are you most proud of in your work career? Why?



## Strategic Alignment

Competency Category  
**LEADING**

Aligns all individual and departmental goals to support the company's long-term visions, goals and strategies. Understands the why and how of strategic thinking and applies its principles. Creates a shared vision of a preferred future and actively works toward that vision. Communicates the vision clearly and enthusiastically in such a way that others are attracted to it, and brings it to life for team members.

### PEOPLE WHO MODEL THIS COMPETENCY

- Ensure individual and department goals and objectives are aligned to function, brand and company
- Understand shared vision and how their decisions and actions relate to it
- Actively work towards the vision
- Share relevant information to further engagement and commitment
- Think strategically
- Know how to construct a strategic plan, if appropriate

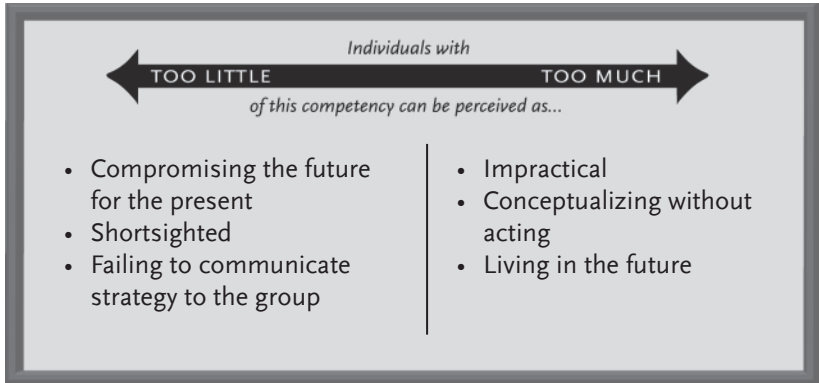
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- understand and communicate the current strategy?
- continually assess the environment and make strategic changes as necessary?
- develop strategies for the future?
- communicate a compelling vision for the future that inspires others?



...In strategy it is important to see distant things as if they were close and to take a distanced view of close things...

MIYAMOTO MUSASHI



#### TIPS

- Plans are built on strategy, not the opposite.
- Always look ahead - act as if you are always in the first year of a five-year plan.
- Continually assess your strategy against organizational strengths, and weaknesses as well as environmental threats and opportunities.
- Remember that a vision – a compelling future picture – is an essential motivator, especially during transitions.

#### ASK YOURSELF

Think about a time when you had to make major changes to a business plan mid-way through the implementation process. What did you do? How did it turn out?





## Talent Management Skills

Competency Category  
**LEADING**

Continually monitors and expands skills and develops staff. Builds bench strength by training, coaching and planning development activities. Evaluates individual performance and potential, and then helps to create a meaningful personal development plan. Monitors turnover, performance and capabilities, and then manages the impact on staffing and team effectiveness. Demonstrates proficiency in workforce planning, recruitment, selection, and orientation.

### PEOPLE WHO MODEL THIS COMPETENCY

- Identify, attract, and retain quality talent
- Value coaching and mentoring and create an effective learning environment
- Use tools and processes to anticipate and plan for short and long-term talent needs
- Demonstrate inclusive behaviors by leveraging diverse backgrounds, experiences, ideas and characteristics

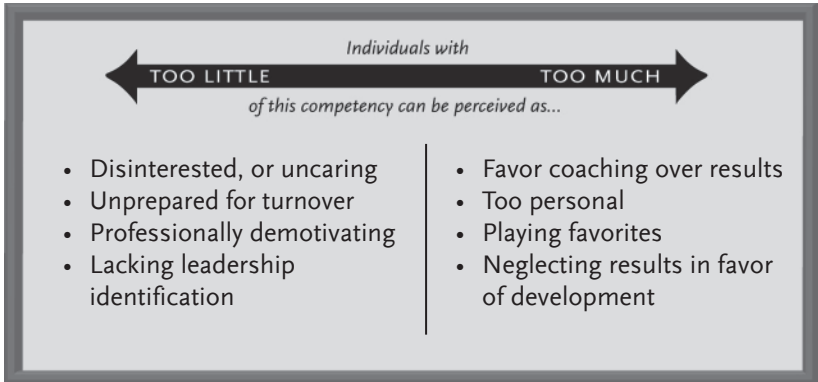
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- focus on staff development?
- provide developmental opportunities for staff?
- make good staffing (hiring and promotion) decisions?



...The more you give, the more you get in return. Giving back doesn't simply mean giving money to charities. It also means giving your time or sharing your special skills...

DAVE THOMAS



#### TIPS

- Look at people development as a job responsibility.
- An aspect of successful coaching is knowing when to pull back.
- Allow time for improvement.
- Always plan ahead; build your bench and a strong successor pool.
- Don't favor one team member over another; be an equal opportunity coach.
- Make the connection between development and job responsibilities.

#### ASK YOURSELF

Think about a time when you had to develop a person in their current role or for a future position. What did you do? How did it turn out?

Values the role of teams within the organization, and has the skills to support, build or maintain effective teams. Identifies how their own individual role, and that of the team, supports the organization. Shares resources, and supports larger organizational initiatives. Willing to put organizational interests ahead of local or personal goals.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Share resources; respond quickly to other teams or departments
- Put team interests ahead of individual interests
- Recognize that diverse opinions are legitimate
- Treat team members the way they want to be treated
- Participate in and support the direction and decisions of the team
- Recognize both team improvement and high performance
- Build and manage team effectiveness, if appropriate
- Are able to play different roles on the team, as needed

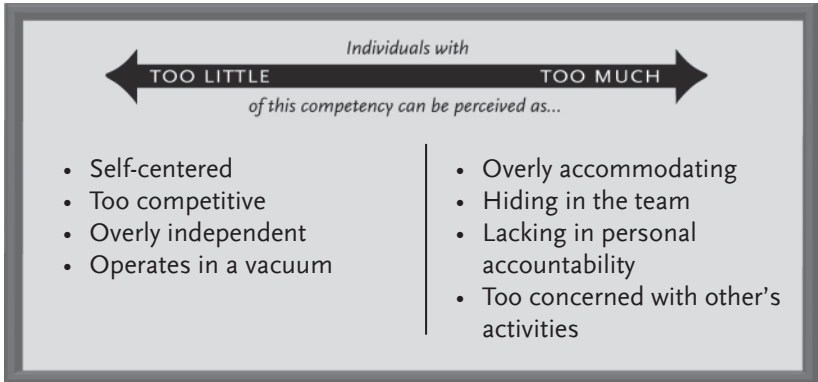
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- share resources across the organization?
- effectively partner with people across the organization?
- actively work to build the team?



...there's no "I" in wendy's. The first two letters are WE...

DAVE THOMAS



#### TIPS

- Appreciate the concept of “WE” more than “I”.
- Share resources toward organizational goals.
- Truly appreciate the synergy that teamwork can provide: the whole is often greater than the sum of the parts.
- Actively communicate and build relationships with other team members.
- Avoid disparaging remarks or thoughts about team members who think differently than you.
- Continually work to maintain team spirit and cohesion.

#### ASK YOURSELF

Think about your most successful team experience. What was your role? Why was your team successful?

Demonstrates the ability to use hardware and software programs applicable to the functions of the position. Understands the necessity of leveraging computer and information technology to stay productive and competitive.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Seek ways to leverage communication and computer technologies for the good of the organization
- Embrace productive new technologies that the company introduces

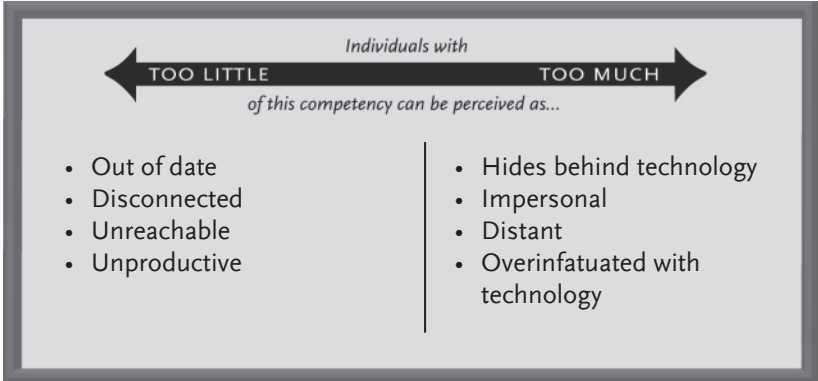
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- support and use new company information technology?



...I think there is a world market  
for maybe five computers...

THOMAS WATSON, 1943



### TIPS

- Information technology is a means, not the end. Make sure your use of the technology serves a clear business need.
- Require a complete business case for technology changes.
- Benchmark outside of fast casual dining; what are other large QSR or fast casual concepts doing to leverage information technology?
- Use technology to expand your world, not replace it.
- Experiment with new technology to increase comfort level.
- Take a computer class or workshop to learn new programs or strengthen current skills.

### ASK YOURSELF

Think about a time when you were involved in a system process improvement that involved new hardware or software installations. What was your role? What was the outcome?

Consistently executes company policies and procedures to build customer loyalty and sales. Knows cost management and control techniques. Monitors daily operations. Coaches as necessary to maintain QSC standards. Develops, or assists in developing, yearly and quarterly business plans through obtaining and using historical data to anticipate trends, recognize business growth opportunities.

### PEOPLE WHO MODEL THIS COMPETENCY

- Know the organization's core technologies
- Understand operational frameworks
- Know operational procedures
- Know the inner workings of formal and informal infrastructures

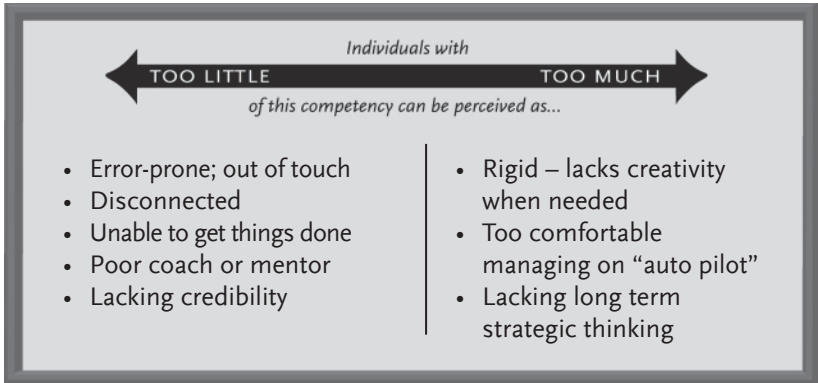
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- demonstrate an in-depth understanding of what this organization does?
- know how to get things done around here?



...when you cut corners, you cheat your customers and you cheat yourself...

DAVE THOMAS



**TIPS**

- Don't let procedure overwhelm purpose; doing things right isn't necessarily “doing the right thing”.
- Be open to change and system evolution.
- Share your knowledge with others; write it down -- institutionalize your knowledge for the benefit of all.
- If you don't know, ask!
- Be a living example of the organization's standards and procedures; strive to be a role model.

**ASK YOURSELF**

Think about a time when you had a restaurant emergency that did not fit into a policy guideline. How did you handle it? What was the outcome?





## Wendy's Culture & Values

Competency Category  
**RUNNING THE BUSINESS**

Understands and supports the Wendy's culture and values. Is committed to building on the Dave Thomas legacy to create a prosperous future for Wendy's. Builds a culture based on our values, communicates it and stands behind it. Frequently refers to the values and incorporates them into daily actions.

### PEOPLE WHO MODEL THIS COMPETENCY

- Understand the Dave Thomas legacy
- Know that "Quality is Our Recipe" refers to all aspects of Wendy's
- Communicate and incorporate the values into decision making
- Ensure actions of the team are consistent with values
- Role model the behaviors that support Wendy's culture and reflect our values

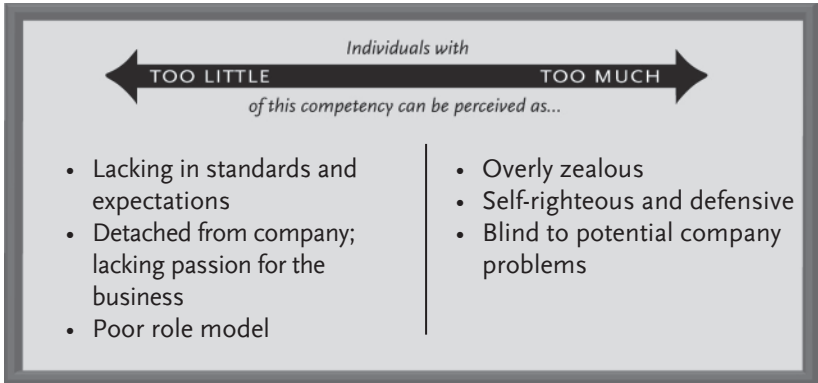
### TO WHAT EXTENT DOES THIS INDIVIDUAL . . .

- communicate organizational values to team members?
- align business activities with culture and values?



...quality is our recipe...

DAVE THOMAS



#### TIPS

- Take time to truly understand Wendy's culture and values. Ask a long-term Wendy's employee to explain what Wendy's stands for.
- Get involved with local charities and community efforts.
- Incorporate Dave's Legacy into meetings, interactions and team building activities.
- It's not enough that *you* understand the vision; you have a responsibility to see that your team members understand it as well.
- Walk the Talk.
- Leverage the positives of Wendy's Legacy, while recognizing the need to adapt and change to stay competitive.

#### ASK YOURSELF

What attracted you to work here? Why?

Expresses ideas clearly in writing, using good grammatical form.  
Organizes and presents ideas in a logical, concise, and meaningful form.  
Writes clearly and concisely, composing informative and convincing memos, e-mails, letters, reports, and other documents. Uses the written language to convey both substance and intent with accuracy.

**PEOPLE WHO MODEL THIS COMPETENCY**

- Write clearly and concisely
- Organize content effectively
- Provide appropriate supporting facts
- Convey ideas accurately in memos, e-mails, correspondence, reports, etc.

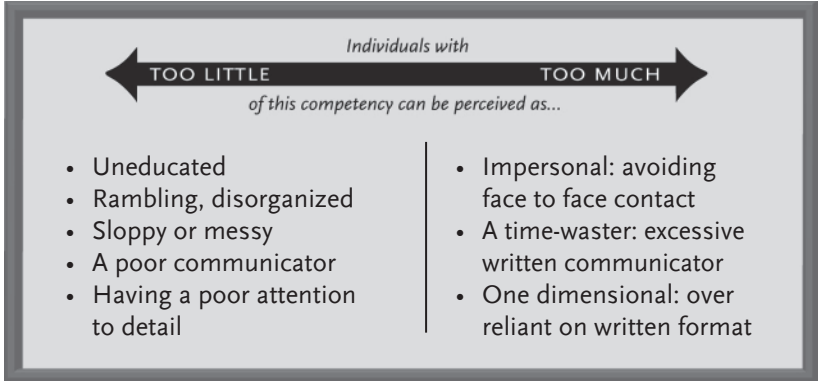
**TO WHAT EXTENT DOES THIS INDIVIDUAL . . .**

- communicate effectively in writing?



...good writing is clear thinking  
made visible...

BILL WHEELER



### TIPS

- Organize your thoughts before writing.
- A good report is like a good speech: it contains an attractive opening, an overview, well-developed points using facts, examples and stories, and a succinct summation.
- Reading is a good way to improve your writing.
- Write it, then set it aside, then read it again before sending it out.
- Use a proofreader when needed.
- Set aside adequate time to complete your written work.

### ASK YOURSELF

What do you look for when you are editing someone else's work?  
What is important when you edit/ review your own work?



# Notes

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# Wendy's®



**Third Edition**

competency  
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