Training and Development: Investing in the Development of Core Employees

A Project Submitted to Southern Utah University

In partial fulfillment of the requirements for the degree of:

Master of Arts in Professional Communication

By

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Signature Page

I certify that I have read this thesis and that, in my opinion, it is satisfactory in scope and quality as a project for the degree of Master of Professional Communication

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ABSTRACT

This project was created as a tool for entry level supervisors, known as Operations Supervisors, found within the organization, Biomat USA. This training guide will assist the development and promotional opportunities within the organization. The objective of this project is to create a training guide for a specified group of employees who are in the bottom tier of the management chain of command.

The majority of this group have worked for Grifols for 5+ years and are interested in moving to the next level. Due to a lack of training built specifically for this group of individuals, many do not get promoted, or have the ability to move to the next level as an Assistant Center Manager. The intent of the Operations Supervisor to Assistant Manager Training Guide is to provide a large guide of trainings that one would need in order to obtain necessary skills and knowledge (i.e. Technical skills and Managerial skills) to become an Assistant Manager. This will be done through the creation of a training guide, as well as in person and virtual classes be offered as additional training.

Acknowledgments

I am tremendously grateful for the time I have been able to spend in the MAPC program at Southern Utah University. Originally, my plan was to go back to school for the sole purpose of getting a piece of paper that would allow for a promotion within my company. I have gained so much more from this program than I could have ever imagined. Knowledge that came to me that has unexpectedly been profoundly useful within my position.

The faculty I have worked with through this program has been nothing but helpful and kind. Most importantly, patient. It was not an easy task being a full-time working mom, and student. I cannot simply give credit to one professor. They have all made an impact to making this program such a success for me. Especially in times where I didn't think finishing was even a possibility.

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To my family, who I thank for being nothing but patient and forgiving while I worked my way through this program. Specifically, my husband Curtis who has made me feel like I can accomplish anything even when I was ready to quit; For spending time with our two kids so I could finish papers and assignments. Most importantly, encouraging me along the past two years to make sure I met the deadlines I made for myself.

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Introduction

There is a story of two managers discussing the training of employees. One, seems to show no interest in training specific employees and questions the first manager by stating "What happens if we train them and they leave?" to which the second manager replies "What happens if we don't and they stay?" It is often a topic that seems to be forgotten; employee development. In this case, very specific development of a core group of employees.

Biomat USA, also known as Grifols is a pharmaceutical healthcare company that has a goal to improve the well-being of people who live around the world. Grifols is one of the largest plasma companies in the world. The donation centers within Grifols take human plasma and develop the plasma into essential medications that often treat rare, chronic, and life-threatening conditions.

As a Training Manager for Biomat USA, the training and development of our employees is of the highest regard in my position. As a newly placed Training Manager, learning where our company was lacking regarding training was a top priority. After much thought and conversations with our Division President and Director of Operations it was noted that training and development needed to be focused on our middle management employees, our Operations Supervisors. This position is a key position that requires a high level of critical thinking and knowledge about the center locations.

While the center Operations Supervisors play a clear and important role at the center (they are often in charge of maintaining center operations) development to further their career has been placed on hold due to hiring from the outside, as well as Management Training programs that require a degree. It is pertinent to begin training from within as development of

our employees helps with retention as well as employee morale. These thoughts, as well as many others, were the stepping stone to creating a training guide and in person development classes.

Literature Review

There are three areas of importance that pertain to this project that needed to have an emphasis placed on them: 1) Improving employee-employer relationships through detailed training and development, 2.) Building a positive employee-centric brand, and 3) Employee retention. Together, all of the items listed above will help influence employees to reach their full potential within this organization through guided training and development.

Improving employee-employer relationships

"An employer who doesn't focus on learning is going to lose out — in performance, engagement and retention" (Biro, 2018). The major issue as to where this project came to light, was when Regional Management within Biomat USA noted that locations were losing Operations Supervisors who had been with the company for years. Later, it was noted that the majority of these employees felt stuck; they felt as though they had nowhere to go after working so hard to get to where they were. There was no time taken, nor any resources built to develop the employees who are the core of the business.

The idea of having a direct manager invest time to help an individual succeed within their career seemed as though it should be made a top priority. Although, one must remember we are human. We seem to let simple tasks be brushed under the rug as though they are not important. When employers invest their time and attention on one employee even for a few minutes a day, an indescribable trust between each party is developed. "Trust is at the core of all relationships. We spend a lifetime building a trust relationship with our friends and families, but we spend

thirty minutes in an orientation session with our new employees and expect to have a successful and productive employee" (Louis, 1981, p. 107).

The sheer fact that a guide has been developed for managers to use to invest time in development solves the first problem of "where do I begin". Often times not having a starting point holds individuals back from a simple project. Now, these trainers will have the power to begin building that employee-employer relationship by following the development guide with these high performing individuals. "For employees to trust the management, they must know that the management shares the basic goals in the long run…and each will behave in ways that are not harmful to the other" (Ouchi, 1981, p. 5).

Employee development programs cannot exist without a culture that supports them. Any effective program must have strong support from people in senior management positions, and these people must also serve as positive role models to subordinates (Zenger, 2000, p. 54). Often times managers overlook the importance of being coaches and role models regarding employee development. When placed into managerial roles, it is important for managers and developers to remember the role of development they must perform. Essentially Managers and Supervisors must become coaches to help their employees accomplish what they want to from their career. Coaching employees is valuable in helping them meet their goals, but it is also important for managers to simply show that they care. It is an intangible incentive that can make a big difference in employee motivation (Moses, 2000, p. 139). As stated previously, if an employee feels as though they are valued and have worth outside of just the business aspect, this alone can help develop a greater employee-employer relationship. Once trust is formed people tend to want to work harder and longer for those whom they trust and know they are trusted in.

Building a positive employee-centric brand

First, we must look at what defines an employee-centric culture and brand: "An employee-centric culture is an environment where ideas, creativity, free-flowing communication and innovation are encouraged throughout an organization. Employees in a centric company culture feel safe to make suggestions and challenge the inner workings they may feel are interfering with productivity and performance" (Jones, 2020). A training guide is just one way to start diving into what will develop a great employee centric brand for Biomat USA.

Developing a training guide will show that Grifols wants to invest in their own employees. The sense of importance one feels when a direct supervisor takes time out of their day is a noteworthy feeling. It can make an employee feel as though they are vital, therefore they may also develop a sense of branding that most organizations are attempting to build with their employees.

"Training and development build camaraderie through mentoring and cross training, and furthermore helps employees understand the rationale behind policy and procedure. Also, employee retention increases because employees feel their employer cares about them. Staff becomes more positive and motivated, and patients are more satisfied because the staff is equipped to give them the best possible care" (Famitango, 2016, p. 10).

A specified Training Guide along with developmental classes did not exist prior to this project. Unless a Manager took the time to note that this group of individuals needed or wanted further development, it simply did not occur. In a study done with occupational health nurses it was noted that "Employee-centric strategies have moved from employee satisfaction and brand awareness to employee "affinity" or "attachment." In today's marketplace, occupational health nurses understand that differentiation (i.e., the perception of uniqueness) is the direct result of

superior employee interactions, which lead to better employee care, enduring employee relationships, loyal employees, and satisfied employers" (Constable, 1986, p. 26).

Employee Retention

"An employer who doesn't focus on learning is going to lose out — in performance, engagement and retention" (Biro, 2018). The major issue as to where this project came to light, was when Regional Management within Grifols noted that locations were losing Operations Supervisors who had been with the company for years. Later, it was noted that majority of these employees felt stuck; they felt like they had nowhere to go after working so hard to get to where they were at. There was no time taken, nor any resources built to develop the employees who are the core of the business.

"Employees who perceive they have the opportunity to develop new skills are more satisfied with their jobs, more loyal, and more likely to stay with the organization" (Costen, 2011, p. 273). As a Manager of Training and Development this is proven time and again. From personal experience in the field, I've watched employees change their entire attitude once time was placed into their own personal development. The majority of these employees go on to lead and be promoted within their careers as well.

Having a new development program, one that hasn't been seen within the organization can prove to be successful. Even if it were just for one employee. One employee can potentially become the next great Manager, Regional Manger, or higher. When employees have time invested in them, they can see the outcome, therefore it ensures their time is invested in someone else. At this point, the cycle can continue. If more than one employee finds a new training program helpful the retention rates will be high and the organization as a whole can develop within and keep retention rates at a high point.

A key point to placing time into developing others is financial. If an employee feels as if they are not wanted, or they feel as if they are going nowhere within a company, this can lead to an employee leaving. The cost can be substantial to continue to replace individuals. Investing in development can lead to cost saving measures and even help with recruiting costs when promotions are available. "Given the high price tag and consequences in running a business, a well thought out program designed to retain employees may easily pay for itself in a very short period of time" (O'Connell, 2007, p. 14).

One of the most difficult things people live with in today's workforce is the constant feeling of needing to sell oneself with no time to achieve personal or professional goals (Moses, 2000, p. 79). Employee development programs can make a big difference in alleviating such feelings. Employees have a hard time caring about a company if they do not believe the company cares about them (Garger, 1999, p. 42). Having programs that invest in individual development can lead to employees realizing that their job has a greater meaning than just a job. It can give purpose, which can lead to employee's staying within organizations, even if they are offered more money at other companies that do not offer the same development or leaders that will devote their time to them.

The retention of employees is not a simple matter. There is no single right answer for keeping employees with an organization. "Many companies have discovered, however, that one of the factors that helps retain employees is the opportunity to learn and try new things" (Logan, 2000). Jennifer Potter-Brotman, CEO of Forum Corporation – a firm out of Boston that helps Fortune 500 companies develop learning systems – also claims that there is strong evidence indicating a link between strong learning programs and employee retention (Rosenwald, 2000).

In today's society it seems as though employee development programs are no longer just a nice thing to do for employees. They are something that do not take a great deal of money out of budgets if they are there and ready to go. These programs are a crucial part of businesses to stay competitive in the different markets. When employees who are part of Biomat's CLDP program (Center Leadership Development Program) were asked what they like most about their role and the organization, an overwhelming number of them all had similar sentiments. They loved that the company spent the time to invest in their development. This goes for internal and external employees brought into this program. They said that they felt value and importance that even just one person believed they had more skill and could do better, even when they didn't believe it themselves.

Method

Theory:

The Theory of Planned behavior, or TPB, was the communication theory that I focused on the most when creating this training guide. "The Theory of Planned Behavior (TPB) was developed by Icek Ajzen as an attempt to predict human behavior. The TPB posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention" (Ajzen, 1991, p. 179). With this theory in mind, I wanted to have the ability to predict the intention of those using this training guide, as well as using this theory to increase engagement within the training guide.

Using those employees who started in the program, the hope was they would use this positive behavior as a motivation to inform others about the training guide and classes. With this motivation, their fellow co-workers would then be interested as well. Once this begins, their

motivation and attitude toward training would already be a positive outlook, therefore, making this training more effective. "The first construct of the theory is **behavioral intention**, which is the motivational factors that influence behavior. The stronger the intention to engage in a given behavior, the more likely it is to perform that behavior. The second construct is **attitude towards the behavior** which is the extent to which a person has a favorable or unfavorable appraisal of a given behavior" (Ajzen, 1991, p. 211).

The project that I was able to create and present to Biomat USA senior employees was to design and implement a training guide. This training guide contains different areas of study and training. The guide held development areas such as: Human Resource, de-escalation guides, as well as a plethora of technical trainings. Combined, of these sections and trainings will have the ability to give an Operations Supervisor (OS) the training they would need to be promoted to the next promotional level, also known as the Assistant Center Manager.

There were several goals that the Operations Supervisor-Assistant Manager Training Guide (OS-AM Training Guide) is set to accomplish:

1. Provide the training necessary to give the employee the ability to have confidence in a new role.
2. Provide current Assistant Managers the tools to train and develop their subordinates.
3. Increase employee retention
4. Develop internally rather than through external candidates
5. Begin building an employee centric brand
6. Improve employee-employer relationships

None of these goals are more important than the other. While developing this program, each goal was taken into consideration to ensure sustainability and overall program success. Although, at

this time there is no way to measure the success of this program and training guide, as the program gains popularity, measures will begin to be put in place to measure the success rate.

The OS-AM training guide took approximately 4 weeks to complete. The guide itself came in at a whopping 235 pages and 25 different trainings that are available for use by not only Operations Supervisors, but any position that holds a supervisor or lead role. As the training guide progressed, it gained more interested throughout the division and divisional leaders. Living through a global pandemic (Covid-19) forced me and my team to get creative as far as administering these trainings in a virtual world.

While this project began as a document that was administered virtually to 47 locations, it quickly turned into "how do we ensure all those who need this training, or want this training would have access?" This was accomplished by taking the 25 trainings held within the guide, and converting them to virtual classes where the students could participate in an more interactive training.

Phase 1:

Prior to the virtual class creation, as stated before a training guide had to first be completed. The personnel needed for phase one; or the physical training guide, was myself. I was able to compile a list of potential trainings that an Operations Supervisor would need in in order to complete daily tasks an Assistant Manager would need to know. This was done from prior

experience, as well as a network of current Assistant Managers who took their current knowledge to ensure all daily, weekly, and monthly tasks were held within this training guide.

Once it was felt as though the list was complete and would accomplish the goal, the training guide was started. Techniques and skills learned within the Professional Writing and Presentations course, held at Southern Utah University were applied while the creation of the training guide took place. The trainings held within this guide took into consideration company policies and procedures to ensure accuracy.

Due to the nature of the business, policies and procedures are known to change. This was an issue that was presented to me. Often times documents, job aids, and trainings become ineffective due to the lack of updating that takes place once there is a procedure change. In order to avoid this from happening, a team was put together and assigned five trainings each. It is their known job, to which they agreed upon, to update their assigned trainings when these changes occur. Once these changes are completed and updated, they are sent to me to provide the most recent version of each training. To ensure this is complete, bi-monthly calls are held to discuss all changes noted during that timeframe. After the completion of this guide, two changes have already been noted, and therefore updated within this guide.

Resources Used:

Some trainings had already been created, previous trainings in which the company had created were updated any inaccuracies were fixed to ensure they all met the current standards. The majority of the trainings were created from scratch, because of this brand-new training (see example appendix A) materials were created and updated to the most current policies in practice.

A review of all trainings found within the OS-AM Training Guide needed to be completed. At the time of completion, different trainings were sent to the Regional Operations Manager, Regional Quality Managers, as well as some center level employees for review. This confirmed that all trainings noted in the guide were complete and accurate to the most full capacity.

Personnel:

In the beginning, I was the only person working on this project. As the project escalated, it was noted more people needed to be involved. This was discussed earlier. What started as a "one man" team, later became a seven man team. Further responsibilities of this team will be discussed at a later point. During phase 1 current Assistant Managers, who were recommended by their Regional Manager were brought in to complete the following:

1. Review the assigned trainings
2. Review Standard Operating Procedures and update trainings as policies changed.

Phase 2:

At the opening of this project, phase 1 completion was the goal. To be blunt, a phase 2 was not on my horizon. As phase 1 was coming to a close, the project and training guide had been presented to several members of the senior leadership team. Nothing like this had been created before and more was requested from the training guide. Enter phase 2. During the planning stages of phase 2, the country itself began to shut down and organizations were forced into a virtual society and workplace.

The first discussions of phase 2 development came with plans to hold in person classes for Operations Supervisors directly from the training guide. This would include more development of programs and classes. Each training would be moved to a specific module which would then be taught in a classroom setting. This provided hands on and individual training. This

in turn provides an opportunity for those who have not had the chance to be developed due to a plethora of reasons could come and be taught by the Biomat USA west Training and Development team.

This plan had to be adjusted quickly as we moved abruptly to a virtual workplace. Classes included items such as instructors guides and presentations to go along with them. I wanted to ensure, that if anything even happened or I left the company, these classes could still be held. Meaning, anyone would have the ability to teach with the help of the instructor's guide and presentation.

Phase 2 began by separating all 25 trainings into modules to be taught in a module format. This is where more resources were needed and further development of employees were brought into play.

Phase 2 Resources:

- Previously created training guide
- Manager of Training and Development (West Division)
- Operations Leadership Training Manager
- Assistant Managers from 5 separate locations

Once a team was in place for phase 2, teaching the team to develop and create classes directly from the training guide was the next task. This was done in the following steps:

1. Reviewed learning styles
2. The team attended a class that I taught
3. Class creation began with the assistance of myself and another Training Manager
4. Class completion and review of instructor's guides and presentations (**See appendix B**)
5. Practice classes presented to the training team for further critique and assistance

6. Class presentation to attendees
    - Each module is taught twice a year or more as needed
    - There are 4 modules
    - Each module holds 5-6 classes
    - Classes hold 15 individuals which can range from Operations Supervisors, to newly placed Assistant Managers that need further help in their position.

Currently, phase 2 is not complete as classes for further modules are still being developed. A schedule is in place to complete all class creations as well as dates for the classes to be held through March of 2021. Both module 1 and 2 are complete with dates to be taught virtually on September 29th-October 3rd, and a separate offering of module 1 starting October 19th 2020.

It is to be noted that development programs, such as the OS-AM Training Guide will not be successful without a culture that supports the programs and the individuals that are involved. A program such as this one needs to have strong support from leaders in senior management positions. The individuals who hold the most influence in any organization need to serve as positive role models and support programs such as this one or they will not flourish.

Deliverables

The goal for this project was to help Biomat USA West (division) create and implement a new training guide for developmental purposes. There was no starting point for this project as most, if not all previous trainings were outdated and not in use. Several issues within this organization led to the creation of this guide. One of those being little to no development within. Many promotional opportunities were being taken by outside hires who did not have the knowledge base needed to be successful. By having a physical guide, along with classes

employees can attend is the first of its kind in the West Division. This is the first step to employee retention, employee development, as well as creating a positive employee-employer relationship. At the end of this project, this organization will have a physical training guide that will assist managers in the development of employees, as well as an opportunity to hold classes where individuals can attend and gain further knowledge on specific topics.

Conclusion

Creating and implementing a training guide, as well as class creation for this organization was tremendously successful. This can be said even though this project will continue on past this graduate program and well into 2021. It was great to use my creative mind to not only start this project, but make it much larger, and more successful than I ever thought it could be. This project has almost defined my career as a newly promoted Training Manager and has brought a newly found love for teaching and developing others around me.

Although this project was/has been largely successful, there have definitely been lessons learned during development and implementation of the training guide and classes. Some of the key lessons I was reminded of are listed below:

1. People want to be developed and learn each day. More often than not, there are simply no resources to ensure developmental programs are in place. This is why I believe this project was a success; there hasn't ever been anything of its kind created within this organization.
2. My way is definitely not the best way. Taking suggestions from others who briefly reviewed the project was difficult at times. At times it was hard explaining the big picture to senior management positions. I also found that having my own voice to fight for what I believed was best was difficult as well. This mainly stemmed from being one of the younger Training Managers in the Organization, as well as the least amount of tenure. It was important for me to remember that listening to others suggestions, as well as implementing my own ideas was the best and most successful route to take. Many who offered suggestions had more experience than I did and the suggestions in the end were extremely helpful.
3. The ability to be flexible is a skill that is of the upmost importance. As stated in this paper, a speed bump occurred in the development of this training guide as well as the classes with relation to Covid-19. The original plan had to be updated more than one time as well as a plan B to begin in 2021 or 2022 regarding classes that will be held in person. Developing classes to teach in a virtual world comes with its own challenges. The interaction between student and teachers are much more difficult, keeping your class

interesting and interactive can be difficult, and coming up with assessments and activities requires more creativity when you can only see your students over a computer/screen.

4. Organization. As this project grew, items and classes needed a place to be stored and organized. Without keeping each training and class organized it would be extremely difficult to track where each class was held if a different teacher needed to teach a class. The organization wasn't of great importance in the beginning due to the training guide being the only item needing storage. As the project grew, organization and proper storage locations needed to be implemented and implemented quickly. Creating a back up on a large hard drive was also important as a security measure.
5. Cater to the audience the classes and training guide were created for. My team and I found some difficulty with some information due to the fact that we already learned these topics and knew them very well. We had to keep in mind who our audience was and ensure the lessons and training guide would make sense to even the newest employee.
6. Each class or lesson plan will not be the same. Having the ability to look at what went right, and what went wrong in each class as well as the training guide became a top priority. After the first class was taught, myself, as well as members on my team noted many areas that we can improve on for classes taught later on this year. While many items went right, it is sometimes difficult to prepare for everything. All items noted for change were for the better and tremendously improved our teaching ability and adaptability with the project. This will help ensure further success as the project continues.

Completing this project has given me the opportunity to apply what I have learned as a student in the field of Professional Communication. I've stated many times about how much I've enjoyed

this degree because what I was learning within my studies applied to my current job and gave me skills to continue to apply through my career. I appreciate the opportunity to complete this project as it has helped me excel in my current position and I look forward to continue serving in my current role as an Operations Leadership Training Manager.

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Appendix A-Training Guide Example

DEH Defined

DEH

Total Donors / Total Hours
- Includes QA; OS; TC; CMS; MOS; Line Staff
- Does NOT include PTO or Holiday Hours

Measures how efficiently we utilize labor (cost)

Closer to 1.00 the more effective the utilization of labor cost

DEH = Donors / Hours
Hours = Donors / DEH
Donors = Hours * DEH

DEH is defined as the total number of donors in a period (day, week, month, year) / the total number of hours in the same period (excluded PTO and Holiday).

Who's hours count in DEH? DCT, DCS, Phleb., Plasma Proc., OS, QA, CMS, MOS, MST, TC.

- Deeper dive: These are all hourly, non-exempt positions.
- Exempt positions CM, AM, CQM do NOT count in DEH calculation.

How do I make decisions in the moment? Discuss what opportunities exist based on the DEH calculation. I.E. if DEH is .70 and donor flow may not increase what can be done?

- Ask for volunteers to leave early
- Ask for volunteers to take a longer lunch
- Seek interest in split shift employees.

Calculating DEH

The following examples will show the different calculations to use when one is figuring DEH:

Operations Supervisor to Assistant Manager
Training Guide

3. EMPLOYEE ACTION FORM (EAF) -DEVELOPED BY GRIFOLS HR INFORMATION SYSTEMS

Manager Self-Service for Employee HR Transactions

The purpose of this job aid is to provide instruction on how to request employee HR transactions in the HR system via the Grifols Portal.

Managers can make the following types of requests via the Portal:

1. **Work Time Change**
2. **Pay Rate Change**
3. **License**
4. **Promotion, Demotion, or Lateral Move**
5. **Separation**

Who Is Who
To access manager self-service in the Grifols Portal, navigate to Who is Who. Grifols Portal Information → Company → Who is Who

*Alternatively, you can navigate there via the Manager menu: Manager → Forms

2. You will notice that this page now has additional options. These include the following: **a. Global Search** – This is the same Search function utilized in the past to find Grifols Employees.

b. My Team – This provides an overview of your direct reports, if you are a manager. From here, you can view employee data and/or perform HR actions via self-service forms.

Appendix B-Instructors Guide and Class Presentation

Metrics That Mater Operations Supervisors Course

(Virtual Module 1)

Each slide is numbered with corresponding slide title. Excluding transition and break slides, each slide contains a guide as to what the instructor is encouraged to cover. The instructor does not need to read each slide verbatim. Rather, take time before training to review each slide coming up with personal examples that will reinforce the learning while invoking thought and shared ideas from the audience.

Items needed for the training session:

- Equipment on to which the training can be presented
- Training will be completed on Microsoft Teams and having a web cam is encouraged
- Each student will need a copy of the most recent Daily Consolidated report

During the training, a suggested Activity or Ask Your Audience (AYA) will appear. In some cases, outcomes/answers are also included. They are color coded as follows:

- ***Activity***
- *Ask Your Audience (AYA): Be sure to call on individuals to ask questions. Do not wait for responses.*
- Outcomes/Answers

The activities and questions are the instructor's tools to gauge learning. If the purpose of the training session is for the attendee to learn, the instructor must periodically assess to ensure the desired outcome.

Slide 1: Introduction

Introduce yourself, your position and time with Biomat.

Introduce the topic: Metrics that Matter and taking a deeper look at the Daily Operations Consolidated Report.

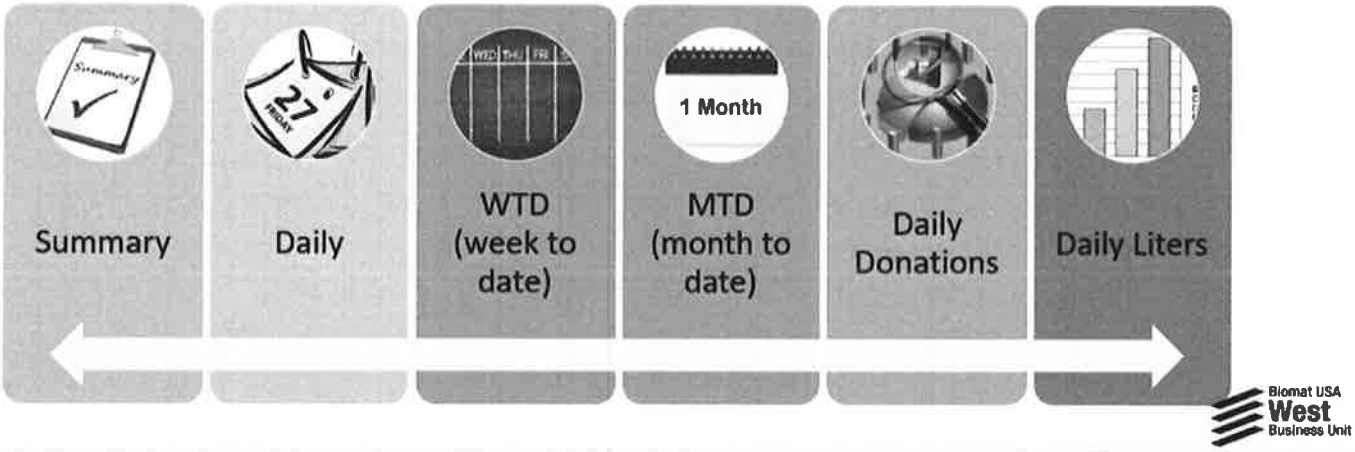
Slide 2: Introduction to Metrics

AYA: What are metrics used for?

Possible Answer: They are used to measure center performance and leadership execution competencies.

Discussion:

Successful leaders across the organization use metrics to: *review bullet points on the slide

Daily Operations Consolidated Report

- The Daily Operations Consolidated Report is sent daily, via email, and is based on data retrieved from the Donor Management System (DMS).