



Managing Human Performance in the Biorisk Management Workforce

Student Guide

2013




GLOBAL BIORISK MANAGEMENT CURRICULUM

Managing Human Performance in the Biorisk Management Workforce


Welcome & Introductions





Introductions

- Instructors
- Students
 - Your name?
 - Where are you from?



Slide 2

Action Plan

By the end of this lesson, I would like to:

KNOW		FEEL		BE ABLE TO DO	
<i>Your learning doesn't stop with this lesson. Use this space to think about what else you need to do or learn to put the information from this lesson into practice.</i>					
What more do I need to know or do?		How will I acquire the knowledge or skills?		How will I know that I've succeeded?	How will I use this new learning in my job?

Managing Human Performance in the Biorisk Management Workforce

Welcome & Introductions



Key Messages

- Proper consideration of "human factors" is a key ingredient in effective biorisk management.
- "Human factors" refer to environmental, organizational & job factors as well as to human and individual characteristics which influence behavior during work which can, in turn, influence biorisk.
- Creating a productive and trusting work environment is based on the 5 Rs: Responsibility, Relationships, Respect, Recognition, and Rewards.
- Mismatches between job requirements and people's capabilities provide the potential for human error. Without clearly defined job expectations, it is impossible to hold a person accountable for performing the duties of their position.

Slide 4



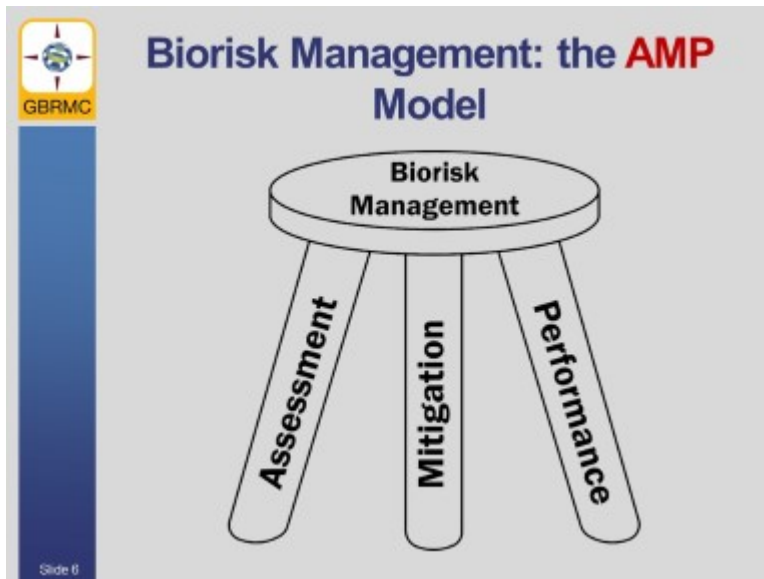
Key Messages, continued

- Job performance management is comprised of several steps: 1) document job responsibilities, 2) establish performance expectations, 3) communicate responsibilities, goals, and objectives, 4) track performance results, 5) provide feedback, and 6) appreciate and recognize good performance.
- People bring to their job their personal attitudes, skills, habits, and personalities. Individual characteristics influence behavior in complex and significant ways.
- Organizational factors have the greatest influence on individual and group behavior yet they are often overlooked.
- Encouraging reporting of workplace incidents or concerns supports a productive biorisk management culture if the focus is on lessons-learned, rather than assessing blame.
- Evaluating performance incidents or personnel concerns from a job-based, individual-based, organizational-based approach assures that competence, behavior, and capacity gaps are identified and addressed.

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Managing Human Performance in the Biorisk Management Workforce


Biorisk Management



Managing Human Performance in the Biorisk Management Workforce


Biorisk Management

Define **Assessment**:



Key Components of Biorisk Management

- **Biorisk Assessment**
 - Process of identifying the hazards and evaluating the risks associated with biological agents and toxins, taking into account the adequacy of any existing controls, and deciding whether or not the risks are acceptable




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Biorisk Management

Define **Mitigation**:



Key Components of Biorisk Management

- **Biorisk Mitigation**
 - Actions and control measures that are put into place to reduce or eliminate the risks associated with biological agents and toxins




Slide 8

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Biorisk Management

Define **Performance**:



Key Components of Biorisk Management

- **Biorisk Performance**
 - Improving biorisk management by recording, measuring, and evaluating organizational actions and outcomes to reduce biorisk.



Managing Human Performance in the Biorisk Management Workforce



Importance of Personnel Management to Biorisk Management

Identify the lapses in *biorisk* management that allowed this incident to occur.

Were there lapses in human management that allowed this to occur? What were they?

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Importance of Personnel Management to Biorisk Management



Traditional Approach

Failures (or errors) are introduced to the biorisk management system **only** through the inherent unreliability of people.



Do you agree?

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Importance of Personnel Management to Biorisk Management



Human Performance Improvement

- Error is not a cause of failure, alone, but rather the symptom of deeper trouble in the system.
- Human error is also not random - it is systematically connected to features of people's tools, the tasks they perform, and their work environment.
- Behavior and its causes are extremely valuable as signals for improving efforts to anticipate, prevent, catch, or recover from errors.

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Importance of Personnel Management to Biorisk Management



“Good” and “Bad” Jobs

Individual Exercise

Think about a job that you liked and write down the name of that job. Now, think of a job that you did **not** enjoy and write down the name of that job.

Individually, spend **10 minutes** to make a list of what factors made those jobs “good” or “bad.” You will **not** need to share your answers with the class.

Slide 13

Good Job:

Bad Job:

Pros

Cons

Pros

Cons

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Importance of Personnel Management to Biorisk Management



Characteristics of a Good Worker

Group Exercise

Question: What are the qualities or characteristics of a good worker?

In your groups, spend **5 minutes**, to make a list of these qualities. Put each quality on it's own **sticky note** and place them on your group's **flip chart**.



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Importance of Personnel Management to Biorisk Management



CWA 15793 - Best Practices

4.4.2 – Ensure that personnel that have responsibilities and/or perform tasks that may impact BRM are competent to do so. Competence levels shall be judged on **appropriate education, training, and experience**. Define **required competency** levels and maintain records to verify staff have attained and **demonstrated those levels of competency**.

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CWA 15793 – Best Practices

- **Qualifications, experience, and aptitudes** relating to biorisk are considered part of the recruitment process
- Workers conduct activities under close supervision until competency has been demonstrated
 - NO worker should be exempt from demonstrating competence irrespective of rank, experience, or background.

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Importance of Personnel Management to Biorisk Management



Handling Biological Agents

Group Exercise

Question: Which worker qualities are most important to assuring safe and secure handling of dangerous biological agents?



In your groups, spend 5 minutes, to discuss which qualities are most important for biorisk management and place a star (★) on the sticky notes.

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 **Factors Influencing Human Performance**

- **Job**
 - Setting
 - Values
- **Individual**
 - Personalities
 - Values
- **Organization**
 - Expectations
 - Assessments




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Importance of Personnel Management to Biorisk Management

 **Job Factors: A Productive Workplace**

5 Rs:

1. Responsibility
2. Relationships
3. Respect
4. Recognition
5. Rewards



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Job Factors: Responsibility

- Avoid “other duties as assigned”
- Ability to contribute to group’s mission
- Clear and appropriate expectations
- Increase alignment between work and outcomes
- Other suggestions?

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Job Factors

How does responsibility ensure worker productivity and engagement?

When might this occur in a biorisk management setting?

Provide 2 or 3 ways these workers contribute to the mission of the workplace. How is this communicated to the worker?

Suggestions for increasing workers’ feelings of responsibility:

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Job Factors



Job Factors: Relationships

- Motivation comes from the desire to work with and for the people around us
- Building trust? Be authentic, honest, and ethical
- Coach, teach, support, guide
- Other suggestions?



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Why is trust essential in establishing effective working relationships?

Is there a way a manager might convey this to his/her employees to create more trust?

What are other ways that managers can establish relationships and build trust with the workers they supervise?

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Job Factors

How are the “responsibility” and “relationship” values included in the concept of “respect”?



Job Factors: Respect

- Value and respect each worker for the intellectual capital they contribute
- Build confidence and competence
- Respect differences
- Solve problems collaboratively
- Support each other within the team
- Avoid negative energy (gossiping, harassing)
- Other suggestions?

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Job Factors: Recognition

- Give credit where credit is due
- Focus on appreciation
- Provide genuine opportunities to contribute, to become more knowledgeable, and to develop professionally
- Utilize and acknowledge strengths
- Other suggestions?

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Job Factors


What are traditional ways in which workers are recognized for their efforts?

- Advantages:
- Disadvantages:

Can recognition be considered a biosecurity practice? A biosafety practice? Why or why not?


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Job Factors



Job Factors: Rewards

- Let staff members know that their efforts are noticed and their good work is appreciated
- The best rewards are timely, creative, and authentic
- Match rewards to the interest and goals of individual workers whenever possible
- Rewards do not have to be costly.
- Suggestions?



Slide 24

Do rewards have to equate to a monetary value like raises or bonuses?

What are some ideas about ways to reward workers without spending much money? (Remember the goal is to provide the worker with something material)



Workplace Qualities

Group Exercise

Look back at your notes on the “good” and “bad” jobs you’ve had.

In your groups, spend **5 minutes**, discuss which categories of a productive workplace (the 5 Rs) influenced whether you had a “good” or “bad” experience as a worker.

	“Good” Job	“Bad” Job
Responsibility		
Relationships		
Respect		
Recognition		
Rewards		

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Workplace Qualities

Group Exercise

Now, look at the qualities of a "good" worker.

In your groups, spend **5 minutes**, discuss how the workplace (as defined by the 5 Rs) can influence the performance of a worker.

Consider the following questions:

- As a member of a work team, what can you do to contribute to a productive workplace?
- Why is this important for **biorisk management**?

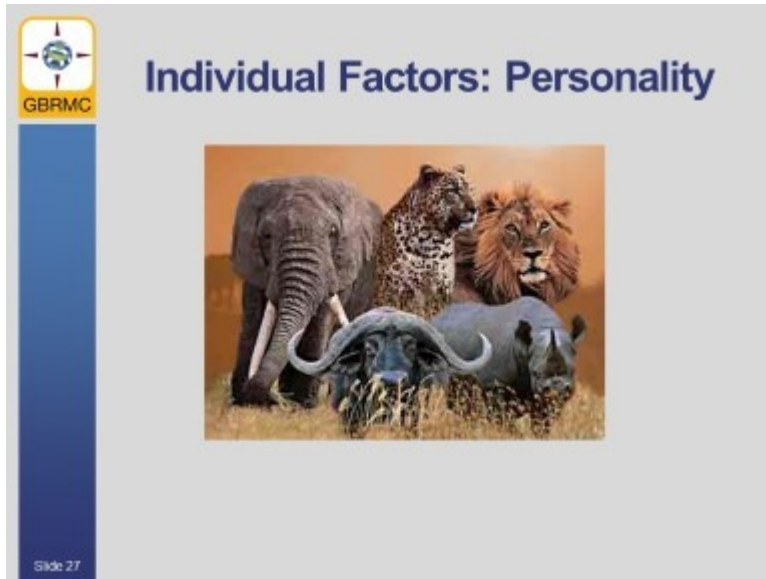
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Individual Factors

How are different personalities similar to different animal species?




GBRMC

Individual Factors: Personality

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Individual Factors



Personality Traits

Group Exercise

Question: What are different personality types and how do different personalities respond to different stimuli?

In your groups, please spend **5 minutes** discussing the different personality traits of your animal. Write each trait on a **sticky note** and place it on your group's **flip chart**. Consider the following questions during your discussion:

- Will the animal tend to scare or get angry?
- What are the consequences of your interactions with the animal?
- Will the animal ignore you?

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What type of personality does your animal have?

How might the animal's personality affect your interaction with that animal?



Personality Traits, continued

Group Exercise

Question: How would you approach the animal if you:

- Did/didn't want to scare it?
- Were trying not to anger it?
- Were trying to get its attention?

In your groups, please spend **5 minutes** discussing the responses to these questions while keeping in mind the personality traits of your animal discussed in the previous exercise. Write each answer on a **sticky note** and place it on your group's **flipchart**.

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The “Big Five” - OCEAN

- **O**penness
 - imaginative/curious vs. consistent/guarded
- **C**onscientiousness
 - efficient/organized vs. easy-going/thoughtless
- **E**xtraversion
 - gregarious/energetic vs. introverted/quiet
- **A**greeableness
 - friendly vs. hostile
- **N**euroticism
 - nervous/emotionally unstable vs. confident/emotionally stable

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Individual Factors



OCEAN - Openness

- High openness
 - Imaginative/inventive people.
 - Searches for new and different experiences.
 - Open to experience, intellectually curious and appreciative of art.
 - More aware of their feelings, hold unconventional beliefs, liberal and comfortable with theory.
 - Get bored easily.
- Low openness
 - Down to earth, efficient.
 - Hold more conventional, traditional interests, practical.
 - Prefer straightforward, and obvious over the complex, ambiguous, and subtle.
 - Comfortable with repetitive Exercise.

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OCEAN - Conscientiousness

- High Conscientiousness
 - Focused on goals, disciplined.
 - Planned behavior.
 - May be perceived as a workaholic.
- Low Conscientiousness
 - Relaxed, laid back.
 - Prefers spontaneity.
 - May be perceived as unorganized, irresponsible.
 - A procrastinator.

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Individual Factors



OCEAN - Extraversion

- High Extraversion
 - Seeks out company of others, draws attention to themselves.
 - Full of energy, enthusiastic and expressive.
 - Action Oriented.
 - May be perceived as outspoken and aggressive
- Low Extraversion.
 - Prefers to work alone.
 - Low-key quiet.
 - May prefer writing an email vs. talking.
 - May be perceived as cold, hard to read.

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OCEAN -Agreeableness

- High Agreeableness
 - Tolerant, honest and accepting.
 - Defers to others, values getting along with others
 - Friendly considerate, team player.
 - May come across as naïve, submissive, gullible, non-confrontational.
- Low Agreeableness
 - Skeptical of authority.
 - Self-interest above getting along with others.
 - Competitive.
 - May be perceived as hostile rude, unfriendly and suspicious.

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OCEAN - Neuroticism

- High Neuroticism
 - Experience negative emotions i.e. anger, depression.
 - Vulnerable to stress, easily reactive.
 - Can be perceived as unstable.
- Low Neuroticism
 - Calm and rational.
 - Emotionally stable.
 - May be perceived as too laid back, insensitive.

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Making Changes

Group Exercise

Question: How can we interact with different personality types to create change?

In your groups, please spend **10 minutes** to read the scenario on the next slide. Taking into consideration the differences in personality, discuss how to best approach Ryan and Kimberly. Keep in mind the "Big Five." Be prepared to share your ideas with the class.

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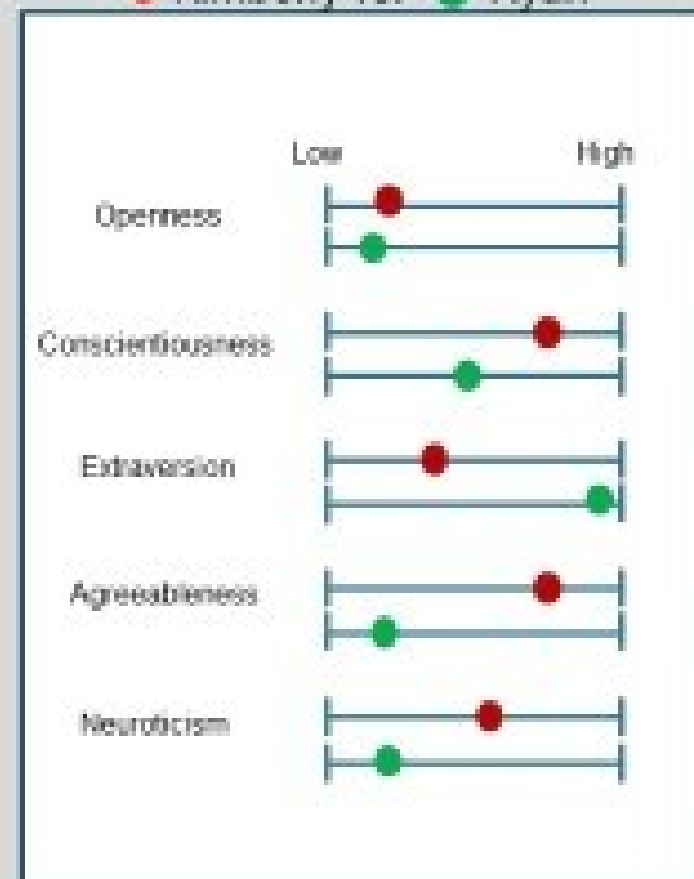


Cleaning Up

Scenario

Ryan and Kimberly are not cleaning up their laboratory research benches to an acceptable level after performing their experiments. Other researchers are complaining and feel its dangerous to have research by-products that are not disposed of properly. You are friends with both of them. How would you approach each individual to instill a behavioral change so that they begin to clean their work benches?

● Kimberly vs. ● Ryan



Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Job Performance Management

- Document job responsibilities
- Establish performance expectations
- Communicate expectations
- Track performance
- Provide feedback
- Appreciate and reward good performance

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Consider this process. How have failures in this process contributed to your impression of previous jobs as good or bad?

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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Biorisk Management

Group Exercise

In your groups, select one of the cards from the center of the table. These cards describe a task that involves biorisk management. Please spend **10 minutes** to create a "job description" for your chosen task. Use the template in your **workbook** to complete this exercise.

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Task:

Task Description	
Duties and Responsibilities Involved	
Qualifications	
Supervisor	
Other	



Establish Performance Expectations

Goals:

- Ensure the worker knows he/she is doing the task as asked
- Let the employer know the worker is completing the task as asked

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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Establish Performance Expectations

Performance Standards (SMARTS):

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**easonable
- **T**ime-based
- **S**tretch

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What is **specific** about the goal?

Is the goal **measurable**?

Is the goal **attainable**?

Is the goal **reasonable** considering the performance expectations or professional development?

Is the goal **time-based**?

Does this goal **stretch**/expand the individual's skills and capabilities?



Performance Expectations

Group Exercise

In your groups, please spend **10 minutes** to establish 2 or 3 performance expectations for your group's assigned task. Keep in mind the "SMARTS" model as you establish your expectations. Write your responses in your **workbook**.

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Communicate Expectations

Goals:

- Outline performance desired from the worker that will:
 - Improve the worker's performance
 - Allow the worker to develop new skills
- Confirm the worker's understanding of expectations
- Allow the worker to provide feedback and ask questions


Slide 44



Communication

Group Exercise

In your groups, please spend **10 minutes** to brainstorm ideas to ensure that expectations are communicated to the worker assigned to your task.



When?
Where?
Who?
What?
Why?
How?

Slide 45



Track Performance

Goals:

- Collect the outcomes of the performance standards and connect them to actual performance
- Be consistent across all workers and all tasks

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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Behavioral Observation Data

- A question about an **observed** behavior that can be answered “yes” or “no”.
- Example: Is Pat’s lab coat buttoned?
YES or NO

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Ethical Considerations

- **Behavioral Observation Data (BOD):**
 - Just **one** method used to measure worker and group performance
 - **MUST** not stand alone.
 - Critical to involve those who will be observed when developing BOD questions
 - **MUST** be used consistently for all
 - Using as “self-audit” (as well as in observation) helps to reduce self-consciousness in those being observed

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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Unexpected benefits to BOD

- Observers will also improve.
- When expected behavior is standardized and well-communicated, it is easier to observe behavioral changes.

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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Behavioral Observation Data

Group Exercise

In your groups, please spend **10 minutes** to review your task and apply behavioral observation data (BOD) techniques to a few aspects of your task.

Slide 20

Are any of these tasks directly observable?

Can you ask a yes or no question about the behavior?



Reward Good Performance

Goals:

- Understand the purpose of rewarding good performance
- Know the benefits for using rewards for good performance versus using punishment for poor performance

Slide 01



Rewarding Good Performance

Group Exercise

In your groups, please spend **10 minutes** to brainstorm 2 to 3 methods for appreciating and rewarding good performance of your group's task. Also, think of 2 to 3 ways to positively guide a worker if his/her performance is not up to standards.



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Managing Human Performance in the Biorisk Management Workforce

Organizational Factors - Performance Management



Recruiting – Things to Consider

Goal:

- To attract the candidate who will best fit the job and your organization
 - How?
 - Document job responsibilities
 - Communicate expectations
 - Verify suitability

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Hiring – Things to Consider

Goal:

- To provide an employee with the tools they need to succeed
 - Clear job expectations & performance standards
 - Appropriate training & assignment, including decisions about appropriate access to labs and materials
 - Feedback & clear communication
 - A workplace that values the 5 Rs
 - A workforce that will notice if something or someone changes
 - Support for situations when life changes

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Termination – Things to Consider

Goal

- To assure that the departing worker's knowledge is transferred, accountability is re-assigned and, access to the workplace has been discontinued
 - Access – physical, information, material
 - Accountability – responsibilities, information, material
 - Succession planning – knowledge and information is shared with remaining coworkers or management

Slide 25





When things change. . .

- List factors which may change a worker's performance – both on-the-job and outside work.
- What kind of resources exist (or should exist) to help a manager or a worker in addressing these changes?

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When things change. . .

Group Exercise, Part 1

In your groups, please spend **10 minutes** to read the background scenario and discuss what job, individual, and organizational factors are present.

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Background, 1

Kimberly, Jon, Ryan and Anthony are research technicians that work in a BSL-3 research laboratory at Cataract University developing vaccines for *Francisella tularensis* under the direction of Dr. Smith. *Francisella tularensis* has a very low infectious dose and can be lethal if inhaled or swallowed. It is listed as an agent that could be potentially used as a biological weapon and requires increased security efforts. All employees in the laboratory have undergone a general security clearance and resumes were verified prior to working in the laboratory.



Background, 2

Kimberly has a Masters degree in Biology. She has been working in the laboratory since its inception almost 15 years ago. She has had a long standing working relationship with Dr. Smith and often feels that her seniority enables her to choose to work on the projects she likes and pass along the projects she doesn't want. Kimberly is typically a good research technician, produces good results, and arrives at work on time. She is also very social and often gossips about other colleagues in the laboratory. As a result, the other technicians do not trust her and often view her as bossy and lazy.



Background, 3

Jon has a Bachelors degree in Microbiology and was hired 5 years after Kimberly. Jon is very hard worker, arrives at work early, and produces great work. He is very meticulous and rarely makes a mistake. Dr. Smith appreciates Jon on a professional as well as a personal level, as their two daughters play soccer on the same team. Jon is not very sociable with his peers and tends to avoid interacting with others in the laboratory.



Background, 4

Ryan and Anthony both have Bachelor's degrees and were hired immediately after graduating from school approximately 1 year ago. Ryan and Anthony share similar degrees, research backgrounds and experiences, although Ryan is 10 years older in age than Anthony. Ryan and Anthony work very well together and have become friends outside of work.



When things change. . .

Group Exercise, Part 2

In your groups, please spend **10 minutes** to read the scenario where the circumstances have changed. Discuss:

- What job, individual, and organizational factors have changed or are influencing this scenario?
- What could a manager do to stabilize the situation for the workers?
- What kinds of tools would help the manager and the worker?

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Scenario 1

Recently, a position as laboratory manager was made available to handle the increasing workload in the laboratory. Both Kimberly and Jon applied for this position. Jon was hired over Kimberly to be the laboratory manager. Kimberly was visibly upset by this decision; after all, she felt that Jon only had his Bachelors and was hired 5 years after she was. Kimberly did not agree with Dr. Smith's decision and began to resent Jon and make snide comments whenever he would ask her to do something. She began to make comments and "jokes" to Ryan and Anthony about damaging Jon's research to make him look bad to Dr. Smith. Furthermore, she continually began to make comments to Ryan and Anthony that the only reason Jon received the position was because he was a male and because he and Dr. Smith were friends.



Scenario 2

Ryan, a typically reliable and hard working technician began arriving at work late. He would come in at odd hours to try to make up the time, but was always very tired and unmotivated to work once he arrived. He always seemed to be distracted and not paying attention to what he was doing. He began to take long breaks where he would spend many hours on the phone. Ryan was no longer completing his work and as a friend Anthony began to do Ryan's work so that Ryan would not get in trouble. Ryan became moody and often spoke harshly to Jon and Kimberly. Jon and Kimberly were becoming increasingly aware of the change in Ryan's behavior and began to wonder if something was wrong. Knowing Anthony and Ryan worked closely together they asked Anthony if he knew anything that was causing the change in Ryan's behavior. Anthony said that Ryan confided in him that he was going through a rough divorce and fighting with his wife for custody of his two sons.



Scenario 3

Recently Dr. Smith informed the laboratory that he was applying for a large research grant, but he needed preliminary data to include in the proposal. This grant was critical for the laboratory to continue functioning and there would not be any money available to hire additional personnel during this time period. It would also require a lot of work in the BSL-3 in addition to the work they were already performing. Ryan and Anthony began working 10 - 12 hours per day in order to keep up with the workload. They would also work on the weekends. They began to complain about feeling overwhelmed and stressed that they did not have any free time. Jon, who has a daughter, was unable to adjust his schedule and therefore worked hard to make use of the time that he had while he was at work, but felt guilty he couldn't help out as much as the others. He began to always feel as though he was behind and stressed that he could not complete everything he needed to. Kimberly chipped in when she could, but was very reluctant to put in extra hours. She had already dedicated 15 years to the laboratory and felt it was time for the younger technicians to do the work.



Scenario 4

Ryan and Anthony spend a lot of time together at work. They work on the same research projects and spend a lot of time working as partners in the BSL-3 laboratory. Ryan and Anthony have become friends through the work and also spend a lot of their time outside work together; however, there are often disagreements between the two of them. While Ryan and Anthony always seem to resolve their arguments on their own, they do not hesitate to argue when they are in the middle of the experiment or when around other researchers. Jon recently complained to Dr. Smith that he finds these arguments very distracting and that he cannot concentrate on the work that he is performing. Kimberly often neglects her work in order to try to serve as a mediator between Ryan and Anthony. Ryan and Anthony feel that these arguments are just good natured discussion and there is no harm in having them.

Managing Human Performance in the Biorisk Management Workforce

Case Study - Review

THE CHRONICLE

of Higher Education

Monday, November 14, 2011

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July 31, 2002

Former Research Assistant at Cornell U. Accused of Stealing Biological Materials to Take to China

By CATHERINE E. SHOICHEL

Federal agents have charged a former postdoctoral researcher at Cornell University with stealing biological materials from a laboratory there and attempting to transport them to China. According to a federal complaint, the scientist allegedly stole bacteria, yeasts, and vectors relating to the production of a commercially valuable enzyme known as "phytase."

Federal Bureau of Investigation officials detained Qingqiang Yin, 38, at

Slide 07

When things go wrong. . .

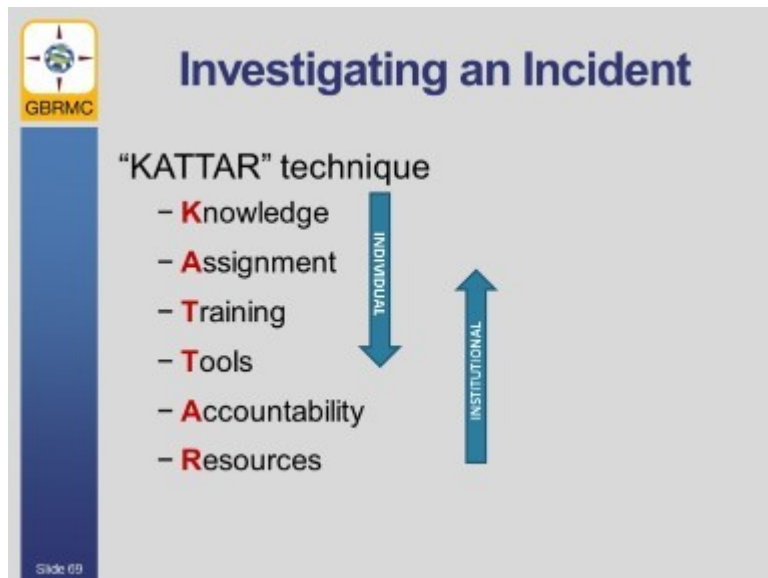
When things go wrong. . .

GBRMC

- Remember that human performance is influenced by:
 - Job factors
 - Individual factors
 - Organizational factors
- Pieces of each may be to blame.

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Managing Human Performance in the Biorisk Management Workforce



When things go wrong. . .

1. Did the person involved have the **knowledge** they needed to prevent the incident? If they had the knowledge, did they demonstrate the use of that knowledge?
2. Was the person involved **assigned** to the right tasks based on their expertise and training? If they had the appropriate assignment, did they demonstrate appropriate use of that assignment?
3. Had the person involved received the appropriate **training** for the task and did that person meet the objectives set out in the training? Was the training documents?
4. Did the person involved have the right **tools** to do the tasks they were assigned?
5. Did the involved person's supervisor demonstrate documented **accountability** for their part in providing knowledge, appropriate assignments, training, and tools so that the person could complete the task satisfactorily?
6. Where there enough **resources** assigned by the organization to assured #1 through #5 could be addressed prior to this incident?



Investigating an Incident

Group Exercise

Consider the Cornell University Scenario.

In your groups, please spend **10 minutes** to do a **KATTAR analysis** for this scenario.


- What might have gone wrong?
- What tools could have helped in this setting?

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Managing Human Performance in the Biorisk Management Workforce

When things go wrong. . .



Review of Human Performance

To wrap-up, let's discuss what we learned about **Managing Human Performance in the Biorisk Management Workforce**:

What did we learn?	What does it mean?	Where do we go from here?
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Managing Human Performance in the Biorisk Management Workforce

When things go wrong. . .



Key Messages

- Proper consideration of "human factors" is a key ingredient in effective biorisk management.
- "Human factors" refer to environmental, organizational & job factors as well as to human and individual characteristics which influence behavior during work which can, in turn, influence biorisk.
- Creating a productive and trusting work environment is based on the 5 Rs: Responsibility, Relationships, Respect, Recognition, and Rewards.
- Mismatches between job requirements and people's capabilities provide the potential for human error. Without clearly defined job expectations, it is impossible to hold a person accountable for performing the duties of their position.

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Key Messages, continued

- Job performance management is comprised of several steps: 1) document job responsibilities, 2) establish performance expectations, 3) communicate responsibilities, goals, and objectives, 4) track performance results, 5) provide feedback, and 6) appreciate and recognize good performance.
- People bring to their job their personal attitudes, skills, habits, and personalities. Individual characteristics influence behavior in complex and significant ways.
- Organizational factors have the greatest influence on individual and group behavior yet they are often overlooked.
- Encouraging reporting of workplace incidents or concerns supports a productive biorisk management culture if the focus is on lessons-learned, rather than assessing blame.
- Evaluating performance incidents or personnel concerns from a job-based, individual-based, organizational-based approach assures that competence, behavior, and capacity gaps are identified and addressed.

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Action Plan

By the end of this lesson, I would like to:

KNOW		FEEL		BE ABLE TO DO	
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Your learning doesn't stop with this lesson. Use this space to think about what else you need to do or learn to put the information from this lesson into practice.

What more do I need to know or do?	How will I acquire the knowledge or skills?	How will I know that I've succeeded?	How will I use this new learning in my job?

Use space on back, if needed