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LABORATORY ANIMAL MANAGEMENT ASSOCIATION

In This Issue:

review

The Journal of the Laboratory Animal Management Association, 2010 Volume 22 › Issue 4

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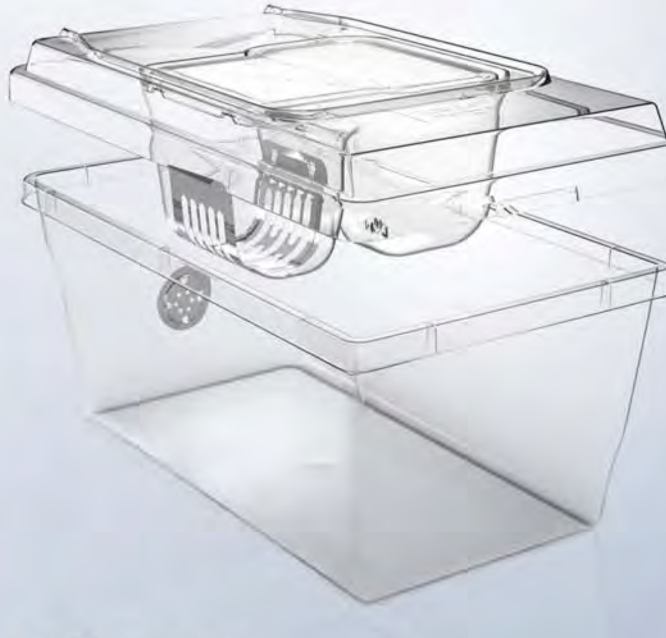

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- *To promote the dissemination of ideas, experiences, and knowledge*
- *To encourage continued education*
- *To act as spokesperson*
- *To actively assist in the training of managers*

For more information concerning The LAMA Review, please contact the Editor in Chief, Fred A. Douglas at (765) 532-7177, Fax (765) 494-7569, or e-mail: fad712@comcast.net

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T H E L A M A

Review

Volume 22, No.4

In This Issue:

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LAMA

LABORATORY ANIMAL MANAGEMENT ASSOCIATION

Guide To Authors

The LAMA Review is a quarterly Publication of the Laboratory Animal Management Association. It is dedicated to providing the highest quality management information to our membership, which is comprised of professional managers, supervisors, and administrators of laboratory animal care and use programs throughout the world. All information published in this journal is for non-profit educational purposes.

OBJECTIVES OF LAMA

The objectives of the Laboratory Animal Management Association are as follows:

- To promote the dissemination of ideas, experiences, and knowledge
- To encourage continued education
- To act as spokespersons for the organization
- To actively assist in the training of managers

PUBLICATION FEATURES

The LAMA Review features the following Sections in each publication:

- Original Articles: provide new ideas, topics, and experiences through the eyes of LAMA members, professional managers, and administrators of laboratory animal care and use programs.
- Review Articles: provide thorough and representative reviews of available literature. Often present the historical basis and attempt to solve a current problem or discuss future directions.
- Job Tips: provides ideas on handling staff relations and communication
- Manager's Forum: a resource for human resource topics, experiences with employee
- Relations: organizational development, etc.
- Job Opportunities: posting of current job opportunities available in the field
- Book Review: provide a synopsis and review of current literature in various management topics
- Problem Solving: present a workplace problem and propose several methods to solve the problem or improve the situation

ARTICLES

Submissions of articles are accepted from LAMA members, professional managers, and administrators of laboratory animal care and use. Submissions are accepted for the following features of the LAMA Review:

- Original Articles
- Review Articles
- Job Tips
- Manager's Forum
- Problem Solving

Submissions should generally range between 2,000 and 5,000 words. All submissions are subject to editing by the Review Board, for clarity and length.

FORMATTING

All references should be indicated numerically throughout the document with full citations listed numerically at the end of the article. Please do not include headers, footers, or footnotes in electronic documents.

SUBMISSIONS

Articles, ideas, and recommendations may be submitted electronically to Fred Douglas, Editor in Chief, via email to fad712@comcast.net. Alternatively, hardcopies may be faxed to (765) 494 - 7569

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From The Editor's Cube

- by Fred Douglas

As I write this final Editor's Cube for 2010 winter has arrived and with it a goodly amount of snow covering the landscape. Snow can be beautiful but if it hangs on for too long people get tired of fighting it on the way to work and start talking spring. They want change! If you find yourself looking for change we have just the very thing for you – this latest edition of the LAMA Review.

This past year has challenged those of us in laboratory animal management. Dealing with aging buildings/equipment, staff engagement, research-driven faculty, etc. have kept the days at the facility chock full of no dull moments. However these issues haven't changed the skills, character, and knowledge needed to run the facilities in a professional manner. Therefore, we have stocked the 4th edition of the Review for 2010 with great articles on leadership, teamwork, personal growth, and engagement meant to stoke your fires for the long winter ahead and to get you fired up for 2011.

Here are some thoughts on our feature articles. Ever since reading Steve Covey's book on the 7 Habits of Highly Effective People I have been fascinated by the subject of Personal Growth. In this edition we have come across a great article on the topic from the Harvard Business Review. The article is very straightforward and relevant in light of the current economy. Friendships in the workplace are an interesting topic of discussion. 12 – The Elements of Great Managing devotes a whole chapter to this subject. In this edition we have an article drawn on that chapter. Biocontainment is a hot topic for many of us laboratory animal managers. A recent Tradelines article discusses some good insights on this topic. John Maxwell discusses some leadership perspectives you won't want to miss based on the famous music group U2.

As we close out 2010 we want to thank all of our great vendors for the wonderful opportunity to showcase their resources for us managers as well as their financial support for the Review. We also want to thank our LAMA members for the time and effort to read and grow by perusing the Review from cover to cover. We also want to thank the authors/contributors to the Review for their blood, sweat, and tears writing and sometime rewriting those articles for publication. And finally I want to thank the members of the Review Editorial Board for all their support and hard work in publishing four outstanding issues for 2010.

Happy Managing in 2011 Fred

President's Message

- Cammie Symonozwcz

It was great seeing so many of you at the National AALAS meeting in Atlanta. Thanks to all the vendors for a great time and to National AALAS for putting on a great program. The Animal Resource course was held again and once again filled up quickly. Congratulations to all of those who passed their exam, and to our new CMARS.

The program committee for LAMA is working at full speed and are putting together a great program for the LAMA annual meeting to be held at the Firesky Resort and Spa in Scottsdale AZ from March 30-April2 2011. Registration forms are available online at www.LAMA .org. The CMII training class will also be held at the resort on March 28 and 29. Registration for this is also available online.

It is hard to believe that 2010 is quickly coming to a close and that my term as LAMA President in almost over. Progress continues to be made on the new SLRP that was developed in August. We have been expanding our international presence and attended two international meetings in Australia and in Singapore. We also held our first ever internationally CMAR trainings session in conjunction with the Singapore meeting. LAMA was very well received at both meetings, and there they have asked to have additional training sessions offered in 2011.

A couple of new committees have been formed to meet the growing needs of the organization, education and website. We are looking for volunteers for both committees still, so if you are interested in getting more involved in LAMA, now is the time. This is your organization, and is only as strong as the people who participate. Please contact any of the board members if interested.

I look forward to seeing you all at the LAMA meeting in AZ.

Happy Holidays

Cammie

Workplace Wisdom!

-by Bob Beck

Q: I am a new manager at a major university in the States. With the downturn in the economy a number of my animal care staff has chosen to take on second jobs. This has worked fairly well until just recently. One of the animal care techs has begun missing work due to health problems. As you can imagine that puts extra pressure and stress on the remaining staff team. The supervisor of husbandry is a bit frustrated with this development as she suspects that the employee is making it to work at her second job as the attendance policy there is rather strict versus the lenient one at our institution. In other words the employee is using us. What advice can you give me to resolve this?

A: This is another one of those sticky situations! Where does one begin?! Perhaps for starters, I would suggest you check out a number of items before even meeting with the employee.

- Does your institution have a Conflict of Interest Policy/Document that is to be completed by the employee when working outside of your organization? I know at our University such a form exists that requires the individual to indicate what the activity is, days involved (schedule) and if this activity requires time off work, and if so, how will that time be handled i.e. Vacation etc.

- Next, begin tracking the days the employee is off sick. Look for patterns, certain days of the week such as Mondays or Fridays or following paydays. Should a pattern become apparent you now have something further to discuss, face to face.

Use of sick leave that seems frequent is cause for concern. Does this employee have an issue that needs to be documented by a doctor? This could lead to FMLA being initiated if a doctor certifies that is the case. The key question in this situation is what is the frequency of the employee's absences? For a reasonable guideline as to what is acceptable or normal, perhaps, are the average sick leave days on a monthly basis for your team. Do this calculation to see if the person in question is beyond the group norm. If so, then you do need to talk to this person even more so.

If there is any kind of pattern, then you have these additional observations as well to use in discussing this with your employee. Concerns for their health and well being should be your primary basis for initiating this meeting. The very real issue of the burden placed on the remaining team by this team member's absences should be addressed. Gently inquire if there is need for EAP services due to stresses or other personal issues affecting their health. Are there job issues impacting their health?

Then you could explore the added load on this person regarding their second job. I am curious though, how did you learn about this individual's second job? This might be a sticky are, if you only know of this other job via gossip or other employees talking. This might not even be the real situation!

- How is this person's performance when they are on the job? Are they more sluggish or less effective in performing their duties on certain days of the week? If so, this would be more observations to share in your meeting.

Finally, if all of the above efforts and observations do not shed more light and information on the situation, especially after you meet and discuss such, then it might be time for a field trip! I have held off on making this suggestion as it can be risky and escalate the issues to a whole new level. If you do know factually that this person is working a second job, and you know where they work, then you could drop in at the establishment on the day they call in sick to see if they are on their second job. Should you 'find them there', then you have a true open and shut case on your hands.
If the place of employment is not a public establishment or one that would be 'appropriate' for you to swing by on say your lunch break, then this would not be a viable plan of action.

- The preferred approach is to make some detailed observations as noted above and then have a heart to heart conversation about this person's sick leave use, their welfare and your concern for them, as well as the team left behind to do the extra work when this person is off sick.

Hopefully this has given you some ideas as to what direction to head to next.

These are never easy conversations to have, but when they must be held, do so with compassion and genuine concern for the welfare of all persons who are involved.

From Harvard Business Review
Distributed by The New York Times Syndicate

Four Lessons in Adaptive Leadership

by Michael Useem

The armed services have been in the business of leadership development much longer than the corporate world has. For more than two centuries, America has trained its officers to be effective leaders in combat and beyond – the U.S. Military Academy at West Point dates to 1802. But warfare has changed, and so has business.

Military leaders need new tools and techniques to face a fast-changing and unpredictable type of enemy – so the armed services train their officers in ways that build a culture of readiness and commitment. Business leaders need just such a culture to survive and succeed, given that they, too, face unprecedented uncertainty – and new types of competitors.

That's why my colleagues at Wharton and I incorporate military leadership principles into our M.B.A. and executive M.B.A. programs, through direct contact with members of the U.S. Army, the U.S. Marine Corps, and the Department of Defense. Students have the opportunity to engage with top leaders from the armed services, participate in military training exercises, and visit historic battlefields. Most events are brief - one or two days long - but all are intense.

Anchoring learning moments in such experiences, we believe, brings the leadership precepts to life. In this article, I focus on four of them: Meet the troops, make decisions, focus on mission, and convey strategic intent. Most managers understand that these are essential for leadership. But seeing them embodied, experiencing them personally, and witnessing where they made a difference is what drives them home.

Meet the Troops

Creating a personal link is crucial to leading people through challenging times.

An important facet of our business leadership program entails bringing military officers to campus. Here’s how one day played out when the Chairman of the U.S. Joint Chiefs of Staff visited our M.B.A. classrooms.

It is 10 minutes before class time, and many of the 65 first-year students are taking their assigned seats in a tiered classroom. The general strides into the room – four stars on his epaulets and a half-dozen staffers and security agents close behind. He walks straight to the first row and introduces himself to the nearest student. He shakes hands, exchanges a few personal words, and then moves on to the next student. He’s working the room, and after several minutes he reaches a student from Moscow in the third row.

Normally animated before class begins, the students are eerily silent as they witness what unfolds. The Russian student says that his father was a general in the Red Army and served on the other side of the Cold War. The general pauses and then replies that he and the student's father undoubtedly had many similar experiences and that he would welcome the chance to have a round of vodka together if the Russian general were to visit the U.S. The students are visibly relieved to see the chairman instantly find common ground across a historic divide.

In another classroom on another visit to the school, a student reports that as an active

Marine reservist, he has been called up to fight in Iraq and will soon have to take leave from his M.B.A. program. The student asks the general what he thinks about the deployment and the disruption. The general responds simply, “Congratulations”. The students are reminded that in the world of the armed forces, national service is the calling, whatever the personal costs or benefits. By implication, the organization should be put first in business, whatever the individual calculus, and it is important for leaders to repeatedly affirm that.

Earlier in his military career, the general was responsible for some 92,000 troops ready for assignment to hot spots including Bosnia and Somalia, and he adopted a policy of having a personal interaction with everybody under his command every year. Sometimes he would meet with a few troops in a small venue; more often he’d attend a gathering of thousands in an airport hangar. But always he strove to make the events as personal as possible. An individual handshake, a brief look in the eyes: Those small actions make an indelible impression, serving to focus attention and ensure retention of the mission and message that a leader seeks to convey.

A handshake, a brief look in the eyes: Those small actions make an indelible impression

Make Decisions

Making good and timely calls is the crux of responsibility in a leadership position.

Twice a year, we arrange for 90 M.B.A. students to participate in a learning exercise with the U.S. Marine Corps’s Officer Candidates School at Quantico, Virginia. On arrival, a Marine officer explains the training program; then drill instructors take charge. The next day our students begin the school’s Leadership Reaction and Combat courses.

Dawn is brightening at the base, and we are ready to go. Feeling the effects of the drill instructors’ harsh tutelage and little sleep in the Marine barracks the night before, the students form five-person “fire teams” for one of the most intense learning experiences any of them are ever likely to endure. At one point, for instance, the instructor explains that they have ten minutes to solve a seemingly unsolvable problem: Move a weighty steel drum from one side of a 10-foot near-vertical barrier to the other side without stepping on the red paint here and there that signifies explosive devices.

One of the teams strategizes and then acts, cleverly managing to move the drum as prescribed. The high fives are short-lived, however, when the Marine instructor berates the team for taking so long to integrate members’ suggestions for surmounting the barrier. They moved too slowly, he lectures, and the enemy would most likely have occupied the other side before the students got there. Though stung by the criticism, the students absorb the point. They deliberated too long with too little team leadership before getting into the game.

The ability to make fast and effective decisions that draw quickly upon the insights of all those on the front lines is among the defining qualities of combat-ready leadership. It is encoded in a Marine dictum: When you’re 70 percent ready and have 70 percent consensus, act. Don’t shoot from the hip, but also don’t wait for perfection. Of course, the 70 percent is not a strict metric but, rather, a metaphor for the need to balance deliberation and action.

The lesson is directly applicable to the corporate boardroom or executive suite: If you can’t learn to make good and timely decisions under ambiguous conditions, you’ve chosen the wrong calling.

Focus on Mission

Establish a common purpose, buttress those who will help you achieve it, and eschew personal gain.

After dinner at the Quantico officers’ club, a Marine general explains to the M.B.A. students that in combat a commander must unequivocally commit to two objectives: (1) Accomplish the mission, and (2) Bring all your people back from the battlefield, whatever their condition. Mission first, then team, then self.

That central point was underscored in another program that we helped conduct with an executive team from one of America’s biggest financial institutions.

The participants are ensconced early in the day in a classroom at West Point as two of the academy’s instructors offer their views on military leadership and its implications for corporate leadership. Then, donning Kevlar helmets and camouflage paint, the senior bankers dive into the physical trials of a leadership reaction course similar to the one the M.B.A. students experienced at Quantico. A series of demanding tasks - such as bridging a gap with little time and few materials or slithering across a set of wobbly, widely separated chains with no obvious path - await them. The teams tackle problem after problem, their ranks steadily depleting as individuals step on those deadly splotches of red paint.

An after-action review - the military-lauded method for assessing a mission to improve future performance - is held as the participants motor back to a company conference center. One of the senior managers speaks forcefully. Too often at the bank, he observes, managers are unfazed when colleagues step on a red splotch, committing a career-damaging mistake by, say, taking on too much risk. Many secretly believe that their own careers will prosper as others' falter. But what is good for the individual manager is not necessarily good for the company. Mission must come first, self-interest last. Creating company value, not the pursuit of private value, he says, should drive leadership actions.

On the West Point combat course the bankers learned the hard way to warn fellow “soldiers” about the red paint. Only after several had already touched the explosive devices and were taken out of action did the lesson hit home. The bankers voiced a visceral need in the review session to build a more pre-emptive culture at their own company. They came home with a strengthened resolve to forewarn one another when they are getting close to making a career error, even when others’ errors may result in their own gain.

Convey Strategic Intent

Make the objectives clear, but avoid micromanaging those who will execute on them.

With both company managers and M.B.A. students, we frequently visit a Civil War battlefield to learn from the history of the armed services, not just its current practices. The armed services have long termed such experiences-staff rides.-Military officers in training visit battlefields such as Gettysburg and Normandy to sharpen their strategic thinking by witnessing how others exercised theirs during moments of great significance.

In one case, we traveled to the Gettysburg battlefield with 50 M.B.A. students, a banker, a private equity investor, and a battlefield guide. We gathered on the hill that anchored the far-left flank of the Union army line that formed on July 2, 1863, to defend against the Confederate army. General Robert E. Lee's men had invaded the North to bring the Civil War to an end on Southern terms, and President Abraham Lincoln had sent the Yankee army to prevent just that.

In the exercise, we relive the moment in which a Union commander placed a subordinate officer, Joshua Lawrence Chamberlain, and his 400 soldiers at this end point of the Union line. The commander told them, If the line is overrun by Confederate attackers, the entire Union army will disintegrate. The subordinate officer must hold the left flank, no matter what may come. The commander did not say how, but he unequivocally conveyed what.

Within minutes of the order, the anticipated attack commenced, and after two hours of intense fighting, Chamberlain's unit had nearly exhausted its ammunition. He knew his position would soon be overrun, but he also knew he must think creatively

IDEA IN BRIEF

A culture of adaptability is vital to survival in the armed services. As business executives cope with increasing unpredictability, they can take a page from the military's book.

• Create a personal link with every employee - individually or in gatherings. A direct connection reinforces your message.

• Act fast - don't shoot from the hip but don't wait for perfection.

• Make organizational interests your top priority - don't let others falter as you prosper.

• Set a direction but don't micromanage - give people the freedom to improvise.

if he was to carry out to his commander's intent. In the heat of combat he ordered a rarely used tactic of fixing bayonets on the soldiers - empty muskets and charging down the hill. The startling maneuver turned the attackers around and saved the day.

to learn leadership precepts like these. Personally observing microcosms in which we can appreciate the precepts in action enables us to carry them with us for application when we face our own times of great ambiguity, urgency, and stress.

What is good for the manager is not always good for the company.Mission must come first, self-interest last.

Chamberlain received the nation's highest military recognition, the Medal of Honor, for his valor and inventiveness. Our group stands on the very same ground where he led the charge. As we visualize the moment, we are reminded of just how important the clear expression of strategic intent can be for achieving any mission. Without his commander’s compelling communication of what must be done and without the freedom to decide how to do it, Chamberlain's actions on that history-making hill might have taken a very different turn.

Both the banker and the investor accompanying the M.B.A. students reinforced the message: Conveying strategic intent is one of the skills essential to aligning people across an organization to reach a common goal - and leaders must then rely on the people's ingenuity for getting there.

At Wharton, we have turned to the armed services

We fight very different battles in business. But the armed services provide exceptionally powerful schooling for engagements that are likely to make a difference. By looking far afield, we can often better see what is close to home.

(Michael Useem is a professor of management and the director of the Center for Leadership and Change Management at the University of Pennsylvania's Wharton School in Philadelphia.)

Gallup Management Journal

The Tenth Element of Great Managing

Executives who think friendships are none of their business don't understand human nature

by Rodd Wagner and James K. Harter

Few issues are more controversial or confusing than the connection between friendships in the workplace and employee productivity. It's not surprising, therefore, that no other element of great managing attracts lightning like the Tenth, measured by the statement "I have a best friend at work."

When a company's executives receive their first briefing on employee engagement results from Gallup, the presenter typically asks if any of them has a question about the statements asked of their workers. Invariably, one of the business leaders asks, "Why do you ask that 'best friend' question?" Sometimes their tone of voice communicates real curiosity. Sometimes it carries a tone of derision. Physicians bristle at it; it offends their clinical perspective. Attorneys scoff; "irrelevant," they object. Accountants consider it too far removed from the financial statements.

When Gallup first published the Tenth Element in its place among the other 12, a good share of the press coverage betrayed surprise that such an apparently strange question was predictive of performance. "A best friend at work?" wrote a *Washington Post* columnist. "What is this? High school?" *Time* magazine called it a "more subtle variable" than many of the other 12. The *Chicago Tribune* warned managers to be careful: "Friendships at work can lead to jealousy, envy and sloth."

Clearly, the conversational form of the statement seems to invite skepticism. How does one define "a best friend"? Wouldn't it be easier to rate a statement about trust or about the harmony of intra-office relationships? The problem is that complicated and formal questions often fail to get at the heart of the issue.

"Standard survey questions about trust do not appear to measure trust," but rather trustworthiness, concluded a National Bureau of Economic Research paper. "This means that most work using these survey questions needs to be somewhat reinterpreted."

Executive skeptics

On executive row, reactions were more caustic and skeptical than those in the press. One company cancelled a 12 Elements survey because it had just sent out a memo discouraging friendships. Others asked if the survey could be administered with just 11 of the 12 statements. That such a simple and, indeed, business related question would prove to be so provocative shows how deeply a "TheoryX," leave-your-personal-life-at-the-door philosophy still pervades the business world.

One company requested that a Gallup expert face its legal team's interrogations about the Tenth Element. The group's scores showed they had modest levels of friendship, with one attorney scoring friendships at work as low as possible (anonymously, of course). "Disregard for a moment whether you feel someone ought to be able to answer 'strongly agree' to this element," said the researcher.

> IN THE BATTLE BETWEEN COMPANY POLICY AND HUMAN NATURE, HUMAN NATURE ALWAYS WINS.

"If you strongly disagree with this statement, you are lonely at work. Someone here is trying to tell you he or she is isolated and miserable." After the legal team's grilling, the expert was contacted by one of the lawyers. "I am the one person you were talking about," he said. "You were right. I feel no connection here. I have no one to confide in. I'm working on getting a job somewhere else."

Gallup itself would have dropped the statement if not for one stubborn fact: It predicts performance. Something about a deep sense of affiliation with the people in an employee's team drives him to do positive things for the business he otherwise would not do.

Early research that identified the 12 Elements revealed a very different social bond among employees in top-performing teams. Subsequent large-scale, multicompany analyses confirmed that the Tenth Element is a scientifically salient ingredient in obtaining a number of business-relevant outcomes, including profitability, safety, inventory control, and -- most notably -- the emotional connection and loyalty of customers to the organization serving them.

When tested against a number of alterative ways of presenting the statement, “I have a best friend at work” proved to be the wording best able to discriminate between groups in which friendships are sufficiently supportive and those that have only surface relationships that are unable to withstand adversity. Measuring friendships is susceptible to what scientists call “social desirability,” the tendency of a respondent to give an answer that casts him in the best light. The same bias makes people sometimes tell pollsters that they read the newspaper when they didn’t, say that they voted when they didn’t, or report that they didn’t watch a lot of TV when, in fact, they and a bag of potato chips were on the couch for two hours the night before.

Simply asking people if they have friends is not enough, as most people prefer to think that others like them or are loath to confess their isolation. It took a quirky twist to the survey question to elicit the type of meaning that makes a measurable difference in organizations.

While the Tenth Element is the most controversial, it is not the toughest on which to achieve strongly positive answers. A little less than one-third strongly agree that they have a best friend at work -- a higher frequency than the Seventh Element (feeling one’s opinions count) and about the same as the Fourth (recognition and praise). Maybe executives don’t see the need because they tend to have more friendships at work than do front-line employees. It is especially ironic when senior teams gather for off-site retreats during which they golf, flyfish, play tennis, and socialize, but during the meetings at those retreats question the need to address friendships on their employee survey.

Violate company policy: Make a friend

Prior to seeing the group’s Tenth Element results, a personnel representative from a consumer product company said, “Our policy is to not have close relationships at work. Our executives frown on it.” The results showed that policy was being flouted with abandon, with close friendships being more prevalent in this business than in the average organization. In the battle between company policy and human nature, human nature always wins. The evidence suggests people will fulfill their social needs, regardless of what is legislated. Companies do far better to harness the power of this kind of social capital than to fight against it. Business units in the top quartile on this element achieve profitability that is a full percentage point or two higher than those in bottom-quartile, unfriendly environments.

Numerous qualitative studies of employee engagement suggest that customers not only sense the level of camaraderie where they shop, but also that it makes a large difference in their experience, if for no other reason than its natural contagiousness. In the service industries, the customer ratings of workgroups with strong Tenth Element levels are 5% to 10% higher than those of impersonal or acrimonious groups, explaining the difference between success and failure in many organizations.

Other connections between the “best friend” statement and business outcomes are less intuitive, at least at first blush. At one electric utility, friendships among team members proved to be responsible for lower accident rates. When the workers were asked for the reason, they said that the answer is simple: People look out for their friends. A friend reminds his buddy to put on his hard hat. In the few seconds before a fall might occur, a friend is more likely to spot the hazard and rush to steady the ladder. A friend guards his comrade’s safety as much as he does his own and shudders at the thought of having to go to his coworker’s house to inform his family, whom he probably knows well, that there has been an accident at work.

It isn’t as though team members want to see accidents occur to those who are not their friends. Rather, when there is not a close bond, it is less likely that there will be the level of vigilance that can make the difference between a close call and a mishap. When two-thirds of a team’s members strongly agree that they have a best friend at work, that team averages 20% fewer accidents than a team in which only one member in three strongly agrees with the Tenth Element.

One of the statistics retailers obsess over is called “shrink.” Assume that a store takes delivery on 100 laptop computers. One month later, records show that the store sold 25 of the computers and has 73 left in stock. The two missing laptops are defined as shrink. What happened to them? Sometimes one is shoplifted by a customer. Occasionally an employee steals one.

Shrink dramatically reduces or destroys the profitability of a store. It requires the profit margin from many items legitimately sold to make up for one item purchased at wholesale that simply disappears. In several analyses of stores that keep good inventory records, the level of friendships among the salespeople was shown to affect shrink. The connection was puzzling at first. The employees were less perplexed. “You don’t steal from your friends,” said one. There also appears to be a higher level of coordination among team members and vigilance against customer theft in the more cohesive groups.

Friendlessness and the unique role of the workgroup

The workplace holds a unique position for most employees in a society widely regarded as having lost much of the social contact of prior generations. Sociologists note a decades-long decline of people joining clubs, participating in the PTA, attending a town meeting, working for a political party, going to church, or informally socializing, such as going to a neighbor’s house for dinner.

THE BEST MANAGERS ENCOURAGE FRIENDSHIPS IN THE WORKPLACE BY CREATING THE CONDITIONS UNDER WHICH SUCH RELATIONSHIPS THRIVE.

Each successive generation has a lower level of trust in those around them than did their elders. One of the most disturbing findings is that between 1985 and 2004, the number of people in an average person’s network dropped from roughly three to two, and the number of people saying there is no one with whom they discuss important matters nearly tripled. “Professionals and blue-collar workers alike are putting in long hours together, eating lunch and dinner together, traveling together, arriving early, and staying late. What is more, people are divorcing more often, marrying later (if at all), and living alone in unprecedented numbers. Work is where the hearth is, then, for many solitary souls,” wrote Robert D. Putnam in *Bowling Alone*, a 2000 book replete with data documenting the decline of social cohesiveness in the United States. “As more Americans spend more of their time ‘at work,’” wrote another commentator, “work gradually becomes less of a one-dimensional activity and assumes more of the concerns and activities of both private (family) and public (social and political) life.”

People generally still have their closest comrades outside of work. Few men and women have the luxury of working side-by-side with their former college roommates, their hunting buddies, their childhood friends, or others to whom they might, say, consider donating a kidney. “In the most careful study,” wrote Putnam, “when people were asked to list their closest friends, less than half of allfull-time workers put even one coworker on the list. On average, neighbors were more likely to appear on the list than coworkers. When people were asked to whom they would turn to discuss ‘important matters,’ less than half of all full-time workers listed even a single coworker.”

The glue that binds teams

The issue is not whether office friendships overwhelm bonds in private life, but to what degree a certain level of affiliation -- “a best friend” rather than “my one best friend” or “most of my friends” -- creates beneficial effects for the business. It’s less surprising that other friendships take precedence over work relationships than that almost half of workers listed a coworker as someone to whom they would turn for crucial advice.

It’s not a huge leap to assume from these studies that, particularly where work issues are concerned, a close colleague is an invaluable resource. “Many studies have shown that social connections with coworkers are a strong predictor -- some would say the strongest single predictor -- of job satisfaction,” wrote Putnam. “People with friends at work are happier at work.”

Another indication of how friends can make a work obligation more enjoyable comes from “day reconstruction” studies conducted by Daniel Kahneman, a psychologist who won the 2002 Nobel Prize for economics. The research technique asks respondents to recall the various events of their day and evaluate the enjoyment of each activity. Commuting to work is consistently one of the least enjoyable common activities -- unless one commutes with a friend. Then it becomes one of the most enjoyable.

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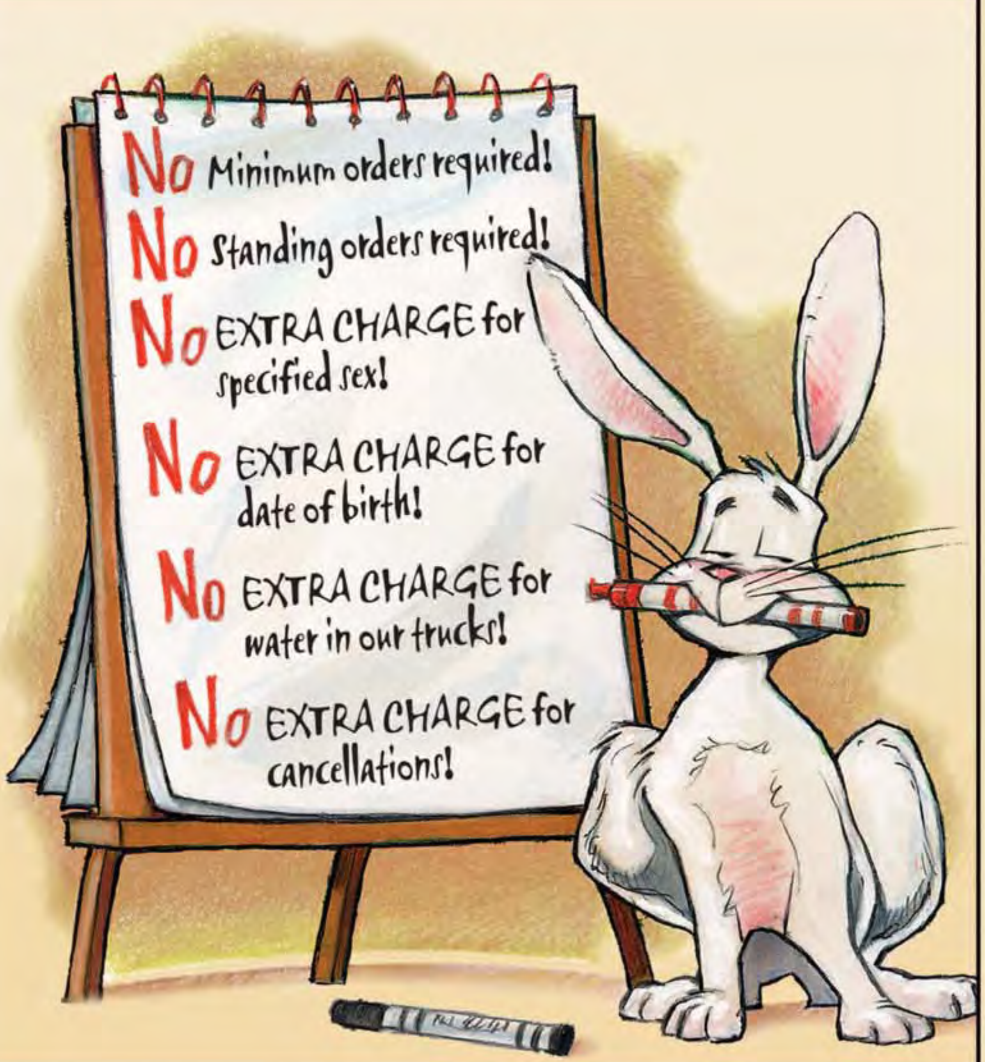

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Friendship is not without hazards for productivity, nor is it effective without the other 11 elements, such as coworkers being committed to doing quality work or clear expectations for each member of a team. Without clear direction, tight-knit teams can lose themselves in socializing and ignore customer or business needs.

Friendships tend to be very strong among union workgroups preparing to strike - - an us-versus-them mentality that serves neither employees nor managers well. A group needs more than cohesion; it needs "norms" of high performance. Research dating back 50 years shows that cohesive groups that have standards of low performance do in fact perform at a low level. But these are the exceptions, situations in which a team rates high on the Tenth Element but low on most of the others. Most of the evidence suggests that the more interconnected a group, the better it will perform routinely and under pressure.

Research on workers in various settings has shown that friends are more likely to invite and share candid information, suggestions, and opinions and to accept them without feeling threatened. Friends tolerate disagreements better than do those who are not friends. The good feelings friends share make them more likely to cheer each other on. Friends are more committed to the goals of the group and work harder, regardless of the type of task. Group members who identify most closely with the team are more likely to monitor its performance against the goal.

Even when convinced of its importance, managers often challenge the Tenth Element by asking, "What am I supposed to do about this 'best friend' question? It's not like I can be everyone's buddy. I am the manager, after all." The best managers encourage friendships in the workplace by creating the conditions under which such relationships thrive. For example, new employees at one home improvement store are required to spend some time working in each department as part of an orientation tour. As far as the training is concerned, it usually doesn't matter where they start. So one astute manager inquires into the interests of his new employees and tries to start them in a department where another employee shares the new recruit's hobbies. "We want to put together personalities that will gel," he said. "It's important to put people together who probably could communicate, first of all, but secondly be friends."

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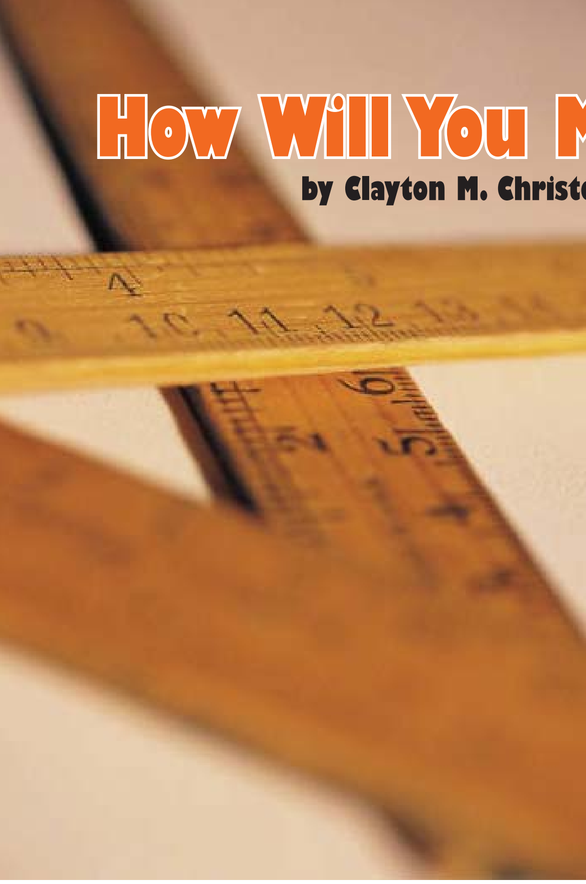
Bob Nelson



How Will You Measure Your Life?

by Clayton M. Christensen

Editor's Note: When the members of the class of 2010 entered business school, the economy was strong and their post-graduation ambitions could be limitless. Just a few weeks later, the economy went into a tailspin. They've spent the past two years recalibrating their worldview and their definition of success.

The students seem highly aware of how the world has changed (as the sampling of views in this article shows). In the spring, Harvard Business School’s graduating class asked HBS professor Clay Christensen to address them - but not on how to apply his principles and thinking to their post-HBS careers. The students wanted to know how to apply them to their personal lives. He shared with them a set of guidelines that have helped him find meaning in his own life. Though Christensen's thinking comes from his deep religious faith, we believe that these are strategies anyone can use. And so we asked him to share them with the readers of HBR.

Before I published -The Innovator's Dilemma - I got a call from Andrew Grove, then the chairman of Intel.

He had read one of my early papers about disruptive technology, and he asked if I could talk to his direct reports and explain my research and what it implied for Intel. Excited, I flew to Silicon

Valley and showed up at the appointed time, only to have Grove say, ``Look, stuff has happened. We have only 10 minutes for you. Tell us what your model of disruption means for Intel.'' I said that I couldn't -that I needed a full 30 minutes to explain the model, because only with it as context would any comments about Intel make sense. Ten minutes into my explanation, Grove interrupted: - Look, I've got your model. Just tell us what it means for Intel.'

I insisted that I needed 10 more minutes to describe how the process of disruption had worked its way through a very different industry, steel, so that he and his team could understand how disruption worked. I told the story of how Nucor and other steel minimills had begun by attacking the lowest end of the market' steel reinforcing bars, or rebar - and later moved up toward the high end, undercutting the traditional steel mills.

When I finished the minimill story, Grove said, "OK, I get it. What it means for Intel is" and then went on to articulate what would become the company's strategy for going to the bottom of the market to launch the Celeron processor.

I've thought about that a million times since. If I had been suckered into telling Andy Grove what he should think about the microprocessor business, I'd have been killed. But instead of telling him what to think, I taught him how to think - and then he reached what I felt was the correct decision on his own.

That experience had a profound influence on me. When people ask what I think they should do, I rarely answer their question directly. Instead, I run the question aloud through one of my models. I'll describe how the process in the model worked its way through an industry quite different from their own. And then, more often than not, they''ll say, "OK, I get it" And they';ll answer their own question more insightfully than I could have.

My class at HBS is structured to help my students understand what good management theory is and how it is built. To that backbone I attach different models or theories that help students think about the various dimensions of a general manager's job in stimulating innovation and growth. In each session we look at one company through the lenses of those theories - using them to explain how the company got into its situation and to examine what managerial actions will yield the needed results.

On the last day of class, I ask my students to turn those theoretical lenses on themselves, to find cogent answers to three questions: First, how can I be sure that I'll be happy in my career? Second, how can I be sure that my relationships with my spouse and my family become an enduring source of happiness? Third, how can I be sure I'll stay out of jail? Though the last question sounds lighthearted, it's not. Two of the 32 people in my Rhodes scholar class spent time in jail. Jeff Skilling of Enron fame was a classmate of mine at HBS. These were good guys - but something in their lives sent them off in the wrong direction.

As the students discuss the answers to these questions, I open my own life to them as a case study of sorts, to illustrate how they can use the theories from our course to guide their life decisions.

One of the theories that gives great insight on the first question - how to be sure we find happiness in our careers - is from Frederick Herzberg, who asserts that the powerful motivator in our lives isn't money; it's the opportunity to learn, grow in responsibilities, contribute to others, and be recognized for achievements. I tell the students about a vision of sorts I had while I was running the company I founded before becoming an academic. In my mind’s eye I saw one of my managers leave for work one morning with a relatively strong level of self-esteem. Then I pictured her driving home to her family 10 hours later, feeling unappreciated, frustrated, underutilized, and demeaned. I imagined how profoundly her lowered self-esteem affected the way she interacted with her children. The vision in my mind then fast-forwarded to another day, when she drove home with greater self-esteem – feeling that she had learned a lot, been recognized for achieving valuable things, and played a significant role in the success of some important initiatives. I then imagined how positively that affected her as a spouse and a parent. My conclusion: Management is the most noble of professions if it's practiced well. No other occupation offers as many ways to help others learn and grow, take responsibility and be recognized for achievement, and contribute to the success of a team. More and more MBA students come to school thinking that a career in business means buying, selling, and investing in companies. That's unfortunate. Doing deals doesn't yield the deep rewards that come from building up people.

I want students to leave my classroom knowing that.

CREATE A STRATEGY FOR YOUR LIFE

A theory that is helpful in answering the second question – How can I ensure that my relationship with my family proves to be an enduring source of happiness? -concerns how strategy is defined and implemented. Its primary insight is that a company's strategy is determined by the types of initiatives that management invests in. If a company’s resource allocation process is not managed masterfully, what emerges from it can be very different from what management intended. Because companies’ decision-making systems are designed to steer investments to initiatives that offer the most tangible and immediate returns, companies shortchange investments in initiatives that are crucial to their long-term strategies.

Over the years I've watched the fates of my HBS classmates from 1979 unfold; I've seen more and more of them come to reunions unhappy, divorced, and alienated from their children. I can guarantee you that not a single one of them graduated with the deliberate strategy of getting divorced and raising children who would become estranged from them. And yet a shocking number of them implemented that strategy. The reason? They didn't keep the purpose of their lives front and center as they decided how to spend their time, talents, and energy.

It's quite startling that a significant fraction of the 900 students that HBS draws each year from the world’s best have given little thought to the purpose of their lives. I tell the students that HBS might be one of their last chances to reflect deeply on that question. If they think that they’ll have more time and energy to reflect later, they’re nuts, because life only gets more demanding: You take on a mortgage; you’re working 70 hours a week; you have a spouse and children.

For me, having a clear purpose in my life has been essential. But it was something I had to think long and hard about before I understood it. When I was a Rhodes scholar, I was in a very demanding academic program, trying to cram an extra year's worth of work into my time at Oxford. I decided to spend an hour every night reading, thinking, and praying about why God put me on this earth. That was a very challenging commitment to keep, because every hour I spent doing that, I wasn't studying applied econometrics. I was conflicted about whether I could really afford to take that time away from my studies, but I stuck with it – and ultimately figured out the purpose of my life.

Had I instead spent that hour each day learning the latest techniques for mastering the problems of autocorrelation in regression analysis, I would have badly misspent my life. I apply the tools of econometrics a few times a year, but I apply my knowledge of the purpose of my life every day. Is the single most useful thing I've ever learned. I promise my students that if they take the time to figure out their life purpose, they'll look back on it as the most important thing they discovered at HBS. If they don't figure it out, they will just sail off without a rudder and get buffeted in the very rough seas of life. Clarity about their purpose will trump knowledge of activity-based costing, balanced scorecards, core competence, disruptive innovation, the four Ps, and the five forces.

My purpose grew out of my religious faith, but faith isn’t the only thing that gives people direction. For example, one of my former students decided that his purpose was to bring honesty and economic prosperity to his country and to raise children who were as capably committed to this cause, and to each other, as he was. His purpose is focused on family and others – as mine is.

The choice and successful pursuit of a profession is but one tool for achieving your purpose. But without a purpose, life can become hollow.

ALLOCATE YOUR RESOURCES

Your decisions about allocating your personal time, energy, and talent ultimately shape your life's strategy.

I have a bunch of - businesses- that compete for these resources: I'm trying to have a rewarding relationship with my wife, raise great kids, contribute to my community, succeed in my career, contribute to my church, and so on. And I have exactly the same problem that a corporation does. I have a limited amount of time and energy and talent. How much do I devote to each of these pursuits?

Allocation choices can make your life turn out to be very different from what you intended. Sometimes that's good: Opportunities that you never planned for emerge. But if you misinvest your resources, the outcome can be bad. As I think about my former classmates who inadvertently invested for lives of hollow unhappiness, I can' help believing that their troubles relate right back to a short-term perspective.

When people who have a high need for achievement – and that includes all Harvard Business School graduates - have an extra half hour of time or an extra ounce of energy, they'll unconsciously allocate it to activities that yield the most tangible accomplishments. And our careers provide the most concrete evidence that we're moving forward. You ship a product, finish a design, complete a presentation, close a sale, teach a class, publish a paper, get paid, get promoted. In contrast, investing time and energy in your relationship with your spouse and children typically doesn't offer that same immediate sense of achievement. Kids misbehave every day. It's really not until 20 years down the road that you can put your hands on your hips and say, "I raised a good son or a good daughter."You can neglect your relationship with your spouse, and on a day-to-day basis, it doesn't seem as if things are deteriorating. People who are driven to excel have this unconscious propensity to underinvest in their families and overinvest in their careers - even though intimate and loving relationships with their families are the most powerful and enduring source of happiness.

If you study the root causes of business disasters, over and over you'll find this predisposition toward endeavors that offer immediate gratification. If you look at personal lives through that lens, you'll see the same stunning and sobering pattern: people allocating fewer and fewer resources to the things they would have once said mattered most.

CREATE A CULTURE

There's an important model in our class called the Tools of Cooperation, which basically says that being a visionary manager isn't all it' cracked up to be. It's one thing to see into the foggy future with acuity and chart the course corrections that the company must make. But it's quite another to persuade employees who might not see the changes ahead to line up and work cooperatively to take the company in that new direction. Knowing what tools to wield to elicit the needed cooperation is a critical managerial skill.

The theory arrays these tools along two dimensions - the extent to which members of the organization agree on what they want from their participation in the enterprise, and the extent to which they agree on what actions will produce the desired results. When there is little agreement on both axes, you have to use - power tools - - coercion, threats, punishment, and so on - to secure cooperation. Many companies start in this quadrant, which is why the founding executive team must play such an assertive role in defining what must be done and how. If employees - ways of working together to address those tasks succeed over and over, consensus begins to form. MIT’s Edgar Schein has described this process as the mechanism by which a culture is built. Ultimately, people don’t even think about whether their way of doing things yields success. They embrace priorities and follow procedures by instinct and assumption rather than by explicit decision – which means that they’ve created a culture. Culture, in compelling but unspoken ways, dictates the proven, acceptable methods by which members of the group address recurrent problems. And culture defines the priority given to different types of problems. It can be a powerful management tool.

In using this model to address the question, How can I be sure that my family becomes an enduring source of happiness?, my students quickly see that the simplest tools that parents can wield to elicit cooperation from children are power tools. But there comes a point during the teen years when power tools no longer work. At that point parents start wishing that they had begun working with their children at a very young age to build a culture at home in which children instinctively behave respectfully toward one another, obey their parents, and choose the right thing to do. Families have cultures, just as companies do. Those cultures can be built consciously or evolve inadvertently.

If you want your kids to have strong self-esteem and confidence that they can solve hard problems, those qualities won’;t magically materialize in high school. You have to design them into your family’s culture - and you have to think about this very early on. Like employees, children build self-esteem by doing things that are hard and learning what works.

AVOID THE - MARGINAL COSTS - MISTAKE

We’re taught in finance and economics that in evaluating alternative investments, we should ignore sunk and fixed costs, and instead base decisions on the marginal costs and marginal revenues that each alternative entails. We learn in our course that this doctrine biases companies to leverage what they have put in place to succeed in the past, instead of guiding them to create the capabilities they’ll need in the future. If we knew the future would be exactly the same as the past, that approach would be fine. But if the future’s different – and it almost always is - then it’s the wrong thing to do.

This theory addresses the third question I discuss with my students - how to live a life of integrity (stay out of jail). Unconsciously, we often employ the marginal cost doctrine in our personal lives when we choose between right and wrong. A voice in our head says, “Look, I know that as a general rule, most people shouldn’nt do this. But in this particular extenuating circumstance, just this once, it’s OK.” The marginal cost of doing something wrong “;just this once” always seems alluringly low. It suckers you in, and you don’t ever look at where that path ultimately is headed and at the full costs that the choice entails. Justification for infidelity and dishonesty in all their manifestations lies in the marginal cost economics of “just this once.”

I’d like to share a story about how I came to understand the potential damage of “just this once” in my own life. I played on the Oxford University varsity basketball team. We worked our tails off and finished the season undefeated. The guys on the team were the best friends I’ve ever had in my life. We got to the British equivalent of the NCAA tournament - and made it to the final four. It turned out the championship game was scheduled to be played on a Sunday. I had made a personal commitment to God at age 16 that I would never play ball on Sunday. So I went to the coach and explained my problem. He was incredulous. My teammates were, too, because I was the starting center. Every one of the guys on the team came to me and said,”You’;ve got to play. Can’t you break the rule just this one time?”

I’m a deeply religious man, so I went away and prayed about what I should do. I got a very clear feeling that I should’nt break my commitment - so I didn’;t play in the championship game.

In many ways that was a small decision - involving one of several thousand Sundays in my life. In theory, surely I could have crossed over the line just that one time and then not done it again. But looking back on it, resisting the temptation whose logic was “In this extenuating circumstance, just this once, it’s OK - has proven to be one of the most important decisions of my life. Why? My life has been one unending stream of extenuating circumstances. Had I crossed the line that one time, I would have done it over and over in the years that followed.

The lesson I learned from this is that it’s easier to hold to your principles 100 percent of the time than it is to hold to them 98 percent of the time. If you give in to “;just this once,” based on a marginal cost analysis, as some of my former classmates have done, you’ll regret where you end up. You've got to define for yourself what you stand for and draw the line in a safe place.

REMEMBER THE IMPORTANCE OF HUMILITY

I got this insight when I was asked to teach a class on humility at Harvard College. I asked all the students to describe the most humble person they knew. One characteristic of these humble people stood out: They had a high level of self-esteem. They knew who they were, and they felt good about who they were. We also decided that humility was defined not by self-deprecating behavior or attitudes but by the esteem with which you regard others. Good behavior flows naturally from that kind of humility. For example, you would never steal from someone, because you respect that person too much. You'd never lie to someone, either.

It' crucial to take a sense of humility into the world. By the time you make it to a top graduate school, almost all your learning has come from people who are smarter and more experienced than you: parents, teachers, bosses. But once you've finished at Harvard Business School or any other top academic institution, the vast majority of people you'll interact with on a day-to-day basis may not be smarter than you. And if your attitude is that only smarter people have something to teach you, your learning opportunities will be very limited. But if you have a humble eagerness to learn something from everybody, your learning opportunities will be unlimited. Generally, you can be humble only if you feel really good about yourself – and you want to help those around you feel really good about themselves, too. When we see people acting in an abusive, arrogant, or demeaning manner toward others, their behavior almost always is a symptom of their lack of self-esteem. They need to put someone else down to feel good about themselves.

CHOOSE THE RIGHT YARDSTICK

This past year I was diagnosed with cancer and faced the possibility that my life would end sooner than I'd planned. Thankfully, it now looks as if I'll be spared. But the experience has given me important insight into my life.

I have a pretty clear idea of how my ideas have generated enormous revenue for companies that have used my research; I know I've had a substantial impact. But as I've confronted this disease, it’s been interesting to see how unimportant that impact is to me now. I've concluded that the metric by which God will assess my life isn't dollars but the individual people whose lives I've touched.

I think that's the way it will work for us all. Don’t worry about the level of individual prominence you have achieved; worry about the individuals you have helped become better people. This is my final recommendation: Think about the metric by which your life will be judged, and make a resolution to live every day so that in the end, your life will be judged a success.

(Clayton M. Christensen is the Robert and Jane Cizik Professor of Business Administration at Harvard Business School.)

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What “The Office” Teaches Us About Work

Robert Half International

The popular TV show "The Office" hilariously satirizes the nine-to-five work world. The sitcom features a collection of cube-dwelling characters who are occasionally offensive, petty, obnoxious, inept, annoying, self-absorbed or unproductive -- or all of the above.

The show has clearly resonated with the public and pop-culture enthusiasts, perhaps because people sometimes catch a glimpse of "The Office" in their own workplaces. But "The Office" offers viewers more than just laughs. The show is a cautionary tale serving up weekly reminders of how not to behave in a professional setting. With the corporate misfits of "The Office" in mind, use the following tips to avoid becoming the person your colleagues dread to see walking toward them.

Joke with care.

When it comes to having a good sense of humor in the workplace, focus on developing the "good sense" part. While most professionals can easily identify jokes that fall into the "absolutely acceptable" and "clearly inappropriate" categories, they have trouble navigating the gray area in between. Many employees have found themselves in hot water for merely inching a toe over this fine line. So, if you're unsure if you should tell an off-color joke or forward a risqué e-mail, remember that it's better to be safe than sorry. No matter how well you think you know a colleague, refrain from joking about age, race, religion, gender or other sensitive subjects. Also, steer clear of making sarcastic remarks, which can be easily misconstrued.

That said, levity does have a place in "The Office" environment. Having the ability to laugh at yourself -- and difficult situations -- goes a long way toward maintaining perspective, reducing stress and building rapport with co-workers. But you don't need to be "The Office" comedian to win over your colleagues. Just be willing to see the lighter side of the workplace.

Forgo fulsome flattery.

There's nothing wrong with trying to impress your boss. After all, your manager plays a pivotal role in your career advancement. But it's important to be sincere, and actions speak louder than words. Show your boss that you're loyal to the firm by working hard and making smart decisions, not by playing politics or becoming a tattletale. The most respected and well-liked professionals treat each person in "The Office" with the same level of courtesy. Those who don't burn bridges and breed contempt among co-workers.

Avoid the gossip grapevine.

Unfortunately, the ubiquity of workplace whispering can make gossiping an easy pastime to adopt. Skipping the opportunities to share juicy rumors about a pending merger or a colleague's weekend adventure can be hard to resist. But resist them anyway. Talking behind someone's back or passing along highly sensitive or unsubstantiated information as fact will only undermine your credibility. Though it can be beneficial to be aware of what's being said by the water cooler chit-chatters, it's wise to keep the information to yourself.

While funny and farcical, "The Office" does shine a spotlight on the many pitfalls of exercising poor judgment in the workplace. Use what you learn to handle yourself with tact and professionalism. And always remember that people enjoy working with individuals they like. By showing respect to both your boss and your co-workers, you'll build camaraderie -- and a solid reputation.

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University of Pittsburgh Finds Full Shutdown Safer, More Efficient, Less Costly

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As the University of Pittsburgh's Regional Biocontainment Laboratory (RBL) neared the end of their first year of operation in September 2009, facilities staff began an "operational shutdown" to fulfill the University's recertification requirement. The RBL contains three Biosafety Level 3 (BSL-3) suites that house a total of 10 individual BSL-3 laboratories, and four animal BSL-3 (ABSL-3) suites. Recertifications include verification of engineering controls and room integrity (the envelope of the room), inspection of scientific and clinical equipment, and updating and reviewing all standard operating procedures related to each laboratory suite.

"We had two options," explains Dr. Kelly Cole, an associate professor of immunology and associate director of the RBL. "We could either do a full shutdown of a suite, or we could do an operational shutdown while scientific operations continued at a reduced level."

They initially proceeded with an operational shutdown because it is less intrusive to the investigators.

However, this meant entering the labs while they were "hot," with the facilities staff wearing full personal protective equipment (PPE), including power air purifying respirators (PAPRs), TYVEC suits, and latex gloves. At one point, Dan Fisher, associate vice chancellor of research operations, observed an operating engineer on a ladder in his PPE, removing a fluorescent bulb.

"If he'd dropped that bulb, we'd be introducing thousands of sharps into a containment facility, and that's one thing you do not want to do," Fisher says.

After that observation, Fisher started to consider other hindrances inherent in an operational shutdown. The facilities staff is not as comfortable working in a containment facility as the scientists are, so a "buddy system" was implemented which doubled the labor cost of the process. And when the work was finished, thousands of dollars worth of facilities testing equipment such as multi-meters and monometers would need to be duplicated since it was not feasible to decontaminate this equipment.

"We realized it would take one-and-a-half to two times longer for a simple task such as changing light bulbs because of the PPE," he says.

Of all the RBLs nationwide constructed with funding from the National Institutes of Health, Pittsburgh's is the only one constructed within an existing high-rise building, so it has limited interstitial space. Accessing some of the engineering controls requires opening ceiling panels.

"If you open up a ceiling access panel, you've essentially gone static if not reversed
airflow into the ceiling," says Fisher.

Approximately halfway through the first operational shutdown, the decision was made to perform a full suite shutdown instead. This three-week procedure required relocating the investigators and pathogens to swing space so that the suite could be decontaminated.
While this interrupts the scientific investigator and their team, it allows facility engineers, maintenance workers, and service providers to enter the labs without cumbersome protective gear, making their work safer, more efficient, and less costly.

Week 1: Relocate and Decontaminate

The weekend prior to the shutdown, researchers halt their scientific work so they are ready to begin moving on Monday. All pathogens are inventoried and their new locations are documented and tracked; in some cases, an entire freezer is relocated. Then all animals and equipment needed for in-progress research are moved to a swing space. Equipment is first decontaminated as appropriate and animals are moved within primary containment devices.

Once the suite is vacated, the room decontamination process begins. First, all external surfaces are thoroughly decontaminated using chemical disinfectant. Next, all equipment is secured with all doors and drawers being taped shut. The rooms are then decontaminated using a two-day process of gaseous decontamination. For this process, rooms are isolated using plastic sheeting that is taped and Velcroed to the doorways. More than 30 biological and chemical indicators and many fans are placed throughout the area to insure the effectiveness of the next phase, decontamination using vaporized hydrogen peroxide.

Figure 1 - Circulating VHP during decontamination

Fans circulate vaporized hydrogen peroxide (VHP) during decontamination. The VHP generator can be seen in the in center of the room. Image courtesy of the University of Pittsburgh.

"It took some time to validate this process in every type of space that we have," says Cole. "The chemical indicators register immediately while the biological indicators require 48 hours of exposure."

Week 2: Recalibrate and Recertify

Once the suite is released as "clean," engineers can enter without PPE to conduct performance verification and re-verification, exactly as it was done when the lab was initially commissioned. It typically takes three days to verify, calibrate, and document building management engineering controls, and environmental controls such as sensors and alarms for temperature, humidity, lighting, and differential pressure. In one holding room, for example, there are more than 40 different controls. In addition, relamping, adjusting the self-closing/self-latching door closers, changing room-level filters, and testing safety showers, sinks, plumbing, and draining are also completed.

Another two days is needed for filter maintenance: decontaminating exhaust pre-filters and HEPA filters, changing pre-filters and trace filters, and recertifying HEPA filters. "We elected to bring in a third party to do the recertification, but we do the decontamination ourselves," says Fisher. "Typically, the manufacturer recommends that you change your filter at a pre-determined set point. We look for pre-filters with a pressure drop of 0.5" to 0.6" wg. We've made the decision to change the pre-filter when we decontaminate and recertify, no matter what the pressure drop is."

In addition, each room is drawn down to negative pressure of 2" wg, as it was during the initial commissioning, to verify room integrity. The air required to maintain that flow was 20 to 35 CFM in the commissioning report, so that is used as a baseline for comparison in subsequent tests. If the required make-up air has increased, a smoke test is conducted to find leaks around penetrations and doors.

"I highly suggest that you do not take that commissioning report, which is usually 4,000 or 5,000 pages long, and use it as a doorstop or put it into a file cabinet and never look at it," says Fisher. "It is one of the most important tools that you have moving forward in the operations of your facility. We refer back to our commissioning report continuously to look at baseline operations."

Fisher and Cole also stress the need to document the entire annual recertification, and to maintain those documents for future use.
"Documentation is critical," Fisher says. "Outside agencies and internal individuals will want to see it. It is useful for our environmental health and safety personnel and facilities management to track what we have been doing in the facility."
"Documentation is key for establishing yearly benchmarks and achieving successful regulatory compliance," adds Cole.

Cole adds that the scope extends beyond facilities work: "We take this opportunity to recertify all of the scientific and clinical equipment that stays in the lab. It's extremely difficult to get vendors and service contractors inside biocontainment."

Having the labs go "cold" allows service contractors to inspect and recertify the biosafety cabinets, Class III glove boxes, autoclaves, animal caging, necropsy downdraft tables, xray units, imaging equipment, and other specialty equipment without the concerns of BSL-3 facilities and practices.

Week 3: Opportunity for Routine Maintenance
The third week is occupied with cleaning, moving the scientists back into their labs, and conducting routine maintenance while the labs are still considered "cold." This includes internal equipment maintenance such as cleaning and recalibration of water baths, centrifuges, incubators, biosafety cabinets, water purification systems, microscopes, and testing of the double-walled pipe leak sensors on the effluent decontamination system.

Figure 2 - Changes in SOP: Moving mobile transfer carts and cagebanks

Damage to door jambs led to a change in SOP requiring that two people be involved in moving mobile transfer carts and cagebanks the through tight fitting doors. Image courtesy of the University of Pittsburgh.

Shutdowns provide the opportunity to review and update all standard operating procedures; all personnel are trained annually on procedural changes and emergency response.

Unexpected Finds
The annual shutdown also has the potential to reveal unexpected findings. For example, engineers discovered a small break in a silicone gasket on the supply-side damper in one room where they had mysteriously had difficulty maintaining pressure during a decontamination process. The air leak was causing 50-60 CFM to continue to enter that lab. Because it is difficult to access the space above the ceiling when the lab is hot, this was not discovered until the decontamination process was complete. While this leak did not affect the safety of normal daily operations in the RBL, the annual shutdown process allowed for the identification and repair of a minor problem before it became an operational issue.

Also discovered was damage to one of the supply-side HEPA filters, and damage to the doorways created by the movement of mobile transfer carts and large animal cages as they passed over the door thresholds. Again, this damage did not affect the safety or normal daily operations of the RBL, but provided the opportunity to do routine maintenance and service in the facility, including the annual update to standard operating procedures and retraining of staff. As a result of the damage discovered, the SOP was changed to require two people to move the mobile transfer carts and animal caging.

Moving Forward
Cole and Fisher recognized that annual shutdowns require a significant commitment on both facility personnel and resources. During the first set of shutdowns they chose to relocate investigators to swing space to minimize the interruption to scientific work. In the future, shutdowns will be performed by halting scientific work without this relocation to minimize the burden on both RBL staff and investigators.

"It will be simpler to just shut down for a couple of weeks with advanced planning," says Cole. "This will at least reduce some of the burden." However, both Cole and Fisher fully advocate the need to do annual shutdowns to meet the requirements for annual recertification and the continued safe operation of biocontainment facilities.

By Lisa Wesel
This report is based on a presentation by Cole and Fisher at Tradeline's *2010 International Conference on Biocontainment Facilities*.

For More Information
Biographies

Dr. Kelly Cole is an associate professor of immunology and the associate director of the Regional Biocontainment Laboratory at the University of Pittsburgh. Dr. Cole received her PhD in immunology from the University of Pennsylvania in 1994. She came to the University of Pittsburgh as a postdoctoral associate and moved up the ranks over the last 16 years. Her research has focused on HIV vaccine development and pathogenesis, with a recent shift to include influenza and other emerging infections. She has published more than 40 peer-reviewed articles, is a reviewer for several journals and NIH ad-hoc study sections, and serves on scientific committees. She has been instrumental in the design, construction, commissioning, and operation of several BSL-3 laboratories, including the RBL, and has become a recognized expert in the design and operation of biocontainment laboratories. Dr. Cole currently serves as the chair of the NIH NBL/RBL Directors and Managers Committee and leader of the steering committee for the NBL/RBL Annual Facilities Network Conference.

Dan Fisher has been with the University of Pittsburgh for 26 years. His engineering experience began with the United States Navy in the early 1980s and continued with his education and career at the University of Pittsburgh. In his current position as Assistant Vice Chancellor of Research Operations, Fisher plays a key role in the design and construction of all university research facilities and oversees their daily operations. He is the operations manager of the university's new Regional Biocontainment Laboratory, along with two other BSL3/ABS3 facilities on campus. Previously, Fisher served as the operations and project manager for several other key university research projects, including the 330,000-sf Biomedical Science Tower #3, the Bioengineering Center, and the McGowan Center for Regenerative Medicine. Fisher co-chairs the NBL/RBL Facilities Operations Committee for the NIH/NIAD.

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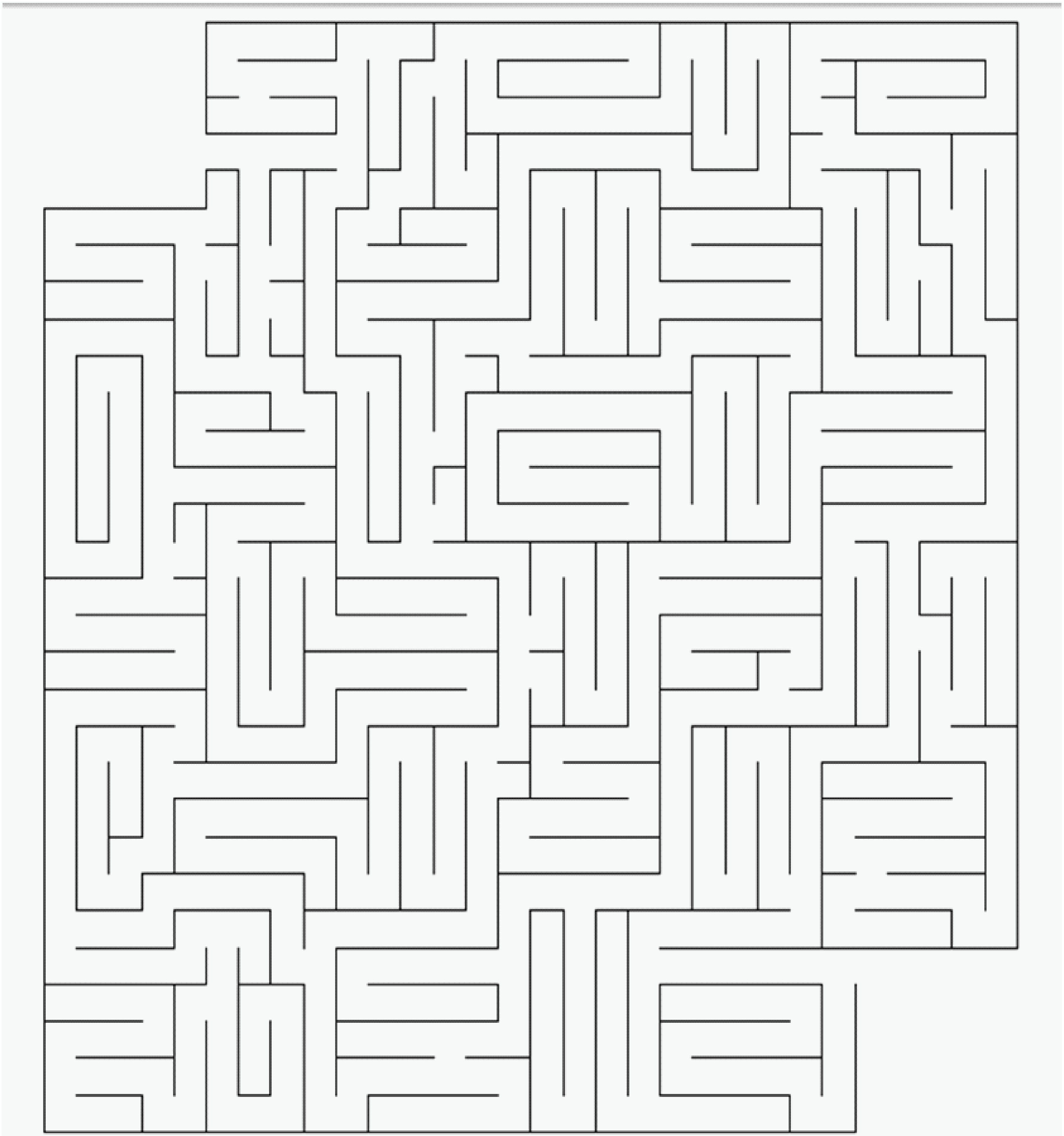

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Gallup Management Journal

Leading Engagement From the Top

by Jennifer Robison

How an organization's executive team influences managers and frontline workers -- for good or ill

"You'd be amazed at how much I don't know about my business," says Tim, who owns a large construction company in the Midwest. "I know everything about the financials, the strategy, and the industry. But I don't know exactly what my frontline guys are doing, and I barely know what their supervisors are doing. I don't even know the office gossip, because no one tells that stuff to the boss."

> *If executives don't practice what they preach about engagement, it'll be harder for others to follow.* ”

Tim worries that crucial items are escaping his attention, but he knows that if he spends more time on nitty-gritty details, he'll have less time to run the company. He suspects that visibility is useful, but he doesn't know if watching someone nail 2x4s promotes overall strategy. And though he says he works very closely with the company's top leaders, he's certain that the construction supervisors are fundamental to the company's success.

"The best I can do is figure out how things went based on the numbers that come in," Tim says. "By then, it's too late to change things."

Energy pattern

Tim is right to suspect that his crew supervisors are driving performance indicators, because they play a key role in engaging or disengaging his frontline staff. But according to research recently conducted by Sangeeta Agrawal, a Gallup consultant, and Jim Harter, Ph.D., Gallup's chief scientist of workplace management and wellbeing, so do Tim's middle managers, his executive team, and Tim himself.

Workplace engagement is the core of the unwritten social contract between employers and employees. It also serves as a leading indicator of financial performance. That's vital for leaders like Tim who otherwise must depend on backward-looking indicators like pre-tax profit, overtime rate, and waste minimization.

Agrawal and Harter assembled data on 190 organizations from Gallup's employee engagement database. All had conducted Gallup's employee engagement assessment, the Q1 2, at least twice. On average, each company had 4,477 employees, of whom 92 were executives, 597 were middle managers, and 3,788 were frontline workers.

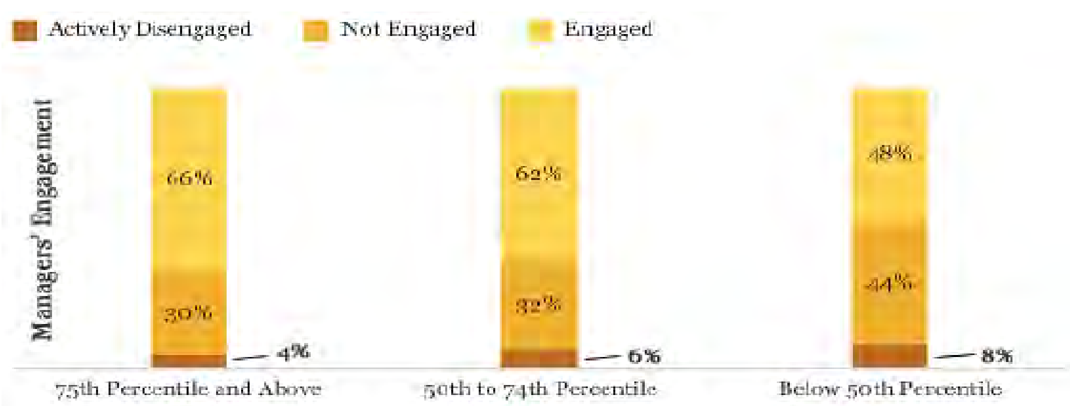
What Agrawal and Harter were looking for was a pathway for engagement. Employee engagement can be considered a kind of energy. It causes known reactions, and it requires a source. But what they wanted to investigate was: How does this energy move? Does engagement radiate, starting from a central point and moving outward in all directions? Or is engagement more like electricity, moving in a one-way path from one starting point to an ending point?

These are important questions, because knowing the answers gives business leaders clues to the best place to start with their engagement initiatives. "Knowing how engagement works gives clarity on where to focus first," says Harter. "Engaging ten thousand people at once can seem impossible. CEOs can't meet with that many people on a continual basis."

With that in mind, Agrawal and Harter tested four hypotheses: whether engagement moves from executives to managers to frontline workers, from executives to managers and the frontline, from the frontline to managers to executives, or from managers and the frontline to executives. When they'd finished scrutinizing the numbers, they were left with an unassailable conclusion: The engagement current runs strongest in one direction, and it starts at the top. "Engagement comes from leaders. People look to leadership to set the tone and expectations. Leaders make engagement important," says Agrawal. "If executives don't set the stage and practice what they preach about engagement, it'll be harder for others to follow."

The numbers support this. Managers who are directly supervised by highly engaged executive teams (those in the top quartile of employee engagement) are 39% more likely to be

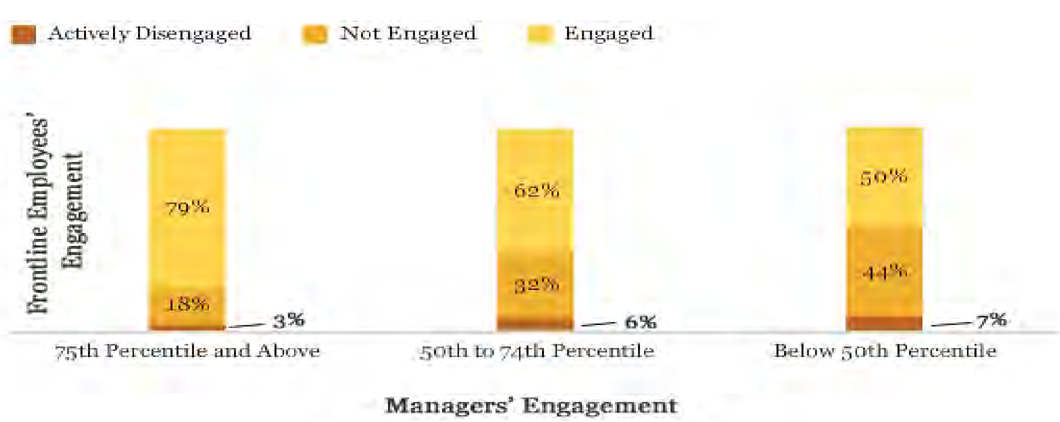
The Impact of Executive Engagement on Managers
Managers who are directly supervised by highly engaged executive teams (those in the top quartile of employee engagement) are 39% more likely to be engaged than mangers who are supervised by executive teams with below-average engagement.



Executives Engagement

Similarly, frontline employees who are supervised by highly engaged managers are 59% more likely to be engaged than those supervised by managers with below-average engagement.

The Impact of Management Engagement on Frontline Employees
Frontline employees who are supervised by highly engaged managers (those in the top quartile of employee engagement) are 59% mroe likely to be engaged than those who are supervised by managers with below-average engagement.



Managers' Engagement

engaged than managers who are supervised by executive teams with below-average engagement.

So it appears there's a "mediation effect," as social scientists call it, in which executives affect managers and managers affect frontline employees. This is good news for leaders like Tim who wonder where their time is best spent. It's best spent with the people they see most often anyway. "You should focus your efforts locally," says Harter. "Work on engaging the team around you, and engagement will cascade."

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The path to engagement
Agrawal and Harter were interested in knowing more than the energy flow of engagement.
They also wanted to know which transmission pathways were strongest or if they were all equally effective. To investigate, they performed a "path analysis" for each of the 12 elements of employee engagement. (See graphic "The 12 Elements of Great Managing.")

The analysis showed that different items had different effects on different kinds of workers. For instance, the strongest pathways from executives to middle managers are the elements related to: learn and grow, mission or purpose, progress, and opportunity to do best. The strongest pathways from middle management to the front line, on the other hand, are:

- best friend
- knowing what's expected
- materials and equipment
- opportunity to do best
- mission or purpose
- recognition

To influence the front line through the mediation effect, executives should concentrate on these items:

- mission or purpose
- opportunity to do best
- materials and equipment
- learn and grow
- best friend

And to push engagement through the whole organization -- the only way they really can radiate rather than cascade energy -- executives should focus on the elements related to: mission or purpose, knowing what's expected, and progress.

Agrawal and Harter caution that every one of the 12 engagement items is important, and none should be overlooked. They further believe that this cascade effect works regardless of the size of the company. "This pattern emerged across the different sized companies we studied, although the cascade effect is less relevant in very small companies where the CEO can have direct contact and influence on employees more regularly," says Harter. "Engagement in very small companies is higher, probably due to ownership and autonomy. As organizations grow, engagement needs to be maintained across levels, and it starts at the top."

Friends in high places
That begs one obvious question: From what source do executives draw their engagement? According to Barry Conchie, coauthor of *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*, CEOs and other high-ranking leaders need a particular kind of talent to be "engageable." "CEOs create the conditions for their own engagement. They can influence all the pieces," says Conchie. "If a CEO is disengaged, he or she is either unfit for the role or incapable of creating engagement."

Still, a significant part of employee engagement is related to human interaction. "That's why the board relationship is critical," says Conchie. "Taking time to make the right changes and additions to the board can provide an effective counterbalance and level of accountability for a CEO. These aren't always the safest relationships for CEOs to cultivate, but they can be an important antidote to the loneliness that many CEOs express feeling; they also can help counter a sense of social isolation that might hinder CEOs from taking positive steps to boost their own engagement."

The 12 Elements of Great Managing	
To identify the elements of worker enegagment, Gallup conducted many thousands of interviews in all kidnds of organizations, at all levels in most industries and most countries. These 12 statements - the Gallup Q12 - emerged from Gallups pioneering research as those that best predict employee and workgroup performance.	
1.	I know what is expected of me at work.
2.	I have the materials and equipment I need to do my work right.
3.	At work I have the opportunity to do what I do best every day.
4.	In the last seven days, Ihave received recognition or praise for doing good work.
5.	My supervisor; or someone at work seems to care about me as a person.
6.	There is someone at work who encourages my development.
7.	At work, my opinion seems to count.
8.	The mission or purpose of my company makes me feel my job is important.
9.	My associates or fellow employees are committed to doing quality work.
10.	I have a best friend at work.
11.	In the last six months, someoen at work has talked to me about my progress.
12.	This last year, I have had opportunities at work to learn and grow.

But those aren't the only people a CEO needs around. Agrawal suspects that highly engaged CEOs have a core group of mentors and peers -- people these leaders can turn to who understand them and who will push them when they need to be pushed. "There's a lesson here: When people reach a high status, they may forget they still need to learn and grow and develop," Agrawal says.

It's important for leaders to spend time with other leaders. They need to be engaged and to engage -- and not just for their own sake. Their engagement is crucial because it sets the tone for the engagement of everyone in the company. Engagement is too valuable to neglect at any level in the workplace. As Tim puts it, "I probably don't need to know how many nails an hour my guys put in. What I need to know is how many they *could* put in if they wanted to -- and what makes them want to."

Jennifer Robison is a Senior Editor for the *Gallup Management Journal*.

Five Ingredients of Personal Growth

--by John Maxwell

As any farmer knows, the growth of a crop only happens when the right ingredients are present. To harvest plentiful fields, the farmer has to begin by planting the right seed in rich topsoil where sunlight and water can help the seed to sprout, mature, and bear fruit. If any of the ingredients (seeds, topsoil, sunlight, or water) are missing, the crop won't grow.
Growing as a leader also requires the proper ingredients. Unless the right attitudes and actions are cultivated an aspiring leader will sputter and fail rather than growing in influence. Let's look at five basic qualities essential for growth in leadership.

1) Teachability

Arrogance crowds out room for improvement. That's why humility is the starting point for personal growth. As Erwin G. Hall said, "An open mind is the beginning of self-discovery and growth. We can't learn anything new until we can admit that we don't already know everything."
Adopting a beginner's mindset helps you to be teachable. Beginners are aware that they don't know it all, and they proceed accordingly. As a general rule, they're open and humble, noticeably lacking in the rigidity that often accompanies experience and achievement. It's easy enough to have a beginner's mind when you're actually a beginner, but maintaining teachability gets trickier in the long term especially when you've already achieved some degree of success.

2) Sacrifice

Growth as a leader involves temporary loss. It may mean giving up familiar but limiting patterns, safe but unrewarding work, values no longer believed in, or relationships that have lost their meaning. Whatever the case, everything we gain in life comes as a result of sacrificing something else. We must give up to go up.

3) Security

To keep learning throughout life, you have to be willing, no matter what your position is, to say, "I don't know." It can be hard for executives to admit lacking knowledge because they feel as if everyone is looking to them for direction, and they don't want to let people down their people. However, followers aren't searching for perfection in their leaders. They're looking for an honest, authentic, and courageous leader who, regardless of the obstacles facing the organization, won't rest until the problem is solved.
It took me seven years to hit my stride as a communicator. During those seven years I gave some boring speeches, and I felt discouraged at times. However, I was secure enough to keep taking the stage and honing my communication skills until I could connect with an audience. Had I been insecure, then the negative evaluations of others would have sealed my fate and I never would have excelled in my career.

4) Listening

Listen, learn, and ask questions from somebody successful who has gone on before you. Borrow from their experiences so that you can avoid their mistakes and emulate their triumphs. Solicit feedback and take to heart what you're told. The criticism of friends may seem bitter in the short-term but, when heeded, it can save you from falling victim to your blind spots.

5) Application

Knowledge has a limited shelf life. Unless used immediately or carefully preserved, it spoils and becomes worthless. Put the lessons you learn into practice so that your insights mature into understanding.

Leading a Life of Intentional Influence

In the classic Christmas film, It's a Wonderful Life, George Bailey is given a tremendous gift: the opportunity to see what life would be like without him. As he wanders through a world that has no memory of his existence, George is dismayed by the plight of his friends and family. Devoid of his influence, their lives lack the warmth and richness he is accustomed to seeing. As George struggles to come to terms with his bleak surroundings, Clarence, his guardian angel, sums up the lesson that he hopes George will absorb from the experience.

"Strange, isn't it? Each man's life touches so many other lives. When he isn't around he leaves an awful hole, doesn't he?"

Three Basic Truths about Influence

1. Everyone has influence.

There's no denying the influence one life has on the world. In fact, sociologists tell us that even the shiest introvert will influence 10,000 people over the course of his or her lifetime. Our lives shape the people around us in profound ways. Whether we intend to or not, we affect others through our influence.

2. We choose the nature of our influence.

We have freedom to select the influence our lives exert on the world around us. Our backgrounds vary, as do the environments in which we live. Yet, at the end of the day, we all have personal responsibility for the way we conduct our lives. As my friend John Wooden says, "There is a choice you have to make in everything you do. So keep in mind that in the end, the choice you make, makes you."
3. We have to work to earn the influence we desire to have. While everyone exercises influence, the size and strength of our influence depends upon our effort. No one leads well without paying the price of discipline. As we push ourselves to grow and to learn, we enlarge our sphere of influence.

Five Ways to Gain the Influence You Want to Have

1. Know What's Important.

Before becoming the leaders we aspire to be, we must learn what brings meaning and purpose to our lives. Our influence will be spotty and incoherent unless it's rooted in values. For instance, I'm very clear on what's important to me in how I influence my family. I want to:
1) Show them the meaning of unconditional love;
2) Teach and train them in life/success principles;
3) Provide them with a sense of belonging and security.
Knowing what's important in my family relationships guides my interactions with loved ones. As I spend time with them, I intentionally act out my values in order to show them love, train them for life, and provide them with security.

2. Live What's Important.

It's meaningless to know our values if we don't translate them into behaviors. Influence happens through actions, not intentions. When we fail to live in accordance to our values, we lose self-respect, and success apart from self-respect only leads to misery.

3. Use All Possible Avenues to Leverage Your Influence.

As leaders, we're always on call. Our influence doesn't pause when we step off the stage or exit the boardroom. When I'm hired for a speaking engagement, my primary duty is to deliver an exceptional presentation, but I have numerous additional opportunities to exercise influence. I can influence my hosts by treating them with courtesy and care. I am able to influence the audience at a deeper level by interacting with them before and after I speak.
I can even impact fellow presenters by offering them attentiveness and feedback.

4. Choose Those Who Can Best Multiply Your Influence to Others.

The ability to develop capable successors is a hallmark of great leaders. Ultimately, if your people can't do it without you, then you haven't been successful in empowering other leaders. The final test of leadership is how your team performs in your absence.

To strategically multiply your influence, add value to leaders, not followers. Select potential leaders who are rivers instead of reservoirs. You want to see your leadership flow through them to others rather than being stockpiled and confined.
What do potential leaders look like?
(1) They make things happen.
(2) They think differently than followers.
(3) They possess strong relational skills.
(4) They add value to others.
5. Teach Them to Reproduce Your Influence.
We have all heard, "When the student is ready, the teacher appears," but I also believe, "When the teacher is ready, the student appears." We cannot expect up-and-coming leaders to soak up our influence by osmosis; they need to be coached and challenged. Good teachers supply resources, give assignments to stretch their students, and require accountability.

RECAP

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U2: Together at the Top

As they circle the globe on their 360° Tour, U2 have grounds to boast. The Irish rock band has sold nearly 150 millions albums, has won 22 Grammy awards, and has been inducted into The Rock and Roll Hall of Fame. Yet, for all of their accolades perhaps the most impressive achievement is that U2 have done it all together.

Avoiding the Stereotypical Rock Band Split

How many times have we seen this cycle play out?
1. Rock band achieves fame
2. Fame generates egotism
3. Egotism leads to infighting
4. Infighting provokes an acrimonious split

Countless music groups shatter under the pressures of stardom. As their fame grows, individuals in the band assert their personal agendas more forcefully, and unity erodes. Mix in a little substance abuse, and you get the spectacular implosions common to rock-and-roll bands.
U2 have avoided the stereotypical rock band split by working as a team. Let's dissect a few of the qualities that have bound the band together since its formation in 1976.

Commitment Based on Mutual Respect

The bedrock of any team is the relationships between its individual members, and U2 are no exception. Certainly, the four self-assured showmen have had their artistic squabbles and personal conflicts. Yet, the mutual respect shared by the members of U2 has enabled the band to remain intact after 30 years of making music together.

Ask U2 about the band's internal dynamics, and they'll invariably point to the metaphor of marriage. In the words U2's guitarist and keyboardist, Edge "I'm so close to the other three guys in this group that sometimes it feels like a marriage."1 Drummer Larry Mullen Jr. agrees, "We don't always like each other but we respect each other, and we love each other. Marriages don't last this long."2 While U2 may have their rocky moments, at the end of the day any disagreements between them pale in light of their committed friendships.

Inclusion of All Members

Producer Brian Eno notes another quality binding U2 together: inclusion.
U2's chemistry relies on their empathy and respect for each other, but also on something intrinsic to Irish society-the attempt to keep everyone included...If somebody starts to feel they're not part of the process they are quickly brought back in. U2 have that tribal attitude: if you get ill it's not just your problem, it's the problem of the entire tribe.3

A prime example of the group's 'all for one, one for all' mentality can be seen through the personal crisis of bassist, Adam Clayton. At a concert in Sydney, Australia in 1993 Clayton simply failed to show up. His struggles with alcohol had rendered him incapable of performing. Such an inexcusable absence could have torn apart a less established group. But, as Bono puts it, "No matter what scandal was happening, no one cared about the band in those moments. Everyone just cared about (Adam)."4 As Clayton grappled with alcoholism, his fellow bandmates rallied around him. In the long run, U2 emerged from the incident stronger than ever.

We before Me

The staying power of U2 has much to do with each individual's decision to place group interests above personal agendas. As Bono explains, "Individual egos, as big as they may appear-and they may not be as big as they appear-are certainly subsumed to the band ego. That's the real thing."5 The performers comprising U2 recognize that they're better together than alone, an idea articulated by Adam Clayton, "Instead of thinking that the band is limiting we feel it is very free. (Together) we can do things that we can't do as individuals."6 Edge concurs, "To be perfectly honest, I'm not a solo artist. I need to find collaborators...I make a lot of music on my own but no one ever hears. It just gets better when I'm working on it with Adam, Larry and Bono."7

Refusal to Settle for Past Success

The reason so many bands get trapped in an era is that they find a style that works and stop growing. U2's relevance has spanned three decades because they push themselves to evolve. They don't rest on past success.
As Chris Blackwell observed, "That's the thing about U2. The band always feels like it's coming, never that it's arrived."8 Whenever they feel their sound is becoming too recognizable or too comfortable, U2 forces themselves to change, to find new ways of blending their talents.

As a rock band, U2 always have an element of creative dissatisfaction, and in many ways, this shared hunger is vital to the group's cohesion. U2 see no reason to cut ties with one another because, in their minds, they still haven't reached their potential. Larry Mullen Jr. sums up this quality:
We're never satisfied. We never feel like we've made our greatest record. We always feel we can do better, we can be better, and that's constant. After every record, we sit down and go, "OK, what was wrong with that? What was right with it?" And next time around, we fix it. We constantly do that, and that's why U2 survives. 9

Bono describes U2's demeanor as, "hungry in a way that can't be fed," 10 and he speaks often of the relentlessness and passion that pushes the band to excel. This drive and sense of unreached potential propels U2 forward while simultaneously linking each musician together.

SUMMARY

In an industry where bands combust regularly, U2 have stuck by one another to achieve unrivaled success. Mutual respect has laid the foundation for their longstanding musical partnership, and personal friendships have carried them through tough times. Each band member's willingness to elevate the U2 brand above their own popularity has kept the group unified. Meanwhile, a refusal to be content with prior accomplishments has compelled U2 to pursue change and push the boundaries of their artistry.

Three Ways Systems Maximize Our Lives

From a high level, we have already looked at how systems benefit our leadership. I'd like to go a little deeper by sharing specific systems that have aided me on my leadership journey. I trust the following tips will help guide your thinking as you build systems into your regular routine.

1) Systems Decrease Life's Chaos

In the accelerated pace of the modern world, information bombards us from every angle. The best systems improve our productivity by cutting clutter and keeping us focused. Here are four suggestions to combat life's chaos:

A. Create Systems for Everyday Activities.

Think of systems to keep your work in front of you. For instance, I put different several different-colored folders in my briefcase so that I don't spend lots of time digging around to find what I want. Because I file by color, I immediately know where to look.

Search for shortcuts to save time. When I moved to Atlanta, one of the first things I did was to drive different routes to gauge the distance and time needed to travel them. Now, I generally know the quickest routes in the city, and I avoid the worst of its traffic as a result.

B. Plan Work Ahead

I plan a whole month ahead by looking at my calendar, considering my major projects, and scheduling out the time needed to get them done. Mapping out my month helps me to be strategic and intentional with each day. With experience, I have learned to put my family time on the calendar first. Otherwise, work creeps into my evenings and weekends and crowds out moments with my spouse or children.

C. Work in Blocks of Time

Finish one task before starting another. Every time I revisit an old project, I waste time trying to wrap my mind around it. If I had just concentrated on seeing it through in the first place, then I wouldn't have the costly delays of restarting it.

D. Create a Place to Work Uninterrupted.

Studies have shown that the average manager gets interrupted every eight minutes! Find a place to work free from distractions. When you need to meet employees, go to their space. In doing so, you connect with their world, while also controlling how the conversation fits into your schedule.

2) Systems Delegate Your Load

The most productive leaders are the ones who have learned systems to distribute their workload to a trusted team. Instead of trying to do everything alone, they equip those around them to handle important assignments. Consider these ways to share responsibilities.

A. Keep Your Ball Carriers Nearby

Bring people around you so that you can very quickly hand off the ball. For example, my assistant, Linda, goes to meetings with me. By attending, she's informed, and I don't have to spend precious time bringing her up to speed. Following the meeting, I'm not pressured to remember all of the action items because I know Linda can be trusted to follow through diligently on every detail.

B. Delegate Everything Possible

Delegate everything possible by following the 80% principle. List your responsibilities, and only focus personal time on the most important 20%. Delegate the remainder to the leaders around you.

C. Train People to Handle Problems Before They Get to You.

My goal is to teach everyone how I think to the extent that they don't even need me.

For example, when I make decisions, I sit down with Linda, my assistant, and I explain why I made a decision. Not only am I instructing her on what to do, I'm teaching her how I think. By now, after several years of working together, Linda can make decisions on my behalf 98% of the time without consulting me.

3) Systems Designate Time for People

Good systems promote meaningful interactions with others. They leverage our influence by increasing the quantity and quality of time we spend in relationships.

Here are a few relational systems that can benefit your leadership.

A. Set Aside Time to Connect with Others

Develop a system to work a room. For instance, I seldom eat at business picnics or banquets so that I can walk around and talk to people. Why would I waste valuable time loading up on food, when I could connect with others?

Systematically connect with key players outside of routine meetings. Maybe this means getting together for an evening meal or going to the theater or a ballgame. If you're short on time, handwrite a note of encouragement. In this age of e-communication, it's amazing how powerful a written card can be.

B. Make It Your Responsibility to Know New People

As a pastor, I instructed our ushers to take pictures of our people with Polaroid cameras. Then, the ushers wrote the person's name on the back of the photograph and placed the picture on a key ring. During the week, I scrolled through the pictures and committed the names to memory. I was able to memorize 2,400 names in our congregation, not because I was brilliant, but because I had a good system.

C. Learn to Say No

Repeat after me: "It seems exciting. I would love to do it, but unfortunately I have another project that's taking all of my time." In other words, "NO!"
I have a "hatchet committee" to guard my time. They cut down my speaking opportunities so that only the best ones get my attention. These gatekeepers protect me from overburdening myself and burning out.

How to Start Systems in Your Life Today

1) Examine life to see where you're losing the most time, and develop systems to minimize wasteful activities.
2) Devise ways to delegate where you're weak; don't do what you can't do well. Get help!
3) Carve out time to work privately and connect publically. Then, make sure those times are kept separate.
4) Rearrange your work environment to gain uninterrupted privacy.

ABOUT
John C. Maxwell is an internationally respected leadership expert, speaker, and author who has sold more than 19 million books. Dr. Maxwell is the founder of EQUIP, a non-profit organization that has trained more than 5 million leaders in 126 countries worldwide. Each year he speaks to the leaders of diverse organizations, such as Fortune 500 companies, foreign governments, the National Football League, the United States Military Academy at West Point, and the United Nations. A *New York Times*, *Wall Street Journal*, and *Business Week* best-selling author, Maxwell has written three books that have sold more than a million copies: *The 21 Irrefutable Laws of Leadership*, *Developing the Leader Within You*, and *The 21 Indispensable Qualities of a Leader*. His blog can be read at JohnMaxwellOnLeadership.com. He can be followed at Twitter.com/JohnCMaxwell.

"We all die. The goal isn't to live forever, the goal is to create something that will."
-- Chuck Palahniuk, Author

Building a Competent Competency Program

Tony Rutgliano & Emily Meyer

Four simple rules for a better workforce

"I wish I'd known then what I know now" is a fun game to play, unless you're a business leader. Then it's just painful.

Thinking about how much more you could have accomplished -- and the mistakes you could have sidestepped -- if only you had the knowledge when you needed it is an unpleasant way to pass the time. Worse yet, everyone in the organization could play the same game.

Many competency programs start with the best of intentions but veer off course as they evolve.

That's why organizations work so hard to create competency programs. They're meant to help employees understand what they need to know and to communicate clear job expectations. They're also intended to provide a framework for performance assessment, management, and improvement.

However, many competency programs struggle to stay on track. They start with the best of intentions but veer off course as they evolve. Organizations begin with a few strong "core competencies" that soon devolve into a list of vaguely defined items that can't be measured.

Employees who are expected to become everything on this wish list suffer as a result. What they *need* to know gets lost in the shuffle of everything that *could* be known. This often results in expectations and performance management discussions that are not aligned with desired results.

That said, several organizations have managed to put rock-solid competency programs in place -- programs that engage employees and fuel financial growth. Those organizations are extremely competent at competencies, and we felt it would benefit every organization to learn how they accomplish this.

Gallup has found that effective competency programs do four things -- and do them well:

- Define the right competencies
- Focus on what is teachable
- Weight "will do" more heavily than "can do"
- Ensure consistency

But there's one more thing: The organizations that build the best competency programs do those four things in the right way.

Define the right competencies

Too many organizations set up competency programs based on what they think is important for a particular role. For these programs to be effective, competencies must be put to the test.

If an organization has a hunch that setting clear expectations should be a core competency for managers, for example, then the organization should determine if meeting this competency actually delivers improved performance. One way to do this is by surveying as many employees as possible and asking if their manager sets clear expectations. Then the organization should compare the survey data with real performance metrics such as customer engagement, retention, or productivity numbers.

If the organization finds a significant correlation between managers who set clear expectations and higher performance on the job, it should consider "setting clear expectations" an effective competency. If no significant relationship exists between the competency and performance metrics, however, then the organization should not use the competency.

Collecting data to develop and support a competency program is more difficult than operating from a hunch, but it's worth the effort. Performance management becomes more relevant and defensible when it's tied to business outcomes.

Focus on what is teachable

Performance management and employee development work best in environments where managers set measurable outcomes and let their employees' talents lead the way. To produce the best results, a competency-based development program should begin by identifying each person's talents (a natural way of thinking, feeling, or behaving). These talents can then be enhanced with knowledge, skills, and practice. Knowledge consists of facts and lessons learned, such as workplace rules and policies. Skills are the basic steps of a job or task, such as learning to use macros in a computer program. And practice -- an investment of time and energy -- is required to complete the process and build talents into strengths.

When a competency program focuses on behaviors rather than outcomes, it forces employees to spend time in some areas where they have little or no natural talent. But effective competency programs set measurable outcomes and expect and encourage employees to reach them using their natural talents, teaching them knowledge and skills and encouraging them to practice along the way.

Weight "will do" more heavily than "can do"

In competency programs that prescribe how employees should behave, it's rare to find an activity listed that someone *cannot* do. Most reasonable people can find it within themselves to "work collaboratively," "think strategically," or (one of our favorites) "lead with humility." But *will* the person do it?

That question can be answered reliably only when the individual's talents -- his or her naturally recurring patterns of thought, feeling, and behavior -- have been assessed. The fact that someone *can* do something is no indication of how often, how well, or how willingly he or she will do it.

Competency programs are often developed because of these erroneous assumptions:

- There is *only one* way to be successful.
- That single way can be learned by anyone sufficiently experienced, educated, and motivated.

An incompetent competency program costs far more than it is worth in time, effort, and dollars.

Operating from these assumptions, for instance, it would be tempting to make "closing" a core competency for salespeople. Many sales professionals are adept at moving their customers efficiently toward a "yes"; they use such techniques as the "take-away" close or the "assumed" close. As a result, classes and books on these techniques are legion.

There are many other salespeople who try to integrate these methods into their repertoires. Yet no matter how much schooling they get, the techniques don't work for them. Sometimes, this is a talent issue -- they lack the command to insert themselves into a customer's decision-making process, or they hesitate in the face of resistance because they are more measured or deliberative in their approach to others. Some of these "slow learners" are successful nonetheless, because they sell using their creativity, strategy, smarts, or charm.

Is it wrong, then, to teach salespeople how to close? Of course not. Is it wrong to expect that all of them will demonstrate expertise as a result of training or practice? Absolutely.

Ensure consistency

Consider the case of an executive we know. In the previous year, his manager had assessed his "learning agility" as extraordinary. When he moved to a new department, however, his new manager assessed his "learning agility" as rather dismal.

It's unlikely that this executive's ability to quickly learn and assimilate new information disappeared during the move. Essentially, this executive's new manager was asked to assess his new employee on a trait -- something innate -- rather than a state -- a performance outcome that can be measured.

This begs the question: Why did this organization establish a competency requirement that asks managers to assess who a person is rather than what he or she has accomplished? And can the organization reasonably expect to change someone's "learning agility" through such feedback? Attempting to provide feedback about traits that are best measured through scientific assessment is damaging and demoralizing -- and a waste of time and money.

Far too many competency programs attempt to provide this kind of feedback while failing to define and highlight measurable performance outcomes. These programs focus on dictating behaviors thought to produce the desired outcomes rather than focusing on the outcomes themselves. Most managers would agree that their best employees reach comparable outcomes using vastly different approaches. Our experience shows that competency programs should hold individuals accountable for outcomes and results, not for the manner in which they achieve these outcomes.

Filling real needs with measurable results

If you analyze these four rules, you'll notice that they have something in common -- they work *with* employees, not *against* them. These rules don't try to break people down and build them anew; they recognize employees' innate abilities and seek to enhance them. More importantly, well-designed competency programs that acknowledge these rules fuel growth for employees and organizations. They define the outcomes an organization needs from its employees, focus on what can be learned and what must be done, and work to ensure consistency across the organization.

An incompetent competency program costs far more than it is worth in time, effort, and dollars. A competent competency program, on the other hand, fills real needs with measurable results and pays dividends past the tenure of the employees it develops. And -- as a rather pleasant bonus feature -- well-designed competency programs make the "I wish I'd known then" game a lot more fun to play, which is a happy outcome for everyone.

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The wisest leadership advice:

#1

Leadership is the ability to decide what is to be done and then get others to do it.

Dwight D. Eisenhower 1890-1969, general and thirty-fourth President of the United States

#2

Management is doing things right; leadership is doing the right things.

Peter F. Drucker, American Management Guru

#3

Anyone can hold the helm when the sea is calm.

Publilius Syrus ~100 BC

#4

Leadership has a harder job to do than just choose sides. It must bring sides together.

Jesse Jackson 1941-, Civil rights leader with an exceptional drive and empathy for the oppressed

#5

Great minds have purposes; others have wishes.

Washington Irving 1783-1859, American author

Five Qualities of Top Teams

- by Brian Tracy

Over the years, exhaustive research has been done on top teams. There seem to be given characteristics or qualities of peak-performance teams that you can incorporate into your own business. Here they are:

Shared Goals and Objectives
In a smoothly functioning team, everyone is clear about what the team is expected to accomplish. The goals of the team are shared and discussed by everyone. Each team member gives his or her ideas and input into how the goals and objectives can be best achieved. Each person feels like a part of a larger organization.

Shared Values and Principles
In excellent teams, there is regular discussion about the values, principles, and behaviors that guide the decisions of the team. The leader encourages values such as honesty, openness, punctuality, responsibility for completing assignments, quality work, and so on. Everyone discusses and agrees on what they are.
“Leaders Are Made, Not Born”
Leaders have a sense of missions--vision--that uplifts, motivates and inspires men and women to heights to help them achieve that vision. Leaders make things happen.

Would you like to be able to motivate, inspire and uplift people to achieve your vision?
Click for more >>

Shared Plans of Action
In this phase of team building, you go around the table and have each member of the team explain exactly what part of the work he or she is going to accept responsibility for completing. At the end of this discussion, each member knows what every other member is going to be doing and how his or her own work fits in with the work of the team.

Lead the Action
There must always be a clear boss or leader in any organization. Democracy is a fine concept, but it goes only so far in business. Someone must be in command and take charge. And that someone is probably you. On a good team, everyone knows who is in charge. The leader sets an example for the others. The leader becomes the role model.

Continuous Review and Evaluation
In this final phase, the team regularly evaluates its progress from two perspectives. First, is the team getting the results that are expected by its customers or other in the company? In dealing with customers, does the team set up mechanisms to continually ask customers, “how are we doing?”

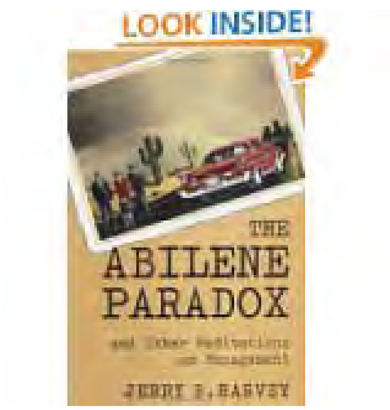
Bringing the Team Together
One of the most important things you do in building a peak performance organization is to hold regular staff meetings. Bring your people together weekly, at a fixed time, to talk, discuss, catch up on progress, learn how the company is doing, and generally share ideas, opinions, and insights.

Action Exercise
Conduct a values clarification exercise with your entire team. Then mutually agree to live and work by the common values.

Book Review

by Carolyn Malinowski

The Abilene Paradox by Jerry B. Harvey



This book is unlike any other management based book you've ever read. The author is a professor of management science at George Washington University. His keen observations and funny stories reflect the absurdity of organizational life and will make you laugh, pause, scream and cry…….they may even anger you….. but chances are you'll hear your own thoughts and frustrations echoed within its pages. This text resonates with compassionate insights into the wacky world of organizational life, where many of us muddle our days away and fall well short of doing our very best. The following quote sums up the focus and content of this text very well.

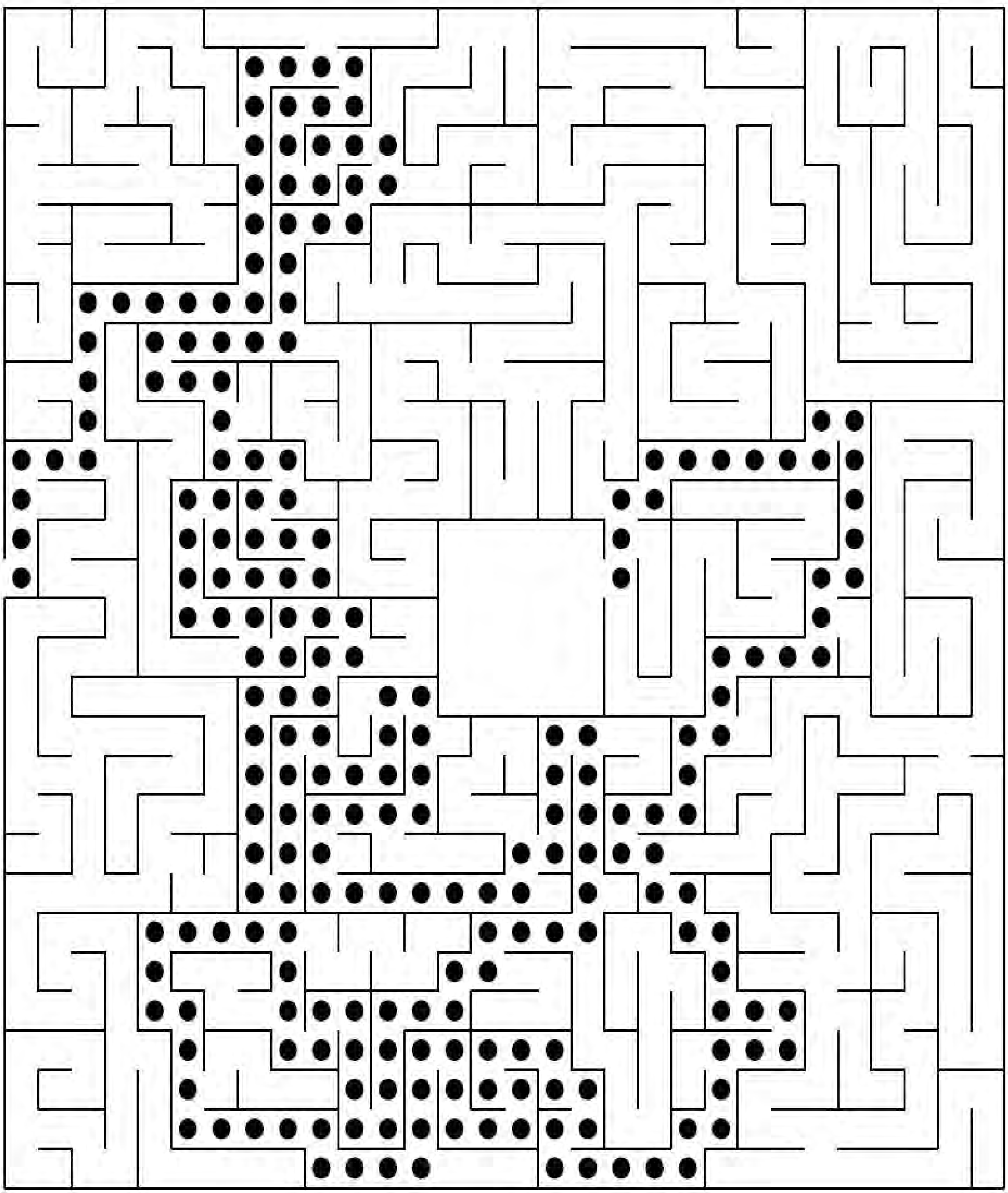
"Other management books soothe, stroke, and gently direct their readers. This one comes across like an icy shower first thing in the morning. Read it……it will wake you up."
-The Miami Herald
The text begins with a hilarious story involving a family of four making a four hour road trip to Abilene, Texas in 104 degree heat. "Here we were, four reasonably sensible people who-of our own volition-had just taken a 106 mile trip across a godforsaken desert in-furnace-like heat and a dust storm to eat unpalatable food at a hole-in-the-wall cafeteria in Abilene, when none of us had really wanted to go. To be concise, we'd done just the opposite of what we wanted to do."

The author then goes on to explain this phenomenon as the "Abilene Paradox." It's a situation where organizations take actions in contradiction to what they really want to do and defeat the very purpose they were trying to achieve. Sound familiar? The author explains that the inability to manage agreement rather than conflict is the essential element defining organizations caught in this paradox. There is another great story about, "Phrog Farms" but you'll need to read the book to hear it.

This is a fun read, and full of creative insights into understanding organizational mayhem. Check it out!

Find Your Way Solution - by Discovery School channels Puzzle Maker

Find the correct path through the maze.



Membership Application

LaMa
LABORATORY ANIMAL MANAGEMENT ASSOCIATION

Name	Courtesy Title Ms. Mr. Dr. None
Academic Degree	Professional Designation/Certification
Title	Organizational Contact Primary Alternate
Company	
Address1	
Address 2	
City, State, Zipcode	
Organization Phone Number	Organization Fax Number
Individual Phone Number	Individual Fax Number
Email	Website

Membership Type

$100 Individual Member (Domestic)

$120 Individual Member (International)

$250 Institutional Member

Institutional Members may add up to three additional individuals at no additional charge, after that there is a $50 charge per individual, please attach separate membership forms with contact information for each individual.

LAMA Foundation Friend: $

(*The LAMA Foundation provides scholarship funding for managers pursuing professional managerial education and training*)

Payment Information

Checks must be in U.S. dollars and drawn on a U.S. bank and made payable to the LAMA. **LAMA TIN#: 52-1828124**

Please remit to:

LAMA
7500 Flying Cloud Drive, Suite 900
Eden Prairie, MN 55344

Phone: 952.253.6235
Fax: 952.835.4774

Check Credit Card Type: American Express Master Card Visa

Card Number	Expiration Date
Cardholder Billing Address	Card Code
City, State, Zip	

Email: membership@lama-online.org **Website: www.lama-online.org**