BEST PRACTICES *in HR*™

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English-Only Policies: Tread Carefully, Be Heavy on Specifics

Employers that require employees to speak English on the job can minimize their exposure to claims of discrimination by making sure such a policy is based on a specific business need in specific situations, according to labor and employment attorney Kimberly Moore.

Moore, a partner in the Frisco, Texas, office of law firm Strasburger & Price (www.strasburger.com), cautions against adopting an "across-the-board" policy requiring all employees to speak English on company time. Employers that implement such a policy run the risk of potential claims that they discriminated against employees on the basis of national origin—in violation of Title VII of the Civil Rights Act of 1964 and, in some cases, state laws.

For example, an employee could claim that "while neutral on its face, the policy had a disparate impact on… [him or her] as a Spanish-speaking employee," Moore explains.

Specify Who and When

Moore recommends that employers articulate a specific business need, such as safety, for an English-only policy and explain which workers are affected by the policy and under what circumstances, she says. For example, such a policy could state that it is essential for safety reasons for shop floor workers to speak English while on the shop floor.

If safety on the shop floor is the concern, employers should not prohibit clerical workers, for example, from speaking other languages in office

The Journey of Change: Don't Take the Wrong Path

When business leaders and HR executives think about managing change in an organization, they often focus on the new process or system being implemented, the communication regarding that change, and the management of the overall project.

This can be a big mistake, however. True change management means recognizing and dealing with the journey of the change for you and your staff, according to Peggy Grall, "The Change Coach."

"Over 70 percent of the time, mergers and acquisitions fail to achieve their projected economic and market share gains, due to employee resistance,"

Grall explains. "You can put buildings and IT systems together, but putting people together is a challenge.

"A transition plan needs to be in place before the change is started," notes Grall. "The most important work you [HR executives and senior leadership] do is up front." It starts with you—how ready are you and the senior executives for change to occur? If you are not ready, your employees certainly won't be.

The Continuum of Change

If you regard change as moving along a continuum from business as usual to small changes to organizational change

settings. In addition, no workers should be required to speak English during their meal break or other break times, she says.

Tips to Consider

Employers contemplating whether to require employees to speak English on the job should consider the following advice from Moore:

Examine your motives. "Be very cautious when implementing any kind of English-only policy," she says. "Question if you have any bias in implementing such a policy."

Assess whether there is a true safety issue regarding language or whether there are discipline issues with certain employees that supervisors need to address (e.g., talking too much on the job).

Identify the business necessity. "If you determine that the company needs an English-only policy, make sure it is carefully tailored to your company's business necessity," she says. "Safety is the primary business necessity that would probably satisfy a court if you can articulate it."

Provide advance notice to employees. "Advance notice is essential so that no one is surprised by the policy," Moore says. Workers need to know why the policy is being implemented (e.g., safety concerns during certain hours in certain areas of the facility), who is affected, and how workers will be disciplined for violating the policy.

Use common sense when reviewing violations. "You have to use discipline if someone refuses to follow any policy in the workplace, but you also have to use common sense," Moore explains.

For example, if a worker speaks a few words in his or her native language during an emergency situation, "that is not a disciplinary matter, in my opinion. They were doing the best they could in the situation."

On the other hand, if a worker refuses to speak English because he or she is opposed to the policy, "that's insubordination."

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to crisis to chaos, how you should interact with it, lead it, and react to it is determined by the degree of change you're facing, she says.

It's not necessarily the change itself that causes problems for organizations and their leaders; it's the transition—the emotional, psychological, and social adjustments that people must go through, according to Grall.

When you are able to plan for and orchestrate the change that will occur (unlike a crisis or chaos mentioned above), start by determining where the organization is in terms of change before initiating another one, comments Grall.

"Determine what else is competing for the energy, the enthusiasm, and the will of the population while you're going to be trying to initiate the change you're planning," she says.

It's helpful to put together a transition team with representatives from each area affected by the changes so that they can help you anticipate where you will receive resistance and plan for the resistance, notes Grall.

With resistance, you sometimes receive valuable information about potential problems, so you can adjust the direction of the change, she notes.

An Ending and a Beginning

She explains that every change begins with an end. "You have to let go of something that you [and your employees] have done in the past so there can be grief, sadness and angst associated with letting go. It may be important to first honor those things that will be lost," she comments.

She suggests building in time for people to let go emotionally as individuals and as a group.

For example, if your staff is moving to a new, larger building with upgraded technology and furnishings, it could be important to say good-bye to the old building through a historical tour of memories during an event or putting together a book of photos.

It is also helpful to involve staff as much as you can in each step of the change, Grall explains.

For example, even if severe budget cuts need to be made, it's better to request suggestions and ideas for how to accomplish that instead of just making the decisions of exactly where to cut and expecting people to follow through.

The more that staff feels part of the change that is occurring, the more likely they will be to buy into the changes.

For more information regarding change management, visit Grall's website at www.justchangeit.com.

Excellent Client Service
Results in Excellent Support for Staff

A merger of three law firms and a new role as Chief People Officer for the United States led Clarissa Peterson to begin her tenure by creating an HR vision with input from all her managers at DLA Piper. The company (www.dlapiper.com), the new international law firm that encompassed all three of the firms, has 23 U.S. offices.

Peterson and her staff worked to ensure that they created an HR strategy and tactics that flow from the organization's strategic plan. "Understanding what our leadership wants to do as a firm and then structuring the HR plans and processes to support that was imperative," she says.

Here is the ambitious vision that Peterson and her staff have committed to memory and try to live each day as they administer the HR function for DLA Piper:

> *To be a world-class, strategic, and innovative organization of excellence that serves all People of the Firm by enabling their recruitment, supporting their retention, respecting their work/life balance, and enhancing their development through the delivery of value-added HR services in accordance with the values of DLA Piper.*

"We [HR] are committed to metrics because we want to be able to measure the success of our HR programs," Peterson explains. "Our group produces a comprehensive metrics report for senior leadership (month-to-month, year-to-year). If you don't do that, you run the risk of HR being out of alignment with the bigger strategy of the whole organization."

Peterson explains that DLA Piper provides innovative, supportive employee benefits and work/life services and programs for their

employees so that they can focus their efforts on providing excellent service to clients. Each year, the firm reassesses its benefits program with AON Consulting. "We want to be a top provider of legal services and a top provider of benefits to our people," notes Peterson.

AON brings new benefits ideas to the firm, and DLA Piper HR staff scrutinize professional literature for new benefits and programs, she explains. In addition, every 2 years the firm administers an internal employee satisfaction survey to partners, associates, paralegals, and staff to understand their satisfaction with the benefits program, assess their current needs, and forecast employees' changing needs over the next 5 years, says Peterson.

Open enrollment for benefits occurs in January. Once that is completed, Peterson explains that AON and HR begin planning for the following benefit year, reviewing what other law firms and companies of similar size are offering to their employees.

Work/Life Services

DLA Piper offers a few somewhat unique services. Praising the firm's outside employee assistance program (EAP) from ComPsych, Peterson notes that it is the most robust EAP she's ever seen.

In addition to traditional EAP services, the EAP offers concierge services. An employee can order flowers or gifts for a friend or family member, find a painting or electrical contractor, or contact eldercare services.

Another new benefit to assist employees with work/life balance is help in steering their children through the college application process. College Coach will help with questions about application completion, essays, financial aid—you name it—though a website and through one-to-one telephone

Who:	DLA Piper
What:	Works toward their strategic HR vision by providing innovative work/life services and programs for staff
Results:	DLA Piper's work/life services support employees in juggling the demands of their work with the responsibilities and rewards of their personal lives so that they can, in turn, meet their clients' needs most effectively.

appointments, as well as brown bag lunch sessions at large DLA Piper locations.

Meanwhile, to assist employees in developing a better understanding of their health risks and prevention measures that can be taken, the firm plans to offer employees the opportunity to complete health risk assessments (HRAs) during the upcoming year. Staff may use the completed HRA as a starting point to supplement their understanding of their health risks through discussion with their physicians.

As a support to employees and DLA Piper's employee benefits staff, Peterson, with input from AON, also brought in Health Advocate, an outside vendor, to help employees with such challenges as health insurance questions, billing issues with insurance providers, and choosing new healthcare providers.

Communication Is Key to Success

For the benefits program and other HR services and programs in any organization, Peterson stresses that two-way, ongoing communication using a wide variety of channels is critical to its success.

DLA Piper, for example, uses the employee website, e-mail, in-person employee meetings at the firm's 23 locations, and continual, informal feedback to make certain that employee needs are met. In turn, employees can effectively meet client needs.

From the Courthouse

Spanish-Speaking Supervisors Passed over For Jobs Requiring English Fluency

Three Spanish-speaking supervisors, who lost their jobs because of a reorganization, filed suit against their former employer claiming discrimination based on their national origin.

What happened. Alejandro Cabán Hernández, Peter Villano Blas, and José Colón Luna were supervisors at Philip Morris USA, Inc., in Puerto Rico in 2003 when the company undertook a corporate restructuring. Early the next year, they were notified that their jobs would be eliminated. Although they were given an opportunity to interview—in English—for jobs within the restructured organization, the new jobs required fluency in English.

Villano, who was fluent in both Spanish and English, turned down a job offer that he felt was unsuitable. Neither Cabán nor Colón was offered a position.

The supervisors signed a release, waiving all claims against the company and entitling them to special severance benefits, including a lump sum equal to 3 months' salary and career transition services.

However, they later filed suit, alleging that Philip Morris had violated Title VII of the Civil Rights Act of 1964 and Puerto Rico law. They said the company had created an environment that was discriminatory, hostile, and harassing to Spanish-speaking employees; they had been terminated as a direct result; and the English-fluency requirement had been imposed to prevent their continued employment.

The former supervisors' wives also brought claims under Puerto Rico law, citing their own mental anguish and emotional distress.

After a district court granted summary judgment to Philip Morris, the former supervisors and their wives appealed to the U.S. Court of Appeals for the 1st Circuit, which covers Maine, Massachusetts, New Hampshire, Rhode Island, and Puerto Rico.

What the court said. The appeals court affirmed the lower court's decision, saying the former supervisors "knowingly and voluntarily consented to releasing their employment-related claims."

According to the court, each supervisor was experienced and educated beyond high school. By signing the release, which was provided in both English and Spanish, the supervisors waived "'any claims, known or unknown, promises, causes of action, or similar rights' against Philip Morris arising 'under the guise of many different laws (including federal, state and local laws and statutes, executive orders, rules and regulations, other administrative guidelines, and Common Law legal doctrines),'" the court said.

The supervisors had 45 days to review the release and decide whether to sign it, and they were advised orally and in writing that they could consult with an attorney to make that decision. Two of them had an attorney review the release and other severance information, and the other spoke to an attorney.

After signing the release, the former supervisors had 7 days to cancel the agreement, but none of them did, the court noted.

Later, they claimed that the severance package materials were confusing and that they were coerced into signing the releases. However, the court rejected those claims. The court also concluded that the spouses' claims could not succeed, because summary judgment was appropriately granted to Philip Morris on the underlying claims (*Cabán et al. v. Philip Morris USA, Inc. et al.*, No. 06-1968, U.S. Court of Appeals, 1st Cir., 5/1/07).

WHAT TO REMEMBER

- **Review language requirements carefully.** The court did not question whether the English-fluency requirement for the new positions was justifiable. However, employers should make sure that such requirements are based on non-discriminatory reasons.

- **Present releases in an understandable format.** The court noted that Philip Morris provided "crystal clear" releases in both English and Spanish.

- **Don't rush a decision.** In this case, the supervisors signed releases of all claims against Philip Morris "after having been afforded fair notice, ample time to consider their options, and an opportunity to consult with counsel," the court

The HR Professional

Pay Attention to Your Career by *Stepping Up*

S. Gary Snodgrass, author of *Stepping Up: 12 Ways to Rev Up, Revitalize or Renew Your Career*, and an HR corporate executive for more than 30 years, compares the attention of many HR professionals to their own careers to shoemakers and their children. "It's the case of shoemakers' kids being the last to be fitted for shoes. Our colleagues tend to feed others before they tend to feed themselves.

"It's just as important to spend time on your career and development, your aspirations, just like you encourage others to do," he says. In this spirit, he shares the following information regarding areas where you as an HR professional should focus if you want to be a leader in your field and in your organization:

1. Be a business type first, HR professional second. Understand the business first and then how what you do and its implications fit the business. Become business savvy. Understand the numbers; learn firsthand what's going on with the business by visiting office and plant locations, walking the floors to find out leaders' and employees' concerns. If you visit locations across regions, you may spot similar issues and be preemptive, proactive, and progressive. You can make changes before something becomes a problem.

2. Understand that human capital is important for companies to succeed. See human capital as a cornerstone element for companies and not a cost center. As an HR professional, you should lead the effort to relentlessly assess and develop the key talent in your organization.

3. Understand that an HR professional should be the catalyst for change and the central transformation agent that tweaks the environment (or culture) to make it more dynamic, invigorating, and competitive.

4. Build relationships with senior leaders as well as building networks across the organization. Meet with line managers, employees, and leaders.

5. Manage your attitude. As an HR professional, people observe you—what is your body language saying to them? Do you really embrace the values and philosophies of the organization, or are you just going through the motions? Others can tell by your actions, not just your words.

6. Be strategic and tactical. Create a plan at the beginning of each year based on business issues and human capital issues so that HR plans and programs help to mobilize the forces for business success. It's important to evaluate the results every 3 or 4 months so that as business conditions change, your plan is flexible and adaptable enough to change as necessary, on the basis of strong evidence, trends, and business issues.

Studying Never Ends

Snodgrass suggests that informal and formal educational efforts will help HR professionals strengthen their business skills and understanding of the areas listed above. He suggests two books to begin with that are outstanding, if you haven't already read them: *Winning*, by Jack Welch and Suzy Welch, and *Good to Great*, by Jim Collins.

Snodgrass comments, "Learning never stops for successful people. It can be formal such as pursuing an MBA or professional certification. It can be informal through networking, informational visits, idea exchanges, whatever. It provides you with more than the knowledge you receive. It gives you more self-confidence and self-assurance and usually translates into your being more effective."

He suggests that you sit down and create a plan to succeed in your career aspirations. Identify your skill sets and where you need additional education and skill building. Compare your strengths and weaknesses with others in the field. Think about who is having the most success and why. Put your plan for yourself in writing. Review it regularly and adjust it at least once a year.

For additional information, visit www.sgarysnodgrass.com.

What Are HR Leaders Worth?

While you're thinking about your career aspirations, below is some salary information of which you might want to be aware. While the HR profession certainly isn't the highest paid profession in the United States, it places fairly high, according to the Occupational Employment Statistics Survey produced by the Bureau of Labor Statistics.

The median annual wage for human resources managers in the United States was $84,200 in 2005, and the job title was ranked as the 36th highest paying occupation in the country. HR managers earned higher median wages than aerospace engineers ($84,100), political scientists ($84,100), physical scientists ($83,300), and computer systems software engineers ($82,100). HR managers' salaries were lower than pharmacists ($89,800), physicists ($89,800), nuclear engineers ($88,300), optometrists ($88,000), sales managers ($87,600), and financial managers ($86,300).

In January 2007, Compensation .BLR.com's Salary Center reported that the median salary for HR managers was $87,105.

To access additional data that covers national, state, and regional surveys and other wage and salary information for many fields and industries, visit http://compensation.blr.com/display.cfm/id/155621.

Tips & Tactics

Match Leadership to Situations, Environment, and Employee Preferences

"A leader is a follower is a leader," states Jane Treber Macken, MBA, MA, business consultant and author of *The Art of Managing: How to Build a Better Workplace and Relationships*. "Effective leadership is flexible and must be situational, based on the style needed by the follower," she further explains.

Macken says that it's up to leaders to provide the right style of leadership that stimulates employees into becoming motivated. As a leader, it's important for you to determine what each employee needs from you to succeed in each situation in order to be most effective in his or her job.

If employees are not achieving the highest level of work performance of which they are capable, it's up to a leader to determine the reason. Coaching employees individually will provide the impetus for them to become motivated. Macken describes the relationship of leadership to employee motivation: "Motivation is the leader's ability to urge action in others by influencing their inner drive."

She suggests that in many cases when employees are not performing well, it is because of a supervisor using an inappropriate leadership style with them.

Assessing Employee Coaching Needs

Macken shares some of the questions that you should think about as you assess each individual report's mindset so that you can determine how to best coach employees to become self-motivated and successful at their jobs:

- Does the employee have the knowledge, training, and experience to do the job? If he or she is lacking skills or training, you can schedule training and provide learning materials.

- Does the employee have the psychological maturity and capacity to do the job? If not, perhaps there's a more appropriate position for that person's present level of functioning.

- Does the employee show confidence and have good self-esteem? If not, your support, encouragement, and positive feedback will help.

- How does the employee want to be recognized and rewarded? Each employee is different. For some, individual, personal acknowledgment of their good work will suffice. For others, public recognition of their hard work at a department or organizational meeting might be important.

- Does the employee have the willingness to do the job? Some employees may just need to be handed a project and will set off to accomplish it autonomously, in their own way. Other employees may need timelines and deadlines, and be expected to provide weekly or even daily updates in order to remain accountable and on task.

Once you determine the employee's situation, on the basis of answering the questions above, you can start to influence the employee's motivation, which in turn should improve his or her performance.

Leading Teams

Employees establish work relationships with other staff through regular interactions with one another. Macken suggests that putting employees into small groups to work as a team will often produce better work performance and project results. "Team members play off each other's strengths—two heads are really better than one," she notes.

Once a team of employees gets to know one another a bit and agrees to following some ground rules such as accepting ideas without judgment, not pushing their own ideas to the exclusion of others' ideas, and not seeking constant attention, they will become productive.

Macken provides some suggestions for leadership behaviors that will help a team function most effectively:

- Bring issues or problems to the team's attention. By acknowledging and discussing issues, they can be solved, and the team can focus on their tasks.

- Ask for and give information. Support the team by providing background information and encouraging members to share any additional information that they have regarding a project.

- Assist the group by clarifying ideas.

- Summarize to help with understanding what's been said.

- Attempt to reconcile and find common ground in disagreement. Determining specifically where conflict exists will help the team reach consensus. First, team members must identify where they need to compromise and then find a middle ground on which they might agree.

- Set team standards, including being accountable and responsible. Create a structure for reporting on project milestones being reached or tasks being completed to help the team stay focused.

Whether working with teams or individual employees, Macken concludes that is critical for leaders to expect the best out of people and know that they can achieve it.

"You have to know each employee and how he or she can best achieve results," she says. "You have to set up the environment so they can succeed."

For more information and excerpts from Macken's book, visit www.janemacken.com.

Effective Performance Management 'Goes Beyond Annual Reviews'

Performance management at Schawk, Inc., begins even before employees are hired. "We have an expanded view of performance management," says Jennifer Erfurth, global vice president of HR. "It goes beyond the concept of annual reviews."

Schawk (www.schawk.com), a provider of knowledge-based brand image management solutions, uses the same standards to screen job applicants, to evaluate employee performance, to provide employees with development opportunities, and for succession planning purposes, she explains.

In addition to job-specific competencies, all applicants—and, later, employees—are evaluated on the basis of five personal performance factors: integrity and ethics, adaptability, perseverance, initiative, and quality focus. "If you don't have those five performance factors, then you won't be successful at Schawk," she says.

Appraisal Process Creates Dialogue

When applicants are interviewed, they are asked behavior-based questions about how they handled certain situations in the past—to determine if their past performance will help predict future success at Schawk. The interview questions are developed around specific job competencies (communication, personal organization, project management, multitasking, etc.) and the personal performance factors, according to Erfurth.

Upon hire, employees are given a job description outlining their job duties, a list of competencies for their position, and the personal performance factors. During annual reviews, they complete an online performance appraisal form, rating their own performance on their specific job duties and the five performance factors, according to Erfurth.

Schawk uses a "behaviorally anchored" ranking system, meaning that a brief narrative with examples of specific behaviors accompanies each score, so the process is more objective. Employees simply click on a rating to complete the self-appraisal, and they have the option of providing comments about their performance and goals. The ratings are automatically "workflowed" to employees' supervisors, who rate them on the same duties and performance factors.

The appraisal has three columns: one for employees to rank themselves, a second for supervisors to evaluate the employees, and a third column showing gaps between the two scores, Erfurth explains.

After a form is reviewed by the supervisor's boss, the supervisor and employee meet to discuss their respective scores and any gaps. The supervisor can update the appraisal, if necessary.

Using an automated system not only streamlines the review process itself, it enables Schawk to compile data on particular positions to identify skills gaps and areas for future training, she says. In addition, the system provides opportunities for continued dialogue between supervisors and employees, because they can note progress toward certain goals.

In addition to training employees on using the automated system, Schawk provides mandatory performance management training to managers. The 1-1/2 day session addresses tips for giving informal feedback and setting goals, as well as coaching, motivating, and recognizing employees.

Schawk's performance management process has helped increase employee engagement. "We believe that performance feedback and recognition are key drivers to increasing employee engagement," she says.

From 2006 to 2007, overall engagement rose from 80 percent to 85 percent, which is statistically significant, Erfurth explains. This was determined using an in-house engagement survey created from concepts that were made popular from sources such as *First, Break All the Rules*, the *Harvard Business Review,* and the *Wall Street Journal*.

The survey "measures how employees feel about their jobs, careers, colleagues, company, and communications," explains Shelby Lerner, manager of Organization Development.

"Consistent with research, we find that our Operating Units who score higher on our engagement survey have higher profitability, higher client satisfaction, and lower turnover."

In addition, more employees reported that they are receiving feedback and recognition at work—up from about 50 percent to 60 percent. The company saw an even more dramatic increase in employee satisfaction with internal communication—from 50 percent to 70 percent. "That's really the goal of this system—to provide that dialogue about performance," says Erfurth.

Schawk has been recognized with a "best company" award 12 times in the last 7 years—most recently being named one of Chicago's "101 Best and Brightest Companies to Work For" for the third consecutive year.

How Effective Is *Your* System?

If you're looking for ways to strengthen your performance management system, consider the following tips:

Start at the end. Identify the end result that you'd like to achieve. "Start with the end and determine what the overall goal of the performance management process should look like," Erfurth says.

Involve top management. Support from the top is essential for success. "It can't be something that's a grass roots effort. It can't be something that starts in HR," Erfurth says. A task force composed of company executives will help secure buy-in for the process.

Train employees and managers. Managers need training to understand the importance of providing ongoing feedback and coaching. Both managers and employees need training on completing the performance appraisal itself—especially if you use an automated process.

HR Tool Box

Professional Flexibility Checklist

This checklist was created by Peggy Grall, The Change Coach (www.justchangeit.com). Circle the number that most closely represents your normal behaviors or attitudes regarding the statements below.

1 = Never 2 = Rarely 3 = Sometimes 4 = Usually 5 = Always

Regarding Myself

1. I stick to the problem and try to solve it.   1 2 3 4 5
2. I can identify what I feel and choose my next steps accordingly in most situations.   1 2 3 4 5
3. I can identify how my emotions are affecting what I say and do.   1 2 3 4 5
4. My basic values and goals determine my behavior.   1 2 3 4 5
5. I have strong beliefs, but I can listen to and adopt new beliefs.   1 2 3 4 5
6. I can stay emotionally composed, even in trying circumstances.   1 2 3 4 5
7. I can stay focused and think clearly under pressure.   1 2 3 4 5
8. I am comfortable with calculated risk and can admit when I've made a mistake.   1 2 3 4 5
9. I can read a situation and know what response is appropriate.   1 2 3 4 5
10. I can present my ideas in a convincing manner, and people seek out my advice.   1 2 3 4 5
11. I deal with difficult issues in a straightforward way.   1 2 3 4 5

Total _____

Regarding Others

12. I listen and try to understand the other person's feelings and values.   1 2 3 4 5
13. I can recognize differing points of view and work collaboratively with others.   1 2 3 4 5
14. I determine a course of action, but I can change directions quickly.   1 2 3 4 5
15. I alter my interaction style to fit the person I am with.   1 2 3 4 5
16. I regularly acknowledge and reward new ideas and approaches.   1 2 3 4 5

Total _____

Regarding Problem Situations

17. When I'm first confronted with a problem and have no idea how it can be solved,
    I take the attitude that the right answer will emerge.   1 2 3 4 5
18. When I'm leading a project or initiative and someone dislikes me, I feel hurt, but I
    accept that the decision is his or hers to make.   1 2 3 4 5
19. When I'm arguing with someone, I defend my position, but I also acknowledge the
    other person's ideas.   1 2 3 4 5
20. I am considered a good listener. I don't interrupt others.   1 2 3 4 5
21. In a crisis I can remain in control of myself while acting as a resource to others.   1 2 3 4 5

Total _____

Grand Total _____

Scoring scale

0-40   You could benefit from spending more time learning and developing stronger change-skills and becoming aware of how you and others are navigating the change.

41-75   You are reasonably flexible, but could benefit from some extra care to develop greater awareness of how you and others are feeling and responding in a change situation.

76-105   You enjoy a healthy view of self and others and are often in tune with how effective you and others are being in a change situation.