

CHAPTER 3

Following The Platinum Rule I: Flourishing Students



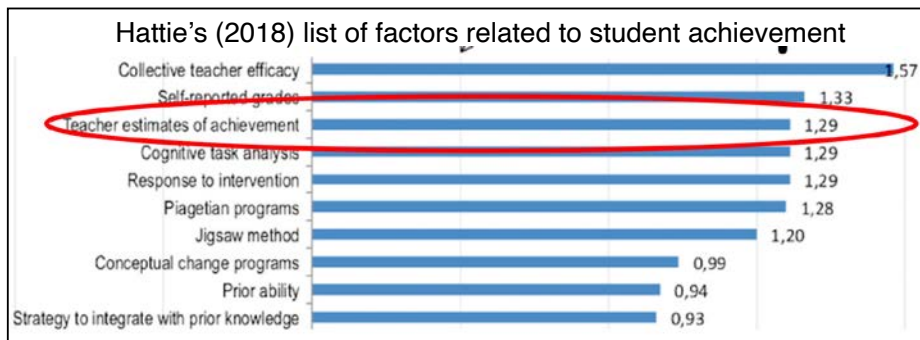
The Golden Rule: *“Do unto others as you would have them do unto you”*

The Platinum Rule: *“Do unto others as they would want it done unto them”*

You Get What You Expect:

Teacher Estimates and Self-Fulfilling Prophecies

Since the late 1960's research on teacher student relationships highlights an uncomfortable truth – teacher expectations of student performance (academic, motivation, and behaviour) can create a self-fulfilling prophecy. In general, teachers tend to spend more time providing guidance, encouragement and feedback to students whom they predict will do well. These students in turn benefit from the extra attention, with assessment results reflecting the teacher's original prediction. The reverse is also true, where teachers predict that students will likely struggle regardless of the amount of extra support they receive, that support is often redirected elsewhere, and again the results conform to original expectations. When we look at more recent research, teacher estimates of student achievement continue to have a very large impact on student learning. (see diagram on Page 34)



Teacher-Student Communication

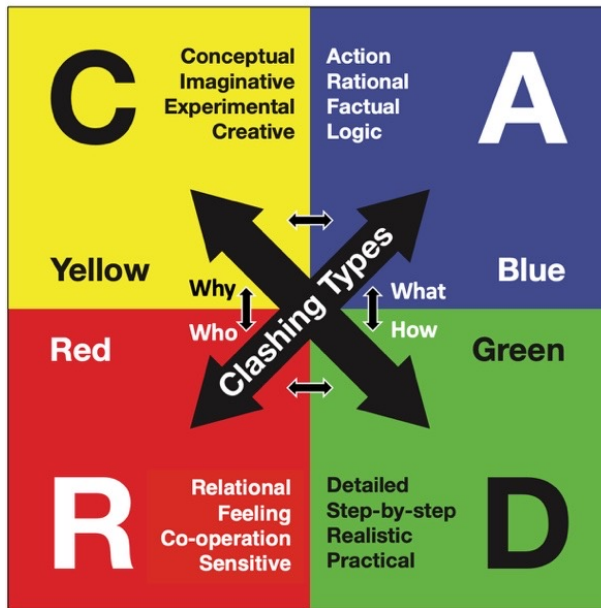
So, if teacher expectations of student performance are so important in determining student success, what influences a teacher's expectation and beliefs about a student...? While there are many factors involved, one of the main drivers of a teachers' expectations and beliefs about their students (and vice versa) relates to the quality and satisfaction they derive from their teacher-student communication. And this is where personality and communication preferences between students and teachers can become either a blessing or a curse!

Teacher-Leader & Teaching Team Communication

Whilst we are currently focusing on the degree of alignment in personality and communication preferences between teachers and students it is also important to note that misalignments of this type are usually at the heart of conflicts within teams and between school leaders and staff (read more about this later in the chapter).

Understanding Individual Communication Preferences

There are countless frameworks to explain personality and communication preferences, however in order to keep it simple and real, we find it useful to consolidate and simplify all the various theories down into 4 important personality types reflected in the C.A.R.D. acronym (and link them to basic colours to keep things easy to remember).



The C.A.R.D. acronym stands for Concept (Yellow), Action (Blue), Relational (Red) and Detail (Green) which tends to be the most useful descriptors to understand individual differences and personality clashes. 'C' stands for Concept – the 'Why' people who perform at their best when they understand the 'big picture' and purpose behind the tasks they have to do. 'A' stands for Action – the 'What' people who perform at their best when they have immediately attainable 'next step' goals with the tasks they have to do. 'R' stands for Relational – the 'Who' people who perform at their best when they feel validated and connected with others in completing their tasks. 'D' stands for Detail – the 'How' people who perform at their best when they understand the steps, processes and quality indicators associated with completing their tasks. When people are tired, stressed, and under pressure (typical day at school anyone?...) clashes most commonly (but not always) occur between the Concept and Detail type people who have opposing biases and between the Relational and Action type people who also have opposing biases.

The Golden Rule vs The Platinum Rule

The Golden Rule

“Do unto others as you would have them do unto you...”

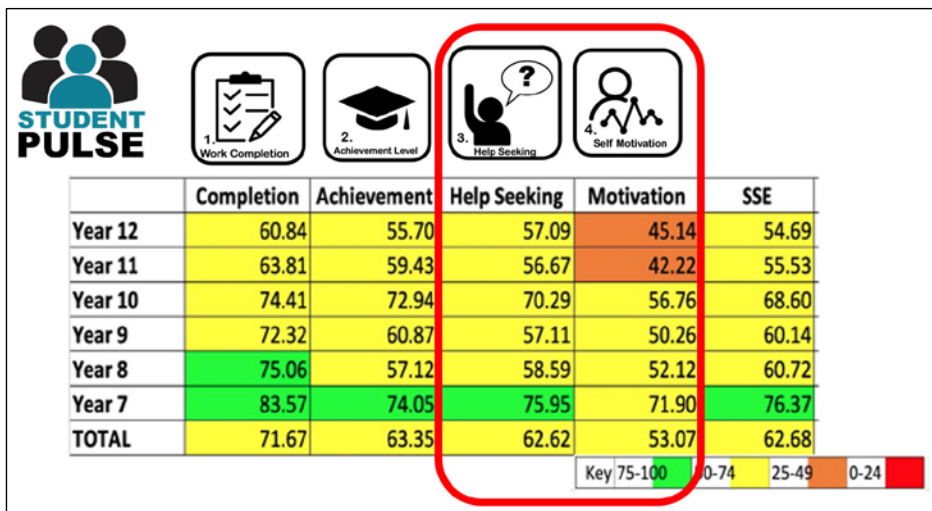
The Platinum Rule

“Do unto others as they would want it done unto them...”

When it comes to building strong relationships, many of us have been taught (and follow) the Golden Rule: *“Do unto others as you would have them do unto you”*. However, if we follow the Golden Rule in relation to communication preferences it is likely to only be effective if we share the same preference as the person we are communicating with (i.e., Yellow-Yellow, Blue-Blue, Red-Red and Green-Green), and could very well lead to a communication disaster if we are communicating with someone who has a strong preference for a communication type that clashes with our own (as we’ll see in the following case studies). So if we don’t follow the Golden Rule what can take its place? Our advice is The Platinum Rule: *“Do unto others as they would want it done unto them”*.

Teacher-Student Relationships: Students Flourishing at School

When it comes to *‘Students Flourishing’*, we’ve previously discussed student wellbeing in the context of learning, particularly the important roles schools can play in boosting *‘student self-efficacy’* (SSE). Interestingly of the four factors that underpin SSE (Work Completion, Achievement, Help Seeking and Self-Motivation), Help Seeking and Self-Motivation are likely directly influenced by Teacher-Student Relationships. As you can see on Page 37, These two factors are typically scored lower by students on the SSE scale. They are not typically dealt with in normal teaching and learning process, nor in typical student wellbeing programs. Given this, there is a clear need to better understand the impact of Teacher-Student Communication on Student Help Seeking and Self-Motivation.



When Teacher-Student Communication Goes Wrong...

Case Study 1: Praise That Doesn't Hit The Mark...

Shannon looked unnerved as she recounted a recent interaction with a student...

"While I was in the middle of sharing my response to a difficult question one of my students had stayed behind after class to ask me, they suddenly said... 'Ok, thank you for that – you've been incredibly helpful, and I very much appreciate you taking the time to talk with me!'"

"They proceeded to close their laptop, grab their notes and folders and stood up, with a beaming smile, saying thank you once more before leaving the classroom. I was uneasy... I mean, on one hand it was clear they felt good and clearly found the conversation useful... but on the other hand I felt like the best bits of the advice I was giving were missed as they wrapped up the conversation before I had finished. Although they told me I was helpful and they were grateful, I didn't find this quite as satisfying as I thought I would... What I really wanted was to be able to finish what I was saying and then have them summarise and reflect – see and hear them actually grasp the benefits of what I was saying. If I'm honest, I wanted them to thank me for my 'insights' more than I simply wanted to be 'helpful'..."

What's also concerning me is whether or not Cindy is actually listening and learning – I mean, now that I think about it, her response to me was quite superficial and I don't enjoy trying to explain things to students who don't listen properly."

Debrief: The Concept vs Relational Dilemma

Concept driven people want to be praised as 'insightful' while Relational people want to be praised as 'helpful'.

What really happened...

Shannon, a concept driven teacher was in the middle of answering a complex question that Cindy one of her students had asked. When Cindy got the advice she needed to solve the next step in her problem, she enthusiastically thanked Shannon – accidentally cutting off the remaining bits of advice. Cindy, being highly relational, followed the Golden Rule – heaping on the 'relationally' driven praise she would like to receive herself which ultimately did not hit the mark for Shannon. Even worse, Cindy's failure to summarise and reflect at the closure of the conversation (entirely reasonable and normal for her personality type) led Shannon to make negative judgements about Cindy's character and capability.

Had Cindy followed the Platinum Rule she would have sized up Shannon as being more of a Concept driven person and the praise would have been more like "Wow that is so insightful and I can see the next steps of (specifically describe) much clearer now – thank you!".

How many times has a scenario similar to the above happened? Potentially diminishing the goodwill between teachers and students. The issue of ineffective praise not only accidentally diminishes teacher perceptions of students but also students' perceptions of teachers. Time and time again teachers follow the Golden Rule when praising students instead of following the Platinum Rule. The result is only the students of similar personality types feel warm and fuzzy about the praise – ultimately filling up their self-motivation tank to keep trying when the learning becomes tough. The rest of the students dismiss the praise as hollow or false (they don't really mean it... They say it to everyone...) when sadly this is not the case at all.

Common Praise Interactions by Communication C.A.R.D Type (Colour)

Praise x Colour		How Praise is Heard by Receivers
Giver	Receiver	
Conceptual (Yellow)	Yellow	Very Positively
	Blue	Praise may be heard as unrelated to task, lacking depth or too general in nature
	Green	
	Red	
Action (Blue)	Blue	Very Positively
	Yellow	Praise may be heard as insufficient, insincere or too infrequent
	Green	
	Red	
Detailed (Green)	Green	Very Positively
	Yellow	Praise may be heard as overly detailed, paint by numbers or lacking appreciation for any broader context
	Blue	
	Red	
Relational (Red)	Red	Very Positively
	Yellow	Praise may be heard as over the top, avoidant of constructive improvement suggestions or given too freely
	Blue	
	Green	

Case Study 2: Help Seeking That Fails to Inspire...

David was distraught...

"There's no way I'm going to put up my hand in class again! The other day we did a quick quiz and the teacher asked for people to share their answers. As they did so he quickly yells out 'correct' or 'incorrect' to everyone and mine was wrong – I was so embarrassed in front of the whole class. He's always telling people to be more 'concise' with their answers and seems to want everybody to try to complete activities before stopping and asking questions. It just stresses me out always worrying that I'll get it wrong...."

Debrief: The Action vs Relational Dilemma

When being provided with feedback Relational Driven people don't want to feel singled out in a negative way, while Action oriented people want to provide concise feedback and move on to the next task.

What Really Happened...

This is pretty common – the teacher was trying to create an efficient classroom environment, treating people fairly (i.e., quizzing everyone), and encouraging responsibility for learning (giving immediate feedback following the task), but only in a way that would most appeal to students with an Action orientated personality types.

David, a Relationally oriented student, felt ‘put on the spot’ and ‘singled out’ by the process (definitely not the teacher’s intention). As a result, it is unlikely that David will reach out to this particular teacher for feedback in the future.

Had the teacher realised the mix of students’ different communication preferences within the class and followed the Platinum Rule to adjust the process, things may have gone a little differently. The teacher could have scanned the room and quickly identified the Action oriented students, called on them for answers, and then set them up with the next task. Then, the teacher could have checked in one on one with the Relational oriented students like David, meeting them in their feedback comfort zone.

Although accidental, communication preference clashes around feedback similar to the above are all too common when teachers follow the Golden Rule instead of following the Platinum Rule. Again, the result is that only the students of similar personality types feel safe to ask for feedback – ultimately making them confident to request help when needed. The rest of the students hold back and continue to struggle in silence when they really don’t need to.

Common Feedback Reactions By Communication C.A.R.D Type (Colour)		
Feedback Dimension	How Feedback is Heard by Receivers	
Giver	Receiver	
Conceptual (Yellow)	Yellow	Very Positively
	Blue	Feedback may be heard as high level, vague or overly theoretical
	Green	
	Red	
Action (Blue)	Blue	Very Positively
	Yellow	Feedback may be heard as blunt, narrow focused or overly critical
	Green	
	Red	
Detailed (Green)	Green	Very Positively
	Yellow	Feedback may be heard as nit-picking, overly technical or overwhelming in depth
	Blue	
	Red	
Relational (Red)	Red	Very Positively
	Yellow	Feedback may be heard as sugar coated, overly positive or Pollyanna
	Blue	
	Green	

Bringing It Together: Following The Platinum Rule Part 1

There is often wisdom in '*sage advice*' but sometimes it can steer us in the wrong direction. As we've seen from our case studies, if teachers only follow the 'Golden Rule' (*do unto others as you would have them do unto you*) and don't account for the communication preferences of their students, they may inadvertently set up negative self-fulfilling prophecies, particularly around motivation and help seeking behaviour. So, while the '*Golden Rule*' sounds nice in theory, it is far better that teachers reach for the top shelf and follow the '*Platinum Rule*' (*do unto others as they would want it done unto them*) by matching the way they communicate to the preferences of their students. This is not as hard as it may seem once you have mastered the skills of C.A.R.D type communication preferences - the very same skills that teams and leaders use to Leverage Diversity in High Performance Teams.

The ability of teachers and students to communicate effectively is crucial to setting positive expectations for learning. If every teacher in every classroom followed the Platinum Rule, we would create a positive self-fulfilling prophecy - ALL students would flourish because they would be hearing praise that was meaningful to them and feel safe to ask for help when they needed it. They would believe that their own learning matters, that they have the ability to improve, and that their classroom teacher believed in them and was expecting them to succeed!

Following The Platinum Rule II: Leveraging Diversity In Staff



"Strength lies in differences, not in similarities." - Stephen Covey

Leveraging Diversity: When The Curse Becomes A Blessing...

One of my guilty pleasures is to sit down and watch a good Romantic Comedy – the plot lines are all the same but I love them nonetheless. Usually the two main characters meet and get off on the wrong foot. Moving into Act 2, miscommunications are compounded which leads to a war between the characters and great hilarity. By Act 3 the plot twists and the miscommunications are revealed and resolved to the point where the characters sheepishly admit that there was fault on both sides and by the close of the movie the characters are closer than ever.

To me, it seems as though life imitates art, but only up to a point. In most workplaces and teams, miscommunications abound. However, unlike romantic comedies, the main players in the workplace usually go to war without the hilarity and the plot twist that offers swift resolution rarely, if ever, comes. In fact, prolonged workplace conflict is one of the most stressful life events, resulting in great cost to staff and organisations in the form of poor health (both mental and physical), lack of productivity and expensive interventions (stress claims).

Yet, taking a helicopter view, it's clear to see that just like in rom coms, generally the characters on all sides of workplace conflict are good people, with conflicts beginning due to seemingly minor misunderstandings that could have easily been avoided before they escalated into more serious dysfunctional situations.

All High Performance Teams are acutely aware of the serious issues that can develop because of failing to understand each other. Because of this they invest time and energy in helping individual team members to get to know each other to ensure that team diversity becomes a blessing rather than a curse. Members of High Performance Teams understand that success in communication with others is not about simply communicating in a way they themselves prefer (AKA the Golden Rule) but rather communicating in a way that the other person prefers (AKA the Platinum Rule). To be able to follow the Platinum Rule they must first understand the different personalities and communication preferences that exist within their team.

Personalities & Team Profiling: Keeping It Real...

"The essence of synergy is to value differences - to respect them, to build on strengths, to compensate for weaknesses."

- Stephen Covey

At the foundational level, Leveraging Diversity in a High Performance Team begins with establishing a basic understanding of the personalities, communication style, work interests and career goals of each member of the team and mapping these onto a Talent Map document that can become a ready reference on the Data Wall to remind people of key individual differences at times when personality clashes may be occurring.

One of the best ways for team members to understand each other better is to do a team profiling activity with the group. There are a range of excellent free and paid team profiling tools that can be used as the basis for better understanding the different personalities in the team. However, each profiling tool is typically packed with a range of extra features to guide career development, recruitment and selection, and leadership skills. Whilst these features are fantastic for their specific purposes, when it comes to '*leveraging diversity*' in teams we find that sometimes these additional features and benefits can get some team members distracted from the main point, so it is important to keep the process as simple and team focused as possible.

In order to keep it simple and real, we typically consolidate and simplify all the various theories down into 4 important workplace personality types reflected in the acronym C.A.R.D. (as mentioned in Part 1) and link them to basic colours. This simplification process enables staff to have a common language to use in integrating their understanding of individual differences as a team.

To get started on team profiling, have team members complete their individual profiles. This can be done by playing an interactive game (instructions available at www.hptschools.com/hpt-worksheets-download) or by simply completing a quick self reflection activity (see Page 46).

Then, physically separate the group into their different primary/dominant personality types and briefly discuss (1) the possible secondary type they also identify with (as most people can strongly identify with two personality types) and their lowest or shadow type; followed by (2) a much longer conversation about (a) the significant benefits that each type brings to the team, (b) the potential clashes that could occur between the types, and then (3) the proactive ways and specific protocols the team could use to resolve personality clashes instead of avoiding and back-stabbing (passive aggressive) OR becoming openly hostile (aggressive).

To round out the activity and to ensure that the key learnings are used in the business-as-usual environment (and not just forgotten after the fun training day is over) capture everyone’s personality type into a simple ‘Talent Map’ (see examples for staff below and students on Page 45) which is then placed on the Team Data Wall.

Example
Staff
C.A.R.D.
Team Profile

Team Profile

Talent Map

Team: Example Team

Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue & Red - Strategy & Ops	Data and supporting teachers	NRL - Go The Cowboys	Outdoors
Amanda Jones	Teacher	Red & Green-Enthusiastic	Improving reading outcomes	Masterchef	Motorcycles Fast cars
Paul Davis	Teacher	Yellow & Red - Curious and social	Behaviour management	Golf	New year resolution to find a "hobby"
Paula Brown	Teacher Aide	Red & Green-Child focused	Queen of booklets, teaching kids reading	Cake decorating	Grandchildren
Mary Roberts	Teacher	Green & Blue-Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green & Red - Punctual	Science and writing	Motor Sports	Eating out

In addition to team profiling, a good talent map should also include work interests (i.e., team members describe the tasks within their roles that they enjoy or prefer) and career goals (i.e., team members describe their career goals – “5 years from now I want to...”). Housing the team Talent Map on the data wall allows for a readily accessible map of the diversity and interests within the team. This can be harnessed to ‘best match’ people to projects and opportunities as well as allow for deeper conversations on common interests. A team Talent Map can also be one of the best ‘short cuts’ for helping new staff to ‘get to know’ their new team mates. At a team-wide level, the only result possible from understanding ourselves and others better is the strengthening of trust across the team.

Example Student C.A.R.D. Class Profile



Name	Role	Strengths Personality Traits/ CARD colors	Work Interests & Goals	Secret Skills
Clancy	Yr 5 Rep	Yellow and Blue	To get more funding for instrumental music.	Ballet, gymnastics and playing guitar
Jakiah	5B rep.	Yellow/Red	MUSICIAN	MUSIC
Emma	Yr 6 rep	Yellow/Blue	To be a life-guard!	Singing
Availe	Yr 5 rep	Yellow/Green	To be an Actor	Very fashionable

STEP 1. (2min)

Rank Order Your Workplace Personality...



Type	Concept	Action	Relational	Detail
Description	<i>I like to focus on thinking 'big picture' – innovating and solving complex problems.</i>	<i>I like to focus on the here and now – taking logical and realistic actions to get things done.</i>	<i>I like to focus on making sure people are actively engaged and are working together effectively.</i>	<i>I like to focus on the detail, the process and the quality – making sure things get done properly.</i>
You: Rank Order (1-4) (1 = most like me)				

STEP 2. (5min)

Share Your Reflections...

My highest is _____

My lowest is _____

I'm most comfortable with _____

I'm at risk of clashing with _____

STEP 3. (3min)

Update Your HPT Team Profile...

Team Profile Talent Map					
Team: Example Team					
Name	Role	Strengths (Personality Traits & Work Skills)	Work Interests & Goals	Secret Skills	Other
Sue Smith	Deputy Principal	Blue & Red - Strategy & Ops	Data and supporting Teachers	NRL - Go The Cowboys	Outdoors
Amanda Jones	Teacher	Red & Green - Enthusiastic	Improving reading outcomes	Masterchef	Motorcycles Fast cars
Paul Davis	Teacher	Yellow & Red - Curious and social	Behaviour management	Golf	New year resolution to find a "hobby"
Paula Brown	Teacher Aide	Red & Green - Child focused	Queen of booklets, teaching kids reading	Cake decorating	Grandchildren
Mary Roberts	Teacher	Green & Blue - Enthusiastic	Numeracy, consistent resources	Mange Farming	Enjoy house renovating
Steve Young	Teacher	Green & Red - Punctual	Science and writing	Motor Sports	Eating out

Case Study:

Personalities Types at Jefferson State School

Conducting a team profile was eye opening for the leadership team of Jefferson State School. Once the team got their individual profile back the discussion began. Joan, the Principal, was identified as being a '*big picture thinker*' (Concept) and the team wholeheartedly acknowledged that they appreciated her creative '*out of the box*' thinking and uncanny ability to see the future needs of the school before anyone else.

However, on the downside, it was noted that sometimes Joan became overly excited by change to the point where it seemed like some changes the school was embarking on were too rushed and/ or too risky.

In contrast John, the school's Business Manager was identified as being very '*thorough and procedural*' (Detail). Again, the team was quick to acknowledge the value that John's attention to detail had brought to the school (particularly during the recent school review), however some staff identified that John's behaviour can sometimes come across as '*micro-managing*'.

Lisa, the school's Deputy Principal in charge of behaviour management was identified as being '*realistic and logical*' (Action), and while many staff appreciated Lisa's blunt '*straight shooting*' talk, some staff noted that she can sometimes come across as lacking care, rude and offensive. Finally, James, the lead teacher for the school's Music program was identified as a '*people person*' (Relational). While everyone agreed that James' sociability and outgoing nature made the school a friendlier place overall, some staff commented that James sometimes comes across as being overly intrusive.

On reflection, the leadership team agreed with all comments put forward and appreciated the better understanding of the strengths that they brought to the team, as well as how they may have been unintentionally sending the wrong signals at times. Following the activity, the team revisited their '*Above and Below the Line*' behaviours (team agreed behavioural norms) and expanded these based on their new insights. Now previous points of contention are more easily navigated and the team has reached a new level of trust and respect for each other's differences.

Team Profiles in Action: A Note of Caution

As you can see from the Case Study, activities that allow team members to better understand each other's personalities can unlock powerful learnings, thereby ensuring that future misunderstandings are 'cut off at the pass'. Having said that, there are a few key points that all staff should understand in relation to team profiling:

1. ***Types Don't Excuse Behaviour:*** Just because someone has been identified as a certain profile type, it doesn't give them permission to act in the extreme, and then excuse their behaviour by hiding behind their type (*"oh it's ok I'm so blunt with everyone, after all I am 100% Action!"*). Quite the opposite, better understanding of you own personality type comes with the responsibility to moderate the extremes of your behaviour.
2. ***Acceptance of Difference is a Two-Way Street:*** Just as we wish others to accept our personality type, so to we need to accept theirs.
3. ***Types Don't Box Us In:*** Just because someone has been identified as a certain type doesn't mean that they should be typecast (e.g., given work only highly related to that type). Everyone is capable, and must demonstrate competence in all types, regardless of preference.

Leveraging Diversity: Bringing It All Together

Whilst Stephen Covey was absolutely right when he said that 'the essence of synergy is to value differences – to respect them, to build on strengths, to compensate for weaknesses', we would take this one step further in saying that *'leveraging diversity creates the synergy needed to fast-track the journey to higher team performance.'*

In bringing it all together and taking your team to the next level, we want to leave you with three simple questions: Does everyone in your team understand the personality mix in your team?... Have you discussed the strengths and potential areas for clashes that exist amongst your team?... What are your next steps to ensure the diversity within your team becomes a blessing and not a curse?

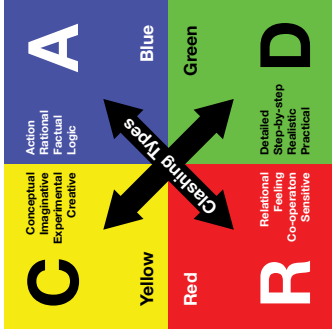
Chapter 3: Following the Platinum Rule of Communication

- Chapter Summary -

- A feedback culture is, essentially, a school culture that is focused on honest, constructive feedback between students, staff and leaders.
- Effective communication sits at the foundation of all effective feedback and the most effective form of communication follows the 'Platinum Rule' (do unto others the way they want it done unto them) in contrast to the more commonly referred to approach of the 'Golden Rule' (do unto others as you would have them do unto you).
- To follow the Platinum Rule we must quickly understand the communication needs and preferences of others and the C.A.R.D. model of personality and communication allows us to easily map our own and others' communication preferences.
- When we apply this to our communication we enhance all forms of feedback from simple positive affirmations (i.e., praising others) to more complex help seeking and conflict resolution processes – all of which can be easily understood by staff and students (with some minor scaffolding) to maximise success.
- When we create (1) team/class profile maps and (2) whole school maps of individual needs and preferences we enable everyone to have access to these insights ahead of communicating which allows us to systematically improve the quality of communication across the school.



The Platinum Rule



All Staff



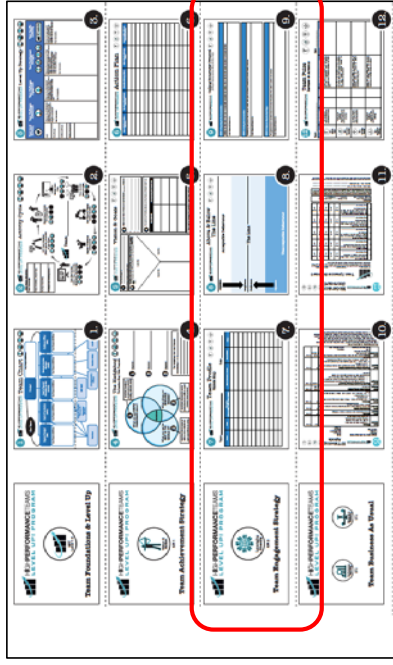
Students

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**Tools & Templates
at: HPTschools.com**



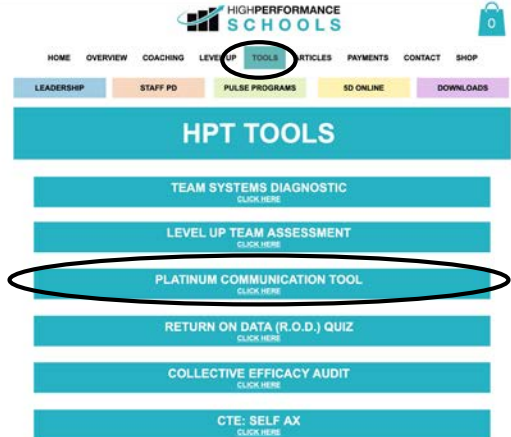
Teaching Teams



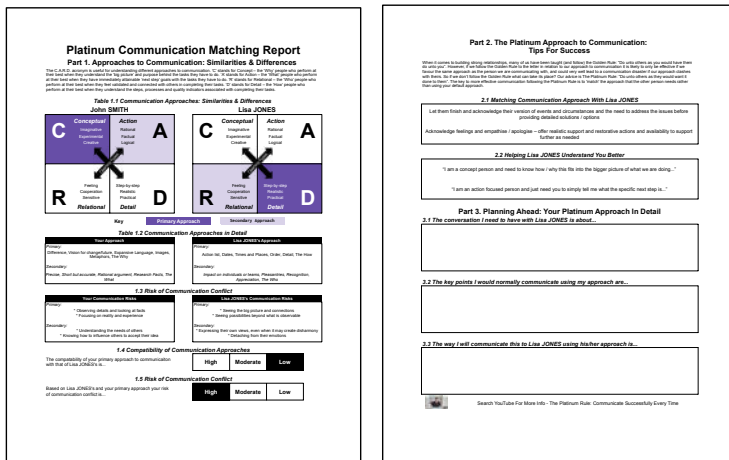
Next Steps: Toolkit

How can staff at your school make the most of the Platinum Rule?

Go to hptschools.com/tools and complete the Platinum Communication Tool to identify how your Communication Preferences match those of your colleagues, as well as tips for better matching.



SAMPLE Platinum Matching Report



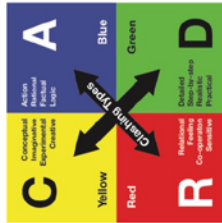
Next Steps: Quickstart Video

Channel: HPT Level Up!

Playlist: Leading Flourishing Schools

Title: The Platinum Rule: Communicate Successfully Every Time (4.46)





Collaborating Effectively: 1:1 Personality, Stress & Communication

Type	Colour	Focus	Identifiers / Key Words	Defusing Stress: Giving Support To Them	Defusing Stress: Getting Support From Them
Concept	Yellow	Why	Big Picture / Future Focused / Thinks About Long Term & Wider Impacts – Impact Focused Stress / Anxiety	Let them finish and acknowledge their perspective before offering solutions / options	"I am a concept person and need to know how / why this fits into the bigger picture of what we are doing..."
Action	Blue	What	Black & White / Immediate Focus – 'Right / Wrong' / Wants it Fixed 'Now' – Direct Active Personal Stress / Anger	Agree with them about the need to take action now and then outline realistic next steps and follow-up processes	"I am an action focused person and just need you to simply tell me what the specific next step is..."
Relational	Red	Who	Strong People Focus / Feelings, Care, Respect, Alignment, Emotions – Tangential / Passive Third Party Stress / Anxiety	Acknowledge feelings and empathise / apologise – offer realistic support and restorative actions and availability to support further as needed	"I am a people person and sometimes find it hard to ask for help and worry about what others will think. What I really need from you right now is..."
Detail	Green	How	Strong 'Rules' Focus – Fairness, Compliance With Policy / Process, Justice, Equity – Verbose Fairness Focused Stress / Anger	Let them finish and acknowledge their version of events and circumstances and the need to address the issues before providing detailed solutions / options	"I am a details focused person and need you to tell me more specifically what is expected / needed / supposed to happen and by when in order to (complete this task / follow this procedure)..."