



CONCEPTS & SUMMARIES

PART 1: UNDERSTANDING WHAT WAS SAID

Advanced Training Course
Class #3
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concepts & summaries

session 1: building blocks

bias-free understanding of people
recognize a concept
introducing summaries

session 2: it's complicated

write a clear, concise summary
concepts get repeated

session 3: but not impossible

clarify the summary
recasting & traps to avoid
tangled concepts & implied concepts

session 4: some logistics

merging, splitting, pruning
team work
lightning-quick and from-memory

warmup exercise

what are the two formulas for summaries?

first formula is for reasoning and
guiding principles:

verb + **key point** + **supporting detail(s)**

second formula is for emotional reactions:

feel emotion + **key point** + **supporting detail(s)**

the verb must:

evoke a strong, clear-cut sense
of what is going through the
speaker's mind

avoid these red flag verbs

Vague Verbs	Passive Verbs	Surface Verbs	Often Layer 1 (stated to the Listener)
Communicate	Be	Approve	Compare
Consider	Discover	Believe (only use for GP)	Complain
Deal with	Experience	Disapprove	Critique
Do	Find	Explain	
Expect	Get	Feel it's	
Manage	Have	Feel like	
Plan on	Hear	Feel that	
Use	Know	Judge	
	Let	Like	
	Need	Prefer	
	Read		

part 1

part 2

concepts & summaries



cultivating patterns

concepts & summaries

- comb through the transcript
- select depth vs. surface
- figure out what concept the person means to be conveying
- summarize

What do I skip?

What were they trying to tell me?

Is something implied? Tangled?

How do I clarify it?



cultivating patterns

- how do concepts fit together across transcripts?

What goes with what?

Are the focuses the same?

Is the summary unclear?

Do I have to split the summary up?

Is it relevant to the scope?

homework review

homework for each quote: type, verbs, and summary (1 hour)



1. Read the first 1–4 pages of the DDS15 transcript or listen to around 10 minutes of the recording.
2. On the first 5 pages of the transcript, highlight or underline the inner thinking, emotional reactions & guiding principles.
3. Decide the type of the quotes, brainstorm verbs, and write a summary. On the sheet there are already 15 quotes.
 - a) Write in “Type” column what the quote represents: inner thinking, reaction, or guiding principle.
 - b) Brainstorm 2–5 verbs representing the concept. (If it is an emotional reaction, the verb is usually “feel,” so brainstorm some emotions.)
 - c) Pick a verb and write your key topic. (follow the formula)
 - d) Add some supporting detail. (think about comic panels).

Optional: There is an exercise on the platform plus another example transcript, with highlighted concepts without the comments. Take a look at material from last week you skipped.

(Indi shows the cheat sheet)

- past tense, gerund/present participle
- left out supporting details, reads like a group label from the cultivating patterns step (also, you won't remember what it means in three months)
- my bad with “feel decadent,” can be “feel delighted” (but not “feel luxurious,” since that’s also an adjective)
- too faithful to their wording makes it hard to understand later:
 - “Test out shopping for like less than five things after my husband told me about the arrow and said it would be ok for me to give it a try”
- not using their words leaves out their voice:
 - “Remind myself that restaurants aren't worth the risk during COVID especially if I can't check a place before visit properly”
- some people caught this faux emotion “decadent” and replaced it with “delighted”
 - Feel decadent having COVID give me the excuse to let someone deliver my groceries right to my kitchen, even though I'm retired now
- what is she surprised about? (I seem to be the only person with this interpretation):
 - Feel surprised the brunch girls were not cognizant of mask protection, seeing them take their masks off to greet each other
- here is example of a possible Layer 1 concept:
 - Feel unsettled about my decision not to turn off the fan because I was really hot, even though it blows our germs on everybody downwind

-	168	Confront the person so he won't do it again to anyone else		
·	169	Decide to give him an in-person public service announcement about paying more attention	117	It's a guy working on a house up there . Thinking
·	170	Figure out how to make sure he knows the horrible thing that could have happened, like	117	"You should be more careful. You also Thinking
·	171	Remind the awful driver that we pedestrians exist by yelling "thanks" at him	102	drivers are often awful at respecting pe Thinking
·	172	Tell the guy in my lane the rules about how to let someone know you're joining them	101	He needed to learn better lane etiquett Guiding Principle
·	173	Feel angry that he is so offhanded about making assumptions that I knew he was join	101	He replied offhandedly, "I thought you : Reaction
·	174	Try to enlist the help of an official looking car to flag down the work truck, since they	117	There was some sort of a service car, or Thinking
·	175	Realize that my crazy impulse to get the driver of the official-looking car to help me p	117	they just looked confused. ... That impu Thinking
-	176	Report the incident (or not) to someone in charge so they know what happened (& do something about it)		
·	177	Decide to report the incident to the pool supervisor, so she knows about the potentia	101	I headed to the office in the community Thinking
·	178	Let the police know the license plate of the idiot who almost hit me, since I had the lic	115	Since I had the license plate of the idiot Thinking
·	179	Wonder if reporting the incident to the police would be worthwhile since I didn't see	102	I thought about calling the police, but th Thinking
·	180	Recognize there is no way for me to prove they were responsible since there were no	117	I thought about calling them, but what \ Thinking
-	181	Help spread the word about this problem		
·	182	Appreciate the power of the anti-texting PSA messages about drivers who have killed	117	They're doing a good job with the PSA's Reaction
-	183	Encourage someone in charge to do something to prevent this from happening again		
·	184	Encourage the life guards to use their authority to teach the guy not to split lanes unt	101	since the guy had not yet finished his w Thinking
·	185	Hope she can think of a way to prevent future injuries	101	I wanted to ask her if she would think o Reaction
·	186	Hope that filling out a form to report a near-miss will encourage them to put out som	115	let my insurance company know that I a Thinking
·	187	Yell at my husband that he must hurry to put up the stair railing, or someone will get	121	I yelled at Nick that we had to hurry up Reaction
·	188	Resolve not to mention my own solutions, since I know the pool supervisor prefers to	101	Because I had talked to the pool superv Thinking
·	189	Share a grin with the guards over their lack of real authority, so they know I understa	101	I made air quotes, smiling. The subtext Thinking
-	190	Prevent an accident by following safe habits		
·	191	Look for what might have peanuts in it at restaurants or potlucks so I can skip it, since	105	This is a near-miss that actually happen Thinking
·	192	Drive carefully and thoughtfully so I don't endanger other people's lives with my car	114	There is no way I should endanger anyo Guiding Principle
·	193	Scan the sides of the road constantly for deer in the dark as I drive slowly with my hig	111	area that is full of deer and wildlife. So Thinking
·	194	Watch the sides of the road for deer all the time	114	I watch the sides of the road for deer al Thinking
·	195	Follow the crowd when I come to a crosswalk	113	Usually I was in a crowd, so I just did w Thinking
·	196	Feel impressed with the painted warnings at the crosswalks in London to "Look Right!	113	I was in London for the first time ... was Reaction
-	197	Make a new rule/habit to prevent this from happening again		
·	198	Devise a plan to keep myself safe in crosswalks by counting to 10 after the light chang	113	I told myself every time I was at a cross Thinking
·	199	Make a new rule that I and my teenage daughters never drive behind a work truck on	117	you're driving on the freeway ... 65 mile Thinking
·	200	Change my travel routine so I'm not as tired, doing yoga before bed, homeopathic sle	119	that incident was the beginning of chan Thinking

it's complicated ... but not impossible

clarify the summary

1. start with the verb
2. follow the verb with the key point
3. hook some memorable phrases to the end
4. use a few of their words, if appropriate
5. review to be sure it's clear enough for eternity
6. recast if it's giving you trouble
7. avoid these traps

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make it like a **real sentence!**

why make it a real sentence?

- you can **say it aloud** when you work with it later
- stakeholders won't **trip over it** (feel confused, distrustful, disappointed)
- you'll return to it for years, so **avoid taking time to re-understand** the concept

clear

“**Opt** for going to see movies on cheap night because I don't want to feel guilty about spending too much money.”

“**Feel** surprised that I like not knowing what will happen at the music festival because I don't think of myself as a terribly spontaneous person.”

clear, but **no personal context**

“**Prove** that I can get out of the apartment even during the winter.”

→ we **remove the personal context at the *next* stage,**
when we cultivate patterns

no key point, garbled, more work

“Seeing good ones I have no memory of seeing before is always an extra bonus.”

“I feel impressed no texting while driving public service announcements such a powerful message.”

“Feels like now she can't physically do what she wanted to before, like go to college for nursing.”

“Working part time while husband went to school was the main source of income.”

A scenic view of a valley with a town and mountains in the background, overlaid with text. The image shows a lush green valley with a small town in the center, surrounded by dense forests. In the distance, there are rolling hills and mountains under a clear blue sky. The text is overlaid on the image in a clean, sans-serif font.

it helps to say your summary out loud

if you trip over any wording, your collaborators and stakeholders are also likely to trip there

if it isn't clear what the summary refers to, you won't remember when you need to later

recast it if it is giving you trouble

The background of the slide is a close-up photograph of numerous handprints pressed into a light-colored, textured surface, likely sand. The prints are scattered across the frame, some overlapping, and are rendered in a dark, muted color that blends with the background. The overall tone is somber and reflective.

think of myself as that person

speak as if I am that person

also speak as that person when applying the data

1. start with the verb
2. follow the verb with the key point
3. hook some memorable phrases to the end
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the formulas are rigid
to ensure clarity
to make it easy to put the puzzle together later

but the **types & summaries** can be flexible

the type of the concept is less important than

... seeing surface vs depth

... the clarity of verb [emotion] + key concept

Summary	ID	Quote
<p><u>Swear</u> not to <u>see</u> any <u>Marvel Comic movies</u> <u>after I hated</u> the last <u>one</u> I saw since it seems the <u>producers</u> <u>can</u> only <u>think of</u> putting in a <u>car chase</u> or a <u>stupid fist fight</u></p>	221	<p>I swore up and down after ... whatever ... Marvel Comic movie I went before ... I hated and I said to myself, "I'm never going to see another one of these stupid Marvel comic books because they all devolve into just these super heroes that have incredible super powers and the only thing they can think of doing, the directors and the producers – there's a car chase and their superpower ... and then the superpowers duke it out with their fists. Like The Transformers, what happened, they had a fist fight and I thought that's so stupid for them to do that. So, I was completely off of going to see them</p>
<p><u>Feel</u> turned <u>off</u> by <u>Marvel Comic movies</u> because <u>there's</u> <u>only</u> <u>car chases</u> and <u>superpowers duking it out</u></p>		
<p><u>Swear</u> to myself that I won't go to <u>another</u> <u>Marvel Comic movie</u> because of the last <u>one</u> I <u>went</u> to since <u>there is</u> always a <u>car chase</u>, a fight and the <u>hero's</u> <u>super power</u></p>		
<p><u>Swear</u> <u>never</u> to <u>see</u> another <u>Marvel Comic movie</u> because they <u>all devolve</u> into the same <u>stupid</u> <u>car chase</u> and <u>then</u> the <u>superpowers duke it out</u></p>		

<p>Feel <u>surprised</u> that I <u>enjoy</u> Black Panther because <u>there is humor and sarcasm woven into the typical good guy versus bad guy story</u></p>	221	
<p>Enjoy the fact that there is subtle humor and sarcasm throughout the movie that I didn't expect</p>		
<p>Enjoy how all the usual tropes in Black Panther were tongue in cheek, like the virtual reality car chase and the funny sarcasm woven into the script</p>		
<p>Appreciate the humour in Black Panther in how they had woven sarcasm and tongue in cheek into the typical good guy versus the bad guy scenario</p>		<p>I really enjoyed it. I was so surprised. I was surprised that I enjoyed it and one of the reasons was that it was ... they were also funny. Like they were quite tongue in cheek and there was a lot of sarcasm woven into the script. And the way that they did all the usual tropes were kind of interesting. Like the car chase was virtual reality and that was really cool. It was really different. And a bit funny. So, I appreciated that there was humor woven into the typical good guy versus the bad guy etc.</p>

Summary	Quote	Type
<p>Worry about not <u>doing hands-on</u> in a <u>class</u> like <u>nursing</u> because I may not <u>learn what to do correctly</u> and not be able to <u>save someone's life</u></p>	<p>I would have to be like, in the classroom hands-on stuff... but I rather be in the classroom learning. Doing the hands-on, so I'm going to be like, "OK, I've done this before and whenever I get to that situation, I know exactly, what to do... Well like knowing what is going on like say, all right I have nursing classes [inaudible]. So right now, I'm taking and doing like your CPR thing if I wasn't interested like you got to do this, this and this. And not actually showing us and telling us to do that. I wouldn't be able to say "OK, this is how I do this correctly." Because if you don't do it correctly, you're not going to help save that person's life.</p>	emotional reaction
<p>Feel confident <u>doing hands-on learning in the classroom</u> because if I have to <u>do CPR</u>, I <u>know how to do it correctly</u> to <u>save that person's life</u></p>		emotional reaction
<p>Choose <u>hands-on learning in the classroom</u> because if I am only <u>told</u> how to <u>do CPR</u>, not try it myself, I won't be sure how to <u>correctly save a person's life</u></p>		guiding principle

traps to avoid

1. start with the verb
2. follow the verb with the key point
3. hook some memorable phrases to the end
4. use a few of their words, if appropriate
5. review to be sure it's clear enough for eternity
6. recast if it's giving you trouble
7. avoid these traps

1. don't be too faithful
2. avoid compound sentences
3. beware of “feel”
4. beware of “believe”

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don't be too faithful

TROUBLED SUMMARY	ID	QUOTE	TYPE
<u>Stay in the house, try to relax and not aggravate it any more than what it's already aggravated</u> , when I don't feel good	OO8 CC	I would either come back to the house, and mostly I would stay in the house that day and do nothing, try to relax and not aggravate it any more than what it's already aggravated. ... doing things in my community or ... doing some shopping for the house. ... do dishes today, that kind of thing, whatever is on my agenda today ... I feel my mood ... my momentum is not happy in the world.	Inner thinking

CLEAR SUMMARY	ID	QUOTE	TYPE
<u>Decide to return to the house and relax when I feel like I overdid it so I can avoid aggravating my back more</u>	104	I would either come back to the house, and mostly I would stay in the house that day and do nothing, try to relax and not aggravate it any more than what it's already aggravated. ... doing things in my community or ... doing some shopping for the house. ... do dishes today, that kind of thing, whatever is on my agenda today ... I feel my mood ... my momentum is not happy in the world.	Inner thinking

1. don't be too faithful
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avoid compound sentences

SUMMARY	ID	QUOTE	TYPE
Feel devoted enough to check the website for the band's next show date, but avoid going on the road to follow their tour	115	I'm not a passionate – I mean, I really like this band, but I'm not like crazy stalker type. I would never go on the road to go follow them, but even to this day I still am checking the website every, maybe six months, to see are they ever coming back. I want to do that again. But yeah, I really enjoyed that.	invalid
Keep checking the band's website to see if they are coming back because I really want to see them again but I'm not the crazy stalker type to follow them on the road			valid

SUMMARY	ID	QUOTE	TYPE
Realize that my favorite performer is touring, so keep an eye out for an appropriate time to get the tickets	181	At some point, I realized he was touring and once I did that I know I was keeping an eye out for when tickets were going on sale and leaped on Ticketmaster or whatever it was, at the appropriate time,	invalid
Keep an eye out for when tickets go on sale after I realize my favorite performer is touring			valid

1. don't be too faithful
2. avoid compound sentences
3. beware of “feel”
4. beware of “believe”

you can't "feel like"

... or "feel that"

... or "feel it's"

... or "feel free to"

... or "feel as though"

... or "feel we deserve"

feel that, feel like, feel it's, feel as though ...

all preface an opinion or inner thinking

if it's inner thinking, then switch verbs!

1. don't be too faithful
2. avoid compound sentences
3. beware of “feel”
4. beware of “believe”

people “believe” a lot of things

“I believe that ...” can preface **an opinion**
or **a guiding principle**

I believe that this \$20 sandwich costs too much.

I believe [that] it’s important for drivers to pay attention, not get distracted, like texting while driving

opinions can guide decisions, but the
Listener will hopefully get down to the root
... the principle that guides the opinion and
the decision

capture the root

“where did that come from?”
“what’s behind that thinking?”

tangled concepts



untangling

one sentence may hold more than one concept

pay attention to the strength of each type of concept

concept	a single topic (usually at depth) stated in contiguous sentences and phrases
repeated concept	another sentence or phrase that appears later in the transcript which belongs with an earlier concept
tangled concept	a concept that is closely intertwined with another, making it easily missed
implied concept	a concept that is not stated outright by the speaker; sometimes worth pulling out—but other times not; might be clarified later in the transcript

I just like to help--I have my best friend, her little brother, he had diabetes. And whenever I go over there, I will help him a lot like, because they tell me how bad his sugar is. And he goes to the hospital almost every month and that terrifies me ... Because he has type 1 diabetes. He just got diagnosed with it a couple of years ago. He still don't know what to do, and I'm here to help him. I know his family is too, they don't know what to do either. And I would love to go over there and help him all the time and it scares him because he don't know what to do ... Because you know like, if his sugar was to go any higher that they could lose him. And then, me seeing that, that scares me because no one should lose anybody, of course.

I just like to help--I have my best friend, her little brother, he had diabetes. And **whenever I go over there, I will help him a lot** like, because **they tell me** how bad his sugar is. And **he goes to the hospital almost every month and that terrifies me ...** Because **he has type 1 diabetes. He just got diagnosed with it a couple of years ago. He still don't know what to do, and I'm here to help him.** I know his family is too, **they don't know what to do** either. And I would love to go over there and help him all the time and **it scares him because he don't know what to do ...** Because you know like, if his sugar was to go any higher that they could lose him. And then, me seeing that, that scares me *because no one should lose anybody, of course.*

Help my best friend's little brother with his diabetes since his family doesn't know what to do, because if his sugar was to go any higher they could lose him, and no one should lose anybody



Help my best friend's little brother learn what to do with his diabetes since he and his family don't know

Feel terrified that they could lose him because his sugar gets so high he goes to the hospital almost every month

to tell tangled concepts apart:

1. notice if a part of the quote wants to belong on two different rows
2. pin it to a place & time
3. draw a timeline or draw it as comic strip thought bubbles & panels

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one quote can only support one concept

make sure **each quote** from the transcript **only appears once in the list**

(here is where I promised more about this in Class #3)

if there are two concepts, are they both strong concepts?

yes: split them out

no: use the weaker concept as supporting detail

if it's giving you trouble ...

TANGLED SUMMARY	ID	QUOTE	TYPE
<u>Feel furious there's no curb cuts and I could have gotten killed trying to get my wheelchair down a driveway into traffic because I expect more from our community</u>	104	There was no curb cut. I was furious. Like there's no curb cuts in any of the four corners of either intersection. I have to take my wheelchair down a driveway into traffic to cross the street. We're in the 21st century! I could have gotten killed doing that! I just get riled up about it because I just expect more from our community. It's a public transit bus. How are you supposed to get to a bus?	emotional reaction

CLEAR SUMMARIES	ID	QUOTE	TYPE
<u>Feel furious that I have to risk getting killed in my wheelchair because there is no curb cut and I have to go down a driveway into traffic</u>	104	There was no curb cut. I was furious. Like there's no curb cuts in any of the four corners of either intersection. I have to take my wheelchair down a driveway into traffic to cross the street. ... I could have gotten killed doing that!	emotional reaction
<u>Feel riled up that the community has not provided curb cuts at the public transit bus, even in the 21st century</u>	104	We're in the 21st century! ... I just get riled up about it because I just expect more from our community. It's a public transit bus. How are you supposed to get to a bus?	emotional reaction

if it's giving you trouble ...

TANGLED SUMMARY	ID	QUOTE	TYPE
doubt I can explain my symptoms well enough to avoid the trouble the doctors will have diagnosing my sickness	104	I doubted that I could explain my symptoms well, and so that's why they had such trouble diagnosing my sickness.	emotional reaction

CLEAR SUMMARIES	ID	QUOTE	TYPE
worry I won't be able to explain my symptoms clearly to the doctor	104	I doubted that I could explain my symptoms well	emotional reaction
feel stricken that I will not get better since the doctors have trouble diagnosing my sickness	104	so that's why they had such trouble diagnosing my sickness.	emotional reaction

if it's giving you trouble ...

<p>Lean toward Vanderbilt college in Tennessee because it has a good nursing program with a hospital, even though it's farther away from home</p>	104	<p>I would like to stay close to home but if I have like family nearby, that college or something like in Tennessee I do. In Tennessee they do have like I'm wanting to be a nurse practitioner. They have a really good nursing program and at Vanderbilt they have hospital that I could go and help.</p>
<p>Look into colleges where I have family nearby, like staying close to home here or maybe Tennessee where I also have family</p>	104	<p>But I'm still like looking into a lot of different colleges. I've looked in some nearby, I've looked in some in Tennessee too ... I would like to stay close to home but if I have like family nearby</p>

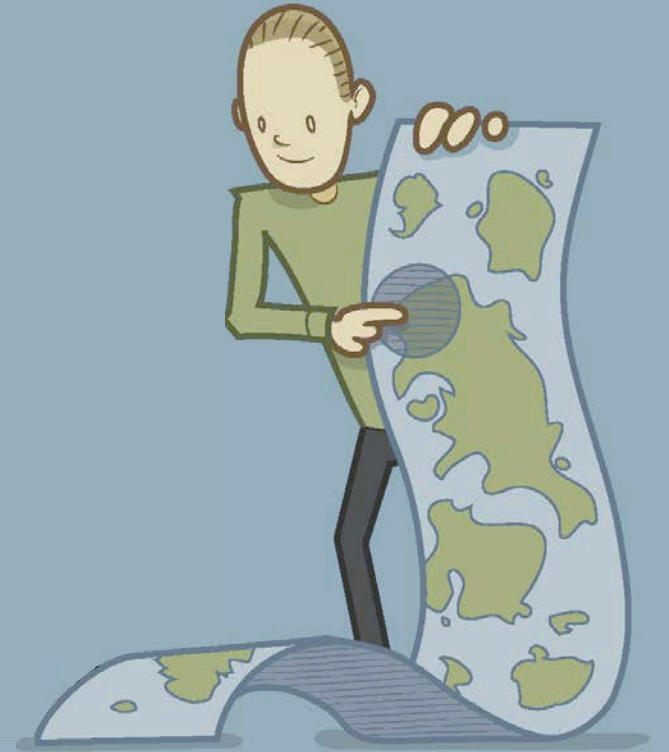
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pin it to a place & time

comb each concept as if it was
pinned to a particular point in
time when the brain synapses
were firing

helps untangle concepts



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fun: a context timeline (no concepts)

INTERVIEWEE
115



VENUE

NOT COMPELLING UNLESS AS A "NEW"
"FIRST TIME" EXPERIENCE — MORE A
REASON NOT TO GO TO A PERFORMANCE



COUPLE

RARE OPPORTUNITIES WHEN BOTH
OF US WANT TO GO TO THE SAME
CONCERT — WE PLAN AHEAD



EXPERIENCE

ENGAGING; FULL INCLUSIVE
BODY EXPERIENCE; IMMERSIVE;
SILLY; PERSONABLE; NEW; DIFF; ~~PERSONABLE~~

tangled examples

DDS62: So, it was a group decision. It wasn't just mine. My in-laws and my husband and I, and my daughter were together after quarantining and taking a COVID test and we wanted to go out. Actually, they own a boat and so we were going to take the boat to a local restaurant. Obviously, via boat, there aren't a lot of choices. So, it was more of a do you want to do this, or not? It wasn't a decision about which restaurant. It was more about are you guys up for this, or is it too nerve-wracking? I think we were open to it. We called; we made a reservation. We knew that they had outdoor seating. We confirmed that. When we arrived it was very clear that while people, in fact, had masks, there a lot of people inside. There was a wait outside. The patio was packed. It didn't feel like things were distanced properly. And it turned out that our "reservation" was for inside, not for outside seating. So, we made the decision, as a group, that we didn't feel comfortable eating our meal inside. So, instead, we switched to a takeout order and ended up eating lunch on the boat, which was fine. So, that was kind of the most recent that I can recall. The decision making process really is are you comfortable and do you feel like this is a safe situation? Or, do you feel like it's too risky? And in that case, it felt too risky for us.

Listener: Ah, okay. So, you said that when you were first talking amongst yourselves, the conversation was this can be too nerve-wracking.

2	Agree as a group whether we are up for a restaurant or whether that is an excursion that's too nerve-wracking during a pandemic	DDS62 So, it was a group decision. It wasn't just mine. ... So, it was more of a do you want to do this, or not? It wasn't a decision about which restaurant. It was more about are you guys up for this, or is it too nerve-wracking? ... "Is this an excursion that you're up for, or do you feel like we should just stay home?" ... it feels like a calculated risk that we even considered it	inner thinking
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(Indi shows examples if there it time, which are downloadable from platform)

implied concepts

concept	a single topic (usually at depth) stated in contiguous sentences and phrases
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implied concept	a concept that is not stated outright by the speaker; sometimes worth pulling out—but other times not; might be clarified later in the transcript

to help define something you suspect might be an implied concept, ask yourself:

- why are they say this in the listening session?
- layer: where is the focus of their attention in that moment they are describing?
- strength: do I understand them well enough to make a reasonable guess?

Speaker: So near our house, the main street takes a left turn, but there's a little street that continues straight, which goes up this hill where there are more houses. There's a crosswalk there. I was walking the dog. I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30-35 miles per hour. Suddenly there was a lot of adrenaline in my system. There's a guy working on a house up there. What if he didn't see me?! He could have run over my dog! Should I run up there and tell him what just happened? Or should I just ignore it? I walked two or three more steps, turned, and went up there to tell him what he did. And this is so not like my normal, non-confrontational self. "Is this your truck?" I asked. "Yeah," he said. "You should be more careful. You almost just ran me over!" He did say he was sorry. My mind kept thinking of things I should tell him. Like, "How would you like to take a dead dog to your kids and tell them what happened?" You think of all sorts of things you could say, because of the adrenaline. He just wasn't paying attention. I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it. If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me! He's going to be working up there another 5 months. I should go up there and say something. He's a young guy, 25. They don't know better. He was probably listening to music or something. It was my public service.

? emotions are often implied

Speaker: So near our house, the main street takes a left turn, but there's a little street that continues straight, which goes up this hill where there are more houses. There's a crosswalk there. I was walking the dog. I was just about to use the crosswalk, and this pickup whizzed by and blasted up the hill, going about 30-35 miles per hour. **Suddenly there was a lot of adrenaline in my system.** It's a guy working on a house up there. **What if he didn't see me?! He could have run over me, or run over my dog! Should I run up there and tell him what just happened? Or should I just keep walking and try to ignore it? I walked two or three more steps, turned, and went up there to tell him what he did.** And this is so not like my normal, non-confrontational self. "Is this your truck?" I asked. "Yeah," he said. "You should be more careful. You almost just ran me over!" He did say he was sorry. My mind kept thinking of things I should tell him. Like, "How would you like to take a dead dog to your kids and tell them what happened?" You think of all sorts of things you could say, because of the adrenaline. He just wasn't paying attention. **I remember this one quite clearly because there was real internal tension deciding whether I should go up there and tell him, or just keep going and ignore it. If I had turned into the crosswalk immediately instead of going to the actual corner, or been 5 steps ahead of myself, he would have hit me!** **He's going to be working up there another 5 months. I should go up there and tell him.** **He's a young guy, 25. They don't know better. He was probably doing something. It was my public service.**

it could be an implied concept about protecting the neighborhood, but it's unclear ... later in the transcript it will be explained



as you build the summary

if your guesses about verbs or emotions are too varied, then:

- this concept is **too weak**; leave it out, or
- this concept **needs to be split**

<p>Feel stressed that I have to tell people not to come any closer than 6 feet without a mask because they need to respect my bubble, since I'm higher risk being pregnant</p>	<p>DDS 62</p>	<p>They choose to deal with it in their own way, but if you're dealing with it differently than someone else, unfortunately, that may mean that they're putting you at a higher risk, right. Like if they're less conservative than I am, aka they're willing to come within 6 feet of me, without a mask on, indoors, and I'm not comfortable with that, then that feels awkward to me. Because then you have to be like, "can you please back up." ... I need you to respect my decisions. ... hey, I'm pregnant and I don't need you to come any closer right now, period. Like, just stop right there</p>	<p>emotional reaction</p>	<p>IY: What is the emotion here? She says "awkward" and does it mean clumsy, embarrassed, distraught, apprehensive? No, none of these. She has to say "can you please back up." Her words "not comfortable" refer to someone coming within 6 feet of her, and the awkwardness comes in when she has to *make them* respect her decisions. Maybe overwhelmed? Edgy, tense? She wishes intensely that she doesn't have to do it, but she believes wholly in standing up for her protection and doing it.</p>
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homework

homework logistics – Live class participants

Live: We will share a Google combining sheet with you, either **Group A** or **Group B**.

- Duplicate the Source data to a new tab in that sheet.
- **Put your name on the tab plus one of the following indicators:**
- “wip Pat” if you are not finished yet (Work in Progress)
- “r Pat” if you are ready for review
- “* Pat” appears when the reviewer has commented on it
- “? Pat” if you have questions about the reviewer comments

On the platform: Please either download the transcript or recording. There are also lots of other nifty materials up there, plus an exercise to test your surface-versus-depth skills.

homework logistics – Live class participants

Group A homework due (for review) 28–Feb pm

Group B homework due (for review) 04–Mar noon
or earlier (yes!)

if you don't finish the homework by the next class,
Indi will not review it (if you are aiming for the
six–course certification, homework is required)

(too difficult to review homework retroactively)

homework logistics – Follow–along participants

Follow–along: You will do your homework using an Excel spreadsheet (assuming you can open it). There will be no homework review by Indi, but there is a cheat sheet you can use to check your work.

On the platform: Please download the transcript or recording, the spreadsheet, and the cheat sheet. There are also lots of other nifty materials up there, plus an exercise to test your surface–versus–depth skills.

homework

airline:

- a series of 8 studies, 100 participants in total (rare!)
- over the course of 19 months, same core team
- each study scope slightly different, based on what team wanted to know more about ... shifting between different parts of the process (e.g. “occupy myself during the flight”) and between different demographics (e.g. super-frequent-flyers, multi-city business trips, paying >\$10k for a ticket)
- this transcript is from the eighth study

Purpose: “get to the airport & on board the plane”

There were 12 participants

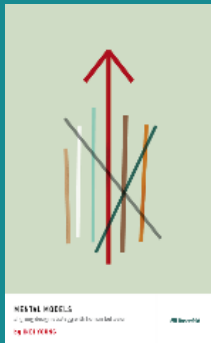
The study had the recruiting attribute of people taking economy flights

homework find concepts and create summaries (1–2 hours)



1. Read the first half of the transcript to see what the story is in full. Check out Indi's comments along the way. (The recording got lost.)
2. On the first 5 pages of the transcript, highlight or underline the inner thinking, emotional reactions & guiding principles.
3. On the sheet there are already a few quotes. These quotes are all at Depth. Fill in types, verbs, summaries as usual.
 - a) Pick a verb and write your key topic. (follow the formulas)
 - b) Add some supporting detail. (think about comic panels).
 - c) Underline the words the Speaker said which you chose to include in your summary.
4. Pull more quotes from the transcript and summarize them in the list. You can use Indi's comments as a guide.
 - a) Do steps a, b, c, d from number 3 above for each.

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