

LISTENING DEEPLY REVIEW



Quiz

ASSESSMENT OF READINESS

assessment of readiness

Hi, it's good to have you here!

First, we will start with some housekeeping to guide you through this quiz and help you learn what to expect for the coming sessions.

assessment of readiness

This quiz was designed to set forth some of the topics that have been already covered in the course Listening Deeply. Take it as a refresher on key skills, because we will be using them intensively during this course. The key skill is to recognize what counts as interior cognition so you can write & work with summaries.

This quiz is an assessment for either course:

- Making mmSkylines Part 1: Concepts & Summaries
- Finding Thinking Styles

assessment of readiness

If you are feeling lost, you can either take the Listening Deeply course available on my website, or read the Time to Listen book before starting this course. (Especially Chapters 3, 4, and 6) And try conducting some practice listening sessions yourself.

assessment of readiness

After finishing the quiz you will feel confident knowing that you:

- Understand the 4 potential layers of a topic, and the 3 concept types in each layer.
- Recognize the 3 interior cognition concept types in communication (inner thinking, emotional reactions, guiding principles).
- Recognize when a person is generalizing or recounting a particular memory.
- Understand what is a person's purpose
- Understand and recognize pull tabs

assessment of readiness

Let's jump in!

Each section will have a different color to help you identify the different topics we will be addressing.

Answers will show after each question or example.
Sometimes some words will appear in color as a hint.

layers of a topic

To explain the layers a topic can have, and the concepts that belong to each of them, Indi likes to use the jawbreaker candy analogy.

A jawbreaker is a spherical candy with several layers on it. It is also called a gobstopper or a pachicleta in other countries outside the US.

jawbreaker candy analogy

What does the jawbreaker candy represent?



the candy represents topics

each candy is a different topic (example: topics from one person getting food during the early part of the Covid pandemic)



jawbreaker candy analogy



During a listening session the person brings up new candies or returns to candies they already “put on the table”

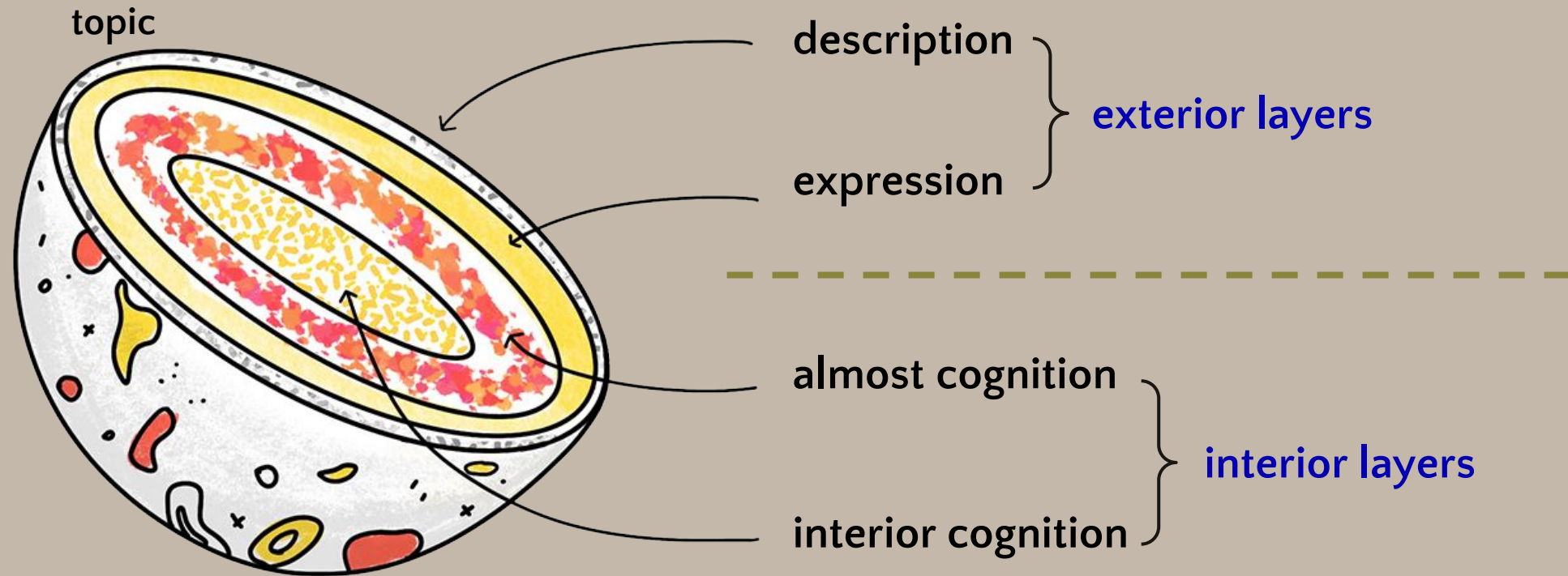
Each topic has one or more concepts inside it.

jawbreaker candy analogy



What are the layers of the jawbreaker candy?

jawbreaker candy analogy

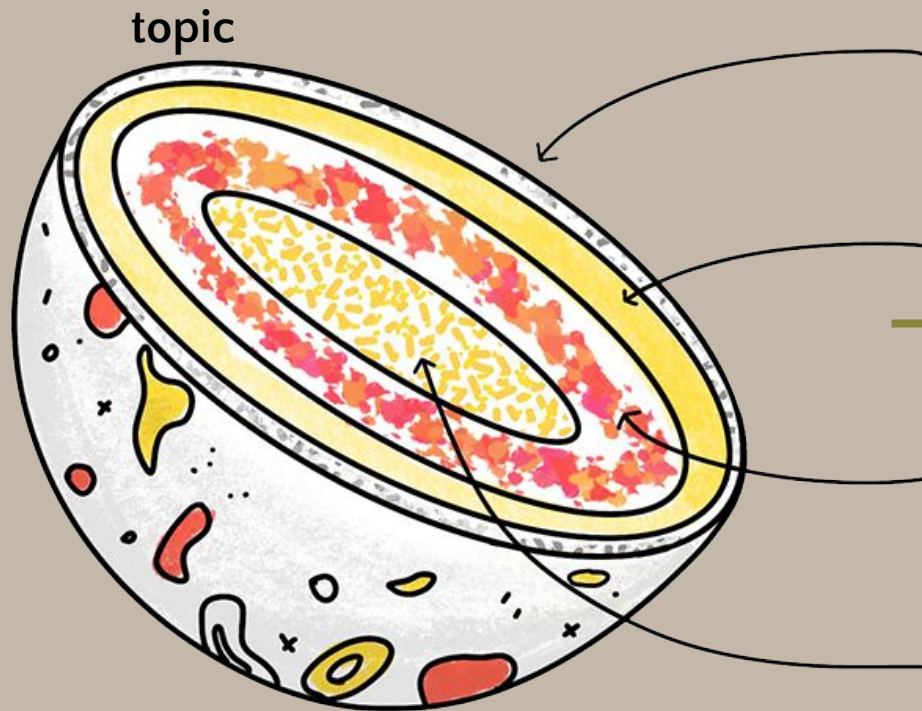


jawbreaker candy analogy



Can you list the concept types for each layer?

jawbreaker candy analogy



exterior layers

description explanation, scene setting, statement of fact

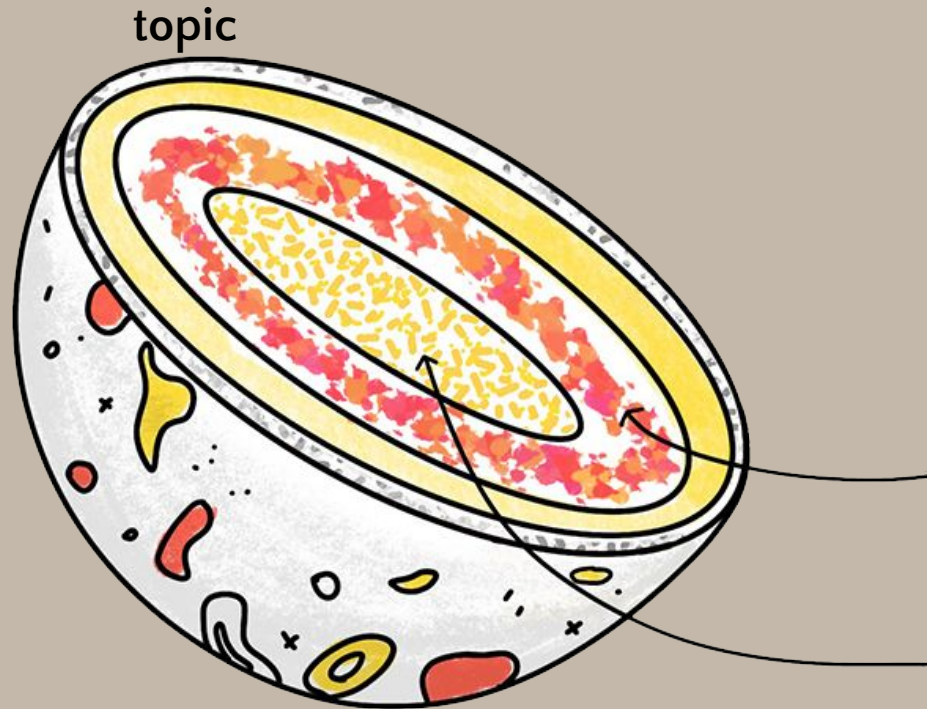
expression opinion, preference, POBA (perceptions, opinions, beliefs & attitudes)

interior layers

almost cognition generalized, implied, future

interior cognition inner thinking, emotional reaction, guiding principle

jawbreaker candy analogy



generalized inner thinking
generalized emotional reaction
implied inner thinking
implied emotional reaction
implied guiding principle
future inner thinking (conjecture)
future emotional reaction (conjecture)

interior layers

almost cognition generalized, implied, future

interior cognition inner thinking, emotional reaction, guiding principle



recognize: interior cognition

Interior cognition is the clearest connection to what went through a person's mind: **inner thinking, emotional reactions, guiding principles.**

Why is interior cognition the focus of listening deeply?

recognize: interior cognition

Interior cognition is the focus of listening deeply because it allows you to develop cognitive empathy about someone. Indeed, the three types of interior cognition come directly from the definition of cognitive empathy. Cognitive empathy allows you to understand another person's perspective, their own approach to a purpose, or their way of addressing something.

Often teams make assumptions about people's interior cognition, and end up causing harm: making people feel self-doubt or feel unwelcome, or worse.

The point of listening deeply is to create a broader array of support for patterns of interior cognition—to help your solutions include and support more people.

recognize: the concept type

Read the four quotes on each page. Of the four quotes, which one matches the concept type listed at the top? See if you can identify what concept types the other answers represent.

Answers will show after each set of examples.

recognize: inner thinking

1. “After it’s approved, I assign it to one of my staff.”
2. “I was telling this other customer how they don't treat people with respect here.”
3. “I'm on the committee to write the technology plan, you know, the five-year plan.”
4. “I figured the fastest route home would be through Houston, since Denver and Chicago were likely to experience storms that time of year.”

recognize: inner thinking

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4. “I figured the fastest route home would be through Houston, since Denver and Chicago were likely to experience storms that time of year.” (inner thinking)

each concept type

1. “After it’s approved, I assign it to one of my staff.”
(explanation)
2. “I was telling this other customer how they don't treat people with respect here.” (scene setting)
3. “I'm on the committee to write the technology plan, you know, the five-year plan.” (statement of fact)
4. “I figured the fastest route home would be through Houston, since Denver and Chicago were likely to experience storms that time of year.” (inner thinking)

recognize: emotional reaction

1. “I hate it when the bus gets full.”
2. “It made me angry to see TSA patting down a woman in her 90’s.”
3. “I feel that the City should allow that lot to be turned into a park.”
4. “It’s outrageous that in my city, hillside neighbors’ views are protected.”

recognize: emotional reaction

1. “I hate it when the bus gets full.”
2. “It made me angry to see TSA patting down a woman in her 90’s.” (emotional reaction)
3. “I feel that the City should allow that lot to be turned into a park.”
4. “It’s outrageous that in my city, hillside neighbors’ views are protected.”

each concept type

1. “I hate it when the bus gets full.” (preference)
2. “It made me angry to see TSA patting down a woman in her 90’s.” (emotional reaction)
3. “I feel that the City should allow that lot to be turned into a park.” (opinion)
4. “It’s outrageous that in my city, hillside neighbors’ views are protected.” (opinion, explanation)

each concept type

1. “I hate it when the bus gets full.” (preference)
Why? “Because it gets smelly and disgusting.” (emotional reaction)
2. “It made me angry to see TSA patting down a woman in her 90’s.”
3. “I feel that the City should allow that lot to be turned into a park.”
(opinion)
4. “It’s outrageous that in my city, hillside neighbors’ views are protected.” (opinion, explanation)
Why? “Because I have to pay to trim my trees for their benefit, which makes me mad.” (emotional reaction)

recognize: guiding principle

1. “We strive to define a home that bears the watermark of an individual’s personal style.”
2. “I believe the multitude of weekly meetings at this company prevent me from keeping up with industry news.”
3. “I think will be really hard to find good child-care if I have to move to a new city.”
4. “We believe in craftsmanship simply because it stands the test of time.”

recognize: guiding principle

1. “We strive to define a home that bears the watermark of an individual’s personal style.” (guiding principle)
2. “I believe the multitude of weekly meetings at this company prevent me from keeping up with industry news.”
3. “I think will be really hard to decide on good child-care if I have to move to a new city.”
4. “We believe in craftsmanship simply because it stands the test of time.”

each concept type

1. “We strive to define a home that bears the watermark of an individual’s personal style.” (guiding principle)
2. “I believe the multitude of weekly meetings at this company prevent me from keeping up with industry news.” (emotion: feel frustrated meetings prevent me ...)
3. “I think will be really hard to decide on good child-care if I have to move to a new city.” (future inner thinking)
4. “We believe in craftsmanship simply because it stands the test of time.” (statement of fact)

generalizations & specific memories

To ensure that you get to understand a person's approach to the purpose, you need their interior cognition. Sometimes, though, people recount their thinking in generalizations. These can be useful, but there is a reason why we want to hear about a specific memory from a specific point in time. Why?

generalizations & specific memories

When a person recounts a specific memory from a specific point in time, **it is easier for them to clearly unfold their inner thinking, emotional reactions, from that instant, plus any guiding principles** they brought to the situation. You get a clear picture of what went through their mind.

When a person mentions generalized inner thinking or emotional reactions, the detail is often less clear. You might or might not feel confident that the person actually thought or felt these things at one specific point in time and place, and are instead explaining things to you in session mode.

a person's purpose

To have a better way of framing how you look at something, you need to understand what a person's purpose is. It will bring much more clarity of perception to the studies and research you make.

What is a person's purpose?

a purpose is:

- Their aim, intent, objective, or goal
- What they want to accomplish, or achieve
- What they try to make progress on
- Something they address, plan, decide, hesitate, waffle about, procrastinate, or put off

It can be during: an hour, week, year, decade, or lifetime

But, how do you describe a purpose?



It starts with a verb crafted from the person's perspective.

Here are some examples:

- Decide whether to attend this performance
- Get my start-up business to a point of profit
- Evaluate which enterprise software tool meets our needs, if any
- Cook dinner, as a creative home chef
- Change my personal identity
- Decide what to get for lunch, while away from home.



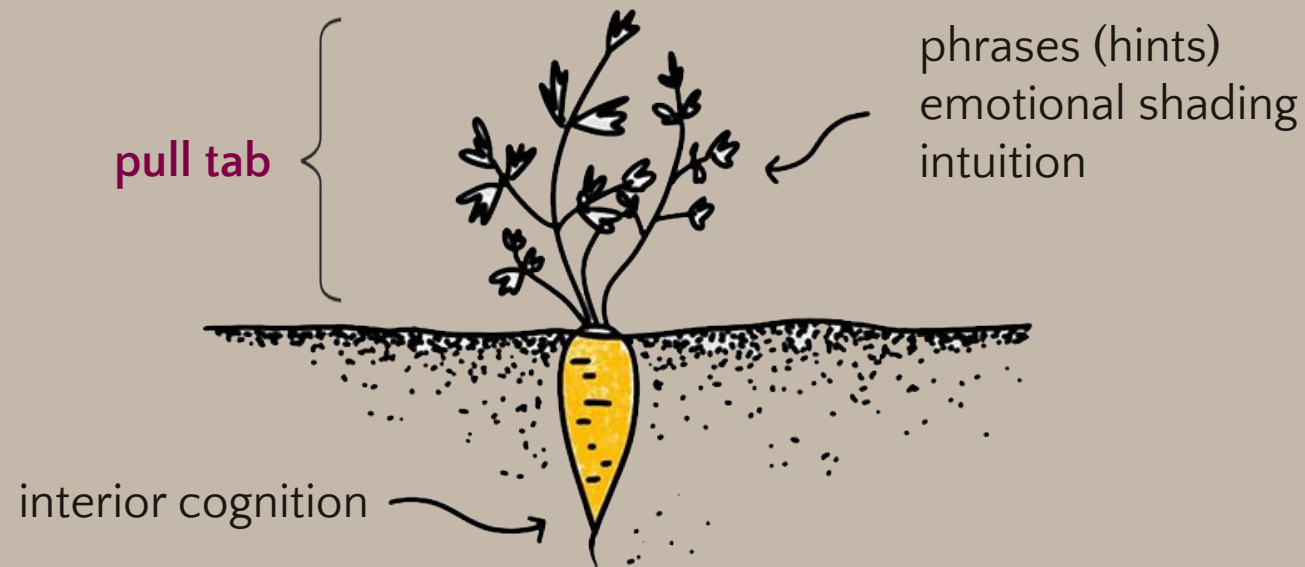
finding pull tabs

When developing cognitive empathy during a listening session you will help the person convey their **interior cognition** for most of the topics. How to help them? Using pull tabs!

What is a pull tab?

finding pull tabs

pull tabs open something, they set free what is inside.
In this case, they open up **interior cognition**




finding pull tabs

How do you use a pull tab in a listening session?

to notice/monitor

signs there might be **interior cognition**
behind an idea the person brings up



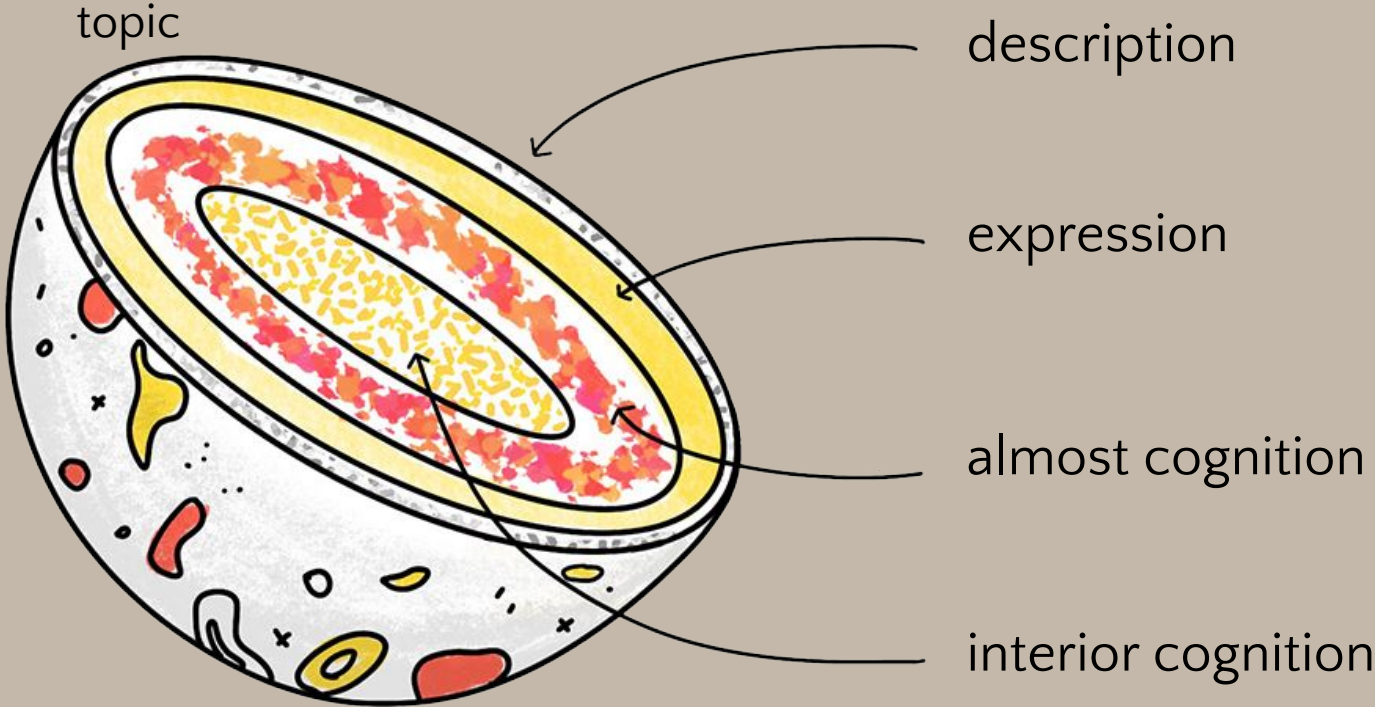
if the person does not dive
into a topic, help them to
do so at some point in the
listening session

finding pull tabs

But what are the signs of a pull tab?

finding pull tabs

when you sense



might be interior cognition beneath what the person communicated

phrases (hints)
emotional shading
your own intuition

finding pull tabs

Now that you know about pull tabs, flex your muscles and try with an example.

Purpose: Take Care of My Clothing

Person: Well, okay, so I am generally doing washing for myself and for my husband. So some of the stuff that we have like the jeans, they have certain care requirements, certain temperatures that they need to be washed on like 30°. If I remember, which I normally do, they need to be put inside out to help save some of the indigo so it doesn't change color too dramatically. Also, I need to watch what they get washed with so I can't put anything that's likely to take on their color and look bad through taking on the color. So if I wash anything else that's blue and can't take having a little bit of indigo blue in it, then that needs to go in a separate wash...

Then, there are a bunch of other things that I don't want in with my jeans because the jeans are more heavily soiled ; they get washed less frequently than say tops or shirts and I also feel like heavy items with the heavy metal buttons and things on them might actually damage some of my more delicate T-shirts because a lot of T-shirts these days seem to be quite thin...

Listener: So you mentioned that the jeans were more heavily soiled and you kind of like to keep more heavily soiled things apart. Where did that come from?

Person: Well, for example, my husband rolls up the bottom of his jeans and sometimes rather than...

Person: Well, okay, so I am generally doing washing for myself and for my husband. [scene setting] So some of the stuff that we have like the jeans, they have certain care requirements, certain temperatures that they need to be washed on like 30° [explanation]. If I remember, which I normally do, **they need to be put inside out to help save some of the indigo so it doesn't change color too dramatically** [guiding principle]. Also, I need to **watch what they get washed with so I can't put anything that's likely to take on their color and look bad through taking on the color.** [inner thinking] So if I wash anything else that's blue and can't take having a little bit of indigo blue in it, then that needs to go in a separate wash... [explanation]

Then, **there are a bunch of other things that I don't want in with my jeans because the jeans are more heavily soiled** [inner thinking + pull tab]; they get washed less frequently than say tops or shirts [statement of fact] and I also feel like heavy **items with the heavy metal buttons and things on them might actually damage some of my more delicate T-shirts because a lot of T-shirts these days seem to be quite thin...** [implied emotional reaction or inner thinking + pull tab]

Listener:

So you mentioned that the jeans were more heavily soiled and you kind of like to keep more heavily soiled things apart. Where did that come from? [use of first pull tab]

Person: Well, for example, my husband rolls up the bottom of his jeans and sometimes rather than... [explanation]

assessment of readiness

Do you feel ready now? If so, yay!

You have refreshed the key points to continue the journey of the purpose-focused research method.

If not, there's help:

Check out the course *Listening Deeply* or read the book *Time to Listen*.

