

Appendix 3

Excerpt of Transcribed and Coded Content Data from Study 2 (Dialogue Study)

This excerpt is intended to provide an example of the transcribed and coded content data. The convention used to transcribe the data was derived from Silverman (2001) (see Appendix 1 for details). The coding scheme was created specifically for this study, as described in Chapter 9. The letters in bold at the start of each utterance indicate the coding categories applied to that statement, while the letters in italics at the start of each statement. Some utterances have more than one coding letter; this is because several kinds of utterance were deemed to be represented in the utterance.

An outline of the final coding scheme is presented in Table A3.1. For full details of the coding scheme, please refer to Chapter 9.

| Code | Type of utterance |
|-------------|--|
| A | Suggesting a new idea |
| B | Providing skilled advice (positive) |
| C | Providing skilled advice (negative) |
| D | Organizing the process |
| E | Organizing the people |
| F | Stating a problem |
| G | Giving positive feedback |
| H | Giving negative feedback |
| I | Contextualising statement |
| J | Query |
| K | Reporting a past action |
| L | Reporting an intended action |
| M | Explaining the design |
| N | Social exchange |
| X | Not categorized |
| 1 | Pointing something out on a computer screen |
| 2 | Sketching and/or pointing something out on paper |

Table A3.1 Outline of coding scheme used to categorize the data from Study 2 (Dialogue content).

1 **Data recorded on videotape on Monday 10th June 2002 during Teamwork**
2 **2002, at the RIBA, Portland Place, London**

3

4 ***Time: 10.59am***

5 ***Team Meeting – team members seated around a circular table in the team***
6 ***meeting area***

7

8 **E D SS:** Right he knows about it. (1)

9 I think I've been round to every to show the setup of the: folders (.) so basically
10 everyone knows where it's <saved>. Um for the knowledge capture and (0.5)
11 preparation for the presentation (.) if there's anything interesting you're doing,
12 just keep saving screenshots (.) write things down. (2) And there's a form for
13 the knowledge capture, (1) if it's got to do with your discipline, just put it in your
14 discipline, (.) if it's a team thing (2), I think for most people it will just be a
15 discipline issue. And if you could all save it under your name, your initials, (.)
16 and actually an adequate name that says what's in the document (.) instead of
17 just document (), (1) and that will help with finding it later. (1) I know it's
18 annoying but if we do it as we go along (.) it will help a lot for the presentation
19 later. (2) Right.

20 **X KR:** ()

21 **X SS:** What?

22 **J KR:** () as far as today's concerned (or is it just tomorrow)

23 **D SS:** Yeah, today or tomorrow (3). Because I think we need to get everything
24 off the server by tomorrow night, (0.5) because we won't have access to it (1) for
25 Wednes (.) for Wednesday and Thursday. (1) So the less work we have (.) to
26 just get it off the server (2).

27 **K F E SS:** Right (2). This is Kieran's (1.5) design (4). What they basically asked
28 us to do (.) is increase the (.) um rows from the balconies? (1.5) And (we first)
29 came up with the idea of (.) um adding (0.5) two extra rows (1.0) on all levels
30 (0.5). But when we: initially discussed it (.) we said (.) it's quite impossible
31 because (.) the people on top (.) you know, the back people won't be able to see
32 anything? (1) So we came up with um (2.5) this arrangement (.) and we're
33 saying put an extra row on the bottom (1) balcony. (1) Keep two, (.) two (.) and
34 add an extra row in the top. (1) Because we basically need to keep the same (.)
35 number of seats (1), but we have to check probably (put more on the) the same
36 (number of) balconies and rearrange somehow so that we have the same
37 number of seats. (1) So that's as far as we got (1.5). We have to come up with

38 a solution now (.) <or or> at least a strategy, (0.5) so each of the disciplines
39 could set off and start doing (1) that.
40 (3)
41 **B MO:** (So we push it up) ()
42 **C SS:** But then the structure doesn't (1) change that much apart from the
43 columns
44 **C MO:** yeah but () (the other gentleman showed
45 us)
46 **C SS:** But you would have to have more capacity then
47 **C MO:** I uh () it's the same number of seats
48 **B GR:** Yeh (this is too)
49 **X MO:** [()
50 **F SS:** [(It's the seats on the balconies)
51 **X PB:** [It would be quite () heheh
52 **B MO:** But then it couldn't be less than twenty () meters wide
53 **X SS:** Say again?
54 **X MO:** Less than twenty-four meters wide
55 **J GR:** Less than twenty four meters?
56 (2)
57 **B MO:** Because (supposing) the vent doesn't work very well
58 **X SS:** ()
59 **C MO:** I don't think you are, it's about eighteen meters
60 **B MW:** Yeah round about ()
61 **X GR:** You just (.) you just
62 **J MO:** (about how many more seats you're putting in)
63 **X SS:** How many?
64 **F GR:** That's (.) what we want now to sort out, we need to count the seats and
65 see how many we put in? (0.5) And how ().
66 **F SS:** Cos at the moment, (1) or what we haven't designed yet, hehe=
67 **X PB:** Heheheh
68 **F SS:** = is ehm (0.5) we actually have another (.) balcony above these revolving
69 doors? (2) On each level. (1) So what we need to check is (.) how many seats
70 (5).
71 **E SS:** But I think there is almost enough information (0.5) for everyone to start ()
72) to look into their discipline
73 **X PB:** ()

74 **B F GR:** () because we anyway increase at least one more seat each side.
75 (0.5) Or would you say (). Because that's one of the things (I have a question
76 on)? (0.5) Is that if we put, (.) if we add at least one more row (0.5) then it
77 becomes too narrow (.) this area? And if we should anyway increase the width
78 of ()
79 **F PB:** () when we add one more uh ()
80 **B SS:** If we had more people on the balcony and less people ()
81 **X PB:** That's true ()
82 **J MW:** () performance space
83 **X GR:** Yeah performance space
84 **B GR:** Because anyway what we have to think of is the proportion of the stage
85 also because (0.5) the stage should be between six to eight metres er deep ()
86 and so if it's twelve or thirteen it's fine. (3) And so.
87 **J PB:** What's the step we:uh
88 **B SS:** [So we have to increase our::
89 **F PB:** [Yeah that's what er:: we have to figure out (2),
90 and er: (don't forget we have) to figure how to add that extra row (when we take
91 out these two) sections (.) as well
92 (2)
93 **B KR:** (you avoid a lot of problems if) ((inaudible))
94 **X PB:** Yeah
95 **X GR:** Yeah (2)
96 **X PB:** Ok we can just
97 **C GR:** [I think we should do as much as we can not to change (overall)
98 (1)
99 **X KR:** ((inaudible))
100 **X GR:** .pt because also I think that er:
101 (1)
102 **B 2 PB:** Maybe it's better to: um (0.5) ((leans over to point out with pencil on
103 drawing in centre of table)) instead of having two seats there
104 (1.5)
105 **B 2 SS:** You know (.) that it's not a problem to extend the building that way (1)
106 because it's repetitivee (.) repetitive (.) that way (0.5) so we could make it (0.5)
107 **B MW:** don't worry too much about the structures (0.5) (see we could) (0.5)
108 **D SS:** But you can (.) you know (0.5) to make it easier you know=
109 **X MW:** Yep

110 **D 2 SS:** =it's (.) if they need to increase it (.) it would be easier to increase it that
111 way (.) structurewise (.) than that way(.) because that way it doesn't matter we
112 just copy and (paste)
113 **X PB:** [(inaudible))
114 **X SS:** no
115 **J PB:** but if we make it wider, would that be (a problem)?
116 **B GR:** [Yes it's (possible)
117 **C MW:** [wider is (0.5) a lot more calculations but
118 it's not impossible you know it's just ()
119 **X PB:** [I mean if
120 (1)
121 **X SM:** (we did)
122 **X SS:** (One week)
123 **D SS:** No I know (.) You can do everything but it starts to be more expensive
124 **X SM:** ((inaudible))
125 **X SS:** Yeh
126 **X KR:** ((inaudible))
127 **X SS:** Yeh
128 **X KR:** ((inaudible))
129 **X GR:** Yeh
130 **X SS:** Yeh
131 **D SS:** So it would make sense to increase it that way
132 **B KR:** One thing (.) you know ((inaudible))
133 **X GR:** Yeh it is much better
134 **X KR:** ((inaudible))
135 **X SS:** Right
136 (2)
137 **E SS:** So structurewise (0.5) you'll (.)you check if we need another bay (.) in
138 that direction (1) But we don't need you know (.) you just tell us (.) what it is
139 (1.5). Ok (0.5). And structurewise we have to check (0.5) how we're going to
140 solve
141 **J GR:** [(I have a
142 doubt actually) (.) um () asked us to (0.5) to add two extra rows. (0.5) Do they
143 mean (above or in front)?
144 **K SS:** No. (.) When we told them that (.) you know, it's impossible to do two
145 extra on
146 **X GR:** [(ok)

147 **D SS:** (.), then then they agreed to say (.) it's not to make life difficult (.) we just
148 want to make a change (1) and if you say it's more (0.5) reasonable to (perfect
149 the steel) (then) ((inaudible))=
150 **J SM:** = I suppose ehm ((inaudible))
151 **B SS:** At the moment there's um (0.5) a moment (.) it's just cantilevering out
152 from ()
153 **C MW:** [(but
154 that's not to scale)
155 **X 2 PB:** ((stands and leans toward drawing in centre of table pointing something
156 out)) ((inaudible))
157 **B SS:** because it was eighteen hundred (2) it's eighteen hundred
158 **C MW:** You really need to () of the prop
159 **C SS:** Because I think the eighteen hundred was just about right (for the end
160 connections) (1) but decreasing it
161
162 End transcription at 11.08am
163