Table 5.4. continued

Time	Person	Transliteration	Cat
06:37:00	C	That would mean . . . yes, I also thought about this solution. You see here, I have drawn here that I have to weld on and that I make the plate so, and then here a slot and there a slot.	vk
06:37:22	B	And if you disengage from that silly journal-bearing and reconsider to take still another one?	nk
06:37:38	B	Building a box. That here would be the box, that is the base-plate [he outlines his idea on a piece of paper]. This corresponds to that, okay? And then you can make a box and you make a lid for the box and then you'll have the box.	in
06:37:56	B	But here at the top and below is open, okay? And here into you'll set your flange-bearing. And if the flange-bearing would go beyond here, then you can even set it here through and interrupt this thing here.	ip
06:37:59	C	Aaahhh, did you consider that the flange bearing would build the whole thing bigger?	nk
06:38:00	B	Yes, that is no problem.	pz
06:38:04	C	No, it is a problem. I have no space here at the top and I just can't place the box.	nk
06:38:18	B	So, now there is the flange-bearing in here. There are the screw-holes – and there you make your two things, and there you make an opening . . .	in
06:38:24	C	Do you mean these two-? Bearing?	aa
06:38:40	B	Yes, for example – a two-hole.	pz
	B	And here behind you make the same stuff, and in case of need the same fraction and the same holes. And then you can screw here and there.	ip
06:39:10	B	And then you still need slots. And these here, these are slots. Hm? Perhaps in case of need you can make the fraction two times, then you have here the slot once, and here you can push it up and down, and here lays the Y-bearing . . .	ip
06:39:35	B	Of course you have to invent something to bring the bearings there in. So that you can build them in, but I think that will be possible.	vk
06:40:06	B	For example, you could take a round one – perhaps they build a little bit smaller than these two ears. Or even a rectangular.	ip

questions of all sorts (e.g., ". . . What can't you fix?") and demands for attention (e.g., ". . . and at the head there is not much space either – do you see that?").

Unexpectedly, both subcategories of information search (focused questions that can be answered directly, as well as demands for attention, i.e., asking in a way that demands reflection on an issue) occur significantly less often in positive than in negative situations of solution search. Does this mean that asking questions could lower the quality of solution search and thus lead to less new information? Obviously it is more important to "give space" to a colleague and encourage him or her to talk about proposed solutions than to ask questions, as we can conclude from a comparison between Figures 5.10 and 5.11.

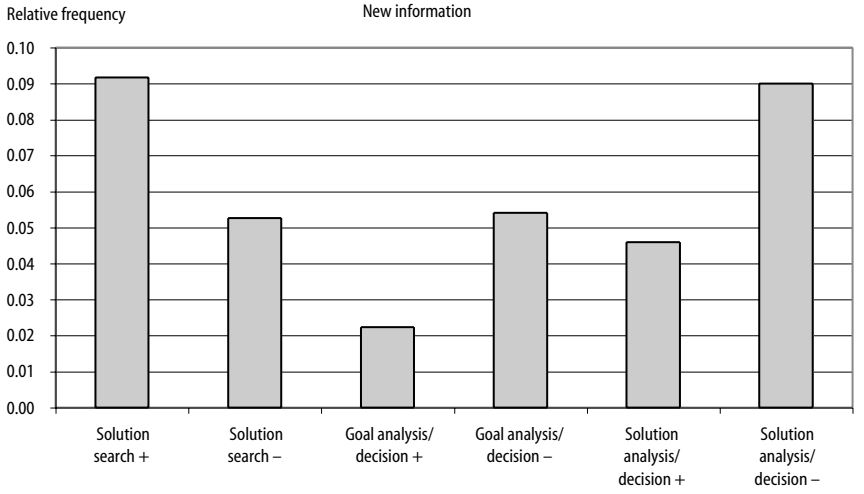

Figure 5.10 Relative frequency of new information transmitted in different types of critical situations.

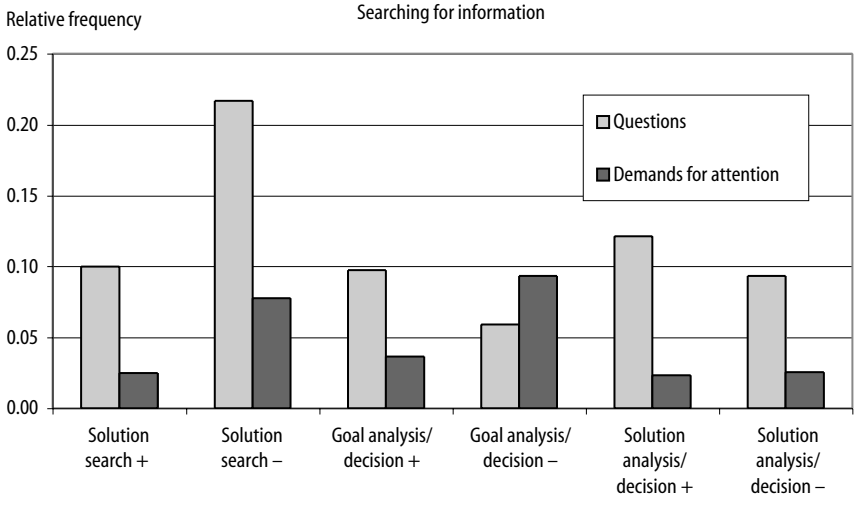

Figure 5.11 Relative frequency of information search in different types of critical situations.

The differentiation into types of information search (focused questions or demands for attention) does not seem to elicit a deeper understanding of successful communication in the solution search. So we still ask what type of information is most important in encouraging successful communication and in preventing less successful communication in situations of solution search. In what follows we focus on the role of positive and negative statements in critical situations. Figure 5.12 shows how often negative evaluations ("generally negative" and "negative design-related" statements) occurred in