The Language and Behaviour Profile as a Nonresponse Tool

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Abstract

The Language and Behaviour (LAB) Profile is a powerful tool for understanding and influencing the behaviour of others. It was created by Roger Bailey and originates from the Meta-programmes of NLP (Neuro-linguistic Programming). For this paper we have examined transcripts of tape-recorded doorstep introductions on the UK Family Resources Survey which had been collected as part of a nonresponse grant in 1998. Transcripts were available for all of the doorstep introduction material but this paper focuses on those interactions where respondents clearly showed reluctance. A review of these transcripts suggests that reluctant respondents are most likely to demonstrate the LAB Profile patterns of "away from" and "internal". The "away from" person will identify problems and then be motivated to avoid them. The "internal" person is one who is motivated to make decisions from within and is not influenced by being told what to do. The beauty of the LAB Profile is that it comes equipped with influencing language. For example, there are ways to speak to an "internal" person so that the message does get through!

The Language and Behaviour Profile

As we all know, nonresponse is a ubiquitous problem. And at times survey researchers have gone outside of the survey research remit to find new understandings and solutions. A notable example is the collaboration of Groves and Couper with Cialdini and his expertise in the psychology of persuasion and compliance (see Groves, Cialdini and Couper, 1992). In this paper, we offer a new perspective: the Language and Behaviour (LAB) Profile. It was created by Roger Bailey and originates from the Meta-programmes of NLP (Neuro-Linguistic Programming)[1]. The LAB Profile is a wonderfully elegant tool for understanding and predicting how other people behave in a given context and for influencing them. There are essentially 14 patterns or traits (6 motivation traits and 8 working traits). The motivation traits focus on "how people trigger and maintain their interest level and, conversely, what will demotivate them" (Charvet, 2001). The working traits focus on "how people deal with information, what type of tasks and environment they need to be most productive in a given context and how they get convinced about something". These traits can be diagnosed from studying a person's language patterns and, where necessary, by asking some key testing probes (the full list of traits is given in the Appendix along with the testing probes and influencing language). These traits have been well documented in the working population by Roger Bailey (see Charvet, 1997). It is important to note that people may not exhibit the extreme form of the trait but rather be somewhere in between.[2] Another key aspect of the traits is that they are very context specific; the LAB Profile is not a 'personality profile'. Thus a person may behave at one end of the spectrum in one context and at the opposite end in a different context.

The LAB Profile has been extremely useful in a number of areas, such as business communication, recruitment, education, marketing, negotiation, conflict resolution and performance coaching. Currently the main international expert and trainer, Shelle Rose Charvet, is just finishing a book, which for the first time, applies the LAB Profile technique to direct marketing.

One of the most powerful things about the LAB Profile is that it comes equipped with particular influencing language for each of the patterns. This makes it easier for people to understand and take in what is being

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[1] Originally based on the work of Noam Chomksy's 1957 PhD thesis *Transformational Grammar,* and on how people perceive and interpret their world, Meta-programmes are linguistic patterns that can be used to identify, understand, predict and ultimately influence how people interact with different people, environments or contexts. Roger Bailey adapted Meta-programmes for a business setting by creating the LAB Profile. It enables us to understand what people are communicating about their reality and perceptions when they talk.

[2] The Appendix shows each LAB Profile pattern in its extreme form.

said and therefore respond positively to it. Just consider why advertising appeals to some people and not others. If the advert matches your motivational patterns, you will like it and probably be influenced by it. If not, you may not even notice it. Shrewd advertisers are conducting focus groups to identify the LAB Profile patterns of their target market so they can tailor their messages appropriately. In a recruitment context the LAB Profile can be used to make the job advert very attractive to people with the specific behavioural patterns required for success in the job. As a profiling tool, the LAB Profile brings into conscious awareness the thinking processes that are mostly occurring at a below conscious level. Therefore conscious use of the LAB Profile helps us match our message to others and get it across even more effectively.
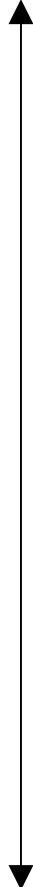
The Transcript Data

This paper analyses transcripts of doorstep interactions which were collected as part of a much larger project focusing on interviewers and nonresponse (see Campanelli, Sturgis and Purdon, 1997). One of the three parts of the larger project involved a study of doorstep introductions in two organizations and on two different surveys through the use of actual tape-recording and through the use of "contact description forms". This paper focuses on the subset of National Centre interviewers who tape-recorded their doorstep introductions on the Family Resource Survey (FRS). The FRS is a major face-to-face central government survey in the UK. It is a continuous survey with new data collection each month and consisted of 17,000 cases annually at the time of the study. This workload was shared between the National Centre for Social Research and the Office of National Statistics. The FRS focuses on family spending and income. All persons in a household over the age of 16 (except 16-18 year olds in full-time education) are eligible and are interviewed individually. The response rate for the FRS at the time of this study was 72 percent. Sixteen interviewers for a given month were randomly chosen for the project and a random half of their workload (12 households) was assigned to the tape-recording condition for a total of 192 households. Interviewers were instructed to record all calls on the household until an interview was achieved or nonresponse occurred.

Out of the assigned 192 households, at least one usable tape was received for 146. These tape recordings were then fully transcribed. The taping shortfall was due to several factors: 1) interviewers occasionally forgot to use the tape recorder or had problems with the tape recorder, 2) a few tapes were of such poor sound quality that they could not be analysed, 3) some respondents refused to give us permission to keep the tapes (this happened in 4 percent of cases), and 4) the exclusion of ineligible cases.

One of the analyses of the doorstep introduction data for this project had involved a categorisation of the transcripts into 6 groups, based on a combination of respondent reluctance and interviewer skill (see Sturgis and Campanelli, 1998, for specific details). Fifteen transcripts were excluded from this categorisation due the following issues: the transcripts were incomplete (7 transcripts); contact was only with a relative or other person, but not with the householder (5 transcripts); a prior refusal had been made to the office by the respondent, but the interviewer had not been informed of this (1 transcript); and cases where the respondent was unable to participate due to a language barrier (1 transcript) and due to death of the actual respondent (1 transcript). The remaining 131 respondents were distributed as shown in Table 1.

Table 1: Respondent Reluctance by Interviewer Skill

Respondents were	Interaction type	Number of transcripts in this category
Most Co-operative ↑	*Interaction type 5* (Interview - no opportunity to persuade): characterised by address residents who do not really require any degree of persuasion at all. • Respondents express no reluctance to participate, not even requiring information about interview length or topic etc., but simply agree to be interviewed more or less immediately after the initial introduction	55
	Interaction type 1 (Interview - baseline skills only): Characterised by address residents who require only a small degree of persuasion before agreeing to be interviewed.	30
	Interaction type 2 (Interview - above baseline skills): Characterised by situations in which the address resident demonstrates at least a fairly high degree of reluctance but nevertheless agrees to participate because the interviewer responds effectively to their concerns over participation. • Had the interviewer been unable to respond so effectively, the expressed reluctance of the address resident may have led to a refusal.	23
	Interaction type 4 (Refusal - could have done more): Characterised by situations in which the address resident demonstrates a similar level of reluctance as described in type 2 interactions (above) but with the difference that the interviewer fails to adequately allay the address resident's concerns and consequently loses the interview.	3
↓	*Interaction type 3* (Refusal - couldn't have done more): Characterised by address residents who express reluctance to participate and despite relevant and competent attempts by the interviewer to persuade them, nevertheless refuse to be interviewed.	18
Least Co-operative	*Interaction type 6* (Refusal - no opportunity to persuade): Characterised by extreme reluctance. The two FRS cases here represented examples where respondents closed the door while interviewers were introducing themselves.	2

Our decision for this paper was to focus on the 44 type 2, 3 and 4 respondents because of their expressions of reluctance.

Results from the Review of Transcripts

Our review of the 44 transcripts showed the following patterns (see Table 2).

Table 2: The LAB Profile Characteristics of Respondents (n=44)

Main Respondent						
Away from vs. Towards	**No. of cases**	**Internal vs. External**	**No. of cases**	**Other**	**No. of cases**	**R's Criteria for Reluctance** *(As this looks at both first and second reasons, columns add to more than 44)*	**No. of cases**
Away from	31	Internal throughout	15	Proactive	3	Disclosure	7
Mildly or possibly away from	3	Possibly internal throughout	5	Specific	1	Not interested	7
Away from with a mild towards	6	Internal or possible internal and change to external or possible external	12	External to other family member	3	Do I have to? / Don't want to bother / Give it a miss	8
Mildly towards	1	Starting as internal or possible internal and going through several shifts	6			Too busy	4
		External throughout	1			No further contact	4
		External or possible external and change to internal or possible internal	2			Against government	2
		External with change to possible internal and back to external	2			Poor health	1
						Other person put R off	1
						Misunderstood leaflet	1
						Don't like surveys	1
						Bad times	1
Not enough text to determine	3	Not enough text to determine	1			No specific reason	11
Second Respondent (n=12)							
Away from	8	Internal or possibly internal throughout	4	Proactive	2	Disclosure	2
Mildly or possibly away from	1	Internal or possibly internal and change to external	3			Do I have to? / Don't want to bother / Give it a miss	1
		External or possibly external throughout	4			Too busy	1
						Other person put R off	1
Not enough text to determine	3	Not enough text to determine	1			No specific reason	8
Third Respondent (n=1)							
The "away from / towards" categorisation could not be determined. Respondent external and no specific reason for reluctance.							

Direction trait: "Away from" versus "Towards"

As can be seen, the primary LAB Profile pattern found was "away from" (apparent in 40 of the 41 main respondents and 9 of the 9 secondary respondents after excluding the cases where there was not enough text to determine a profile). "Away from" is part of the "direction" trait. Is a person's motivational energy centred on goals and what they want, or problems and what they want to avoid? "Away from" people focus on what may be, and is, going wrong. The opposing pattern is "Towards". "Towards" people are motivated to achieve something or attain goals. Outside of the survey context, advertisers make clever use of the direction trait in their advertising appeals. They know that the general public are either motivated to purchase a product or service to attain a goal or to avoid some pain, and some will make sure that the advertisement is motivating to both groups. Take, for example, the following advertising promise, "no more back pain with our new mattress, only deep relaxation and a good night's sleep." Unfortunately, for reluctant survey respondents, their "away from" can often be away from the survey interview!

The "away from" pattern can be diagnosed from transcripts of conversation by looking for the use of negative words and phrases. Take, for example, the following extract where a wife is talking about her husband (040470) "Perhaps he did see it and he <u>wasn't bothering</u>. He might <u>not have liked it</u>." In turn the influencing language for people who are "away from" is to use words such as: "avoid", "steer clear of", "not have", "get rid of", "exclude".

A key aspect of the "away from" pattern is knowing what the person's criteria are. In the LAB Profile, "criteria" are the labels people use to describe what is important to them – their 'hot buttons'. These are the words and phrases that will inevitably produce an emotional response. In other words, one needs to think about "away from what" rather than just "away from". In the general situation of live conversation, people can be directly asked what is important to them in a given context (e.g., "What is important to you – at work or some other specific context?" or "What has to be there?"). But in a survey doorstep introduction the interviewer can't to do this directly. An alternative to the direct approach would be to listen for criteria in what the respondent says. If a person's criteria are not clearly spelled out, the interviewer could try a test question. In LAB Profile terms this technique is called "guess and test". For example in a work context, if someone mentions 'quality" and "thinking" one could "guess and test" by saying: "That's interesting. It seems to me that you are the sort of person that really likes to work on high quality projects and be mentally stimulated at work" and study the person's nonverbal body language to look for an emotional response like widening of eyes, raising eyebrows, smiling, or animated nodding.[3]

We are further removed in the case of studying transcripts, but none-the-less several respondents gave very clear criteria (see Table 2). For example, in 7 cases the concern about the disclosure of financial information or having their personal details on a computer, were mentioned. These respondents were clearly "away from" disclosure. In 4 cases, respondents described how busy they were and thus they were "away from" the amount of time it would take to do the survey or the hassle of fitting it into their schedules.

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Example 1: A good example where the interviewer unconsciously not only matches the "away from" language of the respondent but also does this with clear use of the respondent's criteria.

(221525)
M   You can come and have a cup of tea if you like but I <u>don't know</u>. . . Are there personal things you
         want to know?
I   <u>No</u>, there's <u>nothing personal</u>
M   Come on then.

Note that the underlined text represents "away from" language.

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[3] It is also possible to "guess and test" by using a counter example, i.e., "That's interesting. It seems to me that you are the sort of person who isn't pushed about the quality of the projects you work on and want an easy ride at work with little mental activity". This will provoke a stronger emotional response, but one needs to be careful as this could damage rapport.

> **Example 2: A poor and then good rebuttal from interviewer on "How long will it take"**
>
> (122171)
> F   It won't take long, will it?
> I   Well . . . it takes a while.
>
> (148696)
> F   Is it a long process?
> I   It <u>doesn't take very long</u>, about 20 to 30 minutes
>
> *Note the use of the "away from" language in the second example and the direct framing that 20 to 30 minutes is short, thus abating the respondents concerns about time.*

Source trait: "Internal" versus "external"

The next most common pattern was "internal" (apparent in 38 of the 43 main respondents and 7 of the 12 secondary respondents after excluding the cases where there was not enough text to determine a profile). Being "Internal" is part of the "source" trait. Does a person become motivated by judgments from external sources or by using their own internal standards? The "internal" person is one who is not interested in and doesn't care about what others think or do. They make up their own minds based on their own standards and values (i.e., they know best). Telling an internal person what to do can enhance the resistance in them! In contrast, the "external" person likes to listen to others and needs outside guidance and/or feedback in order to make judgements. If an interviewer or advance letter tells an external respondent to do the interview and he or she has no other objections, he or she most likely will!

Thus it is important to note that because "internal" respondents resist direct instructions and requests, some standard survey appeals won't work. For example, Cialdini's strategies (see Groves, Cialdini and Couper, 1992) of (1) social norms (i.e., that everyone is doing it) and (2) a weaker form of reciprocity (i.e., that people like to be of assistance and it is useful to ask for their 'help'). These fall on deaf ears, so to speak, and may create greater resistance in the "internal" person.

> **Example 3: Where saying it will "help" is a mistake**
>
> (209886)
> M   I'm not interested
> I   Are you sure?
> M   Positive.
> I   Because it would really help if . . .
> M   I'm not interested

On her website (www.successstrategies.com), Shelle Rose Charvet describes the "The Macho Test" in one of her articles. It suggests that the safest approach to presenting to sceptical people is to assume that they are "internal" and "away from". It is interesting that there is a lot of evidence in our review of the transcripts for treating reluctant respondents like a sceptical audience.

In the transcripts we specifically looked for evidence that the respondent was internal to the interviewer. This can be diagnosed in written transcripts by the strong use of "I" and by how respondents react to interviewer statements (i.e., whether they take them on or not). If respondents are internal to the interviewer then they will decide whether they feel the interview is worth doing. Once they have made that decision they can become external to the interviewer. This happened is 12 cases. Such cases should result in an interview and did in 10 of the 12 cases. Instances where the respondent remained internal to the interviewer should result in a refusal and this happened in 16 of 20 cases. Example 4 shows a long discussion with a respondent who starts "internal" and "away from" finally turns external to the interviewer.

Example 4: Long banter with an "internal, away from" respondent who turns "external" through the sheer persistence of the interviewer. *(But perhaps this could have been accomplished more easily with the use of "internal, away from" influencing language to start with.)*

(129886)

I   Hello, I'm from SCPR. It's the government survey, we sent you a letter like this one.

F   Yes you did. I'd rather not be on it.

I   Can I ask you why? It's an awfully important survey.

F   I actually don't like having information about me around I'm afraid.

I   It's strictly anonymous...

F   Yeah I know...

I   Your name is not on the computer. You're just numbers.

F   I just don't like it.

I   Really. It's awfully important. It's the first time the government's come out to ask real people to...

F   Well how long will it take? I've got to go out and I'm already an hour late.

I   Can I come back? Twenty minutes.

F   No you can't. It will have to be now or I'll be gone.

I   Twenty minutes.

F   I mean, how long does it take?

I   Twenty minutes.

F   I mean, what is the point of it?

I   The government's looking at tax levels and benefit levels and other...

F   I don't know all my financial things, I won't be able to remember them.

I   That's all right. Twenty minutes?

F   Yeah, OK, you'll have to work around...[Goes external to the interviewer]

Note underlined text is "away from" and shaded text is "internal".

Convincing an "internal" person to become "external" can be greatly facilitated by using internal influencing language. This includes phrases such as; "you might want to consider", "a suggestion for", "only you can decide", "you know it's up to you what to do", "you need to think about". Example 5 is where an interviewer has unconsciously used "internal" influencing language.

Example 5: Good use of internal / away from language with an internal / away from respondent

(028491)

F   So . . . Before I say no, what sort of questions are you going to ask me?

Interviewer describes survey

F   And you want to know our financial situation and all that do you?

I   Well, you don't have to answer every question if you don't want to.

Note underlined text is "away from" and shaded text is "internal".

Different tactics, of course, are needed for respondents who are external. Examples of external influencing language include the phrases such as "so and so thinks", "the feedback you'll get", "the approval you'll get", and "others will notice". Some examples for external respondents follow.

Example 6: A good tactic for very busy "external" respondent

(203169)
I   *I'd appreciate it very much* if you could spare the time. As I say, I'm here and I'll do it now as quickly as possible, as long as I'm <u>not stopping you</u> too much.
F   All right then
I   Oh, thank you very much. It's very kind of you. Much appreciated.

Note italic text is "external" and underlined text is "away from".

Example 7: A suggestion for an "external" respondent who is "away from" the disclosure of his or her financial details

A good approach for "external, away from" people is the "*feel-felt-found*" approach using external influencing language.
[You *Feel*]:   I know how you feel about that confidentiality stuff and <u>not wanting to divulge</u> anything, because it is quite a private matter.
[Others *Felt*]:   I've had *other families* who felt that way and once *they started* to participate. . .
[Others *Found*]:   *they found* it was really interesting. Because *they knew* that it was totally confidential, and <u>nothing</u> *they said* would be <u>disclosed</u>.

Note italic text is "external" and underlined text is "away from".

External to others

As mentioned before, an important part of the LAB Profile is context. In our analysis of the "internal" to "external" trait, we focused on how the respondent was with the interviewer. But other contexts can play an important role. Three of the transcripts showed instances where respondents were "external" to other family members and friends (who were against the interview), but where respondents were "internal" to the interviewer. Two of these three cases resulted in a refusal as the respondent remained internal to the interviewer. In the last case the respondent remained "internal" to the interviewer until the last moment and then went "external".

Avoidance of the interview

In surveys we always encounter a category of people who directly want to avoid the interview. Statements and questions range as follows:
- Can I give it a miss?
- I'd rather not do it
- Don't want to bother with it.
- Do I have to do it?
- I'm not interested

All of these statements and questions represent the "away from" pattern and on a surface level appear very similar. But they differ in their aspects of "internal-ness" and "external-ness". People who say "I'm not interested" are strongly "internal" and "away from". The person who asks, "Do I have to do it?" or "Is it a legal requirement?" etc, can be seen as a "possible internal" person who is gathering information (in which to form his or her own conclusions). But the total context must always be considered. In rare cases the respondent who asks, "Do I have to do it?", can be seen as "external". This is because he or she is influenced by when the interviewer answers with external influencing language such as, "it is an important survey" . . . "the more people that take part the better" (122171). A respondent who asks, "Can I give it a miss? Is that all right?", is demonstrating some "external-ness" because it is as if he or she is asking

permission of the interviewer (228491). Thus, the interviewer should respond with external influencing language.

Example 8: A poor and then good rebuttal from interviewer on "Do I have to do it?"

(182171)
F	Do I have to do it? I'd rather not do it.
I	No, no. All right, *read the letter anyway* because that tells you what it's about.
F	Yes, OK then. I'd rather not do it.
I	OK, I'll leave it for now.

(Final outcome: Refusal) Note the use by the interviewer of the inappropriate external instruction to read the letter.

(188166)
F	I don't have to do it, do I?
I	It isn't compulsory but I can't take another address. It isn't like the census when you have to, but what we usually say is give it a start and if you really don't like it then we'll give up. If you want to refuse individual bits of it, that's fine.

(Final outcome: Response) Note the unconscious use of "internal" and "away from" language by the interviewer.

Note underlined text is "away from", shaded text is "internal", and italic text is "external".

Some of the toughest cases in surveys are the persons who say, "I'm not interested". Seven of the transcripts show cases where at least one of the respondents in a household said "not interested" and all of these were refusal cases. This is in contrast to the 9 instances where at least one person in the household gave one of the other "avoidance of the interview" statements/questions and 6 of these proved to be successful interviews.

Example 9: A poor rebuttal from interviewer on "I'm not interested"

(082175)
I	You haven't received a letter?
F	No.
I	I've got a copy of the letter. . .
F	I'm not interested in any case.
I	*It is a very important survey. Wouldn't you like me to give you a copy* of the letter and perhaps I can call back once you've read it?
F	No. No. (Respondent saying "no" repeatedly in the background while interviewer is speaking)

Note the use by the interviewer of inappropriate external language.

Note underlined text is "away from", shaded text is "internal", and italic text is "external".

Influencing language is the most effective when one knows the respondent's criteria and the influencing language can thus be wrapped around the criteria. Most difficult are the respondents who simply say "I'm not interested" and attempts to prolong the conversation and build up rapport produce no criteria. What could be done in these cases? Perhaps an answer lies in Example 10 below. It uses the "3,2,1 strategy of influence". This is a strategy developed by Charvet to help move a person from one pattern to another. It begins by identifying the current driver patterns and the desired pattern, then creates a sentence using three cases of the driver patterns to build rapport and gain agreement, then uses two cases of the new or desired pattern to create change and finally one case of the driver pattern to close and drive the change.

Example 10: A possible script to use with those who say, "I'm not interested"

R   I'm <u>not interested</u>

I   Part 1:

            I understand ==you are== <u>not interested</u> and ==it is up to you to decide whether you want to do it== and whether it is <u>interesting or not</u> and ==I'd like to suggest that== . . .

            Part 2: . . . *you have a go at the questions* to see why *other people have found* them interesting . . .

            Part 3: . . . because only by doing it, will ==you really know for yourself== if they are <u>interesting or not.</u>

Note underlined text is "away from" influencing language and shaded text is "internal" influencing language. Words in italics are the desired "external" pattern deeply imbedded in the sentence. If these are emphasised with a lower voice tonality they can have more impact by becoming an "imbedded command[4]".

Using the above technique may not get an immediate cooperative response but should pique the interest of the respondent to seek out more information about just how interesting the questions actually are. An "internal" person needs information to be able to decide and the above script plays to that. The respondent may look a bit confused as they process the statement because it is in fact appealing to them and therefore they can't just dismiss it outright. The interviewer can then smile and proceed to request an interview or appointment and wrap up by saying "it is up to you to decide if you want to find out more or not". If this is rebutted, it is a clearer refusal.

Rapport

As with any type of persuasion situation, a key element is establishing rapport. This is well known in the LAB Profile community. Charvet (2008) tells an interesting story of a sales person who calls a woman who is extremely busy because she is going off on holiday the next day. The sales person strongly commiserates with the woman's situation to build great rapport and finds out what she still has to do. The sales person is then able to say, "but I can save you all that time of getting those various products you need, you can buy them all from us and we can have them delivered to you tomorrow morning".

Good interviewers are good a building rapport. But the LAB Profile adds an extra enhancement to that process. Talking to someone in language that matches the person's profile quickly builds rapport, while using the wrong behavioural language can quickly disintegrate rapport (e.g. the case of the internal respondent being told what to do.)

Example 11: A general example of poor rapport building

(182171)

F   ==I <u>don't feel like doing it</u> at the moment. I have got a lot on my mind.==

I   Right

F   My (word indistinct) has been stolen and everything and my mum <u>is not well</u>, she's had a stroke. And ==I just <u>don't fancy doing it</u>==.

I   <u>Not if I left it</u> till later in the week?

Note the complete lack empathy about the respondent's situation. As you probably know, empathy is a key part of rapport.

Note underlined text is "away from" and shaded text is "internal".

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[4] An imbedded command uses the voice tonality of a command – lower than normal and going deeper at the end – as opposed to a questioning tonality which is normal and rises at the end. You may want to try saying out loud, "The dog ate the report", using the two different types of tonality to see how it sounds. The imbedded command is heard at a below conscious level and often complied with as long as it does not conflict with deeper values.

Example 12: A good example of rapport building with the interviewer unconsciously matching the respondent's "internal" and "away from" language

(203169)
F   I don't, I get so many of them begging letters.
I   Oh no, it's nothing to do with begging. I know you tend to put them to one side don't you?
F   I have the charities I support and you know . . .
I   You can't do everything can you?
F   You can't . . .
I   This is nothing to do with charities or anything like that. There's the letter, the one you should have had. What it's about is . . . am I to come through?
F   Yes. Yes.

Note underlined text is "away from" and shaded text is "internal".

Other traits noted

The main other trait noted was "proactive". This is part of the "Level" trait and measures whether a person is compelled to take action or restrained by a need for analysis (i.e., a considered and deliberate response). Proactive individuals are those who are compelled to take action, which may or may not be rash. They can become frustrated if required to wait. In the context of the transcripts, theses are respondents who after discussion with the interviewer said "do it now" (meaning the interview). The opposite end of the trait represents "reactive" individuals who need to fully analyse the situation, and carefully consider how to respond. They may suffer from procrastination and are motivated to wait and consider before reacting. If a respondent is being hesitant, re-giving the letter and saying something like, "why don't you give it some thought and consider what I've just told you about it", will match his or her pattern.

Conclusions

We believe the LAB Profile presents an exciting extension to current nonresponse theory and a good avenue for reducing nonresponse.

- This study highlights some interesting situations where standard nonresponse wisdom could benefit from being more customised. Asking respondents to "help" or appealing to respondents' social norms only work for "external" respondents. However this pattern is only in a minority of reluctant respondents. Most are "internal" and their resistance will be increased if such "external" appeals are used.

- The influencing language of the LAB Profile facilitates a way for interviewers to consciously build up rapport in a highly effective way. Interviewers sometimes unconsciously use the right language as demonstrated in some of the examples in this paper, but consider how much more powerful this would be if it were done consciously.

- Decoding and identifying the ever difficult, "I'm not interested" reply as being "internal" and "away from" suggests there may be hope in actually getting some of these respondents to participate!

- In addition to being "internal", virtually all reluctant respondents were also "away from". This suggests that interviewers could be trained in how to listen for these two patterns. More importantly, interviewers could be trained in the appropriate influencing language.

- In essence the LAB Profile influencing language could be seen to add "tailoring" to the "tailoring"[5], (i.e., creating a more effective form of tailoring).

  - One possibility would be to add the extra-polish of the LAB Profile influencing language to existing interviewer training.
    - Take, for example, the "Refusal Avoidance Training" (RAT) / Avoiding Refusal Training (ART) work (see Groves and McGonagle, 2001; Mayer and O'Brien, 2001; O'Brien et al, 2002; McConaghy and Carey, 2004; Cantor et al, 2004; Schnell and Trappman, 2006). For the RAT/ART training, utterances of reluctance from respondents are gathered and classified by theme, then experienced interviewers suggest how to respond to the different types of reluctance, interviewers are trained in these tailored responses and trained to increase the speed of their performance.
    - The "suggested tailored responses" could be further tailored with the appropriate LAB Profile influencing language.

- We would be open to collaboration in any of these areas because we believe that the LAB Profile will add value to non-response research and practice.

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[5] For reference to "tailoring" see Groves, Cialdini and Couper (1992) and Groves and Couper (1998).

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Appendix

Summary of LAB Profile Motivation Traits *(from Charvet, 2001)*

How people trigger and maintain their interest level and conversely, what will demotivate them. Each pattern is described below in its extreme form.

Pattern: Level

This measures whether a person is compelled to take action or restrained by a need for analysis, considered and deliberate response.

Test Question: No specific question for this pattern. Need to observe

Proactive

Compelled to take action, may be rash, or may become frustrated if required to wait. Acts with little or no consideration. Motivated by doing.

Influencing language   **do it, go for it, jump in, now, get it done, don't wait**

Reactive   Restrained by the need to fully analyse the situation, and carefully consider how to respond. May suffer from analysis-paralysis, procrastination and have a tendency towards fatalism. Motivated to wait, analyse, consider and react.

Influencing language   **understand, think about, analyse, consider, wait, might, could, would**

Pattern: Criteria

These are the words and phrases that are core to the person's motivation, they are deeply held principles standards and ideals. These words are a person's labels for goodness, rightness, and appropriateness in a given context. They incite a positive physical response and emotional reaction. They are labels for values.

Test Question: What is important to you about (context)?

No influencing language

Pattern: Direction

This is where the person focuses their attention in a particular direction and is motivated by clarity of objectives or by removing obstacles that prevent progress.   Is a person's motivational energy centred on goals or problems?

Test Question: Why is that (criteria) important?

Toward   Clearly defines and specifies what needs to be achieved.   May not see the potential obstacles in the way. These people are motivated to achieve or attain goals and may have trouble recognising problems

Influencing language   **attain, obtain, have, get, include, achieve**

Away From   Recognises and seeks to uncover issues that will hinder or thwart progress, may have trouble identifying priorities or clarity of purpose. They focus on what may be, and is, going wrong. They are motivated to solve problems.

Influencing language   **avoid, steer clear of, not have, get rid of, exclude, away from**

Pattern: Source

This is about the basis from which a person concludes what information to use in order to act. The information may come from within; their own discrimination, or from outside; other peoples opinions, written information or statistics.

Test Question: How do you know you have done a good job in (context)?

Internal   The information that provides evidence for discrimination and making decisions comes from within. They have their own internal standards.

Influencing language   **only you can decide, you know it's up to you what to do, you think, you might want to consider, a suggestion for, you to think about**

External   The information that provides evidence for discrimination comes from

Influencing language   **so and so thinks, the feedback you'll get, the approval you'll get, others will notice, give references**

Pattern: Reason

This is about what is most attractive to a person: the desire to substitute and discover a variety of novel ideas or to follow tried and tested methodologies. Does a person continually look for alternatives or prefer to follow established procedures?

Test Question: Why did you choose (your current context)?

Options	The desire to substitute and discover a variety of novel ideas, may be challenged by having to follow a rigidly methodical approach.
	Influencing language **break the rules just for them, opportunity, choice, expanding, options, alternatives, possibilities**
Procedures	Likes to follow tried and tested methodologies, may become challenged or mesmerised if there are no clear guidelines for how to deal with a particular situation. Likes to know 'the best way' to do something. Will often tell a story to explain a decision.
	Influencing language **speak in procedures: first…then…after which; the right way, tried and true, tell them about the procedures they will get to use**

Pattern: Decision Factors

This is about how easily a person adjusts to change in a given context and the frequency of change they need in order to stay motivated

Test Question: What is the relationship between your (context) this year and last year?

Sameness	They like stability, consistency and maintenance of the status quo. Will only summon change every 15 – 20 years.
	Influencing language **same as, in common, as you always do, like before, unchanged, as you know**
Sameness with Exception	They like incremental and continuous improvement over time. Will desire change every 5 – 7 years.
	Influencing language **More, better, less, same except, evolving, progress, gradual improvement**
Difference	They relish significant change on a frequent and regular basis. They require significant change every 1 – 2 years.
	Influencing language **new, totally different, completely changed, switch, shift, unique, revolutionary, brand new**
Sameness with Exception and Difference	They like evolution and revolution. Major change averages every 3 years.
	Influencing language **both Sameness with Exception and Difference vocabulary will work**

Summary of LAB Profile Working Traits *(from Charvet, 2001)*

How people process information, the type of tasks, the environment they need to be most productive and how they go about making decisions.

Pattern: Scope
This is about how much detail and specificity or general overview a person can handle. How large a picture is the person able to work with?

Test Question: No specific question for this pattern

Specific   Details and sequences. They may not see the overview.

                              Influencing language   exact, precisely, specifically, give lots of details in sequence

General   Overview, big picture. Can handle details for short periods.

                              Influencing language   the big picture, essentially, the important thing is, in general, concepts

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Pattern: Attention Direction
Does the person pay attention to the non-verbal behaviour of others or not?

Test Question: No specific question for this pattern (need to observe)

Self   Doesn't notice or display non-verbal behaviour or voice tones.

                              Influencing language   keep communication focused on the content

Other   Has automatic reflex responses to non-verbal behaviour.

                              Influencing language   influenced by the depth of rapport

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Pattern: Stress Response
How does a person react to the normal stresses of the work environment?

Test Question: Tell me about a (context) that caused you trouble?

Feelings   Emotional responses to normal levels of stress. Stays in feelings. May not be suited for high-stress work.

                              Influencing language   empathy, happy, intense, exciting, mind boggling, wonderful

Choice   Can move in and out of feelings voluntarily. Good at empathy.

                              Influencing language   empathy, appropriate, makes good sense and feels right

Thinking   Does not go into feelings at normal levels of stress. Poor at establishing rapport or showing empathy.

                              Influencing language   clear thinking, logical, rational, cold reality, hard facts, statistics

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Pattern: Style
What kind of human environment allows a person to work best?

Test Question: Tell me about a (context) that was (criteria). What did you like about it?

Independent   Alone with sole responsibility.

                              Influencing language   do it alone, by yourself, you alone, without interruption, total responsibility and control

Proximity   In control of own territory with others around.

                              Influencing language   you'll be in charge, around others, you'll direct, lead, your responsibility is X, theirs is Y

Co-operative   Together with others in a team, sharing responsibility.

                              Influencing language   us, we, together, all of us, team, group, share responsibility, do together

Pattern: Organisation

Does a person concentrate more on thoughts and feelings or on tasks, ideas, systems or tools?

Test Question: Tell me about a (context experience) that was (criteria). What did you like about it?

Person   Centred on feelings and thoughts. They become the "task".

	Influencing language	**use personal pronouns and people's names, feelings, thoughts, feel good, people**

Thing   Centred on tasks, systems, ideas, tools. Getting the job done is the most important thing.

	Influencing language	**impersonal pronouns – things, systems, process, task, job, goal, organization, company**

Pattern: Rule Structure

Does a person have rules for themselves and others?

Test Questions: (1) What is a good way for you to increase your success in (context)? (2) What is a good way for someone else to increase their success in (context)?

My/My   My rules for me. My rules for you. Able to tell others what they expect.

	Influencing language	**if you were me, if I were you**

My/.   My rules for me. I don't care about you.

	Influencing language	**it doesn't matter**

No/My   Don't know rules for me. My rules for you. Typical middle management pattern.

	Influencing language	**while you may be unsure for yourself**

My/Your   My rules for me. Your rules for you. Hesitant to tell others what to do.

	Influencing language	**use Internal Influencing Language**

Pattern: Convincer Channel

What type of information does a person need to start the process of getting convinced about something?

Test Question: How do you know that someone else is good at (their context)?

See   See evidence.

	Influencing language	**must see data to get convinced**

Hear   Oral presentation or hear something.

	Influencing language	**must hear data to get convinced**

Read   Read a report.

	Influencing language	**must read data to get convinced**

Do   Do something.

	Influencing language	**must do it to get convinced**

Pattern: Convincer Mode
What has to happen to the information or evidence previously gathered so that a person becomes "convinced" of something?

Test Question: How many times do you have to (see, hear, read, do) that to be convinced that they are good?

Number of Examples
They need to have the data a certain number of times to be convinced.

      Influencing language   **use numbers**

Automatic
They take a small amount of information and get convinced immediately based on what they extrapolate. They hardly ever change their minds.

      Influencing language   **assume, benefit of the doubt**

Consistent
They are never completely convinced. Every day is a new day and they need to get re-convinced.

      Influencing language   **try it, each time you use it, daily, every time, consistent**

Period of Time
They need to gather information for a certain duration before their conviction is triggered.

      Influencing language   **match period of time**