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Language and Behavior Profile as a method to be used in a coaching process

Abstract: One of the leading resources that individuals use to advance their careers and personal lives is coaching [Brown & Rusnak 2010]. A coaching process is described in the literature as a process of learning that includes making reflections, examining the experiences individuals or groups undergo, and applying their understanding to new situations.

Communicating the ideas in a manner that promotes the coachee's performance professionally and personally is a challenge. The paper focuses on a tool that can help the coachee to practice new ways of communications that will have a positive effect on his performance and feeling at work.

Keywords: coaching, executive coaching, communication.

JEL codes: H12, H75, H83, I24, L3.

Introduction

Communication in a workplace context is often described as a way in which people convey messages and ideas, get their messages across, and receive recognition at work for their contribution [Kitty, Locker & Kaczmarek 2004]. Communication is also an issue that is very often addressed by coaches and consultants, because it is used as a significant means to convey ideas, improve results, and enable organizational change to occur. Furthermore, Rose Charvet in her books *Words That Change Minds* [1997] and *The Customer Is Bothering Me* [2010] claims that there is a link between using effective communication that avoids misunderstandings and conflicts, enabling progress at work, and achieving desired results in life in general and in the context of work in particular. Research indicates that organizational performance is significantly improved when communication streams uninterruptedly

and when employees are empowered and are granted essential resources needed for their mission at work at an optimal level [Arif, Jan & Marwat 2009; Zia et al. 2010].

Over the past couple of years I have been mainly coaching executives and managers in organizations from the public sector, the Ministry of Education, the Ministry of Agriculture, and social associations. During my work I encountered instances in which executives and managers, who have worked for at least three years in their current managerial positions, display communication difficulties such as sharing partial information and/or directives that were not followed, in part, because they were misunderstood by the people that had to act upon them.

I have been looking for an effective tool that could assist me, as a coach, to help my clients improve their communication in their organizations. I was first exposed to the use of Language and Behavior profile through a book I read *Words that Change Minds* [Rose Charvet 1997]. I flew abroad to learn the tool and method in 2011 and have been integrating them in my coaching and consultancy services since then. This paper describes the author's experiences as a mentor coaching public sector executives and managers and her quest for an effective tool to help her clients improve their workplace communication.

The aim of this paper is to introduce the reader to LAB, the Language and Behavior profiling tool she found to be useful to help her clients better understand and improve their communications and related behaviors in the workplace. The first section introduces Language And Behavior profile. Section 1.1 and 1.2 are devoted to explaining what Language and Behavior profiling (in short LAB profile) is and what caused me to combine LAB profile in my coaching sessions with executives. Section 1.3 addresses LAB profile as a method and explains what is unique about this method. Section1.4 relates to the history of LAB profile, its origins, and the development it underwent through the years. The second section relates to the possible implementation of LAB profile in coaching. Hence, part 2.5 explains the structure of the tool and the purpose of using each section. Part 2.6 illustrates the three steps of using LAB profile in a coaching process. Part 2.7 traces the possible benefits of combining the tool in a coaching process. Section 2.8 illustrates an example of an integration of the LAB profile tool in the coaching process. The paper then ends with conclusions.

1. Introduction to Language and Behavior (LAB) Profile

1.1. *What is LAB Profile?*

Language and Behavior Profile is a method that helps the speaker to identify language patterns that reflect a certain way of thinking and the speaker's types of motivational traits and attitudes. The method is translated to a tool-a questionnaire

that consists of a set of questions that helps the listener to foretell the listener's job performance as well as assisting the listener to transform tasks by expressing himself at work more efficiently than he usually does.

1.2. LAB Profile and coaching

While working with managers, I encountered many times managers who point at certain workers as being professional in their knowledge and skills and yet, when working with different people, these workers experience difficulties that are evident in clashes or conflicts and also complaints of coworkers or clients that worsen their effectiveness and performance at work. In recent years I received requests from human resource managers to coach these workers (most of them in senior positions for at least three years in their organizations), in order to help them improve their communication skills at work. I looked for a tool that could help me reveal the prominent language patterns that my clients use in certain contexts and how to help them convey the message in a smoother manner that would minimize conflicts at work. Human resource managers and executives who hired me to do coaching in their organization shared with me their joy in significantly reducing communications obstacles they encountered in their organizations quite instantly (within the period of 10 coaching sessions I held). Some of the executives in a social association I work with intend to check how apparent the change in their performance at work is, in a feedback process their organization will carry out during 2013–2014.

1.3. What is unique about this method?

Language and Behavior Profiling is a method that helps us gather information about the speaker's motivational traits and behavior [Rose Charvet 1997]. A method according to Bryman [2008] is defined as a set of techniques that researchers use to exercise their vocation and work. Hence, tools of data collections such as questionnaires, interviews, and statistical data would be considered to be a method. The method of language and behavior profiling consists of 2 stages. The first stage is a diagnosis of major language patterns and styles that gives us information about the speaker's motivation and attitudes concerning a particular context and his performance attitudes concerning decision making and job performance. There are 14 patterns in the LAB Profile: 6 motivation patterns and 8 working patterns. Motivational patterns indicate how people activate their motivation and behavior in a certain work context. Working patterns indicate what maintains their motivation. It is important to indicate that, according to Rose Charvet [1997], the identification of dominant motivational and working traits does not affirm that certain patterns are good or bad but rather that they are present in the speaker's language.

More than that, the identification of major patterns in the spoken language indicates which pattern, if used, would be the most appropriate in the context of the individual's work or personal world. The second stage is giving the speaker clues how to use language properly to convey messages, using the clients' patterns. The method was developed by Rose Charvet, an international expert on communication and influences in Northern America and Europe.

1.4. The history of LAB Profile

In 1957 Chomsky published his Ph.D. thesis, Transformational Grammar, in which he focuses on how people change the information that they gathered, in order to be able to communicate their understanding of their experiences of the world to others. Rose Charvet [1997] adds that Chomsky's research was considered to be innovative at that time in the linguistics field and research. Chomsky claimed that people observe the world using their senses and then store the information somewhere in their body. Once they tell their story, they use three main processes by which they create their filters of their model of the world: deletion, distortion, and generalization.

Deletion
Rose Charvet [1997] mentions George Miller, who claimed in 1956 that the human mind can only pick up seven, plus or minus two, bits of information at any time, and the rest of the information is deleted or grouped together and becomes one chunk, with no more than seven items to remember. That means that people delete much of the information they absorb from the environment around them. This process is called deletion, and according to Rose Charvet [1997] the process of deletion enables us to filter out pieces of information without necessarily being aware we are doing so, in order to be able to proclaim our experience and observations to others.

Distortion
The second process of filtering the information we absorb from reality around us is distortion. Rose Charvet [1997] explains that information is being distorted when external information is changed to something else. For example, when we move to a new place, we picture what a certain space would look like with furniture, when factually the space is still empty.

Generalization
The third process of filtering information that people grasp according to Noam Chomsky [1957] is called generalization. This process occurs when people take a few examples and then develop a general principle out of their own examples. Rose Charvet [1997] adds that the process of generalization is a process of learning, in which we generate principles and experiences, whether they are true or untrue,

to create our own map of the world. For instance, learning to drive one car enables us to drive different cars, without taking driving lessons again.

Whether we use the process of deletion, distortion, or generalization, we recount our experience to someone else, using only the words that are based on what we did not filter out of our experience. The information we choose to report, as claimed above, is only about 2–7% of the details .The listener usually will make up the missing information based on their own filters. The listener can experience someone else's model of the world by listening to words that the speaker uses to describe his experiences. Hence, according to Rose Charvet [1997] and Rodger Baily, whom Rose Charvet mentioned, at the person who created LAB profile, it is extremely important to listen to the form of words people use, as well as how they use them, because language describes the speaker's reality.

Bailey [1985], who first developed the tool of LAB profile, adds that, while transformational grammar pays attention to how a person changes his experience, the strengths of the LAB profile is that it pays close attention to what is meant when someone changes his experience and explains it to someone else. Moreover, special linguistic structures might indicate that a person has certain behavior patterns in that context and that these behaviors are similar to those of other people who use similar structures.

As mentioned above, Language and Behavior Profile is a tool created by Roger Bailey, who developed it from a specific application from the field of NLP (Neuro-Linguistic Programming). NLP was first developed by Richard Bandler, John Grinder, Leslie Cameron, Robert Dilts, Ross Steward, and Rodger Bailey in America in the 1970s. Leslie Cameron took Chomsky's work a step further. She claimed that each individual makes specific deletions, distortions, and generalizations that appear in the person's behavior. She identified in her work, as a therapist, 60 patterns, which according to Rose Charvet [1997] are filters that people use in their language to interact with the world around them. Rodger Bailey, who according to Rose Charvet [1997] was Cameron's student, used her work in a business setting. He developed the LAB profile in 1986, by minimizing the 60 traits developed by Leslie Cameron to 14 traits. It was then taken by Rose Charvet, who was exclusively authorized to teach and work accordingly in 1992.

2. Implementation of LAB Profile in coaching

2.1. Language and Behavior Profile tool

Language and Behavior Profile is a tool that consists of a set of twelve questions that could be used as a form of questionnaire or be integrated in a casual conver-

sation in order to observe and respond to how people get motivated and how they process information and make decisions. The listener pays attention to how people talk rather than to what they say.

The questionnaire consists of six categories that indicate the different ways in which people trigger their motivation and what language the speakers need to use in order to get across their message properly to receive their desired result. Each category describes a behavior pattern that is valid in the context in which the subject was diagnosed. Rose Charvet [1997] emphasizes that there are no good or bad patterns; the only judgment of the pattern use is in the context of the activity that need to be done. The categories in this section are:
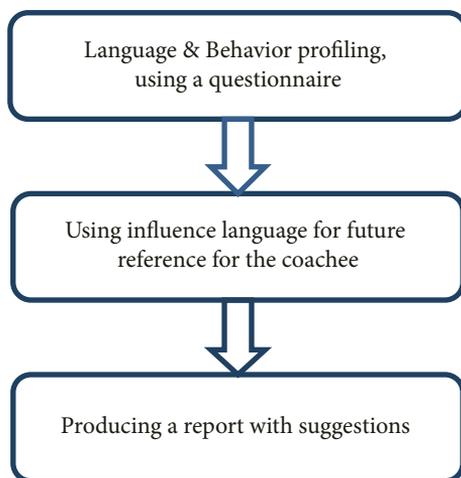
– **Level** indicates the degree of initiative the person takes.
– **Criteria** grant the listener a clue of what is important for the listener in a particular context.
– **Direction** hints at the person's attitude toward taking an action or avoiding it.
– **Source** indicates the direction of the person's motivation – whether it is intrinsic or extrinsic.
– **Reason** describes whether the person needs choice and options in order to operate or acts according to clear procedures.
– **Decision Factors** explain whether the speaker likes routine or needs frequent change in his environment.
– The next set of categories are eight working traits that indicate how people deal with information, what environment is suitable for them in order to be productive in a given context, and how they get convinced about something.
– **Scope** indicates whether a person needs or operates according to specific details or acts better in a general environment that looks more at an overview of given information.
– **Attention Direction** relates to whether the person is interested in others or needs to act in an individual environment.
– **Stress Response** indicates whether a person reacts emotionally to certain people or situations or whether he is more rational.
– **Style** relates to whether a person needs to work independently or in a team.
– **Organization** relates to the extent to which a person is task-oriented.
– **Rule Structure** indicates whether a person follows his own set of rules or takes into account the rules of other people.
– **Convincer** relates to the channel that influences a person the most - seeing, hearing, reading, or doing

2.2. Coaching with LAB Profile tool

There are three steps to integrate the LAB profile into a coaching session. The first stage is using the questionnaire to diagnose the coachee's motivational and work-

ing traits. The second stage is using what Rose Charvet [1997] calls influence language. After decoding the speakers' various language patterns, the coach uses the same patterns as the clients to enlighten certain recommendations for present and future use. It is important for the coach to avoid any judgments, and when suggesting recommendations, to use them according to the speaker's own patterns. The third stage is creating a report for the coachee, summing up all the important issues that were discovered in the profiling session.

The Process of LAB Profile as I use it in the process of coaching is as follows:

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┌─────────────────────────────────┐
│  Language & Behavior profiling,  │
│     using a questionnaire        │
└─────────────────────────────────┘
                 ⇓
┌─────────────────────────────────┐
│  Using influence language for    │
│    future reference for the      │
│          coachee                 │
└─────────────────────────────────┘
                 ⇓
┌─────────────────────────────────┐
│  Producing a report with         │
│         suggestions              │
└─────────────────────────────────┘
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2.3. Benefits of working with LAB Profile in coaching

Since LAB profile is a tool that indicates the use of various types of language patterns that are a reflection of the person's style of thinking, attitudes, and motivation, it can be used as a tool of prediction of the person's future behavior and performance in a given context. Hence, it can give a clue to the extent to which the person is suitable for the role he fulfills at work and the necessary changes he should make in the communication as well as the behavior in order to succeed in the task. This kind of information is also helpful in understanding clashes that occur at work and how to attempt to avoid them. Another advantage in using this tool is to create high performance teams by managing their strengths. Finally, in a coaching process, the coach can use the information he gathers in the profiling session to assist people to experience success and perform better at work. In order to empower the coachees and let them experience success in their first strides of the coaching session. , I decided to dedicate our second session to LAB profile. The format of the summary of the LAB profile sessions of the following case studies are not exactly identical in their format, because I adjusted them to the personality of the coachee.

2.4. Examples of the integration of the LAB Tool in the coaching process

Case study 1
Background on coaching and description of the coachee
M' (name withheld to maintain confidentiality) is 57 years old. She has worked in a college in the center of the country for about eight years. In the past she was a school principal and a candidate for the education prize. Today she is the manager of the Unit for the Development of Educational Leadership in the College and deputy manager of one of the departments in the Ministry of Education. She obtained the last position after she was chosen to compete in a tender for it during the coaching process (the tender was held in the sixth coaching session), when she understood that it might be suited to her motivational factors and values.

The manager of the department in charge of M' changed, and M' comes to me for coaching since she feels that she has difficulties communicating with her new superior and would like to improve her interpersonal communication with the superior. After one coaching session, M' told me that her manager in the college offered her a choice between two positions and she feels confused and does not know what to decide and how to act. I decided to incorporate the LAB Profile tool so as to examine with the coachee the characteristics of her motivation factors and work patterns in the work context. The second session was dedicated to the assessment. After the session I sat to process the data and to write the summary for my coachee, when I was careful to use influence language as Rose Charvet [1997] calls it. The goal is not to burden the coachee with definitions but to reflect to the coachee her characteristics in speech that may indicate her motives and her mode of action. The third session opened in that the coachee noted that the fact that I wrote for her in detail the recommendations and used lines for emphasis helped her understand that one of the offers for promotion she had received would not benefit her and apparently if she were to choose it, then she would not succeed in the position for a long time (and therefore she chose the second position, deputy manager of the department in the headquarters of the Ministry of Education). M' especially connected to the last section in the summary of the meeting: 'points for thought'. The coachee asked also to use insights from the summary report to build more precise communication with her manager. The coachee herself chose to define a measure of behavioral success as follows: end of work meetings where I am not crying and I do not raise my voice during the meetings. In light of this, the coaching process focused on the improvement of the coachee's M's listening ability to the manager's patterns and needs. The coachee learned to listen to the way that the manager talks and to express her opinions (without foregoing her opinions) in the patterns of language that the manager used. Thus, for example, the coachee identified that the manager uses many sentences with the negative and thus expressed her ideas in a similar manner. (For instance, "I think we have to try to prevent any

misunderstanding with the inspectors, because last year they didn't submit their requirements in advance.)

When I asked her how she would use the sentence naturally, if she were not underdoing the LAB profile assessment, she answered: "I surely would say … I think we have to send them a letter with…" This might, in her opinion, cause an unnecessary conflict, since M's manager, according to her impression, likes to initiate management steps and apparently would have objected to the idea since M' initiated it and not her.

The coaching process continued over 8 sessions and not 12, and the coachee shared with me already in the seventh session that her impression is that her manager has learned to know her and they have more staff meetings together than in the past and hold relevant conversations, without tears.

The findings of the main patterns are as follows:

Pattern indicators	Category
Mainly proactive with some reactive	Level
Interest, enthusiasm, stability, influence	Criteria
Towards	Direction
Mainly internal with some external example: "it's important for me to influence" "feedback from others is also important"	Direction
Procedural Example: "I need autonomy, and yet I plan every step. First I define the outcome, then I…"	Reason
Sameness with exception	Decision factors
Specific	Scope
Other	Attention direction
Feeling, thinking	Stress response
Proximity	Style
Thing	Organization
My/my	Rule structure
See/do	Convincer

A summary of a LAB profile session:
– Context: Work, present and future.
  The following patterns describe the things that will trigger and maintain the coachee's motivation.
– Mainly Proactive with Some Reactive
  The future possible position along with the present position you hold requires a high level of an ability to initiate, to develop, and to lead a team to facilitate the

topic among inspectors at the Ministry of Education. It requires a more initiative than analysis and reflection.

– Criteria

The coach found that the following are particularly significant for coachee's work:

- Interest in the subject that M' is about to develop.
- Enthusiasm. It is important for M' to feel energetic and enthusiastic about what she does.
- Stability of the position or the project. It is important for M' to try and ensure as much as M" can that the project will not be stopped in the middle.
- Influence. It is important for M' not only to develop programs but also to lead a team as facilitators of the program.

Coachee's motivation traits

– Direction of M' actions

It is important to M' at work to be interested in and connected to the topic she is leading. M' also acts with complete loyalty to the task and to the organization where she works. *Therefore, M' should give priority to a position that enables her to express her creativity and that gives her room to develop initiatives and the freedom of action to implement them.*

– Sources of direction

It is very important to M' to influence others and the organizational environment in which she operates. Feedback from people with whom she works is significant for her. It is important to M' that to feel that her 'backbone' is present. *Therefore, M' should give priority to a position in which M' believes that M' will have influence on the people who are guided and/or on the organizational environment. In addition, M' should give the first priority to a position in which the people already know M' at least in part and not necessarily to a place where M' needs to begin to build M's reputation from the start.*

– Reason of actions

M' is very planning-oriented in M's work process. It is easier for M' to act when the picture or the result M 'wants to achieve is clear to M'. M' has a high level of management ability and ability to go into detail. *In the planning of the coachee's desired work in the coming decade, M' should look at herself from the outside and plan how M' wants the days of her year to be, the scope of M work in general (how many net working hours, how many additional hours to spend at home), and which of the offers proposed to M' at the moment most excites M'.*

– The coachee's decision factors

It is very important to M' to have at work an anchor. In addition, stability is very important to M'. It is difficult for M' to say no to different initiatives. Therefore, *M' should consider not dividing herself among a multiplicity of roles (since in the past this was very burdensome, to the point of burnout) but rather focusing on one*

place that will meet M's needs, such as influence, stability, and enjoyment, and there to make M's breakthroughs. The first stage that M' should begin with is the collection of information about every position, and yet without a decision on the choice of the position (at least in the next two weeks).

– Pattern of behavior related to the coachee's work

M' has a systemic outlook and amazing ability to go into detail and cover all possible options. *Therefore, M' should plan the significant conversations with M's potential managers. For example, in a conversation with a potential manager M' should not immediately flood him with details but listen to the characteristics of the other side. If M' identifies that the person in front of M' is a "bottom line" person, M' should prepare general explanations. If M' identifies that this person has patience for the other side, then M' will go into detail. It is recommended for conversation with M's manager and with T' to prepare for M' at least three significant moves that M' advanced in her last position in college and to emphasize directions in which M'wants to continue her activity. What guides M' is her self-fulfillment and the good and needs of the organization.*

The coachee's behavioral characteristics in the work environment

– Role and organizational environment

M' has a good level of analytical thinking and ability to empathize with the people M' works with - managers, colleagues, and guided people. M' also works well when she listens to the emotions that arise during the activity. M' should prefer a position in which for the most part she has interaction with people and not only administrative and technical work.

– Work style

M' needs time to think before M' implements a workshop. But the best environment for her for development is to work and think with people. *Therefore, M' should give priority to a position where there is teamwork and not to a position where the work is primarily individual.*

– The coachee's behavioral characteristics in an organizational environment

It is very important to M' to have influence in the position she holds. It is important to M' to receive the credit M' deserves for things M'initiated or led. It is also important to M' that the work be held in her way. *Therefore, it is recommended that M' gives priority to the offer, of all other offers, in which M' has the greatest freedom of action.*

– Additional points for thought

M' should address the project of her career as M' addresses a new program she is developing and about to convey on behalf of the college. The first stage, which in the coach's opinion greatly characterizes M', is the stage of the fundamental preparation, in which M' identifies needs, what the people ordering the program consider important to happen in it, and how they will assess the program

as a success. Therefore, at the moment M' should define for herself 'preparation time" (from days to weeks) in which to collect data, both about pension rights, characteristics of the positions offered, and the position suitability to her personality needs and desires (as M' attempted to note on this document), and to prioritize them through elimination. M' should define for herself who are the people who will help her in the process (as in the development of the program - who will be the steering committee), and how M' wants people to help her. The additional and important stage of the preparation is truly to stay a bit longer in the uncomfortable place of uncertainty and to look at what comes up from the stages in terms of what seems to be more or less suited and what M' feels is more exciting. Only then should M' shift to the stage of doing - the decision and the announcement to relevant factors.

Case study 2
Background on coaching and description of the coachee
T' (name withheld to maintain confidentiality) is a senior lawyer who has been working in the State Attorney Office for more than 13 years. She took coaching sessions in order to change her career. She shared with me her secret dream to become an architect. She was aware that the fact that she is in her mid-40s would prevent her from being accepted to various universities in Israel. She also pointed out to me that one of her hobbies is pottery, which she enjoys very much, especially on weekends. When I asked her what had awakened her dream at this particular time, she disclosed with me her dissatisfaction in her current position at work. She felt that the District Attorney did not appreciate her work and did not like her personally. When I asked her for the evidence that was the basis of her assumptions, she mentioned the following criteria: He doesn't respond to any of my mails, he avoids conducting any regular weekly meetings, and when she needs to get his approval on certain issues, he constantly shortens their discussions and meetings.

At this point I decided to integrate LAB profile into our coaching sessions in order to decode my coachee's motivation factors and work patterns in her work context. The second session (like in the precious case study) was dedicated to the assessment and also to an attempt to elicit her manager's motivational traits and work patterns (bearing in mind that the information I receive from my coachee is based on her impressions only and could be an interpretation and not precise descriptions). The next coaching session was devoted to a discussion of the findings of the coachee's LAB profile and pointed at possible obstacles that should probably be avoided. For example: T' has a strong tendency to go into details, while her manager is the opposite - he likes messages to be transferred to him in a concise manner that does not consume time. Thus, when I asked T' whether she had any idea how to minimize this obstacle, she suggested that she review the mail before sending it to him. I also drew T's attention to the fact that her boss probably needs an organized plan

and not a list of options. T' agreed with me and decided to turn ideas into organized assignments and to always ask him whether he would like to get the whole plan or her ideas first. When I asked how T' would know that implementing these changes would cause any change, she suggested the following: Her boss would initiate weekly meetings on a regular basis like he does with her other coworkers and her boss would respond and react to mails she sends him. T' defined a period of two weeks to observe whether any changes would occur.

In our next coaching meeting T' reported that a slight change had occurred in her interaction with her boss - they had started communicating via mails. Together we decided to let T' continue to observe changes, and we continued with the regular path of the coaching sessions, examining alternatives for her next career. After a month and a half into the coaching process, T' had second thoughts about changing her career. T' experienced success in communication with her boss, and she decided to stay at least two more years in her senior position in the district attorney office where she worked. Moreover, she decided to apply to a tender of a new position of becoming deputy district attorney, which meant that she would continue to work very closely with her current manager with whom she had at first encountered difficulties. A week after concluding our coaching session, T' notified me that she won the tender with the manager's blessing.

My client's patterns based on her description:

Pattern indicators	Category
Mainly reactive with some proactive	Level
"To be free and not to work too hard", "Interested in general information only", "Avoiding taking decisions and collecting endless recommendations for directions of actions"	Criteria
Towards	Direction
Mainly internal "interested in his own agenda"	Source
Unclear, my coachee couldn't decide	Reason
Sameness According to T'– he doesn't like any changes, he is waiting for retirement	Decision factors
Specific	Scope
Other	Attention direction
Feeling	Stress response
Proximity	Style
Thing	Organization
My/my	Rule structure
See/feel	Convincer

A summary of a LAB profile session

– Context: Work, present and future.

The following patterns describe the things that will trigger and maintain the coachee's motivation.

Proactive with a strong tendency towards reactiveness.

– The Coachee's motivation traits

It is important for T' to express thoroughness, planning, and learning. T' is good at integrating and managing. These aspects together with maintaining T's integrity and reputation, which are important to her, will allow T' to express her abilities in the best possible way.

– Direction of the coachee's actions

Pattern of 'towards'. T's motivation is awakened when T' is faced with many challenges. T' is not afraid of challenges. Therefore, T'does not attempt to avoid them. A challenge that interests T' or a work of creation – these inspire her to act.

The coachee's source of action is internal. T' does not need outside confirmation for the tasks she performs. T knows that if she planned appropriately and she went over things and T' performed them as necessary, then she did her work faithfully. However, she is happy that her name has comes up in the state attorney offices and not just the district attorney office.

A factor that awakens the coachee's motivation is the creation of possibilities. When T' develops different possibilities of action that give her choice, she is creative and creates for herself great interest and challenge.

What contribute to the coachee's interest are frequent changes in the nature of T's work. T has difficulty when she needs to act only according to procedures over time. T' needs to create for herself constant variety so that it will be interesting for her, and she can create for herself challenges at work.

– Typical patterns in the coachee's work context (context ee examined)

The following patterns of behavior describe the work environment T' needs; T's behaviors when under pressure at work, and what causes her to be convinced at work.

Tendency to go into detail. When T' is found in the work process, she studies the data in-depth and gets to the bottom of things. Therefore, T's mastery of details is excellent. T' may expect others not only to demonstrate expertise in details but also to want to listen to the details.

The focus of T's conversation is also the other side and not only on her position. T' gives considerable respect to the other side in the conversation.

In situations of pressure, T' implements thinking mechanisms and planning and not emotions. T' has the ability to cope with crises and situations of pressure and even if they create disappointment, they still enable T' to plan my following actions.

T's work style is based on her need for independence with adjacency and closeness to others. T' needs her independence, but also likes a human work environment.

When her territory is clearly defined and her authority is clear, T'cooperates excellently with others.

The coachee's focus in the work environment is the topic - the task. T' focuses on the task and the process that is necessary for its performance. T' devotes considerably to the preparation and planning of the performance of the task. Even if T' acknowledges emotions that certain tasks awaken in her, she feels commitment to perform the task in the best possible way that she can, even if it does not sufficiently interest her.

The coachee's conduct at work is according to a set of rules of mine/mine. T' expects other people to manage their case with the same thoroughness asshe does. The trait of thoroughness is very important to T'.

Channels of convincing that characterize the coachee are primarily visual. T' is convinced about ideas or tasks and initiatives when she sees proof. T' is convinced about the quality of actions of people after a long period of time, when T' sees there is consistency in performance. Therefore, it is recommended at the end of a meeting or discussion to see to or ask for a written summary, on the basis of which T' can promote different issues. If the summary is not important to the other side, then T' should put forth effort and have my own summary, so T' has a written summary.

– Work environment suiting the coachee
  • Work that enables T' to define goals that she would like to achieve.
  • Work that allows T' to judge for herself the quality of her products, with a little feedback from people who are significant for her.
  • Work that allows T' to create possibilities and to define and shape procedures anew. Less suitable is work in which T' needs to operate according to procedures.
  • Work in which there is the demand for depth, attention to nuances, and going into detail.
  • Work in which T' has my space, defined for her, and others are around her, but still allows T' to work independently.
  • Work that allows T' to express her creativity and processes of thinking and planning.

– Recommendations T' should consider in her current coping in the workplace:
  T' needs to create focus on her everyday goals frequently - at the start of the work day and also at the end, for the planning of her following work day.

  Since it is very important to T' to create possibilities of choice, T' should create for herself choice between different tasks during the day or perhaps she can divide the writing of a document with another colleague, who will take upon himself to do the things that T' does not like or that she assess that he may do them no worse than T'.

  T's thoroughness is apparent in the manner of her writing and reporting. T' should regard the level of the report to the superiors or significant people for

herself and adjust the reporting to their pattern. If they prefer the general picture without the details, then they should be given a reporting that includes only the general information and should be directed to the relevant pages in the report where they will find the details.

The style of the mails T' sends to her boss should be carefully maintained. This should be considered in a meeting with him. Otherwise, it should be considered in a telephone call. He should be asked whether he prefers to receive a detailed email or just the conclusions and main points. In addition, in a conversation in the hallway small conversations should be initiated, when they offer more questions than T's statements and expression of T's opinion.

Case study 3
Background on coaching and description of the coachee
A' (name withheld to maintain confidentiality) is an engineer at the beginning of his fifties. He works in a company that is a branch of an American hi-tech company in Israel. Recently he was informed that the company where he works is closing its activity in Israel and a few of the workers will be merged into the Apple Company that is opening a representation in Israel. A' came to me for a short-term coaching process (Only about six sessions. A' decided that this was the range of sessions that suited him financially.) His professional future at this point in time is unclear. He worked in marketing in his previous company. He is aware of the problem with age in Israel and knows that it sometimes constitutes a significant barrier in integration into the job market. The objective of the coaching process is, in the short term, to prepare him for a job interview for Apple, when he will be competing with another 150 workers, and in the long term, to examine whether he should remain in the sales position or perhaps leave this area and go to an area such as instruction,

I decided to incorporate the LAB profile in the second session in the coaching process. In this session I focused on the characterization of A's factors of motivation and conduct in the work context. The following coaching session was dedicated also to the understanding of the conclusions and mode of their implementation in the present situation of the company, which at that time created for A' and other workers feelings of great chaos. The following coaching sessions addressed the process of professional direction, for which A' came. In one of the sessions A' shared that he has a work interview at Apple. A' set with me a work meeting devoted to the work interview, and together we decided that in addition to the regular work interview I would hold with him simulations in which the communication characteristics I would play were opposite of his characteristics. At the end of the session A' noted that the session had been significant for him, since he needed to get the courage to leave his comfort zone of listening. When I asked him what the measures of successes of our two coaching sessions would be, A' replied getting accepted to Apple and active listening to the environment. At the end of the coaching process A' in-

formed me that one of the two measures of success had been filled, A' had succeeded in the job interview and was accepted to Apple in the position of product engineer. He was beginning to work there in another month. A' noted that he felt that he still had to practice to improve his listening ability, both to his colleagues in the work environment and to his family. He decided to lengthen the coaching process by another four sessions. A' redefined his measures of success of the continuation of process, a first measure as minimization of conflicts between him and his wife, to no more than one conflict a week, and a second measure as minimization of conflicts with his work colleagues (in the old place) zero statements such as "you do not hear me / you do not listen to me."

The findings of the main patterns are as follows:

Pattern indicators	Category
Proactive	Level
A pleasant environment, positive feedback, interest	Criteria
Away from Example: "I try to prevent any confrontations with the customer"	Direction
External Example: "satisfied customers are very important and they drive me ahead"	Source
Optional	Reason
Difference Example: "I need constant changes in my working environment"	Decision factors
	Scope
Other	Attention direction
Feeling	Stress response
Proximity	Style
Person	Organization
My/my	Rule structure
Feeling	Convincer

– The coachee's communication characteristics
  Criteria .Coach found that the following are particularly significant for coachee's work
  Human environment A' needs to have somebody to receive advice from, environmental conditions, feedback.
– The coachee's direction of action
  In A's dialogue he tend to speak generally in the negative. In other words, A' uses words such as "no", "avoid", "prevent", and therefore A' should listen to

the interviewer's way of speaking. If he refrains from using these words, and speaks using positive language, then *A' should use positive statements. A' should say A' wants a job with development emphases and not that A'does not want to engage in sales.*

– The coachee's motivation sources
A' is very motivated by feedback of clients and of other people. A' also wants to set for himself criteria of the self, such as A' met the technical and sales objectives that he set for himself. *In the interview conversation A' should emphasize also the outside feedback and the internal criteria, especially if this is work with technical emphases.*

– The coachee's style of action
It is important to A' to have a certain degree of freedom at work as well as possibilities that will give him the freedom to create his order of priorities. *An element of planning should also be introduced, such as, for example, A' should define for himself what his areas of interest are, as well as his strong points, what the profile of the company that suits him for work is.*

– The coachee's factors of decision
A' greatly needs stability, and A' does not want to make changes if he is satisfied. *Therefore, A' should collect information on the potential organization where A' is going to work.*

– Pattern of behavior related to the coachee's work
A' has the ability of a systemic perspective and in parallel his ability to go into detail is very good. *A' should listen to the interviewer and attempt to get an impression on how much detail he wants or whether he prefers the "bottom line" and adjust his way of speaking accordingly.*

– The boachee's Behavioral characteristics in the work environment
A' is very motivated by feelings and emotions, and an empathic work environment is very important to him as well. *A' should come to the work interview planning to listen and should come when A' hasa strategy of selling a product. However, now the product is A' - me.*

– The coachee's Ssyle at work
The good of A'sclients is very important to me. Therefore, A' is ready to fight with factors in the company so as to provide what A' obligated to the company. A' should understand the rules of the new organization, *so that A's will not appear aggressive and so that the impression is as if his rules are the rules in force for the entire organization.*

– The coachee's factors of persuasion
A' is convinced for the most part through feelings but also through proof - data. *What motivates the other side should be described, and listening, not only to himself but also to other person, should be implemented.*

– Additional emphases for the work interview

- In the section of "Tell me about yourself" A' should prepare a 'dry' version that covers the material to correspond to the formula of: "name + description of role + education" and to let the other side ask him questions.
- A' should lead the interview conversation so that it becomes a dialogue by asking questions and not only being led in the conversation.
– Emphases in the CV
  - A' should prepare a number of version of CVs - for pre-sale, project management, systems engineer.
– Strategy for emotions management
  - If A'should suffer from negative thoughts, then A' should be aware of them and for every thought A' should ask myself "what is the worst that it can be…".

Conclusions and implications for further research

Coaching is described by many scholars as a process of learning [Crane, 2002; Gray, 2004; Bennet 2011; Gold 2012], and a methodological use of LAB profile adds to the coachee's learning process about himself. It is through learning that a person or a group changes the behavior or understanding of the surrounding environment.

The ability to reflect and examine the experience we undergo enables us to control our learning process and apply an understanding, whether new or not, to new situations. Learning involves learning by both the coach and the person or group being coached. There are numerous ways of learning [Benett, Kelly & Rogers 2011]. According to Gray [2004], one way people tend to learn is by observing other people, by reading, or by listening to what they did and avoiding making mistakes they made. This process actually involves applying the learning acquired in one context to a new situation. Using tools such as a language and Behavior Profile seems to contribute to the coachees' knowledge about their communication as well as behavior in the context of their work. The latter might also have an effect on the evaluation of the individual function at work. Literature on management performance [de Waal, 2010] shows that special attention should be given to the behavioral aspects of managers and workers, because evaluation depends on understanding and taking into account the human element in management control.

Another advantage in combining Language and Behavior Profiling in a coaching process according to my experience at work is that the knowledge acquired by the coachee can be applied instantly and can be addressed in the next coaching sessions, even if the reason why the coachee had taken the coaching process was not necessarily about communication.

Although LAB Profile has been used in various organizations around the world (for example, Southwest Airlines in the mid-1980s and iWAM institute – an as-

sessment center located in Saint Louis, Missouri, USA and operating currently), it is a development of the subject of meta programs in Neuro Linguistic Program- NLP. There is not much research in this field, so there is not enough reference to the effectiveness of the knowledge acquired by the coachees on their performance at work. Therefore, this could be a direction for future research.

LAB   **Profile**   **Worksheet**

LAB   **Profile**   **Worksheet**

Name   _____   Company

     _____

Profiler   _____   Position

     _____

Date   _____   Context

     _____

Questions	Category	Pattern - Indicators
No question for level	Level	
		_____ **Proactive**
		_____ **Reactive**
What do you want in your (*work*)?	Criteria	
Why is that (*Criteria*) important?	Direction	
(ask up to 3 times)		_____ **Toward**
		_____ **Away From**
How do you know you have done a good job	Source	
(at……..) ?		_____ **Internal**
		_____ **External**
Why did you choose *(your current work)*?	Reason	
		_____ **Options**
		_____ **Procedures**

Questions	Category	Pattern - Indicators
What is the relationship between *(your work)* this year and last year?	Decision Factors	
	_____	**Sameness**
	_____	**Sameness with Exception**
	_____	**Difference**
	_____	**Sameness with Exception & Difference**

Questions	Category	Pattern - Indicators
No question for Scope and Attention Direction	Scope	
	_____	**Specific**
	_____	**General**
	Attention Direction	
	_____	**Self**
	_____	**Other**
Tell me about a *(work situation)* that caused you trouble?	Stress Response	
	_____	**Feelings**
	_____	**Choice**
	_____	**Thinking**
Tell me about a *(work situation)* that was *(Criteria)*?	Style	
	_____	**Independent**
	_____	**Proximity**
(wait for answer)	_____	**Co-operative**
What did you like about it?	Organization	
	_____	**Person**
	_____	**Thing**
What is a good way for you to increase your success in *(your work)*?	Rule Structure	
	_____	**My/My**

	_____	**My/.**
What is a good way for someone else to	_____	**No/My**
increase success in (*their work*)?	_____	**My/Your**

How do you know that someone else	Convincer			
(an equal of yours) is good at *(their job)* ?	_____	**See**	____	**# of examples**
	_____	**Hear**	____	**Automatic**
How many times do you have to	_____	**Read**	____	**Consistent**
(*see, hear, read, do*) that to be convinced that	_____	**Do**	____	**Period of time**
they are good?				

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BOOK REVIEWS

Daniel Kahneman, 2011, *Thinking, Fast and Slow*, Farrar, Straus and Giroux, New York, pp. 499, ISBN 978-0-374-27563-1

Daniel Kahneman is an Israeli-American psychologist, notable for his work on the foundation of behavioral economics: psychology of judgement and decision-making. Since late 1960s he collaborated with Amos Tversky. Together, Kahneman and Tversky published a series of seminal articles culminating in the publication of the prospect theory in 1979. Tversky died in 1996 and only Kahneman was awarded the Nobel Memorial Prize in Economics, in 2002 for the work they did together.

In the book Kahneman has brought together his many years of research and thinking. It is not a boring academic book. It is rather a summary of Kahneman's living in which the academic career, scientific work and private life have been in perfect harmony.

Kahneman's main aim is to present a view of how the mind works that draws on recent developments in cognitive and social psychology. He describes mental life using the methaphor of two systems called System 1 and System 2, which respectively produce fast (intuitive) and slow (deliberate) thinking. The destinction has been explored by many psychologists over the last twenty-five years. The fast System 1 is mostly unconscious and makes snap judgments based on our past experiences and emotions. The slow System 2 is rational and conscious. They work together to provide us a view of the world around us.

The book consists of five parts. Part 1 presents the basic elements of the two-systems approach to judgement and choice. The capabilities of System 1 include innate skills that we share with other animals. We are born prepared to perceive the world around us, recognize objects, avoid losses, etc. Other mental activities become fast and automatic through prolonged practice (e.g. reading, writing).

Part 2 explores an important puzzle: why is it so difficult for us to think statistically? We easily think associatively, or metaphorically, or causally, but statistics requires thinking about many things at once, which is something that System 1 is not designated to do.

Part 3 describes a limitation of our mind: our excessive confidence in what we believe we know, and our apparent inability to acknowledge the full extent of our ignorance, along

with the uncertainty of the world we live in. People are prone to overestimate how much they understand about the world and to underestimate the role of chance in events.

The focus of Part 4 is a discussion with the discipline of economics on the nature of decision making and on the assumption that economic agents are rational. Kahneman addresses several ways human choices deviate from the rules of rationality. The observations, which are explained by the features of System 1, present a deep challenge to the rationality assumption favored in standard economics.

Part 5 presents recent research that has introduced a distinction between two selves, the experiencing self and the remembering self, which do not have the same interests. A concluding chapter explores the implications of three distinctions drawn in the book: between the experiencing and the remembering selves, between the conception of agents in classical economics and in behavioral economics, and between the automatic System 1 and the deliberative System 2.

Rationality plays the central role in standard economic theory. The agent of economic theory is rational, selfish, and their tastes do not change. An expected utility theory (EUT) is the foundation of the rational-agent model and is to this day the most important theory in the social sciences. EUT was not intended as a psychological model; it was a logic of choice, based on elementary axioms of rationality. Economists adopted EUT in a dual role: as a logic that prescribes how decisions should be made, and as a description of how people make choices. Kahneman and Tversky were psychologists and they set out to understand how humans actually make risky choices, without assuming anything about their rationality.

The most significant work by Kahneman and Tversky is prospect theory (PT). It was closely modeled on utility theory but departed from it in fundamental ways. Their model was purely descriptive, and its goal was to explain systematic violations of the axioms of rationality in actual decision-making. Prospect theory is therefore more complex than utility theory.

The fundamental idea of PT is that losses loom larger than corresponding gains. The concept of loss aversion is certainly the most significant contribution of psychology to behavioral economics. In contrast to the predictions of economic theory, the effect of price increases (losses relative to the reference price) is about twice as large as the effect of gains. This asymmetry between the power of positive and negative expectations or experiences has an evolutionary explanation. Organisms that treat threats as more urgent than opportunities have a better chance of surviving and reproducing. Loss aversion is built into the automatic evaluation of System 1. The brains of humans and other animals contain a mechanism that is designated to give priority to bad news. Animals, including people, fight harder to prevent losses than to achieve gains.

According to Kahneman, unfairly imposing losses on people can be risky if the victims are in a position to retaliate. Altruistic punishment is accompanied by increased activity in the pleasure centres of the brain. It appears that maintaining the social order and the rules of fairness in this fashion is its own reward. Altruistic punishment could well be the glue that holds societies together.

Humans often need help in making more accurate judgments and better decisions, and in some cases policies and institutions can provide that help. According to the Chicago School of economics [Milton Friedman, *Free to Choose*], it is unnecessary and even immoral to protect people against their choices. Rational people should be free, and they should be responsible for taking care of themselves.

Freedom is not contested by behavioral economists, but it has a cost, which is borne by individuals who make bad choices, and by a society that feels obligated to help them. The decision of whether or not to protect individuals against their mistakes therefore presents a dilemma for behavioral economists. The economists of the Chicago school do not face that problem, because rational agents do not make mistakes. Kahneman supports a position of libertarian paternalism, in which the state and other institutions are allowed to nudge people to make decisions that serve their own long-term interests.

According to Kahneman, optimistic overconfidence may well be the most significant of the cognitive biases. It can be both a blessing and a risk. It can be called the engine of capitalism. Optimistic individuals play a disproportionate role in shaping our lives. Their decisions make a difference; they are the investors, the entreprenuers, the political and military leaders - not average people. They got to where they are by seeking challenges and taking risks. The chances that small business will survive for five years in the United States are about 35%. But individuals who open such businesses do not believe the statistics apply to them. The optimistic risk taking of entrepreneurs surely contributes to the economic dynamism of a capitalistic society, even if most risk takers end up disappointed.

One of the Kahneman's key conclusion is that professionals are almost as susceptible to cognitive biases as non-professionals. Experts show many of the same biases as other people, but in attenuated form. Kahneman gives many examples based on research and thus confirming this idea, e.g. real-estate agents (p. 124), or professional investors, including fund managers (p. 214). The evidence from more than fifty years of research is conclusive: for a large majority of fund managers, the selection of stocks is more like „rolling dice than like playing poker" (p. 215).

In another research, experts commenting on political and economic trends (p. 219) were not significantly better than nonspecialists in producing predictions, even in the area they knew the best. According to Kahneman, errors of predictions are inevitable because the world is unpredictable. We should not expect much from pundits making long-term forecasts although they may have valuable insights into the near future.

Kahneman considers the story of how Google turned into a giant of the technology industry (p. 200–201). His conclusion is that learning from the Google story is largely illusory. There was a great deal of skill in the Google story, but luck played a more important role in the actual event than it does in the telling of it. According to Kahneman the CEOs' influence on company performance are much smaller than suggested. Stories of success and failure consistently exaggerate the impact of leadership style and management practices on firm outcomes, and thus their message is rarely useful. Because luck plays a large role, the quality of leadership and management practices cannot be inferred reliably from observations of success. This statement, not presented in earlier Kahneman works, is very controversial and shakes conclusions of many authors about the significant role of managers in firm performance.

Kahneman has never referred in his works to the concepts of Adam Smith, the father of economics as a science. The present comparative analysis demonstrates an amazing convergence between A.Smith's theory and contemporary behavioral economics. Current economics is returning to the roots of eighteenth century classical economics. This reversion is supplemented by modern knowledge regarding complex evolutionary systems, psychology and sociology, and is supported by the latest technical achievements of neuroeconom-

ics allowing an insight into chemical and physical processes in the human brain. Many significant behavioral economists (e.g. V.Smith, Loewenstein, Camerer, Ariely) cite A.Smith, though not Kahneman. Why? It is puzzling or it may be a cognitive bias of Kahneman's.

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Tomasz Rynarzewski (ed.), 2012, *Modern World Economy. Micro- and Macroeconomic Issues*, Zeszyty Naukowe, nr 219, Wydawnictwo Uniwersytetu Ekonomicznego w Poznaniu, Poznań, pp. 405, ISBN 978-83-7417-687-3

The reviewed academic publication whose scientific editor is Tomasz Rynarzewski, has been published by the Publishing House of Poznań University of Economics within the Research Bulletin series and comprises seven parts consisting of 24 academic papers (405 pages altogether). Each paper includes a bibliography and brief summaries in Polish and English. The authors of the papers are academics and doctoral students from the Faculty of International Business and Economics of Poznań University of Economics: Prof. Krzysztof Fonfara, Prof. Ewa Gołembska, Prof. Grzegorz Gołembski, Prof. Marian Gorynia, Prof. Barbara Jankowska, Prof. Tadeusz Kowalski, Prof. Wiesław Łuczyński, Prof. Eugeniusz Najlepszy, Prof. Agnieszka Niezgoda, Prof. Tomasz Rynarzewski (scientific editor), Prof. Beata Stępień, Prof. Paweł Śliwiński, Prof. Rafał Śliwiński, Prof. Maciej Szymczak, Katarzyna Appelt, Ph.D., Marlena Dzikowska, Ph.D., Piotr Ebbig, Ph.D., Piotr Idczak, Ph.D., Miłosz Łuczak, Ph.D., Justyna Majewska, Ph.D., Ewa Markiewicz, Ph.D., Anna Matysek-Jędrych, Ph.D., Ewa Mińska – Struzik,Ph.D., Ida Musiałkowska, Ph.D., Grzegorz Mazur, Ph.D., Wanda Nowara,Ph.D., Maciej Pietrzykowski, Ph.D., Łukasz Puślecki, Ph.D., Milena Ratajczak-Mrozek, Ph.D., Robert Szczepański, Ph.D., Mariusz Szuster, Ph.D., Piotr Tarka, Ph.D., Szymon Truskolaski, Ph.D., Adam Dymitrowski, M.A., Łukasz Małys, M.A., and Marcin Soniewiecki, M.A.

The Research Bulletin consists of contributions by the whole team of academics and doctoral students and is a perfect example of thoroughly conducted research and well-organized team work. Subjects discussed in the articles focused on macro- and microeconomic processes in contemporary world economy.

Part One is entitled "*Economic policy and international trade policy towards transformations in modern world economy*" consists of three papers dealing with different aspects of economic policy including trade policy, in the context of changes that we are witnessing in today's global economy.

Part Two "*Evolution in financial relations between world and national economies*" is made up of four articles containing analyses and discussions concerning selected aspects of modern international financial relations, while taking into account the changes that are the effect of the 2007–2009 financial crisis.

Part Three titled "*European Union and its policies towards transformations in the world economy*" comprises three articles and is devoted to the development of political and economic relations between the European Union and its international environment, along with the impact of the European Union's policy on changes and transformations in global economy.

Part Four entitled "*Internationalisation on the enterprises level*" is composed of five papers dealing with different aspects of internationalisation of entrepreneurial activities. Part Five – "*Transformation in international competitiveness on a macro- and microeconomic level*" discusses different aspects of the international competitiveness of economies and enterprises. Part Six – "*International logistics in the course of globalization*" - contains papers concerning issues in international logistics. Finally, Part Seven – "*Transformations in the modern tourist market*" – *discusses* changes and tendencies in the global tourist market.

The Bulletin has a number of advantages.

Firstly, the papers included in it are up-to-date and relevant from the point of view of the topics discussed. Their choice was very appropriate.

Secondly, the papers are undoubtedly significant as far as modern theory of international economics, economic policy and tendencies in global economy, international trade and international competitiveness on macroeconomic, regional, sectoral and microeconomic planes are concerned.

Thirdly, the entire publication as well as individual papers included in it are characterized by an appropriate and adequate methodological approach to the researched topics and the research methods and techniques applied (including statistical and econometric methods) are well-matched.

Another strength of the papers in question is the skilful and successful combination of theoretical discussion and empirical analysis. Finally, all the papers are characterized by clarity and logical development of argument. In my opinion the reviewed Bulletin makes an interesting and useful contribution for academics as well as students and journalists interested in economic issues.

<div align="right">

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