

Representational Systems

VAKAd

A large part of what we cover on 'Introduction to NLP for ADI' courses is based around how different people work differently. Knowing someone's preferred representational system (and therefore their preferred predicates) is useful in virtually any context.

Imagine you go to France and communicate in English. It is likely that you will get across the general gist of what you want to say, yet the finer distinctions of what you are saying are lost. It is the same with representational systems. If you present information in somebody else's preferred system, they will experience greater understanding, emotional connection and connect better with the subject, the concept and with you.

Below is a breakdown of how to identify different representational types and the words/predicates people will use more often than not in a preferred system. Remember the preferred system can change depending on the context they are in and will often use a mix, though identifying their primary preference will be beneficial.

V Visual

Visual types often hold their heads and/or bodies erect, with their eyes up when sitting or standing. They will be breathing from the top of their lungs. They could try to sit forward in the seat and tend to be orderly, organised, neat and well-groomed. They may have trouble remembering verbal instructions because their minds tend to wander - will often benefit from diagrams on the Independent Drive. A visual person will be interested in how your lessons look. Appearances are important to them. They often appear thin and wiry.

A Auditory

Auditory people will often move their eyes sideways. They breathe from the middle of their chest. They tend to talk to themselves, and are easily distracted by noise. They can repeat things back to you easily, they learn by listening, and usually like music and talking on the phone. They memorise by steps, procedures, and work well sequentially. The auditory person likes to be told how they're doing, and responds to a certain tone of voice or set of words. They will be interested in what you have to say about your lessons.

K Kinaesthetic

People who are kinaesthetic will typically be breathing from the bottom of their lungs, so you'll see their stomach go in and out when they breathe. They often move and talk very slowly. They respond to physical rewards, and

touching. They also stand closer to people than a visual person, often to the discomfort of non-kinaesthetics . They memorise by doing or walking through something. They will be interested in your lessons if it “feels right”.

Ad Audio Digital (labelling system)

This person will spend a fair amount of time talking to themselves. They will want to know if your lessons “make sense”. The auditory digital person can exhibit characteristics of the other major representational systems.

Visual	Auditory	Kinaesthetic	Audio Digital/ Labelling
<p>Look for attention to detail, clothes, brand identities. Often respond well to a strong Driving School brand, nice car, etc. May have trouble remembering and are bored by long verbal instructions because their mind may wander.</p> <p>Look for quick talking and quick responses. They memorise by seeing pictures and are less distracted by noise.</p> <p>Will be interested by how the lessons looks. Respond well to pictorial prompts, rather than wordy references.</p> <p>Likely to come to you via websites and social media.</p>	<p>The specific words used and the tone can be important.</p> <p>They will often repeat things back to you easily & learn by listening. Allow them to do so as it is their way of 'filing' the process.</p> <p>They are also likely to talk themselves through things and outwardly criticise. Typically they are easily distracted by noise. They like music and like to talk on the phone.</p> <p>Most likely to look for recommendations and contact you via phone. Active listening will get good results.</p>	<p>Often they talk slowly and breathy. Taking longer to respond and consider. They respond to physical rewards & touching. They memorise by doing or walking through something.</p> <p>Consider getting out the car? Can often be mistaken as being 'slow' by visual ADIs.</p> <p>Giving them a question to respond on for the next lesson works well. Respond well to written reflection logs.</p> <p>They will be interested in a lessons that feel right or gives them a gut feeling.</p> <p>May prefer finding an ADI who takes time to find out their needs.</p>	<p>They spend a fair amount of time talking to themselves. They memorise by steps, procedures, sequences. Respond well to rules, logic and the mechanics of the process.</p> <p>They will want to know the reasoning and structure of lessons makes sense. They can also sometimes exhibit characteristics of other preferred systems (VAK).</p> <p>More likely to fact find, maybe via an email and by listing their requirements. Often misunderstood (especially by those ADIs with a strong Visual and Kinaesthetic preference) as they ask a factual 'How much?' as an initial enquiry.</p>

Visual	Auditory	Kinaesthetic	Audio Digital/ Labelling
See	Hear	Feel	Sense
Look	Listen	Touch	Experience
View	Sound(s)	Grasp	Understand
Appear	Make music	Get hold of	Think
Show	Harmonize	Slip through	Learn
Dawn	Tune in/out	Catch on	Process
Reveal	Be all ears	Tap into	Decide
Envision	Rings a bell	Make contact	Motivate
Illuminate	Silence	Throw out	Consider
Imagine	Be heard	Turn around	Change
Clear	Resonate	Hard	Perceive
Foggy	Deaf	Unfeeling	Insensitive
Focused	Mellifluous	Concrete	Distinct
Hazy	Dissonance	scrape	Conceive
Crystal picture	Question Unhearing	get a handle solid	Know

Getting them booked in

An ADIs 'first contact' is often on the phone. Here are some ways to identify the preferred system. *Remember*: This is not necessarily the system they will prefer in the car, as the context is different.

Speech Patterns

V - Quickly grouped words

A - Lots of interruptions with 'err' and 'um's

K - Deliberate phrasing

Ad - Long complicated sentencing

Processing Patterns

V - Quickly with minimum detail

A - Will let you know unconsciously when they understand by changing the subject

K - Extensive detail

Ad - Will not give indication of understanding, unless you ask

Tone of voice to close

V & A - Slightly fast and excited

K & Ad - Thoughtful, Considerate and just above monotone

Best close on an enquiry

V & A - "Let's put something in the diary and we can move forward from there"

K & Ad - "Let's arrange a time to do an assessment and put a plan in place"

Then don't forget your 'double binds' (See my 'Guide to Language Patterns') "Would you like to book 10 or 20 hours?..... I can do any day, would you like Wednesday or Tuesday?"

For those of you who like the sound of this and would like to get to grips with more of what NLP has to offer, call now to discuss how the 'Introduction to NLP for ADIs' could help you.