Presentation Mastery
Persuade, Inform and Inspire

By Cindy Tonkin

Using pyramids / CPD hierarchy in presentation design

Structure is important in your presentation. Structure helps you to get your message across. How you chunk and sequence your presentation can make it easier and clearer (or not).

Structure makes it clear

Once you have the structure of your presentation you can use it to choreograph your speech so that you move with purpose, and even your movements on stage make it simpler for the audience to understand and pay attention (see priming the audience with anchors, page 34).

Take the time to make the structure

Make a pyramid[1] like the one below.

This kind of pyramid is also called a CPD hierarchy. CPD stands for concepts, principles, and details. A CPD hierarchy gets your ideas clear in your mind. This will make it easier to remember, present and recall.
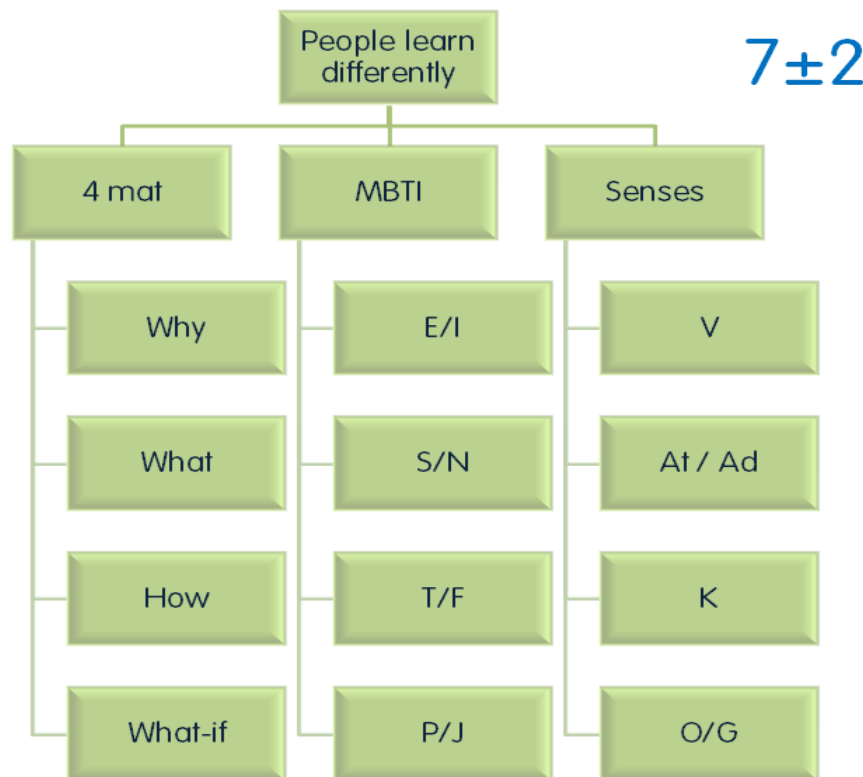
Choose a single overriding concept for your segment. Chunk that concept into three three subcategories (principles). Then chunk each principle into three sub-points (details).

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[1] Try Barbara Minto *The Pyramid Principle* for more information

Remember the principle of $7+/-2$[2] and chunk in as few chunks as possible. This helps people remember the first point by the time when you are speaking about the third point.

You can create a conceptual map for each section of your presentation or training. It can be very challenging to do the first time, and when you have it everything becomes simpler.

With a CPD hierarchy you can get over the problem of knowing too much. It will help you sort the very important from the slightly important.

There are many ways to chunk categories. For example you can have the principles vary by:
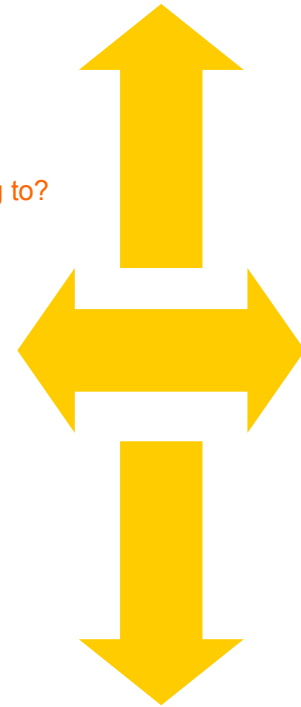
Chunk up
What is this an example of?
What is this a part of?
What category does it belong to?

Chunk sideways or laterally
What else belongs in this category?
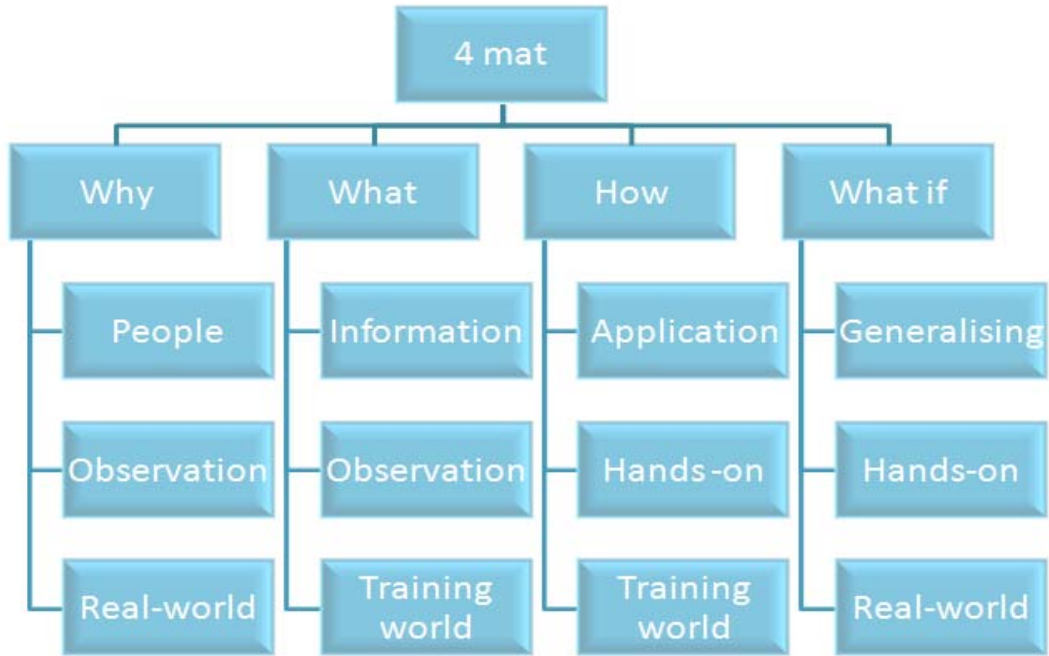What are other parts that belong with this one?

Chunk down
What is an example of this?
What is a part of this?

- Different categories (as in the example above)
- Chronologically (in the past, now, the future; or 1963, 1984, 1999 etc)
- In order for a procedure (1st step, 2nd step, 3rd step etc)
- Structurally (animals with 2 legs, 4 legs, 6 legs etc)
- Comparatively (the most important, the 2nd most important)

People's minds expect a pattern, and you can give it to them. The diagram on this page gives you some questions to help you chunk up down or sideways.

Put the structure on stage

Once you have your 3 points, you can anchor these on stage to make it easy for you to remember, and easy for the audience to understand too. See anchoring on page 34.

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[2] George Miller, *The Magical Number 7+/- 2* 1956. Essentially this research suggested when only one sense is engaged, people tend to remember only 5 – 9 things. Miller tried it with auditory and gustatory stimuli. To remember more than 5 – 9 things, the ideas need to be organised, connected or marked out in some way. This is where a CPD hierarchy or pyramid can be helpful. We suggest a CPD hierarchy have 3 - 5 categories. Simplicity is key. A

You can structure every detail

Clearly you can continue that hierarchy down further e.g. taking the principle from the last chart and making it of the concept of the next chart. There is an example on this page breaking down the 4mat which was a principle from **People Learn Differently** shown in the chart on the previous page

4 mat			
Why	What	How	What if
People	Information	Application	Generalising
Observation	Observation	Hands-on	Hands-on
Real-world	Training world	Training world	Real-world

Needs analysis – ways to gather information

You can gather information about what people already know and what they need to know before you design training.

It helps you to create a relevant, enjoyable, useful experience for the participants.

Some of the ways to gather information for needs analysis include:

- Observation (of work processes, meetings, consultations)
- Publicly available information – newspapers, magazines, web pages, Google
- Records and reports
- Work samples
- Questionnaires (addressed to learners, to customers/clients, supervisors, managers)
- Key person consultations (managers, customers, supervisors)
- Interviews (with potential participants, their stakeholders, managers etc)
- Skills Test

Be aware that the process of consulting people about needs awakens their minds, so consider using some Milton model-like suggestion even when asking the questions.

Always remember to enhance or maintain the self-esteem of the learner, even when doing a needs analysis.

The needs analysis is your opportunity to build rapport with potential learners, and it earns you "street cred" with the ST audience (very few trainers take the time to go out into the workplace and see the "real" thing).

The only trainer "ambushes" I have heard of occurred when there was little or no needs analysis.

Catering to Learning styles – the 4mat

How is that some people's favourite style of teaching (or learning) is just hanging out and sharing knowledge? Others think that a lecture is the only way to go. Some are right into action learning, getting their hands dirty. And others still seem to learn from almost every experience or encounter?

Why are some people all about the theory and others only about application?

This is what the 4 learning styles of the *4mat*, developed by Berenice McCarthy[3], is all about .

Her theory is that there are these 4 learning styles, and that these learning styles, when sequenced, create a useful way to cater to all learning styles.

The 4 types of learner are:

- Why (imaginative) learners
- What (analytical) learners
- How (common-sense) learners
- What if (dynamic) learners.

Here's a little more about each type, and then you will find graphics on the following pages which explain:

- how to use the 4mat as a training design tool
- the different facilitator roles throughout the cycle.

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[3] Berenice McCarthy, *The 4Mat in Action* is a good book to start with.

Why Quadrant - the Imaginative learners

Why quadrant learners are also called "imaginative learners". They:

- think imaginatively and believe in their own experience
- are thoughtful people who enjoy observing others
- are interested in people and culture
- absorb reality
- excel in viewing direct experience from many perspectives

They are people-centred

- learn by listening and sharing ideas
- value insightful thinking
- work for harmony
- need to be personally involved
- seek commitment

When why quadrant learners teach, they are interested in facilitating individual growth. They:

- try to help people become more self aware
- believe learning should enhance one's ability to be authentic and real
- see knowledge as enhancing personal insights
- encourage authenticity in people
- like discussions, group work and realistic feedback about feelings
  - care about people and seek to engage others in co-operative efforts
  - are aware of social forces that affect human development
  - like to focus on meaningful goals
  - tend to become fearful under pressure and sometimes lack daring

Strength: innovation and ideas

Function by: empowering people

Goals: to be involved in important issues and to foster community

Favourite Question: Why?

What Quadrant – the Analytic learners

What learners like to form theories and models by integrating their observations into what they know. They:

- seek continuity
- need to know what the experts think
- learn by thinking through ideas
- are uncomfortable with subjective judgements
- value sequential thinking

They enjoy collecting data and critiquing information

- need details
- will re-examine facts if situations perplex them
- are thorough and industrious, prefer to maximise certainty
- enjoy traditional classrooms (schools are made for these people)
- are more interested in ideas than people

As learning facilitators they are interested in transmitting knowledge

- try to be as accurate and knowledgeable as possible
- believe curricula should further understanding of significant information and should be presented systematically
- encourage outstanding learners
- like facts, details, organisation and sequential thinking
- are traditional instructors who seek to imbue a love of precise knowledge
- believe in the rational use of authority
- tend to discourage creativity by a dominating attitude

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Strength:	strategic planning
Function by:	thinking things through
Goals:	recognition of expertise
Favourite Question:	What?
Strength:	strategic planning

How Quadrant – the Common Sense learners

The **How** quadrant learners integrate theory and practice

- learn by testing theories and applying common sense
- are pragmatists: they believe, "if it works, use it!"
- are down-to-earth problem solvers who resent being given answers
- do not stand on ceremony, but get right to the point

They have limited tolerance for fuzzy ideas

- value strategic thinking
- are skills-oriented
- experiment and tinker with things
- need to know how things work
- edit reality, cut right to the heart of things
- sometimes bossy and impersonal
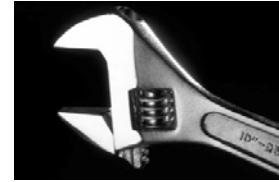
As learning facilitators they are interested in productivity and competence

- try to give learners the skills they will need in life
- believe curricula should be geared to competencies and economic usefulness
- see knowledge as enabling learners to make their own way
- encourage practical applications
- tend to be inflexible and self-contained
- use measured rewards
- believe the best way is determined scientifically
- like technical skills and hands-on activities
- can lack team-work skills

Strength:	practical application of ideas
Function by:	using factual data garnered from concrete, bottom-line data
Goals:	quality and efficiency
Favourite Question:	How does this work?

What if Quadrant – the Dynamic learners

The **What if** learners want to integrate experience and application

- learn by trial and error
- believe in self-discovery
- are enthusiastic about new things
- often reach accurate conclusions in the absence of logical justification

They are at ease with people

- are adaptable, sometimes relish change
- excel when flexibility is needed
- enrich reality by taking what is and adding to it
- are sometimes seen as manipulative and pushy, are risk takers

As learning facilitators they are interested in enabling learner self-discovery

- try to help people act on their visions
- believe curricula should be geared to learners' interests and inclinations

They see knowledge as necessary for improving the large society

- encourage experiential thinking
- like variety in instructional methods
- are dramatic teachers who seek to energise their learner
- attempt to create new forms, to stimulate life
- are able to draw new boundaries
- tend to rashness and manipulation

Strength: seeing the whole picture

Function by: acting on the cutting edge

Goals: to bring action to ideas

Favourite Question: If?

Using the 4Mat to plan communications

You can use the four 4mat styles to design communication.

- Start with Why the communication is important (what's in it for me?)
- Go on to the 2 or 3 key principles of the idea (the what)
- Move into the practical applications, exercises or hands-on information (the how)
- Then take it back into the real world and the effect it will have there now that we have the communication (the what if).

Use the charts on the next few pages to begin to understand the intricacies of each quadrant from a facilitator perspective[4]

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[4] The charts on the following pages are very much inspired by the work of Colin James, specifically in Inform Training and Research's public program *The Trainers' Track*, 1994.

Facilitator-driven

Real World

Motivator role

Building rapport

Pace and Lead
- universals
- truisms
- cover all bases...
- use their language and frames of reference

Setting the frame

1. Set appropriate context
2. Build response potential
3. Pace out objections and resistance
4. Directionalise thinking

Using the world views as motivation

Link to all world views and value sets
- power
- security
- materialism
- community
- etc

- motivate
- tempt
- invite
- appeal to emotions
- like your audience
- seek to understand

Building thirst for the audience and the solution

Conceptual Solution
Calibrate your audience....
Make sure they are thirsty for your content before your transition...

Know your outcome
Create relevance and desire

Why?

What?

Deliver information and solutions

Showpersonship

CPD hierarchy

concept

principle   principle

detail detail detail   detail detail

1. Provide relevance
2. 3 - 4 chunks
3. Appropriate sequence
4. Backtrack
5. Future pace

Selling the idea

Pack information in a manner which is memorable, logical and clear whilst retaining the *thirst of the why frame*
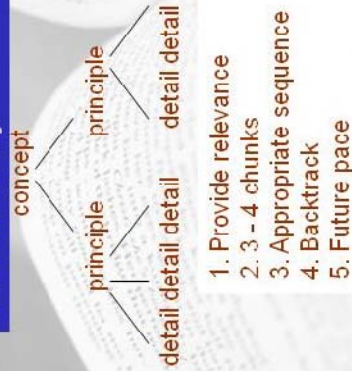
- teach
- share information
- shine the light of understanding
- be a living example
- entertain

Teacher role

Facilitator-driven

Appropriate style   **Magic formula stories**

- Voice
- volume
- tempo
- pitch
- rhythm
- gesture
- body
- movement
- eye contact

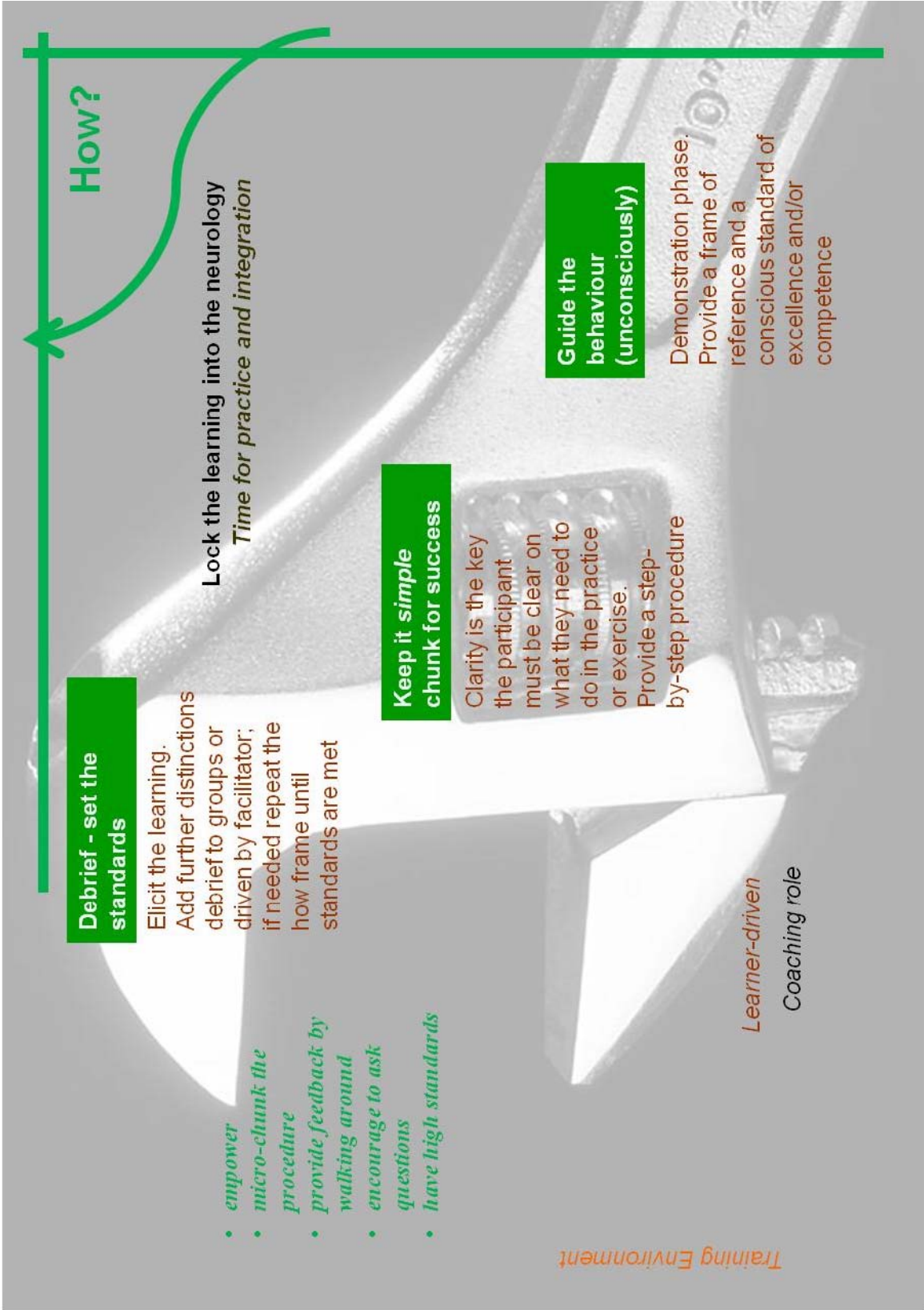MFS help illustrate and support your content, influence and persuade, handle objections

MFS

80% incident
10% point
10% benefit

How?

Lock the learning into the neurology
Time for practice and integration

Debrief - set the standards

Elicit the learning. Add further distinctions debrief to groups or driven by facilitator; if needed repeat the how frame until standards are met

Keep it *simple* chunk for success

Clarity is the key the participant must be clear on what they need to do in the practice or exercise. Provide a step-by-step procedure

Guide the behaviour (unconsciously)

Demonstration phase. Provide a frame of reference and a conscious standard of excellence and/or competence

- *empower*
- *micro-chunk the procedure*
- *provide feedback by walking around*
- *encourage to ask questions*
- *have high standards*

Learner-driven

Coaching role

Training Environment

Link back to why frame and concrete reality

FUD factor By now all fear, uncertainty and doubt will be handled. Ensure the participants are in the inspired state - close dynamically!

Return to the Big Picture

Link back to values and framing - close loops that are still open. Close any nested stories. Chunk up to concept of the training

Future pace - create scenarios of application

Use presuppositions. Simply presume the learning will be used. Paint a number of pictures where the learning will be used, trigger anchors

Add value - provide the unexpected

Provide cherry on the top present as an after-thought - an extra handout, a MFS. Some extra support from the Why frame

Future pace learning, create no choice, anchor

Adding value - defining the future

What if (so what)?

Student-driven

- *define a new reality*
- *lock in learning*
- *cross-contextualise*
- *make the learning real*
- *presuppose learning*

Real World

Colleague role

3 - Why and what if
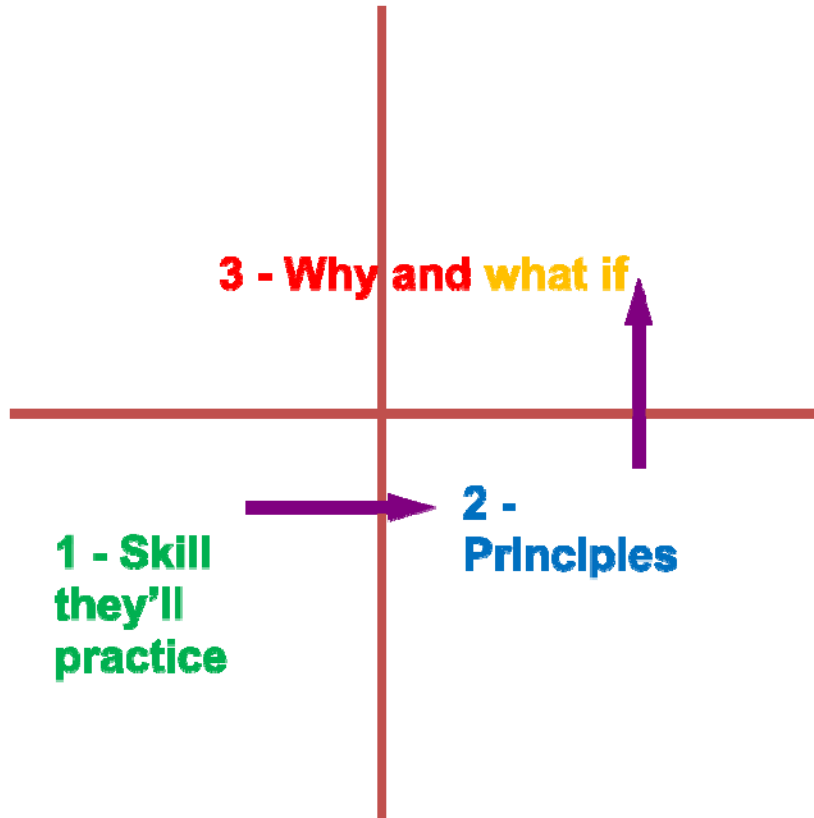
2 - Principles

1 - Skill they'll practice

Figure 1: 4mat - order of preparation for a training session or presentation –present in a *why, what, how, what if* order, but prepare in *how, what, why what if*

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people laugh either when you say a dialogue line of the character in your story, or when you show an exaggerated reaction of another character to this line

Magic of Impromptu Speaking: Create a Speech That Will Be Remembered for Years in Under 30 Seconds by Andrii Sedniev

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