

Assignment Guide: Pitch

Plan and deliver a “pitch” to help strengthen your ability to successfully communicate your great ideas to others, whether to persuade, cast vision, build momentum, recruit a team, or something else. Your pitch should be as close to, but no more than, **90 seconds in duration**. We will identify and synthesize the principles for the content of an effective pitch together, based on the readings and viewings assigned. After practicing your pitch as much as you want, you may deliver it to each other and offer commentary using the criteria and peer protocols below. After this you will deliver the pitch, in class, incorporating any changes.

The following scoring guide will be useful to evaluate your practice and pitch presentations:

	<i>Criteria</i>	<i>Score</i>			<i>Comments/Suggestions</i>
		-	-/+	+	
DELIVERY	1. Opener - Speaker adequately grabs audience’s attention				
	2. Organization - Pitch is easy to follow, clear, and <u>within time limit</u>				
	3. Non-verbals - Speaker is persuasive with posture, tone, gestures and facial expressions				
CONTENT	4. Makes a clear “ask” - Speaker states clearly what they want from the target audience				
	5. Reflects principles for an effective pitch - See list of selected principles class decides on based on the readings*				
	<i>TOTAL</i>				

*Principles: The readings and viewings for this unit contain a plethora of guiding principles for making more persuasive and successful appeals. As part of this unit your job will be to identify and synthesize these together with your peers. You will then decide on the most important ones to integrate into your pitch, based on your needs, goals, audience, etc.

Giving and receiving feedback can be stressful, but it is something that you will be expected to do a lot throughout this program. Giving and receiving critical and constructive feedback is also a vital skill for leaders who wish to facilitate innovation and change. To help practice this skill in this course, use the following protocol when giving feedback to each other during your practice pitches.

STEP 1: Prepare to give feedback by reviewing the assignment criteria so they are fresh in your mind

STEP 2: Listen to your peer present and jot down notes in a few areas where you can give constructive feedback. Here are reminders of what constructive feedback looks like.

<i>CONSTRUCTIVE Feedback</i>	<i>UNCONSTRUCTIVE Feedback</i>
<i>Specific</i> – identify a few specific things to comment on	<i>General</i> – overall comments that may be general or vague
<i>Descriptive</i> – describe what you observe using direct statements and examples	<i>Interpretive</i> – relate opinions or feelings about the work
<i>Relevant</i> – refer to assignment guidelines and criteria	<i>Off point</i> – comments are unrelated to assignment guidelines or criteria
<i>Critical</i> – directly address possible weaknesses and important questions	<i>Uncritical</i> – focus only positive aspects and avoid important questions

STEP 3: Jot down comments and use the following “PQP” framework and prompts to help you provide feedback:

“PRAISE”: First describe *at least one* aspect about the work that is praiseworthy.

Something particularly strong in this is _____, for instance _____.

One section that is very strong is _____.

Something I learned from you is _____.

“QUESTION”: Identify *at least one question* that you have about the work.

How could you say differently your point about _____?

What do you mean exactly when you say _____?

Do you have an example to help illustrate your point about _____?

“POLISH”: Point out *at least one* item that could make the work better.

Based on the guidelines for this assignment, I would suggest _____.

You might consider reorganizing to have better flow, for example _____.

You may want to cite some support for your point about _____.