

Student Instructions:

Communication Square Dancing: Developing a Pitch

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Learning Objectives for Participants:

1. Use Monroe's Motivated Sequence of Attention, Need, Satisfaction, Visualization, and Action to develop and offer a persuasive pitch.
2. Utilize conversational delivery from an outline with that pitch instead of a written manuscript or notes.
3. Display and practice critical thinking skills while offering, receiving, and incorporating meaningful feedback received and given to peer partners.
4. Exhibit and demonstrate greater presentation confidence while working repetitively with your pitch, Monroe's sequence of persuasion, and each other.

Instructions:

1. Determine a subject of persuasion that you would like to develop into a pitch. The pitch can be a shorter version of a larger presentation, but for the purposes of this exercise it should be about a minute and a half of material or less. Pitches can include, but are not limited to, selling an idea, solution, object, or even selling yourself as a teammate, professional, or new hire or member.
2. Think of how you might develop your pitch to fit into Monroe's Motivate Sequence for Persuasion. A review of the sequence below, followed by an exaggerated example, may help you to do that. Then take the larger outline sheet for Monroe's sequence and begin to put a word, phrase, or short sentence onto the sheet that corresponds with your pitch and the steps below.

Attention: Get audience's attention related to the pitch (use a story, startling statistic, question, or other method of identifying with the audience)

Ex: Lost my voice two minutes before a presentation due to laryngitis!

Need: Discuss the problem to be solved and the pain it causes

Ex: Presentation is 99% of my grade (or at least it seems this way)

Satisfaction: Offer solutions to relieve the audience of their angst over the problem

Ex: Next week has an alternative time when I can present better

Visualization: Explain what life will look like when the solution is implemented and the problem is solved, allow audience to dream about the solution by seeing it through your words

Ex: If granted an extension, I will give the best presentation an instructor ever!

Action: Tell audience specific, concrete steps to get started on implementing the solution

Ex: Please grant extension, excuse me from class, and do not notice my beach towel

3. Now that you have your pitch, the class will be divided into two with each person count off by twos around the room (1, 2, 1, 2, 1, 2, 1, 2) until everyone is either a 1 or a 2. Be sure to remember your room and follow the directions of your instructor, the “caller,” who is leading the class through some simple square dance moves.
4. The 1s will form a circle around the outside perimeter of the room and face inward towards the center of the room or group.
5. The 2s can then form a circle on the inside of the 1s circle and face outwards towards the walls or outside of the group. Every 2 should be facing a 1, every 1 facing a 2. It’s OK if there are odd numbers of participants, it simply means a participant may get a turn on a rotating basis.
6. There may be music playing, but just stay focused on the pitch you put together on your outline and your partner.
7. We will now start with
 1. 1s offering a pitch for a minute and a half
 2. 1s receiving feedback from that pitch from the 2 for another minute
 3. 2s offering their pitch for a minute and a half
 4. 2s receiving feedback from that pitch from the 1 for another minute
8. 1s will begin offering their pitch for a minute and a half.
9. 2s will now offer feedback to 1s for a minute.
10. Then reverse, 2s will begin their pitch for a minute and a half.
11. 1s will offer feedback to 2s for a minute to complete the exchange between partners.
12. While moving in this exercise, 1s will always move to the right after both the 1 and the 2 have given their pitch, received feedback and completed their exchange. 2s will stay in place but receive a new 1 partner each turn. 1s will now be instructed to move one place to the right and receive their new 2 partner.
13. After the exchange, the process repeats again.
14. After this next exchange is completed, 1s will move one more time to the right and to do one more pitch with 2s following by offering feedback, then doing their pitch, and receiving feedback from 1s.
15. After three partner exchanges have been completed, all participants will take a quick break to return to their outline and make adjustments to their Monroe sequence based on

feedback they have received or changes they have implemented while live pitching. You will have about three minutes to take a breath, get a drink, and document any changes to your original outline that you wish to make.

16. The previous processes will now repeat again.
17. At the end of the session or last exchange, all participants will return to their original Monroe's sequence outline and make final changes based on feedback they have received. Then ask them to turn over the current, messier draft of the outline to a new blank outline for Monroe's sequence and document a final version that reflects all their work and changes.
18. Last, but most importantly, you reflect individually, then groups, and later in class discussion. You might start with the following sample questions:
 - a. How did your pitch start out? How did it change? What are the noticeable differences?
 - b. What did you learn, if anything, about audience members during this exercise?
 - c. What was helpful with delivering this pitch so many times?
 - d. What did you appreciate most about this experience? What was the most frustrating part?
 - e. How might you incorporate aspects of this exercise into future persuasive pitches or presentations?