

## MODULE

# 7

# Pitching and Sustainability

*"If there's a way to do it better - find it"*

- Thomas A. Edison

## Introduction

It's important to look at how a venture affects the world around it; ventures don't exist in their own universe, after all! This module intends to go in-depth as to what metrics a social venture should look at in order to gauge how sustainable its practices are, both externally – with respect to its environment – and internally, with respect to its funding cycle. It will also help students become more comfortable with pitching their ideas, speaking off the cuff, and being creative!

### THINGS FOR MARISA AND EDEN TO DO::

1. Insert pitching activities from years past into here
  - a. Types of pitching
2. Pitch decks
3. Write something up for the Shark Tank activity
4. Rewrite intro
5. Get rid of lecture parts including non-profits
6. Write up a lecture about triple bottom line (quadruple bottom line?)
7. MOVE TO BUSINESS PLANNING:
  - a. Funding objective and stuff
    - i. Objective:
8. Switch business planning and this module

## Objectives

1. Students will be able to understand which metrics are useful for gauging a venture's sustainability (Triple/Quadruple Bottom Line)
2. Students will be able to comfortably express their ideas in front of a classroom.
3. Students will be able to understand the different ways to pitch a business venture and where each pitch is best suited.
4. Students will be understand best practices for creating pitch decks and be able to apply them to a business.

## Agenda

1. Sustainability (Quadruple bottom line)
2. Pitching
  - a. Types of pitches
  - b. Pitching activity
3. Worktime (if time permits)

## Module 7 Sources

## Sustainability

**MUST READ ALL: [SOURCES](#)**

### Lecture Notes

1. [Triple bottom line](#)
  - a. People - the social equity bottom line
    - i. A company should hold its employees and people to a high value, meaning they do not take advantage of their workers, pay fair wages, and use good labor practices
  - b. Planet - the environmental bottom line
    - i. A company should employ business practices that not only don't hurt the environment, but should even benefit the natural environmental order
    - ii. Destructive practices like polluting the environment, using non-toxic packaging, minimizing waste are all examples of employing this bottom line
  - c. Profit - the economic bottom line
    - i. This doesn't only refer to internal economic benefit (i.e. "maximizing profits"), but rather it refers to improving the economic environment in the host society (wherever the venture is based) and having a sustainable funding flow for the business itself. Rather than maximizing profits, it maximizes the benefit of the business to society.
2. Purpose - the cultural bottom line ([Quadruple Bottom Line model](#))
  - a. A bottom line very appropriate for SocEnt; this fourth bottom line seeks to improve community well-being, among the mentioned goals above. This is especially relevant when understanding Dead Aid, which was covered in the beginning of quarter two--it's essential to understand the community and the culture of the society where the venture operates, and to improve the social equilibrium there.

## Pitching

**MUST WATCH & PICK 3: [PITCHING EXAMPLES](#)**

**MUST READ: [SOURCE](#)**

### Lecture Notes

1. [Ranting Activity](#) (Optional)
2. Watch some [pitches](#)
  - a. Point out the good and the bad

3. [Pitching Structures](#)
  - a. Explain the different types
  - b. Have each group pitch at IMSA problem
4. Pitch Decks
  - a. Go over basics
    - Simple background
    - Large font/ few words
    - bullet points
    - diagrams/ pictures
    - organize thoughts through headers (chronological, category, topic, etc.)
    - overall aesthetics
  - b. Show [examples](#)  
\*\*Note: you should go through these examples and pick a few that you want to show the students. Not all of them are good examples!\*\*
5. [Ventures to Vultures](#) (Optional)

### [Ranting Activity \(20 min\)](#)

**Purpose:**

To get students comfortable with sharing their ideas.

**Materials:**

N/A

**Directions:**

Rants are naturally spoken more quickly and with less filler words. With little time, they are forced to only use the most effective examples to support their rant. While it takes time to develop pitching skills, rants inherently have some of the characteristics that pitches should have. Each student should have a 30 second rant on something they really like or dislike. Give all students 1 minute to think at the beginning and then each students should pitch one immediately after the other. Facilitators can discuss common issues and highlights at the end of the activity.

**Discussion:**

1. What were some common highlights/issues between the rants?
2. How could you tell that someone felt strongly about their opinion through body language?
3. What made for the best rants?
4. What were the issues you felt most passionate about? Look for trends signaling close to home issues.
5. Did you provide a solution in the rant?

### [Pitching Structures \(15 min\)](#)

**Purpose:**

Students will be able to identify 4 different ways they can effectively format their SEV presentation. Students will be able to fill in the gaps within their knowledge of effective visual aids as necessary.

**Directions:**

The four structures will be presented to the students. Split the class up into four different groups. Each group will use a presentation structure to present an issue (facilitator's must screen these) at IMSA of their choice. They will 4 min to prepare and each group will have a 2 min pitch.

1. **When you're persuading an audience . . . use the Problem-Solution Structure.**
  - a. Begin by framing the main problem at hand
  - b. Go into the problem in depth and justify the severity of the problem
  - c. Give your solution to the issue, including the benefits of it to the audience. Finally, give them something to do at the end – an action step, something simple and relevant to the solution.
2. **When you're debating a particularly contentious subject . . . use the Residues Method.**
  - a. Begin by framing the main problem at hand
  - b. Go into the problem in depth and justify the severity of the problem
  - c. Provide a few other possible solutions other than your own. For each, outline the pros and then proceed to give 1 or 2 reasons why each won't work
  - d. Present your own solution to the issue and back it with evidence
3. **When you've got a story to tell . . . use the Classic Story Structure.**
  - a. Begin with a narrative describing the basic problem
  - b. Introduce any complications or what is currently being done
  - c. Reveal your solution to the issue at hand and explain why it will work/what is different
4. **When you've got a product to demonstrate . . . use the Demonstration Structure. (Golden Circle)**
  - a. Begin by explaining why – why a product/service is amazing, why it's needed, what problems it solves for people, etc.
  - b. Explain how – how a product/service can change the main problem, how it can benefit the people, etc.
  - c. Introduce the product and significant details

## Ventures to Vultures (20 min)

### **Purpose:**

To give students quick pitching practice.

### **Materials:**

<http://coolhub.imsa.edu/web/talent/v2v>

### **Directions:**

Divide the classroom into two groups that will be teams. Have one facilitator go with each team and “mentor” them to try and win. One facilitator can leave the room if they need more space. Each facilitator will pull up the link with the virtual deck of cards. Every student in the respective team will have a turn to go (each with a different pair of cards). With each pitch, the student will have 10 second prep time (let them go a bit over if needed, but pitches should be fairly spontaneous) and 30 second pitch time. After each student goes, have them receive what they did well and what they should work on (call on one person for each). After going through all of the students, each team will nominate their

“best” pitcher. Both teams will send their best pitcher and compete for who wins. In the end, facilitators will decide who the winner is and award the winner’s team with candy.

**Discussion:**

1. What were the most common problems in the pitches? How can you all fix these?
2. What separated the top pitches in each group from the rest?