

NOTE:

The documents in this PDF come to us by way of the author (Alan E Devine ATM-B). Alan is the Division A Education Ambassador for Toastmasters District 60 in Ontario, Canada. He can be reached at al.devine@ontario.ca.

When sending us this information, Alan said:

Let me pass to you something that I have been developing on and off over the last few years, as tools to help people to do more effective evaluations, and learn more quickly how to do them.. I have been a Toastmaster for about 8 years now, and what I am passing to you is a distillation of received Toastmasters wisdom and my own experience.

Please use and distribute as you see fit. The HowAlanEvaluates attachment has evolved to being "7 Principles of Highly Effective Evaluations" The speech evaluation form is tiny print (sorry) but is loaded with guidelines and suggestions on what could be seen from speakers at various levels of experience, plus has speech objectives for the 10 CC speeches in grey on the back - allows for reference, and allows people to write legibly over top of them if they need both sides of the paper.

Thank you Alan, our club members, and all who see this on our web site will surely gain some insight on the evaluation process because of your efforts.

You can see the District 60 web page at <http://www.toastmasters60.org/>

High Performance Evaluation

Please feel free to use this form. Please advise Alan Devine 416 244 4452 alandedvine@yahoo.ca should you feel the content needs to be altered in any way. Copyright 2007 Alan E Devine

7 PRINCIPLES OF HIGHLY EFFECTIVE EVALUATIONS

(with apologies to Mr. Covey)

- P1. Above All, Evaluate Using Speech Objectives
- P2. Five Ws of Concrete Evaluation
- P3. Focus On Delivery*
- P4. The Evaluator "Is-Not-Absolutely-Right"
- P5. Evaluation Theory of Relativity
- P6. Always Give the Speaker A Challenge
- P7. Open Two-Way Discussion



Why Evaluate?

- You Help Someone Else Become A Better Speaker With An Effective Evaluation
- Your Evaluation Ideas For Another Speaker Could Give You Ideas For Changes to Make to Your Own Speaking Technique
- You Help Someone Else Become A Better Evaluator As They Learn By Watching You

What Is A Constructive Verbal or Written Evaluation?

- First, Quickly Review Speech Assignment Objectives. Did **You Personally** Feel Objectives Were Met, Either In Whole Or In Part? If In Part, Which Part? (P1 P2 P4 P5)
- Point Out Speech Strengths (give specific, concrete, examples that could be duplicated – either in action or in principle - in a later speech) (P2 P4)
- Point Out Speech **Challenges, or "Points To Grow On"** (specific, concrete examples that could be remembered to be done differently the next time.) Do ALL the above using Positive, Supportive Language (see "Watch The Language") (P2 P4 P5 P6)

High Performance Evaluation

- **Watch For Everything.** Analyse Your Speaker Just As Though Your Speaker Is Already Doing Communications Manual Speech #10 "Inspire Your Audience," Already Has the Entire Range of Speaking and Presenting Skills. This Will Become Easier to Do As You See the Entire Range of Competent Communicator (CC) Manual Speech Assignments Being Presented, and See the Same Assignment Done By Different Speakers. (P5)
- **Focus On Delivery.*** Avoid Repeating the Story or Events Of the Speech. Focus On Content for "Organize Your Speech." Otherwise, Mention Content in the Context of Being Potentially Objectionable, or Confusing, or Where **You Feel** the Speech Could Have Greater Impact or Effectiveness By Organizing **Existing Material** Differently. **Not everyone will agree with this. Speech contest rules give points for content as well as delivery. "* (P2 P3 P4 P5 P6)

- **What Happened When You Did This Assignment Yourself?** Everyone Learns The Same Objectives You Had to Learn. What Challenges Did You Have? What Advice Was Offered Then? What Solution(s) Did You Try? Tell Your Speaker. (P2 P4 P5)
- **Make The Speaker A Star (If You Can) But Use Your Judgement.** Is Your Speaker Better Than You Would Expect In Any Area of their Speech Delivery, at the Current Level of Experience in Toastmasters That You Know They Have Or That They Appear to Have? If They Are Better Than Expected In Any Area, *Tell* Them They Are. If Your Speaker Tries to Use a Technique Well Ahead of Time (example: tries a prop or visual aid in their Icebreaker) And Is Not Yet Effective, Use Your Knowledge – or Lack of Knowledge - of the Speaker, With Your Judgement and Discretion, to Decide Whether to Mention the Challenge Now, or Wait Until a Later Speech Assignment That Requires That Skill. ") (P4 P5)
- **Time Is Limited. Prioritise.** Relative to the *Speech Objectives*, Advise the Speaker of Their Greatest Strengths. Relative to the *Speech Objectives*, Advise the Speaker of Their Greatest Challenges. You may only have time for 1-2 brief good points and 1-2 brief "challenge" points. If you still have time, describe strengths and challenges about the Assignment, beyond the Objectives. Where possible, quote the speaker, mimic gestures, etc. ") (P1 P2 P4 P6)
- **Offer Solutions.** Describe In A Manner To Leave A "Mental Picture." Try to Explain What The Solution Will Add to the Speech or Allow the Speaker to Do. (P2 P4 P5)
- **Always Offer A Challenge.** One Hundred Percent Perfection Is Impossible. Ninety-Nine Percent Perfection May Be Possible (P6)
- **Three Closing Questions.** As The Meeting Breaks Up, Privately Ask the Speaker: "Was There Anything That **You** Thought You Did Well That I Missed Mentioning?" "Was There Anything **You** Thought You Could Have Done Differently That I Missed?" "Was I Fair?" (P4 P7)
- **Be Both Sensitive and Supportive** (P4)

Watch The Language (P4)

- " **I,** " Rather Than " **You** " Indicates Your Evaluation Is Personal, Subjective. You Are Trying to Help, But You Are **Not** the Absolute Authority
- " **I Heard, I Saw, I Felt** " – a good old Toastmasters standard approach
- " **Good, Challenge, Good** " **Sandwich** – another Toastmasters standard approach
- **Prescriptive:** "You **Could** Try ..." "You **Might** Try ..." "I **Suggest** ..." " It **Might** Be More Effective If ... "
- " Remember To ..., Be Conscious Of ..., Be Aware Of..." "
- " There Is A Challenge with ... " or " As a Point To Grow On ... " For Weak Areas
- " ... Will Improve With Time and Practice."
- Tell People What You Want Them to **START** Doing, It's Easier
- **AVOID:** "Don't" "Wrong" "Bad" "Poor" "Failed" "Never" "Must" "Should" – Judgemental

What if the Speech Missed Some or All of the Objectives?

Toastmasters Skills Are Cumulative. Each Skill Needs To Become Strong To Support Later Skills. Suggested Response – **STRONGLY SUGGESTED YOU DO THIS PRIVATELY:**

" I believe you are sincere in your desire to do well in the Toastmasters Program. I would like you to consider trying the assignment one more time. Please feel open to review the speech objectives one more time with me, or with your mentor."

(This response embodies a number of principles from the book How to Win Friends and Influence People, by Dale Carnegie.)

Copyright 2007, Alan Devine. Please feel free to copy and distribute this for fair use. Please advise Alan Devine 416 244 4452 alandedevine@yahoo.ca should you feel the content needs to be altered

Version200702272140

In-Depth Evaluation Form, With Guidelines Speaker, Date: _____

Objectives for this Speech – Remember to include Personal Objectives for the Speaker, if any. See Back of Sheet

ICEBREAKER – Use the “Icebreaker” Form for “Icebreaker”/CC #1 Speech, Instead Of This Form

1.	3.	5.
2.	4.	6.

In Your PERSONAL Opinion, Was (Were) Objective(s) Met?: Yes Partly Could Retry

Name of Person completing this form _____

INSTRUCTIONS TO EVALUATOR: Note both Positives and Challenges (areas where Changes might improve effectiveness of Speaker’s Presentation); explain BOTH; as specifically as possible. Use positive, supportive language. Give specific, concrete examples in both cases.

EFFECTIVE (Good-Excellent) – specifically, WHAT, WHEN, WHERE, WHY, HOW – describe it to “freeze-frame” it for the Speaker to remember. **COULD BE MORE EFFECTIVE** – same technique as for EFFECTIVE speech elements. **SAMPLES OF SUGGESTED SUPPORTIVE LANGUAGE:** the speaker could ..., might ... ; I suggest ... ; “point to grow on” “challenge” rather than “problem.” Be sensitive as well as supportive.

A V O I D: must, should, never, wrong, bad, fail. **NOTE:** All factors below should either aid, assist, or amplify presentation – NOT distract

Opening/Closing. Guidelines: Write your “Opening/Closing” comments here (use back of paper if needed)

Opening could be attention-getting, could explain subject of presentation, and how it will be developed. Advanced speakers might begin “in the middle of the action” and come back to an intro before continuing. **Closing** could be similar to opening, could summarize message and supporting logical points. Closing could be “upbeat.” Suggested: Opening takes 10% total time, Closing ditto.

Vocabulary. Guidelines: Write your “Vocabulary” comments here (use back of paper if needed)

Filler Words: “um,” “er,” etc. (vocal sounds made between ideas); Habit Words: used frequently, vocabulary might benefit from variation or from use of synonyms. **Might** include habits such as beginning sentences with “Okay” or “Like” or “Basically.” Are there C hallenges with: Grammar, Correct Word Usage, Pronunciation? Was language used vividly? examples? Was vocabulary understandable and appropriate for audience?

Logical Flow. Guidelines: Write your “Logical Flow” comments here (use back of paper if needed)

Subject/Message/Point-of-View of the talk is clear; Has Opening, Body/Supporting Points, Closing; Moves Smoothly (Transitions) from one idea to a related idea; If a given number of points or areas are promised to be covered, are/were they? Does not “feel” as though a part was missing or skipped.

Confidence. Guidelines: Write your “Confidence” comments here (use back of paper if needed)

Ideal: appears energetic, relaxed, smiles. Recovers smoothly if stumbles or something Does not go as expected. Avoids: hanging onto podium, apologizing, being motionless or stiff, avoids hands in pockets, etc.

Gestures / Eye Contact / Vocal Variety. Guidelines: Comments Here

Gestures could communicate an emotion and/or action, Done at appropriate time(s); high enough and/or wide enough For room or audience size; done smoothly. **Eye Contact:** ideally, random and brief - but direct - through entire audience, maybe resulting in reactions of acknowledgement from some; **Vocal Variety** could involve changes of voice volume, voice tone, speaking speed, different voices for different characters (if applicable).

Other Comments, Areas Not Covered Elsewhere (use back of paper if needed)

1. The Icebreaker – NOTE: Please Use the ICEBREAKER Evaluation Form

Time:	4-6 minutes
Objectives:	<ul style="list-style-type: none">• Begin Speaking before an audience.• Become Aware of your speaking strengths, and of areas that could be further developed.• Introduce Yourself to your club members.

2. Organize Your Speech

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Convey a Clear Message with supporting material contributing to it.• Create Strong Opening, and Strong Conclusion. Build a speech outline that includes an opening, body, and conclusion, with appropriate transitions.

3. Get to the Point

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Organize a Speech that achieves its intended general and specific purpose.• Project Sincerity, and control nervousness, without notes.

4. How to Say It

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Select Words Precisely to communicate your ideas clearly, vividly, and appropriately.• Keep It Simple. Avoid lengthy words and sentences and the use of jargon.

5. Your Body Speaks

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Use Body Language (stance, movement, gestures, facial expression, eye contact) to express the message.• Smooth and Natural body language smooth and natural.

6. Vocal Variety

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Explore Vocal Variety (use of voice volume, pitch, rate, and quality) as assets to your speaking.

7. Research Your Topic

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Collect Information about the topic from numerous sources.• Support points and opinions – carefully - with the specific facts, examples, and illustrations gathered through that research.

8. Get Comfortable with Visual Aids

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Use Props and/or Visual Aids - learn the value of props in speaking.• To learn how to use props effectively in your presentations.

9. Persuade with Power

Time:	5-7 minutes
Objectives:	<ul style="list-style-type: none">• Persuade - present a talk that persuades the audience to accept your proposal or viewpoint.• Achieve Persuasive Effect by appealing to the audience's self-interest, building a logical foundation for agreement, and arousing emotional commitment to your cause.

10. Inspire Your Audience

Time:	8-10 minutes
Objectives:	<ul style="list-style-type: none">• Understand the Mood and feelings of your audience on a particular occasion.• To Put Those Feelings Into Words and Inspire the audience, using all the techniques you have learned so far.