

Guidelines for Speech Evaluator

Dear Speech Evaluator,

Thank you for signing up for the role. You have a very important role in the meeting in that you are tasked to provide the Speaker you are evaluating with encouragement and specific recommendations for improvement.

After every prepared speech, the Speaker receives an evaluation. As Speech Evaluator, you will be giving your verbal evaluation for 2-3 minutes. Our Club votes for the Best Speech Evaluator towards the end of the meeting; to qualify, you must have delivered your verbal evaluation for **not less than 1.5 minutes and not more than 3.5** minutes. You will also be giving the Speaker a written evaluation using the Speaker's Manual – this written evaluation **needs to be completed at the same meeting when the speech was given**. The evaluation you present can make the difference between a worthwhile or a wasted speech for your Speaker. The purpose of the evaluation is to help the Speaker gain confidence and become a better speaker. This requires that you be fully aware of the Speaker's skill level, habits, and mannerisms, as well as his or her progress to date. If the Speaker uses a technique or some gesture that receives a good response from the audience, tell the Speaker so he/she will be encouraged to use it again.

Prior to the meeting – Show up early. Review carefully the *Effective Speech Evaluation* manual which you received in your New Member Kit.

Talk with the Speaker to find out the manual project he/she will be presenting. Review the goals of the speech and what the Speaker hopes to achieve. Find out exactly which skills or techniques the Speaker hopes to strengthen through the speech.

Evaluation requires careful preparation if the Speaker is to benefit. Study the project objectives as well as the evaluation guide in the manual. Remember, the purpose of evaluation is to help members develop their speaking skills in various situations, including platform presentations, discussions, and meetings. Achievement equals the sum of ability and motivation. By actively listening and gently offering useful advice, you motivate members to work hard and improve. When you show the way to improvement, you've opened the door to strengthening their ability.

When you enter the meeting room – Immediately look for the Speaker and get his or her manual. Ask the Speaker to see if he/she has any specific things for you to watch for during the speech.

During the meeting – Record your impressions of the speech in the manual along with your answers to the evaluation questions. Be as objective as possible. Remember that good evaluations may give new life to discouraged members and poor evaluations may dishearten members who tried their best. Remember, always leave the Speaker with specific methods for improving.

When introduced by the General Evaluator for you to present your evaluation, proceed to the lectern, **shake hands with the General Evaluator** and give your verbal evaluation. Begin and

end your evaluation with a note of encouragement or praise. Though you may have written lengthy responses to manual evaluation questions, don't read the questions or your responses. Your verbal evaluation time is limited. Don't try to cover too much in your talk – possibly one point on structure, one on delivery, one on content, one on the best part of the speech and one suggestion for future improvement. After your evaluation, **shake hands with the General Evaluator** and return to your seat.

Praise a successful speech and specifically tell why it was successful. Don't allow the Speaker to remain unaware of a valuable asset such as a smile, a sense of humor, or a good voice. Don't allow the Speaker to remain unaware of a serious fault or mannerism; **if it is personal, write it down but share it with the Speaker PRIVATELY, perhaps after the meeting – one-on-one.** Give the Speaker the deserved praise and tactful suggestions in the manner you would like to receive them when you are the Speaker.

After the meeting – Return the manual to the Speaker. Add a verbal word of encouragement to the Speaker.

Timings:

During your verbal evaluation, pay attention to the Timer. The Timer will hold the green card once you've reached the 2 minutes, the Yellow card when you've reached the 2.5 minutes – this is your signal to start wrapping up your evaluation and the Red card when you've reached the 3 minutes. After 3 minutes, you have 30 seconds to finish your evaluation; beyond 3.5 seconds you will be disqualified from competing for the Best Speech Evaluator award.

 2 minutes

 2.5 minutes

 3 minutes

Once again, you have 2-3 minutes to present your speech evaluation. Please stay within this time limit.

You can also refer to pages 64-65 of the Communication and Leadership Program manual or to pages 67-68 of the Competent Leadership manual for additional information on Speech Evaluator.

Here are two methods of verbal Speech Evaluations. The first is called the Sandwich Method because the evaluator starts by pointing out something positive (+) about the speech, followed by one or two areas where the Speaker can improve on; and then concluding with a positive point. The negatives are “sandwiched” between the positives, hence the method is called the Sandwich Method.

SANDWICH METHOD:

+

Pros: Simple. If presented well, it could be very easy for the Speaker and members to follow.

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+

Cons: Lack of structure; could end up sound like a hodge-podge of incoherent ideas.

SKELETON METHOD

(By Sophie Waghorn, The Toastmaster magazine, Nov. 2002)

The second method was devised by Sophie Waghorn, a contributor to The Toastmaster magazine. You can find her article on this method in the November 2002 issue. Sophie basically draws 3 boxes, labeled Structure, Content and Delivery with each box having a + side on the left and a – side on the left.

Structure refers to the organization of the ideas of the speech based on the opening, the body and the conclusion. When the Speech Evaluator finds a good point related to Structure, he/she notes that down in the + side. When the Speech Evaluator finds a point that needs improvement, he/she notes that down in the – side.

Content refers to the material of the speech itself; **Delivery** refers to the manner in which the speech was delivered – did the Speaker appropriately and powerfully used Gestures, Voice, Audio Visuals, and other tools to connect with the audience? The same guidelines used in the Structure apply to Content and Delivery, i.e., good points on the + side; areas for improvement on the – side.

S T R U C T U R E	
+	–
*	*
*	*
*	*

C O N T E N T	
+	–
*	*
*	*
*	*

D E L I V E R Y	
+	–
*	*
*	*
*	*