The Evaluation Maven Manifesto 2.0

Transport Yourself From Mediocrity... To Delivering Thoughtful, Insightful, Actionable Feedback

A no-nonsense look at how YOU can catapult yourself into being an Evaluation Maven.

Maven - a person with special knowledge or experience; an expert.
Manifesto - a public declaration of intentions, opinions, objectives or motives

By Rodney Denno, DTM
EWOL Training & Development
www.ewoliving.com/EMM2C.php
www.facebook.com/EvaluationMavenManifesto
(Vancouver, British Columbia, Canada)

Advanced Aurators Toastmasters Club (#1709)
http://advancedaurators.toastmastersclubs.org

Table of Contents

About Creative Commons (CC) Copyright

The Creative Commons (CC) copyright licenses and tools work within the traditional "all rights reserved" setting that copyright law creates. CC licenses give everyone from individual creators to large companies and institutions a simple, standardized way to grant copyright permissions to their creative work.

For more details see.... http://www.creativecommons.org/licenses/

In particular the license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms. Now You Know!

Thank You

Thank You – To all the speech evaluators I first encountered at Toastmasters. Thanks for being positive, encouraging and specific in your feedback. It truly helped me become a better speaker and evaluator. Graham Meakins stands out as both a mentor and caring Evaluation Maven.

Thank You – To all the Toastmasters around the world who took the time to post their evaluation techniques, suggestions and comments online so others could learn. This document will be posted online to continue this tradition of learning from one other.

Thank You – To all the Toastmasters and non-Toastmasters over the past five year's who took the time to share their thoughts on the importance of quality feedback/evaluations in our personal development and how best to deliver that feedback.

Thank You – To Nancy Largent, Lori Collerman, Jason Chan and Margaret Hope for reviewing the Evaluation Maven Manifesto and applying your sharp minds to making this manifesto that much more valuable.

Rodney Denno

March 2013
Vancouver, BC, Canada

Notes

A Personal Note From Rodney

Evaluation Mavens do not have superpowers; but you will be surprised at how awestruck – and thankful – people will be when you learn how to actively listen and thoughtfully deliver insightful, actionable feedback.

Evaluation Mavens are real, ordinary people who have decided to ditch the average, ordinary, rambling evaluation and do something extraordinary – each and every time they take on the role of evaluator.

Evaluation Mavens learn to transport themselves from the dismal world of mundane, mind numbing, stress inducing, time-sucking evaluations to a liberating and enlightened world full of insights, courage and possibilities.

Sounds mysterious? Well, it's anything but. Since you are reading this manifesto, it tells me that you have the open-mindedness, decisiveness, ambition and untapped or underutilized talent to quickly transport yourself to Evaluation Maven status.

These pages will explain how easily, enjoyably and rapidly you can actually do it.

So……No matter who you are, No matter where you are as an evaluator, No matter your age, education, or whatever else you think will get in your way……I've got GREAT news for you.

By the time you're done reading this manifesto, you'll be well on your way to becoming an Evaluation Maven.

I'm excited and interested to see how much you do with the knowledge and ideas you encounter here today. Please send me a note. Thanks and Enjoy!

Rodney Denn0
rodney@ewoliving.com

What Champions Think about Evaluations

There is no genetic switch, magic pill or magic wand that will turn you into an active listener that can deliver thoughtful, insightful, actionable feedback.

However……Jamie MacDonald, Mr. Anonymous, Miguel Rengifo and Angela Louie are four District 21 Toastmasters who have benefited immensely from giving and receiving high quality feedback in the form of speech evaluations.

Here's what they have to say.

Jamie MacDonald - ACB

➢ 2004 & 2010 – First Place – District 21 International Speech contests
➢ 2010 – Finalist (top 10) – Toastmasters World Championship of Public Speaking

"Feedback is the breakfast of champions."

Evaluations are not just important – *they are critical* for growth in all areas of life.

Effective evaluations in a club environment give me the feedback I need when there is nothing on the line - except my ego!

Asking for feedback and revealing more about my true self expands my capacity and authenticity and creates space in my life for others.

> <u>Positive Evaluations</u> have helped me believe that what I have to share has helped the listener and this inspires me to speak more.
>
> <u>Constructive Critical Feedback</u> has definitely helped me polish my presentations and speeches and gets factored into future speeches as I write them.

Without feedback I am left to imagine the impact, the high points and the low points.

Great evaluations help me to see my own performance, my skills and my weaknesses.

Mr. Anonymous

➤ Two time winner of the District 21 Evaluation contest

"Evaluations have helped me grow as a speaker and develop my ability to give and receive constructive feedback."

This is an important and often under-rated skill that is useful to us as Toastmasters and in our everyday lives as we work, play, learn and live.

The importance of evaluations is difficult to overstate.

They are an integral component in the process of developing individually as communicators and collectively as strong healthy clubs.

When I first joined Toastmasters, I needed improvement in giving and accepting feedback constructively. Evaluations at Toastmasters have greatly assisted me in achieving this improvement.

I am thankful to many great evaluator role models I have met through Toastmasters. They have inspired me and helped me develop my own evaluation skills.

Miguel Rengifo - ACS, ALB

➤ 2010 – First Place – District 21 Evaluation contest

"What I have gained from learning to evaluate - is invaluable."

I strongly believe that no more than two "challenges" should ever be pointed out in a speech evaluation.

It is a matter of practicality - a speaker can only work on a limited number of improvements.

Evaluation is the foundation of what makes the Toastmaster system work. When done properly, the speaker will appreciate how much

progress he/she has made, what strengths are being perceived and what aspects of the speech require the most urgent attention.

The purpose of the "positives" portion of an evaluation is to point out strengths - not to just make the speaker "feel good".

The purpose of the "challenges" portion of an evaluation is to point out which parts of the speech the evaluator feels require the most attention.

Angela Louie - DTM

➢ 2005 – First Place – District 21 International Speech and Evaluation contests
➢ 2005 – Second Place – Toastmasters World Championship of Public Speaking

"Evaluations are other people's opinions. I need to be the final judge of how to change or tweak my speech."

Evaluations are important for a number of reasons:

- They challenge you to try different things
- They challenge you to look at things from different perspectives
- They challenge you to grow
- They give you insights and tips from any speaker being evaluated
- They show you how to improve
- They encourage you to try again
- They give you a mirror to see how far you've come
- They reinforce how good you already are

From my experience - preparing for contests and for any important event - how an evaluation is given is just as important as what is given. Everyone is different. I have a particularly sensitive skin and every evaluation for an important speech hits me very personally.

As I've grown as a speaker I find I want more astute and insightful evaluations.

But my need for encouraging and sensitive evaluations has never lessened.

I've come to realize that I need to be the final judge of how to change or tweak a speech.

Evaluations are opinions. Opinions are definitely good mirrors but ultimately a speech is an expression of the speaker. I've always taken evaluations for important speeches to heart and have changed many things as a result of the ideas in the evaluations. I think I've made better speeches as a result.

The evaluator should be mindful of the skill level of the speaker and always be sensitive to what the speaker needs and wants.

Notes

The most effective feedback is Immediate, Specific and Positive

The Value of Evaluations

Think back to the last time someone wanted to 'talk' to you about something that happened a while ago. You probably had a hard time remembering the context, how you felt and what was said and done. If the 'talk' was negative and critical of some actions you took or words you said, you probably also wished that the person had brought this issue to your attention immediately so the specifics were fresh and could be dealt with in the context in which they were happening.

Parents know that if they want to raise a physically and mentally healthy child – that has a healthy positive self-worth – they must immediately reinforce positive behaviour and mitigate negative behaviour.

Teachers are immersed in an environment where feedback is a critical part of the learning process. Telling a student that the answer is wrong or they are no good at the subject…….offers no corrective action and diminishes the student. Helping that student determine what the correct answer is – or at least pointing them in the right direction – gives them specific feedback and raises their own estimation of their abilities and worth.

Evaluation Mavens know that their evaluation performance can have a profoundly positive effect on the speaker's development. They know that their performance can have a similar effect on each audience member in attendance. And, they know that because they:

- actively listen
- note the speaker's strengths
- determine specific items for improvement, and
- offer demonstrations of how to improve

At the same time they are also deepening their own reservoir of knowledge and experience and cementing their status as Evaluation Mavens.

Evaluate What?

Take two minutes right now and list as many different aspects of a speech as you can think of to evaluate. It may help if you visualize a memorable speech you attended.

...........take two minutes right now. I'll wait right here.

How many different aspects did you come up with? Depending on how you think and perceive the world and your level of evaluation experience you may have come up with a short list of categories or a long list of specifics.

Evaluation Mavens know that neither list is right or wrong. Evaluation Mavens look for the most effective way to teach, educate, motivate and inspire both the speaker and audience. Sometimes that means talking about a category rather than specifics; sometimes it means talking about a category and a few specifics; and sometimes it means getting really specific.

Evaluation Mavens factor in the stated objectives of the speech with the desired objectives of the speaker and an assessment of the learning needs of the audience. Evaluation Mavens know that sometimes this means delivering an evaluation that focuses mainly on whether or not the speaker met the speech objectives; sometimes it means focusing on the advances made by the speaker and sometimes the speech evaluation is a great opportunity to teach, educate, motivate and inspire the speaker and audience.

Evaluation Mavens all have their own unique store of knowledge and experiences and each will create their own list of categories and specifics. To help you start building your own unique Evaluation Maven list I've grouped a lot of specifics into just four categories

1. Physical Environment
2. Body Language
3. Voice
4. Speech Content & Structure.

Physical Environment

The physical environment includes venue, setup and the speaker's physical appearance.

External Noise	• Is there external noise competing for the listeners attention?
Lectern	• Did the speaker need it?
	• Could it have been replaced by a low table?

	• Could it have been removed?
Physical Appearance	• Does the speaker present a physical appearance which is compatible with listeners' dress, the speech topic and the occasion?
Visual Aids	• What types of visual aids are used? • Were the visual aids well prepared and are they suitable? • Was the speaker comfortable using them?
Speaking Area	• How well did the speaker utilize the speaking area?

Body Language

Evaluation Mavens know that sometimes the subtle cues conveyed by the presenter's body speak more powerfully about the speech topic than the speaker's words and how they are delivered. Consciously and unconsciously the presenter's body movements can reinforce or contradict the verbal message being delivered. Sometimes they can be so distracting that they overwhelm the message.

As the speaker delivers the message, the Evaluation Maven looks for body movement that is confirming, contradicting or just plain distracting. Evaluation Mavens look beyond the obvious to pick up on body language that may be unconscious to both the speaker and the audience.

A personal story – Two years ago I was giving a speech to a group of about forty university students in electrical engineering. I had not fully prepared for the speech so I was partially 'winging it'. The evaluator noticed that during the times when I looked like I was gathering my thoughts, I would back away from the audience by a couple of feet. Once I had my next set of thoughts ready I would again move towards the audience. No previous evaluator had pointed this out, but since then I've been able to notice when I am doing it and simply pause for a couple seconds to collect my thoughts. That's how insightful Evaluation Mavens can be!

Evaluation Mavens know the important contribution that body language provides to the overall effectiveness of speech delivery.....so they ask themselves a lot of 'body language questions'.

Distracting Habits	• Did the speaker have any distracting mannerisms?
Facial Expressions	The speakers face helps convey the context in which the audience should place the words. Smiling, frowning, anger, disgust, happiness, sadness and many other powerful feelings and emotions are primarily conveyed through the speaker's facial expressions. • Did the speaker convey the appropriate feelings and emotions?

	• Did they appear real or contrived?
Eye Contact	Effective eye contact opens the flow of communication and conveys interest, concern, warmth, and credibility.
	• Did the speaker express feelings and emotions through eye contact?
	• Did the speaker make eye contact with people throughout the audience?
	• Was the eye contact fleeting and sweeping or did audience members feel they were being spoken to directly?
Posture	The speaker's posture – how they hold their head, shoulders, legs, arms, and hips – communicates confidence, approachableness, professionalism and friendliness.
	• Did the speaker's posture convey confidence and was it appropriate to the topic?
Presence	• Did the speaker demonstrate openness toward the audience?
Gestures	Great speakers know the power of a well placed gesture to emphasize – punctuate – a particular aspect of the speech or an important point in the message. Evaluation Mavens know that too little, too much or just plain random gesturing are missed opportunities for the speaker to use body language to capture the listener's attention and facilitate greater understanding.
	• Could every audience member clearly see the speaker?
	• Did the speaker effectively use gestures to reinforce the message?
	• Were the gestures suitably placed?
	• Were there unconscious body movements and facial expressions that the speaker should be made aware of?
	• Were there a variety of body movements?

Voice

Have you ever sat around a camp fire listening to a compelling storyteller or been transported to another world while listening to an audio book? Master storytellers are great examples of how effective a speaker's voice can be when the full range of vocal characteristics is developed and expressed. The speaker's voice not only conveys words, it also conveys the context in which the words should be interpreted. Evaluation Mavens know that a speaker's tone of voice, pitch, rhythm, timbre, inflection, projection, emotion, clarity and pace all influence how the verbal messages will be received.

Clarity	• Does the speaker pronounce the words clearly and correctly?
Projection	• Could the speaker be easily heard in the room?
Quality	• Is the speaker pleasing to hear?
Fluency	• Did the speaker's voice "flow" throughout the speech?
Tone	• Was the speaker's manner of speaking consistent with the type of speech being delivered?
Modulation	• Did the speaker vary pitch and tone and frequency to prevent monotony?
Speed	• Did the speaker appropriately vary the word rate?

	• Were parts of the speech spoken too quickly or too slowly?
Emotion	• Did the speaker convey emotions appropriate to the speech content?

Speech Content & Organization

Evaluation Mavens know that <u>even if</u> a speaker is a master at delivery – if the speech content and organization is of low quality the speech will flop. For example - the success of motivational and inspirational speeches depend critically on the presence of excellent content and organization. Key facts and ideas need to be placed logically to support the purpose of the speech.

Content: Whether you agree or disagree with the ideas or statements made by the speaker during the speech is unimportant. An Evaluation Maven knows that language, logic and clarity of ideas are the key factors when evaluating content.

Language, Logic and Clarity	• Was the language varied?
	• Was the language appropriate for the topic?
	• Did the speaker define in simple language all words and expressions used in the talk which listeners might have difficulty understanding?
	• Was the language appropriate to the audience's education level and expectations?
	• Was there a purpose, message or meaning for the audience to grasp?
	• Were the examples concrete enough to clarify the points the speaker was making?

Organization:
Was the speech content logical and in support of the ideas and intended effect?
Was there emphasis of the major points made during the speech to guide the audience?
Were the pauses appropriate and the pacing right for the audience?

Speech Opening	• Was the topic introduced clearly?
	• Did the speaker have topic-credibility?
	• Did the opening catch the attention and interest of the audience?
	• Did the opening preview the speech body?
	• Did the opening contain the purpose of the speech?
	• Were props set up for immediate or future use?
	• Was the speech opening enthusiastic, energetic?
	• What types of opening strategies (humorous story, quote, anecdote, provocative statement, ask an intriguing question, etc.) were used?
Transition between	• The transition between speech opening and body should be subtle and at the same time clear that the speaker has now moved into the body of the speech.

Opening and Body	• Did the speaker use words, phrases or actions to create an effective bridge from the opening to the body of the speech?
Body	• Were the main points clear, supported and logically presented? • Were the main points visual and memorable? If so how? • Did the speaker use words, phrases or actions to create effective bridges from one major point to the next?
Transition between Body and Conclusion	• The transition between speech body and conclusion should be subtle and at the same time clear that the speaker has now moved into the concluding portion of the speech. The transition can be denoted by a pause, change of tone, change of pace, props, non-verbal language or a skillful combination. • Was the transition between the speech body and conclusion clear and effective?
Speech Conclusion	• Did the conclusion summarize the speech and leave the audience with a good reason for having listened? • What types of closing strategies (humorous story, main point's summary, call to action, quote, reiteration of opening, anecdote, etc.) were used? • Was the speech conclusion succinct and memorable?

Active Listening

Evaluation Mavens know that hearing and listening are not the same. Hearing is simply the act of perceiving sound. Listening involves decoding the sound into meaning.

Listening is divided into two main categories: passive and active. Passive listening is little more that hearing. It occurs when the receiver of the message has little motivation to listen carefully, such as when listening to music, storytelling, television, or when being polite. Active listening requires that the listener attend to the words and the feelings. It requires the listener to understand the various messages and the meanings.

Most people typically speak between 100 and 160 words per minute (WPM), but we can listen intelligently at over 400 WPM. When we are passively listening most of our brain capacity drifts onto other topics – lunch, kids, the price of gas or whatever seems important to us at that moment. Evaluation Mavens know that the cure for a drifting mind is to listen *actively* – to listen with *purpose*.

Three Levels of Listening

As you progress with your development as an Evaluation Maven you will need to train yourself to actively listen. Successfully training yourself to actively listen requires that you learn two things; first –how to get yourself into an active listening state and second – how to actively monitor your thoughts – so you notice when your mind begins to drift.

Evaluation Mavens typically divide listening into three levels. Each level of listening requires a certain level of concentration and sensitivity. As Mavens move from level one to level three, their understanding and retention increases. Mavens try to actively listen at level three.

Level One 'Internal listening'
- Listening on and off, tuning in and out
- Being aware of the presence of others, but mainly paying attention to yourself
- Passive listening, little effort is made to actively listen
- Making believe that you are paying attention, off thinking of other things.

Your focus in on yourself and your own thoughts rather than what the speaker has to say. As the speaker talks you interpret what you hear only in terms of what it means to you. Evaluation Mavens will not spend much time listening at this level.....they know that an evaluation is not about them......it's about the speaker and the audience.

Level Two 'Listening to understand'

- Some effort to understand what the speaker means
- <u>More concerned with content rather than feelings</u>
- Focus on the speaker, listen to their words, tone of voice and body language, are not distracted by your own thoughts and feelings
- Trying to understand where the speaker is 'coming from'

Level Three 'Global Listening'
- This is **active listening**
- You put yourself in the speaker's place - <u>see things from the speaker's point of view</u>
- You listen not only for the content of what is being spoken but, more importantly, for the meaning and feelings
- Pick up more than what is being said......you pick up what is **<u>not</u>** being said
- Listen to everything available, use your intuition, sense signals from the speaker's energy, body, voice and surroundings
- Feel the audience response and trust your own senses

Constructing Your Evaluation Speech
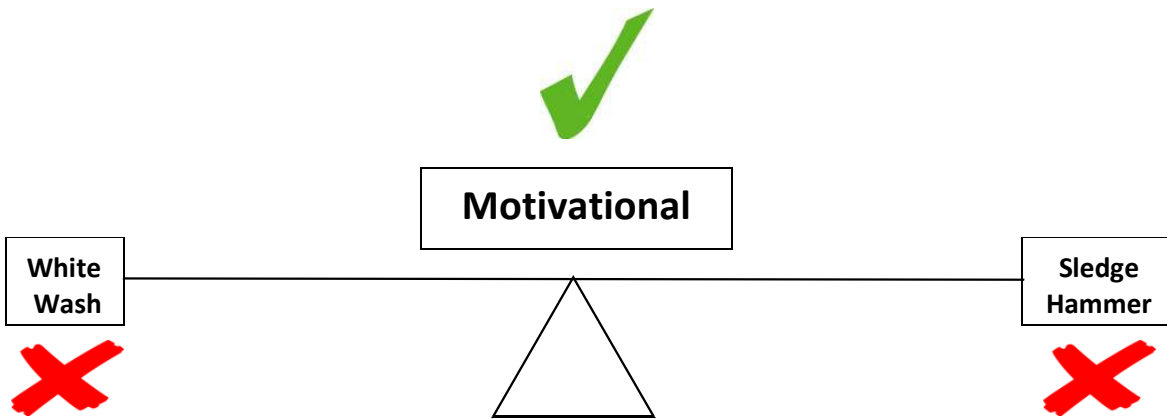
White Wash – telling the speaker how wonderful the presentation was without offering any advice or constructive recommendations for improvement.
This may give the speaker the wrong impression and will fail to encourage the speaker to improve in the future. Evaluation Mavens know that everyone wants to learn from a speech evaluation....so they try to deliver as much value to as many people as possible.

Sledge Hammer – beating up the speaker with negative observations and excessive suggestions for improvement.
New and experienced Toastmasters alike need to feel that the time and energy they spent creating, practicing and delivering their speech is appreciated and has provided some value to the audience. Encouragement, positive suggestions for improvement and demonstrations of how to improve are the hallmarks of an Evaluation Mavens evaluation.

Motivational Evaluation – Specific, positive feedback in the form of an evaluation is the fertilizer for our growth and development both in Toastmasters and in everyday life.
One of the best ways to determine your success in any situation where you interact with another person (job, relationship, leadership position) is the quality of your feedback.

Your primary goal is to uplift the person and help them develop the confidence to improve. Positive, specific feedback is one of the major pillars for self-improvement.

Be Positive. Be Encouraging. Inspire The Speaker To Improve.

Sources of information that can be put into your evaluation:

Speaker's Personal Objectives: Ask the speaker what they want you to look for. This conversation will usually give you a good idea of what areas for improvement are important to the speaker.

Speech Project Objectives: In Toastmasters each speech has its own objectives and to effectively evaluate, these objectives must be known.

Your Observations: Gained through using specific evaluation techniques, actively listening and your own experiences.

We are often our own worst critics and need that third party objective feedback. An Evaluation Maven thinks in terms of what was good and what could make it even better –and provides an evaluation that will have an uplifting effect!

What to avoid during an evaluation:

• Avoid phrases such as -- "You didn't…", "You weren't…", "You wrongfully…", " You should ………", " You must ……….", " Don't ……….."
• Do not re-iterate the speech. Evaluation requires analysis of the speech, not a summary of the content. Mention phrases or key points if they are relevant to your evaluation.
• Do not give your own opinion of the topic. Support, help and encourage the speaker. Imposing your values or opinions is not appropriate.

What to use during an evaluation:

• Personalize your language. Describe the effects the speech had on you without being judgmental. Avoid abrasive language.
• Use phrases such as: "I felt…", "My reaction was…", "It seemed to me…", "My impression was…", "My reaction was ………", "I liked it when......", "I appreciate it when......".
• Consider the level of the speaker. Novice speaker's need only one or two suggestions for improvement. Experienced speakers may want a deeper analysis and more detailed suggestions.
• Consider the speech objectives.
• Give feedback, not criticism or judgement (be objective and tactful).

- **Evaluate the speech – not the person!** Do not impose your values on someone else's speech. Focus on helping the speaker communicate those thoughts in a more effective manner.

- **Where appropriate demonstrate what you mean.**
  "I felt that my reaction would have been …… if you had ….", "I believe that you would have accomplished your purpose more easily if you had……..", "My impression is that if you concentrate on …… you would ……"

- **Use Proper Speaking Protocol**
  1. Acknowledge your introducer, the audience, and then the speaker by name.
  2. Balance your comments so they edify both the speaker and the audience.
  3. Thank the speaker, not the audience.

Evaluation Speech Framework

An evaluation is just like any other short speech it should include an introduction, body and conclusion.

Introduction

Capture the audience's attention with a strong, positive and imaginative opening.

Tell the audience what you are going to do: "Fellow Toastmasters and welcome guests. Today I will discuss the purpose of [speakers name] speech, present to you what I feel are the strong points, cover a couple suggestions for growth and close with a brief summary."

State the purpose of the speech. This you should get from the speaker's speech manual. Cover the key points of the speech assignment objectives.

Body

Explain the basic objectives of the speech.
Emphasise the positive points and if possible, praise improvements made since the speaker's previous delivery and presentation.

Be specific in your suggestions:
- highlight <u>two</u> areas for improvement
- mention <u>three</u> or <u>four</u> positives per suggestion for improvement
- highlight one excellent point
- whenever possible demonstrate how the speaker could improve.

Conclusion

Conclude with a statement that will point out the value of the speech.
Indicate an appreciation of the opportunity to evaluate the speech.
Close with words of encouragement.
Possible summary: "To summarize, I feel your speech strengths were _____. Some suggestions for improvement are _____. I have really appreciated the opportunity to hear you speak. Thank you for the effort you have put in to [entertaining, informing, motivating, persuading] us."
The key is to give the speaker reasons to feel good about the performance.

Template for Evaluation Speech

Introduction

_____
_____
_____
_____
_____
_____

Body

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Conclusion

_____
_____
_____
_____
_____
_____

Notes

Types of Speeches

Evaluation Maven's know that beyond the speaker's goal of simply being understood, every speech has other goals – such as informing, demonstrating, persuading, inspiring, entertaining – that sometimes use specific speech structures and should be evaluated using specific evaluation techniques.

Whatever the speech occasion – speeches can be categorized generally into four groups:

- Informative
- Demonstrative
- Persuasive
- Special Occasions

Informative

As an Evaluation Maven you will be looking to see if how the speaker uses this speech type to provide interesting and useful information to the audience.

The goal of an informative speech is to provide information with a completeness and clarity sufficient for the audience to understand. The organization of the speech depends on the specific purpose and varies depending on whether you are defining, explaining or describing.

• Did the speaker interact with the audience? (invite audience members to answer questions, voice opinions, wrestle with problems)
• How did the speaker provide the audience with new information – define, explain, describe - on a subject, product or service?
• Did the speaker ask questions to find out audience member misconceptions or to find out what they already know?
• Did the speaker invite questions and encourage the audience to raise their hands when a question occurs to them. (This helps the audience pay attention and helps the speaker ensure the audience understands.)
• Did the speaker solicit examples from the audience? (While the speaker should provide examples and use visual aids the speaker can also ask the audience what their experience has been with the topic.)
• Did the speaker ask the audience to apply the information to their lives? (Ask the audience what *they* will do with the information you've provided. Audience members will undoubtedly think of things that the speaker did not.)

Demonstrative

A demonstrative speech is similar to an informative speech in that it also centers on providing the audience with information but also includes visual aids and a "how-to" demonstration. The speaker endeavours to make the ideas and information more concrete and/or demonstrate practical skills.

Visual aids are important in a demonstrative speech but the speaker must also avoid letting them become a source of distraction. Visual aids can distract both the audience and the speaker!

The speaker should deliver a demonstrative speech so that the audience is primarily paying attention to the words and actions, with a secondary focus on the visual aids.

• Did the speaker ask *how* and *why* questions......and then answer those questions through a practical demonstration?
• Did the speaker focus on practical applications and not on abstract facts and statistics?
• Did the speaker use visual aids effectively? (charts, diagrams, objects, etc. - to explain processes that can't be seen easily by the audience)
• Did the speaker focus on *how to* rather than *what is?*
• Did the speaker determine what practical skill he/she wanted the audience to gain?
• Did the speaker adequately determine what steps are involved in accomplishing that skill?
• Did the speaker speak to the audience and not to the visual aid?
• Did the speakers use of diagrams and flow charts contain only what is necessary to illustrate the points? (The audience should not be distracted by diagrams and flow charts – people do not generally look and listen at the same time.....if they are looking they are generally not listening)
• Did the speaker use too many visual aids? (Will generally be distracting for both the speaker and the audience.)

Persuasive

Persuasive speeches are aimed at persuading people to perform a task or purchase a product – by providing information and compelling reasons for doing so. Television commercials, political speeches and motivational/inspirational speeches are a few types of persuasive speeches.

Persuasive speeches are given to reinforce people's beliefs about a topic, to change their beliefs or to move them to act – using logic and emotions.

The persuasive speech is related to the informative speech – in that it is providing information – but the speaker is also providing their own opinion on the topic and attempting to persuade the audience that their opinion is correct.

Over 2300 years ago Aristotle was the first to describe the three modes of persuasion:

Ethos – **Appealing to Authority**	**Credibility, image, public reputation, perceived expertise** A persuasive speaker must be a credible speaker. The audience needs to recognize that the speaker knows what they are talking about, and that they are qualified to be telling them the difference between right (their opinion) and wrong (the opponents' opinions).
Logos - **Appealing to Logic**	**Words, concepts, logic** Evaluation Mavens know that mastering logic is more difficult than using emotional appeals, but can be far more effective. The speaker needs to build a logical argument by stating an opinion, giving a number of reasons that logically support that opinion, and finally, providing examples that illustrate the point and prove that it's true.
Pathos - **Appealing to Emotions**	**Emotions, feelings, gut reactions** An audience is more easily persuaded if they feel the speaker has – and can convey - a deep and genuine emotional connection with the substance of the speech topic.

Good persuasive speeches establish credibility and combine logic *and* emotional appeals to persuade the audience.

Four Common Types of Persuasive Speech Structures

1 - Problem – Solution
This form of persuasive speech demonstrates the nature and significance of a problem, and provides justification for a proposed solution.

2 - Problem – Cause – Solution
This form of persuasive speech demonstrates the nature and significance of a problem, identifies the cause(s) of that problem and provides justification for a proposed solution.

3 - Comparative Advantage

When the audience already agrees that a problem exists, the speaker can devote the speech to comparing the advantages and disadvantages of competing solutions and explaining why one solution is preferable to other proposed solutions.

4 - *Monroe's Motivated Sequence (Attention, Need, Solution, Visualize, Action)*

A five step process that begins with getting the listeners attention and ends with a specific call to action.

Developed in the 1930s by Alan Monroe, a professor of speech at Purdue University, the motivated sequence is tailor-made for speeches that seek immediate action. The five step sequence follows the psychology of persuasion.

Attention – Gain audience attention by (making a startling statement, arousing curiosity or suspense, posing a question, telling a dramatic story, or using visual aids).
Need – Get the audience feel a need for change by showing there is a serious problem with the existing situation. The need must be clearly stated. Listeners should be so concerned about the problem that they are psychologically primed to hear the solution.
Solution – Satisfy the need by providing a solution to the problem and show how it will work by offering enough details to give listeners a clear understanding.
Visualization – Intensify desire for the solution by getting the audience to visualize the benefits. Use vivid imagery to show the listeners what they will gain.
Action – Say exactly what the audience should do - and how to do it. Then conclude with a final stirring appeal that reinforces their commitment to act.

The Evaluation Maven Manifesto refers to Monroe's Motivated Sequence as **ANSVA**. Because of its effectiveness ANSVA is widely used by people who make their living by persuasion—especially advertisers. Many commercials on television use/follow the ANSVA model.

Did the speaker project credibility (was the speaker perceived as credible) on the topic?
Did the speaker overuse the emotional appeal? Was it obvious that the speaker was trying to appeal to emotions?
Did the speaker state his/her opinion near the beginning of the speech?
Did the speaker know *what* they believe and *why* they believe it?
Did the speaker use either strong logic or strong emotional appeals—or both—to persuade your audience that their opinion is the correct one?

Special Occasion

Speeches for special occasions can be informative, persuasive, or both, depending on the occasion and can range across the spectrum - weddings, funerals, anniversaries,

birthdays, going-away parties, after dinner entertainment, introductions, toasts, roasts, work related, volunteer related.......the list is long.

To some extent the topic will be defined for the speaker by the circumstances surrounding the special occasion.

Tone is as important as topic in most special occasion speeches. Humor is acceptable even at a funeral (sometimes it can be very healing to those who are grieving) but should be used carefully.

Setting the right tone requires that the speaker consider the needs of the audience by asking what the audience would consider appropriate or inappropriate. Remember the speakers golden rule: When in doubt, leave it out!

Be brief! Stay focused – the reason for speaking at a special occasion is the special occasion itself – the speakers thoughts should always remain centered on the occasion.

Notes

Evaluation Techniques

Matching Speaker, Speech and Evaluator to Evaluation Technique

While this section is about evaluation techniques - you will notice that during your development as an Evaluation Maven <u>you will begin to transcend technique and learn to respond directly to the needs of the speaker and audience</u> without consciously invoking any particular technique.

Evaluation Mavens are always trying to find the best way to evaluate the speaker and the speech and to then effectively provide actionable feedback to the speaker and audience. If a Maven can't find an existing evaluation technique suitable to the speech evaluation objectives then he or she will invent one.

In this section you'll find a number of evaluation techniques invented for specific purposes. Some, like the SANDWICH technique are widely used, simple and easy to understand. Some, like the FLOW technique capture the way many evaluations are conducted. Some, like the GLOVE technique are designed specifically so the evaluator will look at certain aspects of the speech and its delivery.

> **If you can't find an evaluation technique suitable to the speech evaluation objectives then......invent one.**
>
> **– Rodney Denno**

Evaluation Mavens know that uplifting the spirit of the speaker is essential – they note specifically what the speaker did well and are able to explain how/why they were effective.

Evaluation Mavens also know that praise without constructive suggestions for improvement are missed learning opportunities.........so they note specifically what the speaker could improve upon and how that improvement could be realized.

When To Use Each Technique

Each technique is like a filter through which you perceive and analyze the speech and then provide positive feedback. There is no strict set of rules regarding when to use a particular technique – however – each technique does have its strengths. The chart below has suggestions for when a particular technique may be more appropriate.

ANSVA (Attention, Need, Solution, Visualize, Action)	• **When the speaker has structured a persuasive speech based on Monroe's Motivated Sequence**
COD (Content, Organization, Delivery)	• **When the speaker wants feedback on the effectiveness of the speech content and organization and the speaker's delivery**
FLOW (Introduction, Body, Conclusion)	• **When the speaker wants feedback regarding how the speech flowed from the opening phrase to its closing words**
GIFT (Good, Inform, Fine-Tune, Thank)	• **When speech and speaker are exceptional and deserve to have their strong points emphasized for the benefit of the audience** • When the speaker is more sensitive to negative feedback and needs lots of positive encouragement • Use this technique to focus more attention of the strengths of the speech and speaker while also providing constructive advice on specific suggestions for improvement
GLOVE (Gestures, Language, Organization, Voice, Enthusiasm)	• **When the speaker wants specific feedback regarding factors that affect speech quality and delivery**
HSF (Heard, Saw, Felt)	• **When the speaker wants feedback specific to the senses (ears, eyes) and emotions (feelings)** • If you are asked to evaluate a speech at the last minute
PIES (Positives, Improvements, Encouragement, Summary)	• **When you want to structure the speech evaluation into a motivational or inspirational speech**
POSE (Positives, Objectives, Suggestions, Encouragement)	• **When the speech objectives (manual and personal) are clear and the speaker wants the evaluation centered on the objectives**
SANDWICH (Positive, Improvement, Positive)	• **Beginners – very useful if you are learning how to evaluate** • Advanced – use the sandwich structure to envelope your entire evaluation speech
Team/Round Robin	• **When the speaker wants to receive a broader evaluation from multiple points-of-view** • Team evaluations provide a depth and breadth that can potentially transform the speech and the speaker
Audio/Video Camera	• **When you want to review in detail many different aspects of the**

	speech
	• When you want a detailed record of the speech for later review

ANSVA (Attention, Need, Solution, Visualization, Action)

The ANSVA technique is a good example of a technique developed to look specifically at the speech quality and delivery of persuasive speeches constructed using **Monroe's Motivated Sequence**. Evaluation Mavens use this technique to provide specific feedback regarding the effectiveness of the selected factors on the delivery and impact of the speech.

Here's how an Evaluation Maven uses the ANSVA technique. On a single piece of paper divide the page into five rows and two columns. The rows represent the 'Attention', 'Need', 'Solution', 'Visualization' and 'Action' features of the speech. The columns represent the 'Speaker Strengths' and 'Suggestions for Improvement'.

Attention: Did the speaker get the attention of the audience using a detailed story, shocking example, dramatic statistic and quotations.

Need: Did the speaker explain the problem, show how it applies to the psychological need of the audience members and go beyond simply establishing that there is a problem by establish its relevance to the audience. Did the speaker use statistics and examples to convince the audience that they each have a personal need to take action?

Solution: Did the speaker provide specific and viable solutions that government, communities or individuals can implement to solve the problem?

Visualization: Did the speaker get the audience to visualize a positive and uplifting outcome if the solution is implemented or get the audience to visualize the negative consequences if the solution is not implemented? Was the speaker visual and detailed?

Action: Did the speaker give the audience a clear and specific call to action?

Overall – did the speaker emphasize, through logic and emotion, that the situation is solvable and give the audience a clear call to action?

ANSVA Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
Attention		
Need		
Solution		
Visualization		
Action		

COD (Content, Organization, Delivery)

Sometimes a speaker wants feedback on the organization and effectiveness of the speech content and the speaker's delivery of the speech. The COD technique is designed for this purpose.

A variation of the COD techniques is COPE (Content, Organization, Presentation, Energy) and can be used if you want to more specifically focus on the presentation style and energy of the speaker during the delivery of the speech.

Content – topic, ideas, facts and examples are meaningful and clear and support the key points.

Organization – how the speech was arranged?
Were the opening, body and conclusion logically set out and easy to follow?

Delivery – hand gestures, eye contact, voice modulation, body movement, energy, confidence, etc.

- Were the notes, visual aids etc. organized before the start?
- Was the beginning poised?
- Was there good use of eye contact?
- Was the body language (posture & gesture) controlled & effective?
- Was the speaking rate - flexible & effective?
- Was the speaking volume appropriate & varied?
- Was there fluency, an absence of fillers like 'ahs' & 'ums'?
- Was vocal variety used, changes in pitch & tone, & good use of pausing?
- Did the speaker show enthusiasm for the topic?
- Were there visual aids & were they appropriate & integrated into the speech?
- Did the speech finish with poise?

Here's how an Evaluation Maven uses the COD technique. On a single piece of paper divide the page into three rows and two columns. The rows represent the 'Content', 'Organization', and 'Delivery' features of the speech. The columns represent the 'Speaker Strengths' and 'Suggestions for Improvement'.

All that remains for the Evaluation Maven is to select the top two or three strengths and suggestions and deliver them in the evaluation speech.

COD Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
Content		
Organization		
Delivery		

FLOW (Introduction, Body, Conclusion)

The FLOW technique follows the speech as it flows from the opening phrase to its closing words. Evaluation Mavens use this technique to provide specific feedback regarding the effectiveness of the content and organization of the speech relative to the overall objectives. The FLOW technique is especially good for evaluating how effectively the content and organization support the objectives of motivational and inspirational speeches.

The FLOW technique also provides a basic framework for a verbal evaluation – focusing on how effectively the Introduction, Body and Conclusion supported the intentions of the speaker.

Here's how an Evaluation Maven uses the FLOW technique. On a single piece of paper divide the page into five rows and two columns. The rows represent the 'Introduction', 'Transition', 'Body', 'Transition' and 'Conclusion' features of the speech. The columns represent the 'Speaker Strengths' and 'Suggestions for Improvement'.

All that remains for the Evaluation Maven is to select the top two or three strengths and suggestions and deliver them in the evaluation speech.

FLOW Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
Opening		
Transition		
Body		
Transition		
Conclusion		

GIFT (Good, Inform, Fine-Tune, Thank)

Some speeches and speakers are exceptional and deserve to have their strong points emphasized for the benefit of the audience and some speakers are more sensitive to feedback than others.

In either case Evaluation Mavens use the GIFT technique when they want to focus more attention of the strengths of the speech and speaker while also providing constructive advice on specific suggestions for improvement. The GIFT technique requires the evaluator to very clearly explain the speech's and speakers strengths.

Here are the four components of the GIFT technique:

Good – Mention two or three strong points of the speech and speaker.

Inform – Tell how the strong points came across and how you believe the speaker accomplished them.

Note: Switch back and forth between the 'Good' and 'Inform' for each strong point.

Fine-Tune – Provide constructive advice on one or two specific suggestions for improvement.

Thank – Thank the speaker for the informative and learning benefits the speech provided for the audience.

Here's how an Evaluation Maven uses the GIFT technique. On a single piece of paper divide the page into four rows. The rows are labelled 'Good', 'Inform', 'Fine-Tune' and 'Thank'.

All that remains for the Evaluation Maven is to select the top two or three strengths and suggestions, show/tell how to Fine-Tune the selected aspects of the speech, craft a statement of Thanks and deliver it all in an evaluation speech.

GIFT Technique - Evaluation Worksheet

Good

Inform

Fine-Tune

Thank

GLOVE (Gestures/Ground, Language, Organization, Voice, Enthusiasm/Emotion/Energy)

The GLOVE technique is a good example of a technique developed to look specifically at a number of factors that affect speech quality and delivery. Evaluation Mavens use this technique to provide specific feedback regarding the effectiveness of the selected factors on the delivery and impact of the speech.

Here's how an Evaluation Maven uses the GLOVE technique. On a single piece of paper divide the page into five rows and two columns. The rows represent the 'Gestures', 'Language', 'Organization', 'Voice' and 'Enthusiasm' features of the speech. The columns represent the 'Speaker Strengths' and 'Suggestions for Improvement'.

Here are some examples of what to look for during a GLOVE evaluation:

Gestures/Ground
- Were the speaker's body movements and facial expressions appropriate?
- Did the speaker make eye contact with the audience?
- How well did the speaker make use of the floor space (stagecraft)?

Language
- Was the language appropriate, vivid, clear and eloquent?
- Were the words and pauses used effectively?

Organization
- Were the transitions between introduction, body and conclusion clear and effective?
- Was the purpose of the speech clear? Was the structure clear and easy to follow?

Voice
- Could everyone in the audience hear the speaker?
- Was there vocal variety? Change in rate, volume and pitch?

Enthusiasm/Emotion/Energy
- Did the speaker show enthusiasm for the topic?
- Did the speaker harness any nervous energy?
- Did the speaker project or evoke appropriate emotion? How?

GLOVE Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
Gestures		
Language		
Organization		
Voice		
Enthusiasm		

HSF (Heard, Saw, Felt)

Evaluation Mavens know that if they find themselves in a situation where they are asked to provide a speech evaluation with little or no advance preparation – being asked to be a speaker's evaluator just minutes before the speaker delivers the speech – they can always rely on the HSF technique.

The HSF technique provides a basic framework for giving a verbal evaluation and for gathering speaker strengths and suggestions for improvement.

For beginners this is an effective way to create a basic evaluation. We all hear, see and feel things about a speech as its being delivered – all that's needed in order to provide an effective evaluation is to keep track of them and then bring out the top two or three during the verbal evaluation of the speech.

Here's how an Evaluation Maven uses the HSF technique. On a single piece of paper divide the page into three rows and two columns. The rows represent the 'What I heard', 'What I saw' and 'What I felt' during the speech. The columns represent 'The Speaker Strengths' and 'Suggestions for Improvement'.

As the speaker delivers the speech the Evaluation Maven records observations in the form of 'Strengths' and 'Suggestions' in each of the three areas 'Heard', 'Saw' and 'Felt'.

All that remains for the Evaluation Maven is to select the top two or three strengths and suggestions and deliver them in the evaluation speech.

HSF Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
HEARD		
SAW		
FELT		

PIES (Positives, Improvements, Encouragement, Summary)

The PIES technique does not specify what factors should be included in the evaluation only the form in which they get presented. Evaluation Mavens might use this technique when no evaluation criteria are given and where the Maven wants to structure the oral evaluation into a motivational or inspirational speech.

The PIES technique expands the SANDWICH technique with additional encouragement and a summary. The summary gives the Evaluation Maven the opportunity to further drive home the learning opportunities by succinctly reiterating them in the summary.

Here's how an Evaluation Maven uses the PIES technique.   As you listen to the speaker fill in the four areas 'Positives', 'Improvements', 'Encouragement' and 'Summary'. The contents of the evaluation sheet feed directly into the structure of the evaluation speech.

After the speaker has finished delivering the speech the Evaluation Maven will use the evaluation notes to select a couple of the speaker's strengths, pick the top two or three areas for improvement, craft a statement of encouragement and succinctly summarize the main points.

PIES Technique - Evaluation Worksheet

Positives

Suggestions for Improvement

Encouragement

Summary

POSE (Positives, Objectives, Suggestions, Encouragement)

Evaluation Mavens use the POSE technique when they want to evaluate based on the speech objectives. These could be the stated speech project objectives in the Toastmaster manual or they could be the personal objectives the speaker used to guide speech development.

The POSE technique focuses specifically on the speech objectives. It's like an expanded version of the SANDWICH technique. It starts with Positives (bread), adds in a number of Objectives and Suggestions (meat) and finishes with Encouragement (bread).

Here's how an Evaluation Maven uses the POSE technique. On a single piece of paper divide the page into the necessary number of rows and two columns. The number of rows depends on the number of objectives......'Objective 1', 'Objective 2', 'Objective 3', etc. The columns represent 'The Speaker Strengths' and 'Suggestions for Improvement'.

All that remains for the Evaluation Maven is to select the top two or three strengths and suggestions, craft a statement of encouragement and deliver them in the evaluation speech.

POSE Technique - Evaluation Worksheet

	Speakers Strengths	Suggestions for Improvement
Objective #1		
Objective #2		
Objective #3		
Objective #4		

SANDWICH (Positive, Improvement, Positive)

In its simplicity the SANDWICH technique embodies one of the most powerful motivational forces at your disposal – people are far more likely to accept and act on a suggestion for improvement if they feel it is not a criticism. Sandwiching a <u>potential blow to the speaker's ego</u> between <u>two positive statements about the speaker's strengths</u> goes a long ways towards transforming a perceived criticism into a suggestion for improvement.

This technique has been given many names including the OREO cookie technique (Cookie, Filling, Cookie). Whatever visual metaphor works for you – the technique is still the same – <u>sandwich</u> a suggestion/demonstration for improvement between two positive acknowledgements of strengths.

Because the SANDWICH techniques is simple to understand and use many beginners often apply it in a literal way – Say something Positive about the speaker/speech, Suggest an improvement, Say something Positive about the speaker/speech. This can sometimes lead to a rather comical series of sandwiched suggestions for improvement – usually resulting in audience confusion – many positives and suggestions strung together with little or no organization.

Evaluation Mavens know that the SANDWICH technique is also a guiding principle that they apply to an entire evaluation. They know that delivering specific feedback in a positive way must underpin the entire evaluation process.

SANDWICH Technique - Evaluation Worksheet

Strength

Suggestion for Improvement

Strength

Suggestion for Improvement

Strength

Suggestion for Improvement

Team Evaluations

Evaluation Mavens know that individual evaluations provide the speaker with valuable insights but – team evaluations provide a depth and breadth that can potentially transform the speech and the speaker.

I know this from personal experience. In March 2011, I was the only 'contestant' in the Advanced Aurators club Toastmasters International Speech contest. I wrote most of the speech on the day of the contest and read it to the club during the contest. Advanced Aurators uses a team evaluation process where a Lead Evaluator provides the primary evaluation and then facilitates audience contributions. The verbal, written and emailed suggestions provided the encouragement I needed and a plethora of actionable suggestions that transformed my speech and its delivery. I went on to win at the Area and Division levels and competed at the District level.

There are many ways a team evaluation can be constructed. Here are a few:

1 – Lead Evaluator with audience contributions: The lead evaluator provides an evaluation based on the speech projects objectives and then acts as a facilitator soliciting contributions from the audience. The strength of this team evaluation technique derives from the depth of the Lead Evaluators contribution and the breadth of the audience contributions. The audience contributions should be short and use the SANDWICH technique.

2 – Team-Of-Equals Evaluation: Two or more evaluators – each responsible for evaluating different elements of the speech – provide evaluations on their specific elements. The strength of this team evaluation technique derives from the depth of each of the evaluator contributions.

3 – Panel Evaluation across multiple speeches: After each speech a moderator guides the discussion by posing questions and keeping the conversation lively and productive.

Opinions differ. Individuals react differently. Team evaluations give the speaker a sampling of thoughtful reactions. They provide the speaker with a "speech clinic" – a chance to benefit from the thoughts and ideas of several evaluators.

Audio and Video Evaluations

Nowadays digital audio and video technology is integrated into most portable devices computing devices (cell phones, smart phones, iPads, laptop computers, video cameras, digital audio recorders, etc.)

Evaluation Mavens know that reviewing an audio or video record of your speech and its evaluation is invaluable. In the short term it enables you to review your performance and study specific aspects. In the long term it gives you a reviewable record of your progress....where you are improving, where you need work, where you were already excellent....and how far you have come. It's like having a detailed memory of your speech performances. Every time you review them the lessons learned are multiplied. You may see some things, after watching yourself on video that other people didn't notice or did not mention.

Evaluation Mavens also know that audio and video evaluations have limitations. Video is limited to the location of the camera and audio just gives you the verbal portion of your performance. Audio and video do not tell you what the individual audience members thought and felt.

However, audio and video when combined with verbal and written feedback is a powerful combination that has the potential to transform the speech and the speaker.

From personal experience: After reviewing some of my early speeches I realized I had a tendency to smack my lips. Others in my club had pointed it out but I had no idea how frequently I was doing it, or what a big distraction it was, until I watched myself on video. With that knowledge I was able to my stop lip smacking. Recently, during a speech, I felt nervous and tightness in my chest. I was sure it had been very obvious but after watching the video it did not appear as obvious as I had expected.

Here are some ways in which to listen, watch and learn from your speech performances:

Listen to the audio (no video)	• Review pronunciation, vocal variety, pace, speech logic and overall structure. Listen for audience reaction, positively and negatively. • Did you let the audience laugh or did you blast past it? • When was the audience restless? • When was the audience captivated? • Does your voice have a pleasant tone and cadence? • Do you avoid monotone or sing-song speech patterns? • Do you speak clearly and at sufficient volume? • Do you mumble or drop your voice when you are unsure of yourself?
View only the video	• Review facial expressions (Do they convey the appropriate emotions?),

(no sound)	stage movements, repetitive gestures, distracting mannerisms, fidgeting or lack of balanced audience engagement.
View only the video (fast-forward)	• See repetitive body language patterns that may be too subtle to notice when playing it at regular speed.
Listen for Magic Moments	• Listen for ad-libs that you can reuse. Listen for quips and stories from the audience that you can use. Listen for those unexpected "Magic Moments" and study how they were created.
Speech Preparation	• Record (audio or video) while you rehearse your speech. Practice the rhythm, tone and cadence of your speech.

Evaluation Mavens know that the more you examine your current performance the more you will be able to enhance future performances and the faster you will progress in your speech writing, delivery and presentation abilities.

Notes

How to Win a Speech Evaluation Contest

The short and not very helpful answer is – "Be the best!"

A somewhat longer and more helpful answer is – "Be the best! – on that day – for that test speech – as determined by the judges in that audience – out of all the speech evaluators at that competition" If you can do that four times (Club, Area, Division, District) you earn the right to call yourself the District Speech Evaluation champion for that year.

This is no small feat and very different from giving a speech evaluation at your club.

This part of the Evaluation Maven Manifesto looks at how to prepare to "Be the best!"

Evaluation Mavens know that a lot has to come together for you in the hour or so that encompasses the delivery of the test speech and the preparation and delivery of the contestant speech evaluations.

As Evaluation Mavens prepare for a Speech Evaluation contest they look for areas where they can improve or become more knowledgeable and they try not to be concerned about things they can't do much about – what I call the "Don't Worry, Be Happy" areas.

The "Don't Worry, Be Happy" Areas
There are three areas where you have little or no influence – the judging criteria, the selection of judges and your competitors – so "Don't Worry, Be Happy".

Judging Criteria - Are set by Toastmasters International. Evaluation Mavens make sure they know the criteria and factor them in to every evaluation competition.

Judge Selection - Speech Evaluation contest officials are instructed to keep the judges names and identities anonymous --- not identify them in any way. Treat every member of the audience as if they are judges – they are indeed judging your performance whether they are official judges or not.

Competitors - Unless you are willing to attend each Club, Area and Division contest to assess your competition you will be competing against Toastmasters you probably don't know. The structure of the Speech Evaluation competition does not allow you to see

any of your competitor's performances prior to yours so you can't 'position' your performance relative to theirs. All you can do <u>is be the best you can be</u>.

The "Get Knowledgeable" Areas
Know the judging process

There are many ways that Clubs, Areas, Divisions and Districts try to provide a level playing field for all Speech Evaluation contestants. Here are a few:

• Judges training – endeavours to educate potential judges about the judging process and how to recognize – and mitigate – the impact that their own personal biases have on the judging process.
• Every judge is provided with – and should use – the Judges Form that lists the criteria, percentages and points ranges to be applied.
• If possible the Test Speaker should be someone the contestants are not familiar with – invited from outside the Club, Area, Division and even District.

However, judging is a very human experience.

A judge may attend judges training and be very diligent in filling out the judging form and tallying the numbers to determine first, second and third place. But, the judge may not agree with the numbers – especially if they are close – and may list first, second and third in a different order than the raw numbers indicated. This is the reality of judging – while judges endeavour to be as objective as possible their 'gut feeling' will get factored into the ranking and potentially overturn what the raw number rankings.

Evaluation Mavens know there are two things they can do to better understand the judging process so they can produce a winning speech evaluation performance:

1 – Get your own copy of the Speech Evaluation Contest Judging Form and rules, study them and when you give or practice speech evaluations try to include a balance of all the listed criteria.

2 – Be a Speech Evaluation contest judge so you can experience the process first hand – inside you - and talk to other judges to hear how they determined their own contestant rankings.

Develop a Speech Evaluation Framework

Have you ever watched an Improv show or participated in an Improv workshop? A well trained Improv actor makes it look so 'spontaneous' – but behind all that seeming 'spontaneity' is a lot of structure and practice.

One of the keys to winning a Speech Evaluation competition is to stand out by differentiating yourself – in the minds of the judges – from the other competitors.

Evaluation Mavens – like Improv actors – know that great evaluation come from having a speech evaluation framework to place their observations into so they can focus their attention on actively listening to the speech. The more a Maven uses various evaluation techniques the more tools the Maven has available for competition.

The confidence to put on a great 'spontaneous' speech evaluation performance comes from knowing that all you have to do is actively listen to the test speech, pick two or three points for improvement and deliver them in a three minute speech that will impress the speaker the audience and the judges.

With only five minutes to prepare your evaluation speech – before all notes are taken away from the contestants by the Sergeant at Arms – an Evaluation Maven will use every second available to determine what specific feedback will go into the evaluation speech and how it will be delivered.

Competition - Just prior to the Test Speech

Prepare a sheet of paper with two columns and a number of rows – I typically use the FLOW worksheet because it already has the major segments of the speech/transitions already built into its structure. Have a separate list of the major areas you will be looking to comment on - physical appearance, vocal variety, facial expression, gestures, body language, speech content, language, organization, energy.......and any other aspects you may want to include.

Competition - During the Test Speech

On the FLOW worksheet, write down two sets of observations you feel are important:

1 - Strengths --- why you feel they are strengths.

2 - Points-for-Improvement --- how you will demonstrate how to improve.

Enjoy the speech and how it connects to you personally.

Competition - Immediately after the Test Speech

You now have five minutes to write and rehearse your evaluation speech.

Craft an introduction and conclusion that ties you and the audience to the speech.

Pick two or three strengths and points-for-improvement and weave in humor where appropriate.

For each strength and point-for-improvement decide --- why it was strong and how you will demonstrate each point-for-improvement.

Create a memorable punch line that will get the judges to remember your performance!

Use purposeful language rather than sprinkling in esoteric words that some judges may not understand.

Be careful not to become formulaic in your evaluation. It's easy to get locked into a particular set of observations that will make your evaluation sound mechanical.

Above all – focus on giving the best possible feedback to the speaker.....and may the best contestant win!

Competition - Delivering your Speech Evaluation Speech

Evaluation Mavens know that judges will penalize you for using notes and standing behind a lectern......boldly step out in front of the audience and deliver a confident, humorous, insightful and 'spontaneous' three minute speech.

Project a pleasant smile. Speak in a solid confident tone of voice. Make direct eye contact with various audience members around the room (no section of the room should be left "unattended" by your eye contact).

Indicate that your speech is over by looking at the contest chair, extending your arm in that person's direction and saying "Contest Chair." Smile!

Don't leave the speaking area until the Contest Chair has shaken your hand – then confidently walk offstage to your seat to await the news that you have won first place.

Timing Matters

Timers have instructions to start timing your performance from the moment you speak or gesture in any way that indicates you are starting. From that moment you have only

3 minutes and 30 seconds. If you speak for 3 minutes 31 seconds, you are disqualified and no matter how great your performance.

The last time signal will be the red light at 3 minutes. If you are planning to push your performance to the wire you had better practice so you 'know in your gut' what 25 seconds feels like.

Practice, Practice, Practice

Need I say more? Well yes. Here are a few tips.

Make notes on every speech at your club meeting. Later practice giving evaluations for these speeches over and over and over again.

Evaluate everything! It doesn't have to be speeches in club meetings. Evaluate speeches on-line (YouTube, Google Video, etc.), videos of prior contests, newscasts, political speeches, acceptance speeches, documentaries. Just about anything will do.

Look for unique recommendations that others may not notice and think of ways to give praise and demonstrate how to improve.

Notes

About Rodney Denno

For most of his life **Rodney** has been fascinated by how and why things work - whether it's technology, corporations or people.

He combined these passions into a two decade long career designing and building secure systems to keep hackers and organized crime out of national and global payment networks.

Along the way he served on National and International Standards Committees, as Vice President of Product Marketing, Corporate Strategist, College and University Instructor, Chief Security Officer and Risk Management Consultant. He also founded three companies, has two network security patents and loves the thrill of flying single engine planes.

Now, instead of working to keep hackers out he writes, teaches and coaches entrepreneurs and corporate executives on how to transform from good to great by hacking into themselves.

Rodney founded EWOL Training & Development on the principle that – People and organizations can transform from good to great and from being **'created by circumstances'** to actively **'creating their own circumstances'**.

His second book **The Seven Engines of a Highly Successful Life** will be published in June 2013.

He was born in Montreal, grew up and was educated in Toronto, lived in California for six years and has traveled extensively throughout the world.

Rodney believes that in order for society to grow and prosper we must give back more than we take. Over the years he has volunteered whatever time he can to various non-profit organizations. In the past few years his volunteer efforts have been focused, through Toastmasters International, on the development of leadership and communications skills in the almost 5,000 Toastmasters throughout British Columbia.

Over the past five years he has served as Club President, Area Governor, Division Governor, District Public Relations Officer and District Communications & Technology Officer and led the effort to create and deliver the first Online Club Officer Training program in the world.

He has received the two highest Toastmasters honors in British Columbia - the **2009 Rookie of the Year Award** and the **2010 Outstanding Toastmaster of the Year Award** and in **2011 he won First Place in the Division B International Speech Contest.**

T 604-379-8741
E rodney@ewoliving.com
W www.ewoliving.com

The Evaluation Maven Manifesto – teaches you how to give Thoughtful, Insightful, Actionable Feedback

"Feedback is the breakfast of champions." – **Jamie MacDonald - ACB**
➢ 2004 & 2010 – First Place – District 21 International Speech contests
➢ 2010 – Finalist (top 10) – Toastmasters World Championship of Public Speaking

"Evaluations have helped me grow as a speaker and develop my ability to give and receive constructive feedback." – **Mr. Anonymous**
➢ Two time winner of the District 21 Evaluation contest

"What I have gained from learning to evaluate - is invaluable." – **Miguel Rengifo - ACS, ALB**
➢ 2010 – First Place – District 21 Evaluation contest

"Evaluations are other people's opinions. I need to be the final judge of how to change or tweak my speech." – **Angela Louie - DTM**
➢ 2005 – First Place – District 21 International Speech and Evaluation contests
➢ 2005 – Second Place – Toastmasters World Championship of Public Speaking

What will you gain from reading this eBook?
✓ **Learn the real value of Evaluations.**
✓ **Learn about and appreciate the vast tapestry of elements to evaluate.**
✓ **Learn the Three Level of Listening and how to Actively Listen at Level Three**
✓ **Learn how to construct a Superb Speech Evaluation**
✓ **Learn how to effectively use eight different Evaluations techniques**
✓ **Learn when to most effectively use each evaluation technique**
✓ **Learn how to effectively conduct Team Evaluations**
✓ **Learn how to enhance Evaluations using Audio and Video Camera technology**
✓ **Learn effective strategies for winning Speech Evaluation contests**
✓ **Learn the four types of speech structures and how to evaluate them**

Also included - Printable Descriptions and Worksheets for each of the nine Evaluation techniques:

➢ **ANSVA (Attention, Need, Solution, Visualization, Action)**
➢ **COD (Content, Organization, Delivery)**
➢ **FLOW (Introduction, Body, Conclusion)**
➢ **GIFT (Good, Inform, Fine-Tune, Thank)**
➢ **GLOVE (Gestures/Ground, Language, Organization, Voice, Enthusiasm/Emotion/Energy)**
➢ **HSF (Heard, Saw, Felt)**
➢ **PIES (Positives, Improvements, Encouragement, Summary)**
➢ **POSE (Positives, Objectives, Suggestions, Encouragement)**
➢ **SANDWICH (Positive, Improvement, Positive)**

**This eBook bundles together everything you need
to raise you speech evaluation game and become an Evaluation Maven!**