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## ***Evaluation***



## ***The Gift of Growth***

***Presented by***

Tony Henderson-Newport, ATM Silver, CL

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***“Influencing Positive Change”***

*The Gift of Growth*

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## Evaluation Principles

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### Overview

The truth is that we all learn from making mistakes. In each mistake can lay our greatest opportunities. How we learn from these mistakes is often how we view them. How we view them can often be dependent on how we are advised of them or how we advise others of their areas of improvement.

A guiding set of evaluation principles allows us the opportunity to maximise, with integrity, our feedback to others in evaluating their speeches.

Each of us can evolve our own set of evaluation principles. Some examples are:

Truth	Courage	Growth
Responsibility	Enthusiasm	Demonstration
Honesty	Encouragement	Integrity

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### Defining a principal

Listing a principal is the first step; the second and primary step is defining those principals so we can use them.

Examples might be:

<b>Truth</b>	<i>To speak my truth, without apology so that the speaker will receive honest feedback on both their strengths and areas of improvement</i>
<b>Enthusiasm</b>	<i>I will always endeavour to be enthusiastic about a speakers opportunities for growth</i>

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## What to look for?

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What makes a speech great is the balance of all the different aspects, and it is all of these different aspects that we have the opportunity to evaluate speakers on.

These can include:

	Area to Evaluate
1	Body Language
2	Use of Language
3	Content
4	Vocal Variety
5	Structure
6	Manner
7	Appearance
8	Use of Notes
9	Control of nerves
10	Eye contact
11	Use of visual aids
12	Emphasis

**Appendix 2** details a form to use for a **linear** list evaluation model while **appendix 3** offers us the opportunity to do a **mind mapping** model as a way of capturing information to support a strong evaluation.

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### Body Language

We can evaluate on:

- Relativity to the speech
- Posture
- Gestures
- Facial Expressions

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### Use of Language

We can evaluate on:

- How the words are put together
- Appropriateness of the language of the speech
- Correctness

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### Content

We can evaluate on:

- Descriptive words
- Support material
- Interest
- Preparation
- Knowledge of topic
- Relevance to speech
- Achieve purpose

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**Vocal Variety** We can evaluate on:  
Pitch and Tone  
Use of Pause  
Volume  
Speaking Rate  
Articulation  
Audibleness

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**Structure** We can evaluate on:  
Opening  
Body  
Conclusion

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**Manner** We can evaluate on:  
Enthusiasm  
Confidence  
Sincerity  
Conviction  
Presence

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**Appearance** We can evaluate on:  
Relativity to the speech

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**Use of Notes** We can evaluate on:  
Pages or cards  
No Notes  
Lectern Etiquette

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**Control of Nerves** We can evaluate on:  
Presence  
Recovery

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**Eye Contact** We can evaluate on:  
Use of the eyes to hold the audiences attention

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**Use of Visual Aids** We can evaluate on:  
Whiteboard  
Lectern  
Props  
Overhead Projector

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**Emphasis**

This is a combination of skills used to create impact. For example; speaking loudly and at the same time raising a clenched fist into the air is a combination of vocal variety and body language. The combined impact of the two skills creates dramatic emphasis at that point of the presentation.

Other examples are:

Facial expression and silence/pausation

Eye contact and silence

Descriptive prose/use of language and body language

The development of combined skills is a strength which adds value to the speaker's presentation, and which, in the author's opinion, deserves recognition and encouragement.

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## Evaluation Models

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### Overview

The purpose of an evaluation model is to have some method of easily recording information and then presenting that information in a concise and encouraging manner. A manner which offers the person being evaluated, the maximum opportunity for growth.

This presentation will consider two models:  
The Linear Model; and  
The Mind Mapping Model

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### The Linear Model

This model works on the basis of collecting information in a structured manner as suggested in the following format:

Speech Evaluation		
<b>Name</b>	Mary	
<b>Speech No</b>	7	
<b>Speech Title</b>	Fun and Games	
<b>Objectives</b>	Bringing it all together	
<b>Evaluator</b>	John Jefferies	
<b>Timing</b>	5-7 minutes	
<b>Date</b>	11 <sup>th</sup> March	
Area To comment on	Status (CRC)	What I noticed
Body Language	R	Body Language is an important aspect of making a speech. By opening up her body and being more pronounced I feel that Mary will create a stronger impact with her speech.
Manner	C	Direct and Confident
Vocal Variety	C	Vocal variety, especially, pitch and tone and articulation really drew the audience into Mary's story.
Control of Nerves	C	Looked confident
Use of Notes	R	If Mary were to perhaps use hand held cards and move away from the lectern, her body language would open up more.
Structure	C	Mary demonstrated a solid structure with an opening a body and a conclusion, restating the message in her speech.
Appearance	C	Looked ok

From the above you can see how information is jotted down as it is captured, from all of the visual and audible effect that makes up a speech.

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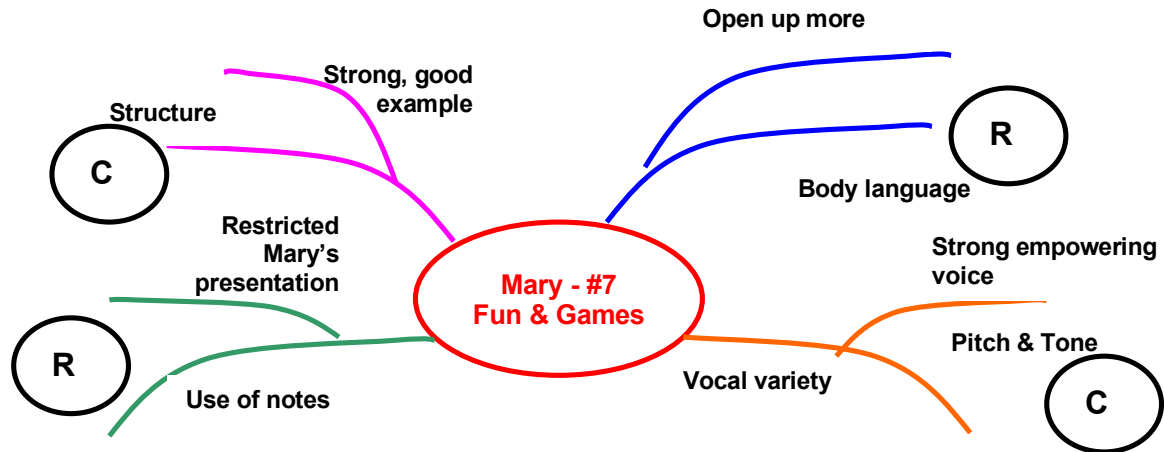
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### The Mind Mapping Model

The purpose of this model is to watch how the drama and excitement of the speech or presentation unfolds and record random thoughts and impressions in a mind map format, rather than as a list.



You will also note how branches are extended in by further thoughts and can give easy to follow notes to support the evaluation you are going to give.

Importantly, each branch has been tagged to highlight whether it is a commendation or recommendation. Again this makes doing the final summary before giving the evaluation, quick and easy.

One of the great strengths of this model is that it is highly intuitive. It allows the possibility to make creative comment from any style or type of speech or presentation.

It is possible to write a number of self-prompts in a corner of the page as reminders of the areas on which people giving speeches or presentations can be evaluated.

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## Presenting an effective evaluation

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### Overview

An evaluation is a mini speech. It will have an opening a body and a conclusion. It is the “**Gift of Growth**”. How well we:

do our work  
craft the words  
give encouragement and direction  
demonstrate what we mean; and  
deliver the evaluation with the very principals we  
discussed at the beginning of this workbook

can lead to a **stronger** and more **empowered** toastmaster.

If we truly understand that we are giving an evaluation as a mini speech, then all of the various aspects of the speech we have just evaluated now become our own. We can use **body language** or **vocal variety, for example** to make our point.

It is also important that we have structure within our own presentation, an opening, body and conclusion.

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### The Toastmasters Model

Toastmasters International suggests the following model for giving an evaluation.

#### Commend

Give feedback on aspects of the speech or presentation that you feel the speaker did well.

#### Recommend

Give feedback on the aspects of the speech or presentation that you feel the speaker can improve.

#### Commend

Give more feedback on aspects of the speech or presentation that you feel the speaker did well.

The truth is that this model can be used in many areas of our daily lives. However, that is another story.....

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**Table Topics  
Evaluation  
and General /  
Master  
Evaluation**

It is worth mentioning that for Table Topics evaluations and General/Master evaluation purposes, the above model is a standard requirement. Practice will ensure that C – R – C becomes your standard evaluation style. **NOT** C –R – R or R – C – R.

Remember every evaluation, is **a gift of growth** and can be delivered accordingly. **However**, for a prepared speech it is important to include **the important extra stuff.....**

**The Important Extra Stuff** To the above model we can add the following:

### Objectives

Each speech or presentation will have a series of objectives that the speaker will be looking to meet. These objectives may be personal objectives of the speaker, as well as set objectives for the speech or presentation. Reminding the audience of the objective(s) reinforces the evaluation and can assist in “**setting the stage**” for the evaluation.

This is also the place where we can advise the speaker if they have met the objectives of the speech.

### Summation

The closing summary is important for providing a conclusion to the evaluation. Here we can reiterate briefly the commendations and recommendations and close by reaffirming once again the intent of the speaker in delivering their speech or presentation

A possible framework for delivering an evaluation may now look like this:

Evaluation Sections	Evaluation Summary
Objective	<i>The objective of Mary’s speech was to bring together a number of the skills she has learned at Toastmasters. Mary chose to do this within a message of living the game of life and having fun. I congratulate Mary for meeting her objectives.</i>
Commendations	<i>Mary demonstrated a solid structure with an opening a body and a conclusion that restated the intent of her speech. The opening was strong and immediately held our attention, while the close called us to action.</i>
Recommendations	<i>Body Language is an important aspect of making a speech. Given her obvious knowledge and preparation I feel that Mary might also consider speaking without notes or with hand held cards to free up her arms and body for more expansive body language. By opening up her body and being more pronounced I feel that Mary will create a stronger impact with her speech. For example when.....(demonstrate what you mean).</i>
Commendations	<i>Vocal variety, especially, pitch and tone really drew the audience into Mary’s story. This is a real strength of hers and one we can all learn to incorporate into our own speeches. Mary also demonstrated great articulation, word usage and has a strong and powerful voice allowing her to hold the audience’s attention.</i>
Summation	<i>Tonight Mary has given us food for thought about how we can play the game of being in life and to have fun at the same time. We have seen how body language, vocal variety and structure can have a dramatic impact on the end delivery of our speeches. Thank you Mary for empowering us to play and to have fun.</i>

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Well, now you might say, “It’s pretty easy if you have time to write it down.” And it is true that time allows us to collect our thoughts.

We do however have more time than we think. A table topic, for example has to be delivered “**on the spot**”.

The beauty of the two models already presented is that we can **TALK** to the main points we have already noted when we were listening to the speech or presentation.

The next section list’s a number of keys that will support our delivery of an effective evaluation.

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**Major Keys** There are always other little things we can do to make a remarkable evaluation. Some of these are:

**Be honest and encouraging**

Giving genuine feedback in an encouraging and supportive manner will ensure that our evaluation will be well received. Avoid criticism like the plague.

**Never apologise**

Be confident. Never take anything away from what you choose to recommend by diminishing its importance.

**Always show what you mean**

Demonstrating methods of doing things differently is an important key to giving evaluation. Always give an example of what you mean.

**Use awesome language**

Great, well done, excellent. How many times do we hear them? Why not amazing, stupendous, awesome. There are so many words available in the English language. Do not mar a potentially awesome evaluation through the use of poor language.

**Speak to the audience rather than the speaker**

The audience wants to be involved and the speaker does not want to feel picked on. Speak to the audience; tell your story, perhaps in the third person rather than just the speaker. Remember that your evaluation is “*a gift of growth*” and it is a mini speech. Deliver it with *responsibility, passion and fervour*.

**Always have a recommendation**

The “*gift of growth*” is in the recommendations we make. Deliver your recommendations with honesty and sensitivity. If you are stuck, close your eyes for moment and relax into your *intuition*. In so doing you will remember something about the speech you can recommend. Whatever it is, “run with it”. Trust you intuition. It will always serve you well, if only you are prepared to listen.

**Be Enthusiastic**

Obvious you might say? And yet I have seen and listened to many stories of evaluators who did not give encouraging feedback. Know that every word of every evaluation you present contains the “*gift of growth*.”

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## The Summation

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### Overview

We have considered:

#### **Principals**

The intrinsic values we can use to support our evaluations. Principals such as truth and honesty, when used with integrity provide a strong evaluation foundation.

#### **What to look for when evaluating**

Factors such as eye contact, pitch and tone, articulation and use of visual aids are all important aspects that we can learn from, in our quest to be better public speakers.

#### **Evaluation models**

The Linear and Mind Mapping models provide us with easy formats to capture information to use in our evaluation presentation.

#### **Presenting an evaluation**

An evaluation is a mini speech. We looked at the toastmasters' **CRC** model and added an **O** for **objectives** and an **S** for **summation**. We considered aspects such as show and tell, and looked at how we can **talk** to our notes.

#### **Major key's to effective evaluating**

These are the little things that we can do, which, when performed consistently, makes a significant difference. We can speak to the audience and speak with encouragement.

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### It's up to you.....

The rest, as they say is...well, it's the next time you step up to the front of an audience to deliver an evaluation. What skills will you bring to bear? How will you deliver the "**gift of growth?**"

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**Appendix 1 – Evaluation Principals and what they mean to me**

**How to complete this form**

In the left-hand column list words that express principals or values that would ethically support you to encourage the growth of others through an evaluation.

Some examples are:

Truth	Courage	Growth
Responsibility	Enthusiasm	Demonstration
Honesty	Encouragement	Integrity

The in the right hand column write how you would use these principals to support another speaker when you are doing an evaluation.

You might write this as follows

*Truth*                      *To speak my truth, without apology so that the speaker will receive honest feedback on both their strengths and areas of improvement*

Or

*Enthusiasm*                *I will always endeavour to be enthusiastic about a speakers opportunities for growth*

Evaluation Principals	How I can use these principals to help others.

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**Appendix 2 – What I am looking for during this evaluation? - Linear Model**

**How to complete this form**

1. List the speaker, speech number, title, objectives and timing.
2. In the column marked status define whether you notice something to **Commend**, **Recommend** or **Commend**.
3. Define precisely what you noticed.
4. Summarise your findings in the last section of the form.

Speech Evaluation		
Name		
Speech No		
Speech Title		
Objectives		
Timing		
Evaluator		
Date		
Area	Status (CRC)	What I noticed
Body Language		
Languaging		
Content		
Vocal Variety		
Structure		
Manner		
Appearance		
Use of Notes		
Control of Nerves		
Eye Contact		
Use of Visual Aids		
Emphasis		
Evaluation Sections	Evaluation Summary	
Objective		
Commendations		
Recommendations		
Commendations		
Summation		

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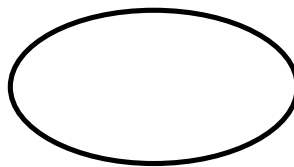
Email: [tonyh\\_n@hotmail.com](mailto:tonyh_n@hotmail.com)

**Appendix 3 – What I am looking for during this evaluation? – Mind Map Model**

**How to complete this form**

1. Write the speech Topic and presenter in the circle.
2. Make branches off the main circle as thoughts and impressions occur to you.
3. Place a © (Commendation) or an ® (Recommendation) next to the comment
4. Summarise your findings in the last section below.

	Speech Evaluation	To Look For	To Look For
Name		Body Language	Content
Speech No		Languaging	Control of Nerves
Speech Title		Vocal Variety	Eye Contact
Objectives		Structure	Use of Visual Aids
Evaluator		Manner	Emphasis
Timing		Appearance	
Date		Use of Notes	



Evaluation Sections	Evaluation Summary
Objective	
Commendations	
Recommendations	
Commendations	
Summation	

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Speech Evaluation		
<b>Name</b>		
<b>Speech No</b>		
<b>Speech Title</b>		
<b>Objectives</b>		
<b>Timing</b>		
<b>Evaluator</b>		
<b>Date</b>		
<b>Area</b>	<b>Status (CRC)</b>	<b>What I noticed</b>
Body Language		
Use of Language		
Content		
Vocal Variety		
Structure		
Manner		
Appearance		
Use of Notes		
Control of Nerves		
Eye Contact		
Use of Visual Aids		
emphasis		
<b>Evaluation Sections</b>	<b>Evaluation Summary</b>	
<b>Objective</b>		
<b>Commendations</b>		
<b>Recommendations</b>		
<b>Commendations</b>		
<b>Summation</b>		

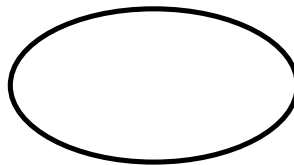
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	Speech Evaluation	To Look For	To Look For
Name		Body Language	Content
Speech No		Languaging	Control of Nerves
Speech Title		Vocal Variety	Eye Contact
Objectives		Structure	Use of Visual Aids
Evaluator		Manner	Emphasis
Timing		Appearance	
Date		Use of Notes	



Evaluation Sections	Evaluation Summary
Objective	
Commendations	
Recommendations	
Commendations	
Summation	

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