EVALUATION AND FEEDBACK

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TOASTMASTERS INTERNATIONAL

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INTRODUCTION

The benefit of any effective evaluation is in the way it is applied. It can be challenging to accept negative—or positive—feedback. As a Toastmaster, evaluating others, being open to evaluations yourself, and applying feedback to enhance your abilities as a public speaker and leader are crucial skills to develop.

Members rely on each other's evaluations to develop their speaking skills. Communicating constructive feedback to your fellow Toastmasters is just as important as receiving and implementing feedback yourself.

In this project, you will learn strategies to effectively receive feedback and apply it to improve your public speaking and leadership skills. You will also learn how to deliver tactful and constructive feedback. You will gain an understanding of how to identify the type of feedback an individual requires and expects, the importance of using positive language in feedback, and the difference between feedback and advice.

YOUR ASSIGNMENT

Purpose: The purpose of this project is to present a speech on any topic, receive feedback, and apply the feedback to a second speech.

Overview: Choose any topic for your first 5- to 7-minute speech. After your speech, carefully review your feedback. At a future club meeting, present a 5- to 7-minute speech in which you incorporate feedback from your first speech. You may choose to present the same speech again or a new speech. Your second speech should reflect some or all of the feedback from your first speech. Finally, after you have completed both speeches, serve as an evaluator at a club meeting and deliver constructive feedback about another member's presentation.

For all assignment details and requirements, review the Project Checklist on page 15.

Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.

Video: Sign in to Base Camp to watch a video that supports this project.

Interactive Activity: Sign in to Base Camp to complete an interactive activity.

Resource: Sign in to Base Camp to view this resource online.

ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.

Select the appropriate number based on your skills today:

5	4	3	2	1
EXEMPLARY	EXCEL	ACCOMPLISHED	EMERGING	DEVELOPING

Pre-Project	Statement	Post-Project
5 4 3 2 1	I deliver tactful and constructive feedback.	5 4 3 2 1
5 4 3 2 1	I focus on using positive language when delivering feedback.	5 4 3 2 1
5 4 3 2 1	I recognize the need to be open to receiving feedback about my performance.	5 4 3 2 1
5 4 3 2 1	I am able to implement feedback received from others.	5 4 3 2 1
5 4 3 2 1	I am engaged and respectful while watching and listening to a presentation.	5 4 3 2 1
5 4 3 2 1	My method is to share observed information, instead of advice.	5 4 3 2 1
5 4 3 2 1	I recognize how this project applies to my life outside of Toastmasters.	5 4 3 2 1

COMPETENCIES

The following is a list of competencies that you will learn and practice in this project.

- Deliver tactful and constructive feedback.

- Use positive language when delivering feedback.

- Understand the need to be open to receiving feedback.

- Implement feedback in future projects.

- Show respect by staying engaged with the speaker's presentation.

- Accept feedback from evaluators.

- Acknowledge the importance of being open-minded.

SUCCESS BEGINS WITH ACCEPTING FEEDBACK

Accepting a constructive evaluation is an integral part of improving as a public speaker and leader. During your Toastmasters journey, there are numerous opportunities to use the responses of the audience and an evaluator.

SEEK SPECIFIC FEEDBACK

Talk with your evaluator before your speech and ask for feedback on specific skills you want to develop. The more specific you are, the more useful information you'll receive in response.

YOUR EVALUATORS

Always treat the evaluator with respect and courtesy. Once the speech is over and feedback is given, thank your evaluator.

HOW TO RECEIVE FEEDBACK

Receiving feedback from an evaluator can be uncomfortable. Remember what you can gain from the process. Your evaluation is your opportunity to receive insight on your skills in order to improve.

In club meetings, evaluations are given with the purpose of supporting each member in achieving personal goals. Your evaluator gives you his opinion based on your speech, the evaluation criteria, and the goals you established at the outset of your presentation. Applying the feedback to your future speeches is your responsibility.

Accepting feedback can be challenging. Be aware of your responses during your evaluation at the club meeting.

- Listen carefully to the evaluator.

- Look directly at the evaluator as she gives her evaluation.

- Suspend all judgment or reaction to what you hear.

- Carefully consider each comment and suggestion for improvement.

- Evaluate your efforts yourself.

There are steps you can take to make the most of your time with your evaluator.

BE THOUGHTFUL

After the meeting, ask for clarification on any points from the evaluator's verbal feedback. You may find, after review, that some comments become clearer and more helpful.

BE ENGAGED

Give the evaluator your full attention.

BE POSITIVE

When you hear constructive feedback, realize that it is never meant to apply to who you are as a person. It is only intended to help you improve as a public speaker and leader.

BE OPEN

Listen to the feedback without objection and ask any questions you may have.

HOW TO USE FEEDBACK

Once you receive feedback, apply what you have learned. Each of us has a unique method for adopting new information and integrating it into our behaviors.

Consider converting the feedback into a list and comparing it to a new speech you are writing. Cross-reference the list with your speech as you incorporate the feedback. Any method that works for you is appropriate.

Keep your focus on improvement in your future speeches and projects.

HOW TO BE AN EFFECTIVE EVALUATOR

THE DIFFERENCE BETWEEN FEEDBACK AND ADVICE

It is important to understand the difference between providing feedback and offering advice. Feedback is information, while advice is an opinion. Most Toastmasters evaluations are based primarily on feedback. The evaluator gives the speaker information about what he observed. This helps the speaker to learn how she is being perceived.

To further illustrate the difference between advice and feedback, each piece of advice has been paired with a piece of feedback. Notice the subtle differences between the two.

ADVICE	FEEDBACK
Don't be so scared.	I noticed that you were shaking.
You need to stand up straight.	I observed that your upper body was tilted forward.
You have to speak up.	I had trouble hearing you.
You need to improve your eye contact.	I saw that you were averting your eyes from the audience.
You didn't move enough.	I noticed that you gestured with your hands when you spoke.

UNDERSTANDING OBJECTIVES

Prepare to evaluate a member's speech by understanding both the project competencies and the member's personal goals for the presentation.

EVALUATION TOOLS

Review the project assignment and evaluation criteria that corresponds to the speaker's project. These tools will help you identify and focus on the project competencies so you can provide an accurate evaluation.

PERSONAL GOALS

Check with the speaker about her personal objectives for the project, which may be in addition to the parameters of the evaluation criteria. Learning the speaker's goals in advance improves the quality of your evaluation.

PROVIDE APPROPRIATE FEEDBACK

Provide feedback based on what you know about the speaker's public speaking ability and level of confidence. If the member is new to public speaking, focus more on what he is doing well. Boost a new speaker's confidence first, then note a few skills he needs to develop.

Give an advanced speaker more feedback on ways to enhance her communication and leadership skills while still including positive remarks.

STAYING POSITIVE

When giving feedback, present your observations in a positive manner.

POSITIVE FEEDBACK

Studies show positive feedback leads to increased confidence and a greater likelihood of achieving goals. During a Toastmasters evaluation, bring attention to areas of the speech you thought were done well. Reinforce the speaker's effective behaviors.

Seek a balance that favors positive remarks over negative. If you are struggling to identify positive remarks, look to the areas the speaker indicated as her personal goals. For example, if she wanted to improve eye contact and did a good job, lead with a positive comment about successfully meeting that goal.

CONSTRUCTIVE CRITICISM

Constructive criticism is the practice of pointing out areas that require improvement in a respectful way. Use the evaluation criteria for the member's chosen project to form the basis for your evaluation. Focus your attention on aspects of the presentation specified in the evaluation criteria.

WHEN YOU ARE EVALUATING

During the speech, take notes when necessary, but be careful not to put all of your focus on note-taking. Give the speaker the respect and attention you would want to receive.

Start your evaluation by stating the observed behaviors in an honest, respectful way. Concentrate on the action, not the person. Use "I" messages when you give your feedback. "I" messages keep the focus on behaviors, not the person. "You were inspiring," is about the person. "I observed how passionately and energetically you inspired the audience with your personal story," is about the behavior.

AFTER THE MEETING

After the meeting, ask the speaker if he needs clarification or explanation on anything you said.

You may give advice if you are comfortable doing so. Your advice will vary depending on many factors, including whether you've completed the project you're evaluating. If that's the case, you can relate your personal experience of how you completed the project.

ONE-ON-ONE EVALUATION

If you have the opportunity to provide a one-on-one evaluation, deliver it in-person as soon as possible, while it is still clear in both of your minds.

Begin a personal evaluation by asking the speaker how she felt about the presentation. This gives her a chance to reflect on her performance before you give your feedback. It also tempers how you respond.

PERCEPTIONS

If your perception was significantly different from the speaker's (either good or bad), you may have to gently ask her to consider the possibility that her perception might be biased in some way.

FEEDBACK

Limit constructive criticism to two or three points. Keep the focus narrow in order to provide the member with small, attainable goals. Too much information adds stress and may dissuade the speaker from trying again.

For the following questions, select the best answer for each question.

1. Begin private evaluations by asking the speaker how he _____.

   ☐ could have improved his performance

   ☐ was able to read the audience

   ☐ felt about the presentation

   ☐ did compared to other speakers that day

2. When giving feedback, use _____ to keep the focus on the issues.

   ☐ vocal variety

   ☐ "I" messages

   ☐ body language

   ☐ advice

3. Start your evaluation by stating _____ in an honest, respectful way.

   ☐ the biggest mistakes

   ☐ your expertise in this area

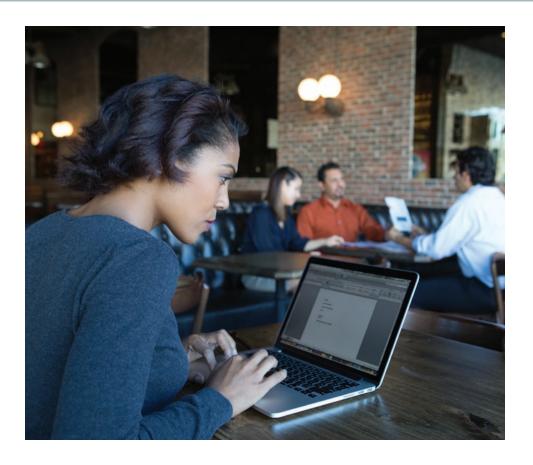   ☐ the observed behaviors

   ☐ a better approach to the material

REVIEW AND APPLY

Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- How does accepting feedback help you develop your speaking skills?

- Why is it important to be tactful and constructive when delivering feedback?

- What is the difference between the feedback you would give a new or inexperienced member and the feedback you would give an experienced public speaker?

- How does body language impact the tone of feedback?

- What is the value of receiving feedback?

- Why is it important to stay engaged while another member is making a speech?

- What is the difference between feedback and advice?

- How does remaining open-minded help you develop your public speaking skills?

COMPLETE YOUR ASSIGNMENT

Now that you have read through the project, plan and prepare your speech or report.

Review: Return to page 3 to review your assignment.

Organize: Use the Project Checklist on page 15 to review the steps and add your own. This will help you organize and prepare your assignment.

Schedule: Work with the vice president education to schedule your speech.

Prepare: Prepare for your evaluation. Review the evaluation resources on pages 17–25 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

Purpose: The purpose of this project is to present a speech on any topic, receive feedback, and apply the feedback to a second speech.

Overview: Choose any topic for your first 5- to 7-minute speech. After your speech, carefully review your feedback. At a future club meeting, present a 5- to 7-minute speech in which you incorporate feedback from your first speech. You may choose to present the same speech again or a new speech. Your second speech should reflect some or all of the feedback from your first speech. Finally, after you have completed both speeches, serve as an evaluator at a club meeting and deliver constructive feedback about another member's presentation.

This project includes:

- A 5- to 7-minute speech
- Incorporating feedback from your first speech into a second 5- to 7-minute speech
- Serving as a speech evaluator

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

☐ Schedule your speech with the vice president education.

_____

_____

☐ Write your first speech for this project.

_____

_____

☐ Rehearse your speech.

_____

_____

☐ Present your first speech.

_____

_____

☐ Schedule your second speech with the vice president education. Remember, the evaluator of your first speech must evaluate your second speech. If the same evaluator is unavailable, share his or her feedback with a second evaluator.

☐ Write your second speech for this project. Incorporate the feedback your evaluator provided after your first speech. You may present the same speech again or write a new speech.

☐ Rehearse your second speech.

☐ Present your second speech.

☐ Volunteer to be a speech evaluator at a club meeting after you have completed both speeches. Coordinate this with your vice president education in advance of a club meeting.

☐ After you have completed all components of the assignment, including your speeches, return to page 4 to rate your skills in the post-project section.

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to present a speech on any topic, receive feedback, and apply the feedback to a second speech.
- The purpose of this speech is for the member to present a speech and receive feedback from the evaluator.

Notes for the Evaluator
The member has spent time writing a speech to present at a club meeting.

About this speech:
- The member will deliver a well-organized speech on any topic.
- Focus on the member's speaking style. Be sure to recommend improvements that the member can apply to the next speech.
- The speech may be humorous, informational, or any style the member chooses.
- The member will ask you to evaluate his or her second speech at a future meeting.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

5 – Is an exemplary public speaker who is always understood

4 – Excels at communicating using the spoken word

3 – Spoken language is clear and is easily understood

2 – Spoken language is somewhat unclear or challenging to understand

1 – Spoken language is unclear or not easily understood

Vocal Variety

5 – Uses the tools of tone, speed, and volume to perfection

4 – Excels at using tone, speed, and volume as tools

3 – Uses tone, speed, and volume as tools

2 – Use of tone, speed, and volume requires further practice

1 – Ineffective use of tone, speed, and volume

Eye Contact

5 – Uses eye contact to convey emotion and elicit response

4 – Uses eye contact to gauge audience reaction and response

3 – Effectively uses eye contact to engage audience

2 – Eye contact with audience needs improvement

1 – Makes little or no eye contact with audience

Gestures

5 – Fully integrates physical gestures with content to deliver an exemplary speech

4 – Uses physical gestures as a tool to enhance speech

3 – Uses physical gestures effectively

2 – Uses somewhat distracting or limited gestures

1 – Uses very distracting gestures or no gestures

Audience Awareness

5 – Engages audience completely and anticipates audience needs

4 – Is fully aware of audience engagement/needs and responds effectively

3 – Demonstrates awareness of audience engagement and needs

2 – Audience engagement or awareness of audience requires further practice

1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

5 – Appears completely self-assured with the audience

4 – Appears fully at ease with the audience

3 – Appears comfortable with the audience

2 – Appears uncomfortable with the audience

1 – Appears highly uncomfortable with the audience

Interest

5 – Fully engages audience with exemplary, well-constructed content

4 – Engages audience with highly compelling, well-constructed content

3 – Engages audience with interesting, well-constructed content

2 – Content is interesting but not well-constructed or is well-constructed but not interesting

1 – Content is neither interesting nor well-constructed

EVALUATION FORM
Evaluation and Feedback—Second Speech

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to present a speech on any topic, receive feedback, and apply the feedback to a second speech.
- The purpose of this speech is for the member to demonstrate that he or she has applied the feedback received from his or her first speech.

Notes for the Evaluator
During the completion of this project, the member:
- Received feedback about his or her speech
- Worked to apply the feedback to a second speech

About this speech:
- The member will deliver a well-organized speech on any topic and incorporate feedback from his or her previous speech evaluation.
- The member may choose to present the same speech or a new speech.
- The speech may be humorous, informational, or any style the member chooses.
- Be sure the member gives you notes or that you speak with the member before the meeting to discuss the feedback he or she plans to apply in this speech. Pay close attention to these parts of the member's presentation while also providing a comprehensive evaluation of the speech as a whole.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Applied Feedback: Feedback from first speech is applied to second speech

5   4   3   2   1

Comment:

EVALUATION CRITERIA
Evaluation and Feedback—Second Speech

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity
5 – Is an exemplary public speaker who is always understood
4 – Excels at communicating using the spoken word
3 – Spoken language is clear and is easily understood
2 – Spoken language is somewhat unclear or challenging to understand
1 – Spoken language is unclear or not easily understood

Vocal Variety
5 – Uses the tools of tone, speed, and volume to perfection
4 – Excels at using tone, speed, and volume as tools
3 – Uses tone, speed, and volume as tools
2 – Use of tone, speed, and volume requires further practice
1 – Ineffective use of tone, speed, and volume

Eye Contact
5 – Uses eye contact to convey emotion and elicit response
4 – Uses eye contact to gauge audience reaction and response
3 – Effectively uses eye contact to engage audience
2 – Eye contact with audience needs improvement
1 – Makes little or no eye contact with audience

Gestures
5 – Fully integrates physical gestures with content to deliver an exemplary speech
4 – Uses physical gestures as a tool to enhance speech
3 – Uses physical gestures effectively
2 – Uses somewhat distracting or limited gestures
1 – Uses very distracting gestures or no gestures

Audience Awareness
5 – Engages audience completely and anticipates audience needs
4 – Is fully aware of audience engagement/needs and responds effectively
3 – Demonstrates awareness of audience engagement and needs
2 – Audience engagement or awareness of audience requires further practice
1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level
5 – Appears completely self-assured with the audience
4 – Appears fully at ease with the audience
3 – Appears comfortable with the audience
2 – Appears uncomfortable with the audience
1 – Appears highly uncomfortable with the audience

Interest
5 – Fully engages audience with exemplary, well-constructed content
4 – Engages audience with highly compelling, well-constructed content
3 – Engages audience with interesting, well-constructed content
2 – Content is interesting but not well-constructed or is well-constructed but not interesting
1 – Content is neither interesting nor well-constructed

Applied Feedback
5 – Delivers an exemplary second speech with feedback from first speech appropriately applied
4 – Delivers an excellent second speech with feedback from first speech appropriately applied
3 – Feedback from first speech is applied to second speech
2 – Some feedback from first speech is applied to second speech, but needs improvement
1 – Little or no feedback from first speech is applied to second speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2 – 3 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to develop skills for delivering and receiving feedback.
- The purpose of this speech is for the member to deliver constructive feedback on another member's presentation.

Notes for the Evaluator
It is recommended that the member evaluating this portion of the project be a proven, exemplary evaluator.

During the completion of this project, the member:
- Presented a speech on a topic, received feedback from an evaluator, and incorporated that feedback into a second speech

About this speech:
- The last portion of this assignment is for the member to serve as an evaluator at a club meeting.
- The member will deliver an engaging and constructive evaluation of another member's speech. He or she will also demonstrate proper meeting etiquette by being fully engaged during all speeches.
- The member may choose to take notes during the speech he or she is evaluating.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 | Comment: |

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 | Comment: |

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 | Comment: |

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 | Comment: |

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 | Comment: |

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 | Comment: |

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 | Comment: |

Delivery: Delivers tactful, constructive feedback

| 5 | 4 | 3 | 2 | 1 | Comment: |

Engaged: Engages while others are speaking during the Toastmasters meeting

| 5 | 4 | 3 | 2 | 1 | Comment: |

EVALUATION CRITERIA
Evaluation and Feedback—Evaluator Speech

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity
5 – Is an exemplary public speaker who is always understood
4 – Excels at communicating using the spoken word
3 – Spoken language is clear and is easily understood
2 – Spoken language is somewhat unclear or challenging to understand
1 – Spoken language is unclear or not easily understood

Vocal Variety
5 – Uses the tools of tone, speed, and volume to perfection
4 – Excels at using tone, speed, and volume as tools
3 – Uses tone, speed, and volume as tools
2 – Use of tone, speed, and volume requires further practice
1 – Ineffective use of tone, speed, and volume

Eye Contact
5 – Uses eye contact to convey emotion and elicit response
4 – Uses eye contact to gauge audience reaction and response
3 – Effectively uses eye contact to engage audience
2 – Eye contact with audience needs improvement
1 – Makes little or no eye contact with audience

Gestures
5 – Fully integrates physical gestures with content to deliver an exemplary speech
4 – Uses physical gestures as a tool to enhance speech
3 – Uses physical gestures effectively
2 – Uses somewhat distracting or limited gestures
1 – Uses very distracting gestures or no gestures

Audience Awareness
5 – Engages audience completely and anticipates audience needs
4 – Is fully aware of audience engagement/needs and responds effectively
3 – Demonstrates awareness of audience engagement and needs
2 – Audience engagement or awareness of audience requires further practice

1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level
5 – Appears completely self-assured with the audience
4 – Appears fully at ease with the audience
3 – Appears comfortable with the audience
2 – Appears uncomfortable with the audience
1 – Appears highly uncomfortable with the audience

Interest
5 – Fully engages audience with exemplary, well-constructed content
4 – Engages audience with highly compelling, well-constructed content
3 – Engages audience with interesting, well-constructed content
2 – Content is interesting but not well-constructed or is well-constructed but not interesting
1 – Content is neither interesting nor well-constructed

Delivery (speech must fall within 2-to 3-minute time requirement to score 3 or higher)
5 – Delivers exemplary feedback that is tactful and constructive
4 – Delivers excellent feedback that is tactful and constructive
3 – Delivers tactful, constructive feedback
2 – Delivers feedback that is tactful, but could be more constructive or helpful to the speaker
1 – Delivers feedback that lacks tact, is not constructive

Engaged
5 – Exemplifies the qualities of an outstanding audience member while all others are speaking
4 – Fully engages while others are speaking during for the entire Toastmasters meeting
3 – Engages while others are speaking during the Toastmasters meeting
2 – Engages for some speakers but not all
1 – Shows limited interest or engagement when others are speaking