

Evaluation Form for Project 8207

Understanding Your Leadership

Member's Name

Speech Given Location

Date

Evaluator's Name

Speech Title

Length
5-7 mins.

Purpose Statement:

- The purpose of this project is for the member to identify his or her primary leadership style or styles.
- The purpose of this speech is for the member to share some aspect of his or her primary leadership style or discuss leadership styles in general.

Notes for the Evaluator:

During the completion of this project, the member responded to a questionnaire to help identify his or her primary leadership style.

About this speech:

- The member will deliver a well-organized speech about some aspect of leadership styles.
- The member may choose to speak about his or her own leadership style or leaderships styles in general and their impacts.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Understanding Your Leadership Style" project.

Written Evaluation—Comments to include:

Purpose:

Did the speaker accomplish purpose of this Project?

Structure:

Was there an Introduction, Body and Conclusion?

Appearance: Body language and posture

Presence: Enthusiasm, comfort, audience control

Voice: Vocal variety, volume, pitch, pace, pauses

Content: Value, interest

Language: Diction, vocabulary


Audience: Response, effectiveness, action call

Comments: PIP = PRAISE + IMPROVE + PRAISE

P - Take Away/Value Received

I - My Suggestions for Improvement

P - What I liked Best

more on the back. 

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→ CIRCLE the appropriate number. You may also want to write some comments here.

Clarity

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

Vocal Variety

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

Eye Contact

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

Gestures

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

Audience Awareness

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

Comfort Level

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

Interest

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

Topic

- 1 – Delivers a speech on a topic other than some aspect of leadership styles
- 2 – Mentions some aspect of his or her leadership style and the impact of that style on self or others, but does not fully address
- 3 – Shares some aspect of his or her leadership style and the impact of that style on self or others
- 4 – Delivers an excellent speech about his or her leadership style and the impact of that style on self or others
- 5 – Delivers an exemplary speech about his or her leadership style and the impact of that style on self or others