

Evaluation Form for Project 8409

Managing a Difficult Audience

Member's Name

Speech Given Location

Date

Evaluator's Name

Speech Title

Length
10-15 mins.

Purpose Statement:

The purpose of this project is for the member to practice the skills needed to address audience challenges when he or she presents outside of the Toastmasters club.

Notes for the Evaluator:

During the completion of this project, the member spent time learning how to manage difficult audience members during a presentation.

About this speech:

- The member will deliver a 5- to 7-minute speech on any topic and practice responding to four audience member disruptions. The speech may be new or previously presented. You do not evaluate the speech or speech content.
- Your evaluation is based on the member's ability to address and defuse challenges presented by the audience. Audience members were assigned roles by the Toastmaster and/or vice president education prior to the meeting.
- Watch for professional behavior, respectful interactions with audience members, and the use of strategies to refocus the audience on the member's speech.
- The member has 10 to 15 minutes to deliver his or her 5 - to 7-minute speech and respond to disrupters.

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

Effective Management

- 1 – Struggles to address difficult audience members or loses engagement of audience while managing a difficult audience member
- 2 – Shows some skill at engaging difficult audience members, but has difficulty with one type of interruption
- 3 – Demonstrates skill at engaging difficult audience members
- 4 – Sets an excellent example of how to manage difficult audience members
- 5 – Manages difficult audience members with exemplary skill

Professionalism

- 1 – Is not able to maintain professionalism when responding to difficult audience members
- 2 – Remains professional when responding to most difficult audience members, but shows some obvious discomfort or reactive responses
- 3 – Remains professional regardless of difficult audience members
- 4 – Maintains a highly professional response regardless of difficult audience members
- 5 – Sets an exemplary example of professional behavior regardless of difficult audience members