

# Evaluation Form for Project 8503-1 - 1st Speech

## High Performance Leadership—First Speech

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 apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **first speech** is for the member to introduce his or her plan and vision.

### Notes for the Evaluator:

The member completing this project has committed a great deal of time to developing a plan, forming a team, and meeting with a guidance committee. The member has not yet implemented his or her plan.

About this speech:

- The member will deliver a well-organized engaging speech.
- The speech may be humorous, informational, or any style the member chooses. The style should be appropriate for the content of the speech.
- A speech should not be a report on the content of the "High Performance Leadership" project, but a presentation about the member's plan and goals.

### 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. 

# Evaluation Form for Project 8503-1 - 1st Speech

→ 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 and 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

# Evaluation Form for Project 8503-2 - 2nd Speech High Performance Leadership—Second Speech

*Member's Name*

*Speech Given Location*

*Date*

*Evaluator's Name*

*Speech Title*

*Length*  
5-7 mins.

## Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **second speech** is for the member to share some aspect of his or her experience completing the project.

## Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, and meeting with a guidance committee and completing the project.

- The member will deliver an engaging speech about the project he or she completed.
- The speech may be humorous, informational, or presented in a style the member chooses. The style should be appropriated for content of the speech.
- The speech should not be a report on the content of the "High Performance Leadership: project, but a presentation about the member's plan, goals, and experience completing a project of his or her choosing.

## 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

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### I - My Suggestions for Improvement

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### P - What I liked Best

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more on the back. 

# Evaluation Form for Project 8503-2

→ 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

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- 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
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## Comfort Level

- 1 – Appears highly uncomfortable with the audience
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- 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

## Applied Feedback

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

## Topic

- 1 – Speaks on a topic other than some aspect of experience completing the components of the project
- 2 – Mentions some aspect of experience completing the components of the project, but does not fully address
- 3 – Shares some aspect of experience completing the components of the project
- 4 – Delivers a compelling speech about some aspect of experience completing the components of the project
- 5 – Delivers an exemplary speech about some aspect of experience completing the components of the project

# Evaluation Form for a 306° Evaluation

*Evaluator Name*

*Speech Given Location*

*Date*

*Role*

*Leader's Name (person to be evaluated)*

*Time*

Please consider your experience working with the leader you are evaluating and give a Thoughtful response to all the questions presented here. If you have not observed a particular behavior or quality, indicate "Not observed" on your evaluation form. Take a moment to include examples

wherever possible and if needed, add additional pages. Using the rating scale provided below for survey-style question please circle the number that best reflects your rating of the individual's performance during the time period being evaluated.

## Leadership

1 2 3 4 5 N/A  
Developing Emerging Accomplished Excels Exemplary

➤ Provides a clear sense of purpose, direction and responsibilities to team members. Circle one

1 2 3 4 5 N/A

Comments:

➤ Acts and behaves in a manner consistent with his or her statements.

1 2 3 4 5 N/A

Comments:

➤ Manages issues in an effective manner.

1 2 3 4 5 N/A

Comments:

Provide an example of how he or she positively contributes through his or her leadership.

How can the individual improve his or her leadership?

## Interpersonal Skills

1 2 3 4 5 N/A  
Developing Emerging Accomplished Excels Exemplary

➤ Shows genuine concern for all team members.

1 2 3 4 5 N/A

Comments:

➤ Perceived as trustworthy.

1 2 3 4 5 N/A

Comments:

➤ Recognizes and rewards individual contributions in a manner meaningful to each team member.

1 2 3 4 5 N/A

Comments:

How would you recommend that the individual improve his or her interpersonal and relationship-building skills?

## Communication

1 2 3 4 5 N/A  
Developing Emerging Accomplished Excels Exemplary

➤ Is open to constructive feedback.

1 2 3 4 5 N/A

Comments:

➤ Gives appropriate feedback that is timely and constructive.

1 2 3 4 5 N/A

Comments:

➤ Manages conflict effectively.

1 2 3 4 5 N/A

Comments:

How has the individual demonstrated effective communication skills?

Describe how he or she has implemented constructive feedback.

## Teamwork and Team Building

1 2 3 4 5 N/A  
Developing Emerging Accomplished Excels Exemplary

➤ Supports a team environment by valuing collaboration and cooperation.

1 2 3 4 5 N/A

Comments:

➤ Supports the organization at all levels.

1 2 3 4 5 N/A

Comments:

➤ Considers the impact of actions and decisions on the organization before implementing.

1 2 3 4 5 N/A

Comments:

How has the individual demonstrated effective communication skills?

### Problem Solving

1	2	3	4	5	N/A
Developing	Emerging	Accomplished	Excels	Exemplary	

➤Listens actively to others' ideas and perspectives.

1	2	3	4	5	N/A
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Comments:

➤Is prepared to make decisions based on relevant information.

1	2	3	4	5	N/A
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Comments:

➤Is willing to change his or her position when presented with compelling information.

1	2	3	4	5	N/A
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Comments:

Give an example of a time when the individual displayed exemplary problem-solving skills.

What recommendations do you have for the individual to improve his or her problem solving skills?

### Motivation

1	2	3	4	5	N/A
Developing	Emerging	Accomplished	Excels	Exemplary	

➤Shows interest in and enthusiasm for the work to be completed.

1	2	3	4	5	N/A
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Comments:

➤Uses effective strategies to motivate his or her team members.

1	2	3	4	5	N/A
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Comments:

➤Rises to challenges.

1	2	3	4	5	N/A
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Comments:

Give an example of a successful motivational strategy he or she used while leading the team.

Give an example of the individual's level of motivation.

### Prioritization

1	2	3	4	5	N/A
Developing	Emerging	Accomplished	Excels	Exemplary	

➤Allots time appropriately to tasks that require attention.

1	2	3	4	5	N/A
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Comments:

➤Manages time to keep high-priority tasks at the forefront.

1	2	3	4	5	N/A
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Comments:

In general, does the individual prioritize action items and follow through on the priorities he or she set?

In your opinion, does he or she select the appropriate priorities?

### Reliability

1	2	3	4	5	N/A
Developing	Emerging	Accomplished	Excels	Exemplary	

➤Sets and honors milestones and timelines.

1	2	3	4	5	N/A
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Comments:

➤Uses Establishes an agenda for every meeting and effectively covers all topics in the allotted time.

1	2	3	4	5	N/A
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Comments:

➤Is respectful of others' time and commitments outside of the organization.

1	2	3	4	5	N/A
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Comments:

Can you depend on the individual to keep his or her commitments?

Describe how the individual demonstrates respect for others' time and commitments.