Diamonds In The Rough

A skilled artisan knows rough diamond gemstones have the potential to become high quality jewels. When a new Toastmaster joins our club, they are like diamonds in the rough. Our advanced speakers are more polished, but still have some rough edges. We, as evaluators are artisans, with the task of highlighting the unique, qualities in each gemstone, just as an artisan brings out the potential of the diamonds.

Evaluation is not criticism; it's education. Whether the speaker is a beginner or a veteran, it is vital that evaluators focus on helping speakers and encouraging them to come back and speak again. The Speech Evaluator's role is not only difficult it is also the most important. Without effective, constructive, excellent evaluation techniques, we deprive our club of its full growth potential. Consider holding an interactive workshop, mobilizing the collective wisdom within your club to take your evaluations to the next level.

1. Affirmative Approach
2. Design A Winning Evaluation (By The Ballot)
3. Listening Grids
4. Gourmet Sandwich Making 102
5. Structure, Style, Impact

Appendix: 1. Sample Listening Grid
2. Design A Winning Evaluation (By The Ballot)—A Collection Of Ideas
3. Wordworking
4. Develop Your Vocabulary To Enhance Your Meaning

1. AN AFFIRMATIVE APPROACH: As an evaluator, your job is to help the weak get strong, and the strong to reach for excellence. If you just try to make a speaker feel good by telling him his speech is wonderful when it isn't, then you are just wasting everyone's time and dragging down the standards of the club. (Warning: If you white wash, you will lose your credibility.) If you approach your evaluation from the viewpoint that parts of the speech were good and parts were bad, your evaluation is more likely to have a demoralizing effect. If, instead, you think in terms of what was good and what could make it even better, your evaluation will have an uplifting effect.

The speaker must be left with ideas—not scars.

2. THREE AREAS OF FOCUS FOR EVALUATION: Your evaluation focuses on content, delivery and organization. Listen to charismatic speakers -- they move you; they inspire you. However, if you listen very carefully, technically you can find plenty of errors in their speeches. Did you care about these errors? No. The speakers focus on content and strengths, which carried them far beyond any errors or speaking weaknesses they might have had. Watch great speakers and think, "Why was that part of the speech good - what things were at play there?" or "Why didn't that aspect of the speech work, and what could I suggest to help improve it?" Read "Toastmaster" articles to find interesting nuggets (e.g., Colorful characters contribute to a memorable speech; Conflict is essential to a story) that you can use to make a great point in an evaluation.

Evaluating the content of a speech can be harder than evaluating the speaking style. However, the content is the reason for the speech and deserves our feedback. How many have heard people say, "We should evaluate the speaking style and not the content"? This isn't entirely true. We don't want to make value judgments about the content (Do not evaluate on the basis of whether or not you agree with the speaker). Instead, we want to give feedback on how well the speaker presented his ideas, and the impact the speech had on us. Generally, we touch on content to the extent that it acts as a vehicle for the objectives of the speech. When we do speeches "in the real world", people care more about what we say then how we say it. Delivery and organization are important because they help people understand and remember the content.
3. ACTIVE LISTENING

**Recipe using a Blank sheet** Use plus and minus columns to note strengths and weaknesses of the speaker. Choose two pluses (strengths) and one minus (weakness) on which to comment. When commenting on strength, say **WHY** it was good so that the audience will learn from the example. When commenting on a weakness, explain **WHY** it detracted from the presentation and suggest **HOW** the speaker could improve this area. That is, focus on what you feel the speaker **should** be doing, not on what he or she **should not** be doing. This reflects the difference between evaluation and criticism.

![Listening Grid](image)

**Listening Grid Did** you understand what s/he was trying to convey when you listen to the speech? What impeded your understanding? What drew you in? Take notes during the speech. Focus on technique, not content. Don’t excessively parrot what the speaker said. You are going to evaluate what the speaker does, not the speaker’s ideas, i.e., you are evaluating the speaker’s behaviour, **not** the person. *See Appendix #1

4. DESIGN A WINNING EVALUATION (BY THE BALLOT)

The format STRUCTURE, STYLE, IMPACT (i.e., organization, delivery and content) is referred to as **“BY THE BALLOT” evaluations**, because it incorporates Toastmasters International Judging Ballot Criteria used in Evaluation Contests. *See Appendix #2

<table>
<thead>
<tr>
<th>JUDGING CRITERIA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Quality</td>
<td>40%</td>
</tr>
<tr>
<td>Recommendations</td>
<td>30%</td>
</tr>
<tr>
<td>Technique</td>
<td>15%</td>
</tr>
<tr>
<td>Summation</td>
<td>15%</td>
</tr>
</tbody>
</table>

- **Analytical Quality**: Includes effectiveness of evaluation, careful analyzing strengths and weaknesses of speaker's presentation. Make clear and logical comments. Identify specific strengths and weaknesses.
- **Recommendations**: Offer specific recommendations for improvement that are practical, helpful, and positive.
- **Technique**: Be sensitive to feelings and needs of speaker, yet inspirational and encouraging in manner in presenting your comments and recommendations.
- **Summation**: Briefly summarize your comments and suggestions, being positive and encouraging in concluding your evaluation.
A sandwich is a personal statement and only as inventive as its creator. It is a reflection of individual taste and judgement. If you help focus speakers on their strengths and find ways to use them to manage their weaknesses, you become indispensable to the speaker’s progress. Notch up your sandwich skills, using a smorgasbord of nutrients and flavors to feed your speakers’ needs. Then deliver your evaluation as a three-minute mini-speech.

A. ATTENTION GETTER: Begin with something memorable. Give immediate praise for the speaker’s effort in a way that captures attention. Know your opening line well. Build a theme.

B. BODY: Wield authority by supporting your statements with specific examples from the speech. Balance a few suggestions with lots of encouragement. If you’re offering a clubhouse, use a ratio of at least 2:1. Describe specifically what the speaker said and did, and how effectively s/he met the objectives.
   i. Commendation: (Speaker’s 2nd best skill, why it works)
   ii. Commendation: ((Speaker’s 3rd best skill, why it works)
   iii. Recommendation for Next Time: ★ Show the speaker how s/he can use one or more strengths to overwhelm or overcome the weakness. You’ve not only complimented strengths again, but you pointed out a believable way for the speaker to improve his/her speaking ability without spending any more time beating himself up about a weakness. E.g., “____ sometimes spoke very quickly, which detracted somewhat from the speech. However, I noticed that whenever ____ used gestures to make a point, the words slowed down as ____ moved your hands to augment the point. I’d suggest that rather than worrying about speaking too fast, simply make use of your presence and hand gestures as a way to naturally meter your speech.”

What do you do when you’re evaluating a “terrible” speech?
Congratulate the speaker for having the courage to speak.
“Just by the fact that you are here, you are in the top 5% of the population who are trying to improve yourself. This is the lab.”
Challenge the speaker to get a mentor, challenge the audience to provide help.

What about when you’re evaluating a highly polished speaker?

iv. Commendation (their very best skill, why it works. Mention something beyond the stated objective and how/why it added to the speech. Comment on the impact the speech made on you.

C. CONCLUSION: Tie your summary back to your opening thought. Leave the audience with the most poignant part of the speech.
6. **READY, SET, PRESENT:**  
**Use Proper Speaking Protocol**

1. Acknowledge your introducer, the audience, and then the speaker by name with a positive opener.
2. Organize your comments in a classic sandwich approach to cover **structure, style and impact.**
3. Address the **audience as well as the speaker.** We usually use the third person as this brings in the whole audience and takes some of the pressure off the speaker.
4. **Raise up; don’t tear down.** Be excited by what you’ve heard. Be upbeat. Speak confidently, sincerely. I’ve heard evaluators mention "criticism" and "a negative point" when they are really trying to provide suggestions. These words suggest we’re finding fault, nagging, nit picking or scolding, and the speaker mentally prepares to defend himself instead of listening to what you have to say. If a speaker is defending him/herself, s/he will be less apt to use the evaluation to improve the speech. (The speaker often knows what went wrong. Besides, would you prefer others [Toastmasters, boss, parent, spouse] to recognize your strengths or point out your weaknesses?) **THE POWER OF YOUR WORDING IS CRITICAL.** How we phrase what we say, affects how people will react to it. You can accelerate growth or destroy confidence. *See Appendix #3 and #4

5 The evaluation should reflect your personal reaction and opinions, rather than "absolutes". Use “I” not “You” statements. Personalize your language to describe the impact of the speech and reinforce the idea that your evaluation is only your **opinion or reaction** by prefacing your comments with phrases such as:
   - *In my opinion …
   - *I felt …
   - *My reaction was...
   - *It appeared to me …

6. **Offer assistance, not embarrassment.** Ask yourself, “What advice can I give that will help this speaker get better?” Evaluations must analyze why aspects of the presentation were effective or how effective the speech was, as well as show how the speaker could improve this.
   - *I think ___’s next speech would have a stronger impact on me if…
   - *A technique I have found useful (or seen other speakers use) is …
   - *I feel ___’s presentation would have been more effective if...

7. Where possible, demonstrate your recommendations.
8. Balance a few suggestions with lots of encouragement (Minimum of 2:1). Don’t try to cover every point.
9. Congratulate speaker on taking another step towards his goal, and say that you look forward to hearing him speak again.
10. Thank the speaker, not the audience.

**Remember the diamond cutter.** Just as the diamond grinder hone and polishes the diamond, you are honing and polishing a speaker. Slowly, gently, little by little, evaluation will bring out the potential and brilliance of the Toastmasters in our club.

*A positive attitude will not solve all your problems, but it will annoy enough people to make it worth the effort.* —Herm Albright

(I borrowed the diamond analogy from "Elizabeth’s Eleven Rules for Enlightened Evaluations" at Parramatta Toastmasters. Their website is well worth a visit.)

Compiled and edited by Ros Hansen, 2006
# APPENDIX: 1. SAMPLE LISTENING GRID

<table>
<thead>
<tr>
<th>Know the Speaker's Objective</th>
<th>TO INFORM</th>
<th>TO PERSUADE</th>
<th>TO ENTERTAIN</th>
<th>TO INSPIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>It helps focus your attention and avoid being overwhelmed</td>
<td>Educates</td>
<td>Motivates, calls to action</td>
<td>Surprises. Engages</td>
<td>Appeals to emotions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expand your vocabulary</th>
<th>Controversial, Refreshing, Authentic, Engaging, Candid, Thought-Provoking</th>
<th>Focused, Intriguing, Poignant, Resonated, Genuine, Riveting, Intense</th>
<th>Ingenious, Priceless, Wicked, Precious, Memorable, Hilarious</th>
<th>Rousing, Uplifting, Profound, Perceptive, Insightful, Sensitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance your meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the “gist”?</th>
<th>Strengths To Reinforce</th>
<th>Areas Of Opportunity To Suggest For Next Time</th>
<th>STRUCTURE: Analyze the organization.</th>
<th>PRESENTATION STYLE: Appearance, body language</th>
<th>CONTENT/ IMPACT: Overall Objective met (Inform, persuade, entertain, inspire)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you understand what s/he was trying to convey? Did it make sense? Mentally paraphrase the main points.</td>
<td>What jumps out at you? Identify any outstanding characteristics that drew you in and delivered the message.</td>
<td>What impeded your understanding?</td>
<td>Is it logical, easy to follow?</td>
<td></td>
<td>A simple, clear message that connected with audience:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Poise</th>
<th>Opening</th>
<th>Eye to eye contact</th>
<th>Did the speaker project sincerity, integrity, and enthusiasm?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

|                      | Transitions | Vocal variety, Language; Memorable Imagery; Key words and phrases | Humour, inspiration | | |
|----------------------|-------------|-----------------------------------------------------------------|-------------------|| |
|                      | Support | Full Range of Movement, Gestures; Use of floor | Analyze your emotional response. How did it affect your feelings? | | |

|                      | Conclusion | Props, visual aids | Audience connection | | |
|----------------------|------------|-------------------|---------------------|| |
|                      | Preparation evident? | Will the speech affect your future actions? | | |
1. **Commendation:** (Speaker's 2nd best skill, why it works)
2. Speaker's 3rd best skill, why it works)

3. **Recommendation for Next Time**
   or
   ‘Area for Opportunity’

4. **Commendation**
   (Speaker's very best skill, why it works)

**Formula**

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# SPEECH EVALUATION GUIDE

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
<th>Assignment #:</th>
<th>Title of Speech:</th>
</tr>
</thead>
</table>

## Category

### Some Points to Consider

<table>
<thead>
<tr>
<th>HANDS</th>
<th>Voice</th>
<th>Well modulated; Free of monotony; Varied in vocal pitch; Proper emotional register expressed; Emotional; Sincere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Articulation</td>
<td>Clear; Audible; Voice unmuffled; Precise without pretense; Good brisk speaking rate &amp; pronunciation</td>
</tr>
<tr>
<td>Voice</td>
<td>Language</td>
<td>Clear; Simple &amp; unaffected Standard English in “oral” style (active vs. passive); Appropriate to topic; Vivid imagery</td>
</tr>
<tr>
<td>Voice</td>
<td>Appearance</td>
<td>Appropriate for occasion &amp; audience; Added effects to speech</td>
</tr>
<tr>
<td>Voice</td>
<td>Poise</td>
<td>Control of nerves; Confident; Sincere; Enthusiastic; Professional; Conviction; Eye Contact; Posture;</td>
</tr>
<tr>
<td>Voice</td>
<td>Body Language</td>
<td>Effective; Natural use of gestures, facial expressions; Body movements not distracting; Animation</td>
</tr>
<tr>
<td>Voice</td>
<td>Visuals Props, Handouts</td>
<td>Use of visual aids appropriate to the topic; Neat and easy to see; Good variety; Covers the important points concisely; Accompanied by an informed &amp; interesting explanation</td>
</tr>
<tr>
<td>Voice</td>
<td>Preparation</td>
<td>Research; Organization; Good understanding of the topic; Well rehearsed, does not read, almost no notes; Without time gaps</td>
</tr>
<tr>
<td>Voice</td>
<td>Objectives Met</td>
<td>Achievement of purpose; Met project objectives; Ideas adapted &amp; appropriate to assignment, audience &amp; occasion</td>
</tr>
<tr>
<td>Voice</td>
<td>Body of Speech</td>
<td>Logical flow; Central idea &amp; purpose significant; Clear; Properly focused; Satisfying, sufficient coverage of topic (too much, too little); Reasoning sound &amp; meaningful</td>
</tr>
<tr>
<td>Voice</td>
<td>Organization</td>
<td>Unity apparent—beginning, middle, end; Easy to follow; Ideas &amp; supporting material combined thoughtfully for effect with smooth transitions; ample signposts to aid listener</td>
</tr>
<tr>
<td>Voice</td>
<td>Opening</td>
<td>Attention-getting “Zinger”; Meaningful; Leads into topic; Previews content, logic &amp; organization of speech</td>
</tr>
<tr>
<td>Voice</td>
<td>Conclusion</td>
<td>Rousing; Effective; Climactic; Dynamic, Reinforces main claim of speech, Provides closure; Satisfying</td>
</tr>
<tr>
<td>Voice</td>
<td>Supporting Material</td>
<td>Used to add interest, clarify/prove a point, make points memorable, build credibility, surprise, educate; (accurate, relevant, specific, sufficient, interesting);</td>
</tr>
<tr>
<td>Voice</td>
<td>Speech Value</td>
<td>Original; Interesting; Relevant; Meaningful; Evocative; Humorous; Memorable</td>
</tr>
</tbody>
</table>

## Area of Opportunity

<table>
<thead>
<tr>
<th>GENERAL COMMENTS</th>
</tr>
</thead>
</table>

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## Appendix: Design a Winning Evaluation (By the Ballot) -- A Collection of Ideas for Future Reference

<table>
<thead>
<tr>
<th>Structure</th>
<th>Ideas for Improving a Speech (Or: How the Speaker Achieved Effectiveness)</th>
<th>Why It Should Be Done (Or: Why It Works)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Use catchy (timely, relevant) words.</td>
<td>To get the audience thinking right away.</td>
</tr>
<tr>
<td><strong>Opening</strong></td>
<td>Capture attention immediately. Begin with a bang, not a whimper (or apologies/explanations). Lead right into topic with a relevant, fresh quote, question, anecdote, or joke that supports your topic. Build mood, curiosity and suspense. Memorize!</td>
<td>To draw people in. To give more oomph to get started. To wake up audience and make them want to listen to see what happens next. To lead into topic. To provide a helpful preview of the content, logic and organization of the speech.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Clarify the purpose of your speech. Write down and articulate your mission in one clear, concise sentence.</td>
<td>To pinpoint purpose clearly and succeed in your overall objective. To inform, persuade, entertain, humor, shock, call to action or inspire.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Have one strong, clear, interesting, narrow and specific focus. Use the magic of threes.</td>
<td>To make sure audience doesn’t miss the point. To ensure speech isn’t overwhelming, yet is satisfying with sufficient coverage of topic (not too much, too little). Most listeners remember only three main ideas.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Structure with clear, consistent overall purpose that relates all the ideas together logically in a thoughtful, sophisticated and memorable manner. Develop advanced organizers. Use formats, i.e., Reporter questions (who, what, why, when, how); problem–solution; proposition-proof; need–action; chronological; geographical; metaphorical; contrasts; etc. Make unity apparent with clear beginning, middle, and end.</td>
<td>To assist audience’s understanding. To relate all the ideas together logically. To keep message clear, focused. To tighten the structure and avoid wasting audience time.</td>
</tr>
<tr>
<td><strong>Support for Arguments</strong></td>
<td>Follow each point immediately with support (Vital for every point in persuasive speech). Incorporate concrete, effective examples (Definitions Statistics, Metaphors). Elaborate with accurate, relevant, specific, sufficient, interesting description, explanation, facts, and expert opinions. Avoid generalizations. Give message, paraphrase it, illustrate, and then state it once more with memorable detail, in a descriptive manner.</td>
<td>To make the central idea and purpose significant real. To avoid confusion. To build understanding and sympathy for speaker’s position. To hold audience attention. To make (clarify/illustrate/prove) your point. To make points memorable. To surprise (engage/educate/motivate). To connect speech to experience of audience. To build credibility and impress/show the audience that you are thoughtful (sophisticated/serious/knowledgeable). Merely talking around the subject haphazardly will leave listeners confused.</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>Combine ideas &amp; supporting material thoughtfully for effect with transitions reasoning sound. Provide smooth, ample signposts to help the listener follow the speaker easily. Organize bridging around a central theme/message to enhance logical flow.</td>
<td>To help preview what’s coming. To help audience follow the train of thought/thread of reasoning. To make unity apparent, to provide continuity.</td>
</tr>
<tr>
<td><strong>Humour</strong></td>
<td>Understand the critical importance of timing. Pause for applause. Incorporate some humor, especially to serious topics. Work in relevant jokes smoothly. Leave aside cute but irrelevant side stories.</td>
<td>To refocus attention if mind wanders—especially in tedious parts. To reinforce points. To enhance meaning. To provide a break. To make material memorable or liven theoretical material. To dispel some of the seriousness of a subject. Most effective way to get people to listen/keep audience interested.</td>
</tr>
<tr>
<td><strong>Quotations</strong></td>
<td>Be comfortable with using relevant quotes—think about memorizing/paraphrasing it. Don’t forget to credit the author.</td>
<td>To illustrate an idea. To gain credibility/ more authority. To establish tone. To convince audience you are prepared, literate, and well read.</td>
</tr>
<tr>
<td><strong>Anecdotes</strong></td>
<td>Add personal stories with vivid detail. Dramatize actions, use dialogue, mimic accents, and voices.</td>
<td>To make a general statement more concrete and understandable. To set anticipation and encourage active listening. To make more personal, powerful, engaging. To make speaker a “real” person.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Re-emphasize main points. Summarize. Link to opening. Close with an important (rousing/climactic/dynamic/memorable) message (quote/question/strong note appeal to action). Memorize!</td>
<td>To confidently reinforce the main claim of the speech. To provide powerful closure with maximum effect. To leave listeners clear strong message, satisfied with the length and comprehensiveness of the speech. To leave a lasting impression. People tend to remember best what they hear last.</td>
</tr>
</tbody>
</table>

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| **STYLE** | **IDEAS FOR IMPROVING A SPEECH**  
**(Or: How the Speaker Achieved Effectiveness)** | **WHY IT SHOULD BE DONE**  
**(Or: Why It Works)** |
|----------|---------------------------------------------------|---------------------------------------------------------------|
| Appearance  
Body Language | Dress appropriately for occasion & audience. Enhance appearance through grooming and physical conditioning and special effects. Avoid adjusting hair or clothing. Wear fabric that wicks sweat to keep you dry. Use positive body language, good posture. Work on a friendly facial expression – generally, avoid frowning. Smile! | To create strong visual image (confidence, professional presence). To add effects to speech to be appropriate and congruent with the message. To communicate your attitude, feelings and emotions. *Your most powerful prop is your smile - if you appear to be enjoying yourself, people will respond accordingly.* |
<p>| Poise | Put nervous energy to work for you. Visualize success. Take a few slow, deep breaths before starting. Control nerves through preparation. Research your topic and practice aloud until you are confident with your message. Realize people want you to succeed. | To project confidence (sincerity/enthusiasm/professionalism/conviction). To add excitement to delivery. To gain control of audience—they will catch your enthusiasm and be sympathetic to your cause. <em>Nervousness detracts from the message, can affect voice quality.</em> |
| Gestures | Marry verbal images and gestures to punctuate words and coincide with meaning. Use natural gestures that reflect your own style. Practice spontaneous (well-timed, smooth, distinct, descriptive, physical, vigorous, flowing) gestures. Work on smoothing out body movements. Eliminate repetitive or distracting movements (clenched fists, rocking/swaying/pacing, gripping/leaning on lectern, jingling change). | To add colour. To accentuate/reinforce meaning. To promote the message. To engage/rivet audience. To make it easier to listen to. To avoid distraction. To project conviction and sincerity and your real self. To create your own distinctive trademark and gain authenticity. <em>Genuine enthusiasm stands out. Being spontaneous, rather than theatrical or forceful is effective in balance with quieter moments.</em> |
| Voice | Vary/modulate tone, pitch and loudness. Match voice with emotional tone you wish to register/convey. | To help people follow the speech. To support purpose. To reflect change of mood. To make people feel the emotion. To add emphasis. To avoid monotony. To bring life/ emotion/ into your speech. |
| Articulation | Practice breathing exercises to help voice sound resonate and natural. Develop clear, audible, unmuffled voice. Work on pronunciation. Work on smoothing out sentences. Use lip balm. Aim for a good speaking rate (brisk flow). Pace yourself without rushing. Develop awareness and use pauses for effect after critical points. | To emphasize your meaning and make it easy for audience to understand/grasp the full details. To avoid frustration/tuning out audience. To create interest and excitement. To emphasize mood shift, anticipate punch line. To illustrate various emotional reactions. |
| Language | Use vivid (clear/evocative/descriptive) phrases/imagery. Aim for clear, simple, unaffected Standard English in &quot;oral&quot; style (active vs. passive). Use comfortable, conversational style. Avoid hackneyed phrases, technical jargon or overly academic words. Add spicy sensory details, alliteration, similes and metaphors. Filter out filler/ crutch words. Use reflective pauses and deliberate transition phrases instead. | To reduce distractions. To make it easier/more exciting for audience to listen. To add power to your speech. <em>It’s easier for the brain to grasp and digest shorter pieces of information than long, tedious ones.</em> |
| Eye contact | Sweep your eyes in purposeful, meaningful, smooth circles - begin a thought, finish it, then move focus to the next person, continue with whole audience. Avoid turning eyes in patterns that are evident, e.g., typewriter-carriage-return. Too much reliance on notes decreases eye contact. | To develop rapport/ affection and connect with audience. To make each person feel important. To gauge audience reaction. To adjust your message. To create more impact/influence/credibility. To demonstrate confidence, interest, friendliness, sincerity, honesty, and skillfulness. |
| Use of floor | Move your body forward, back and laterally purposefully, in sync with your message. Avoid turning your back to the audience. | To dramatize a point. To help audience focus on your message. To help burn up nervous energy. To turn tension into positive energy. |
| Visual aids | Take care of mechanical logistics, test, before speech. Use visual aids, props or handouts (appropriate to the topic) to cover the important points concisely to strengthen (not detract from) the speech. Keep props simple, neat and easy to see. Locate props where audience can clearly see them. Use smoothly. Augment visuals with an interesting explanation. | To support the main point. To keep flow logical and smooth. To add effectiveness. To explain. To illustrate an idea. <em>A picture is worth 1000 words of description.</em> |
| Preparation | Memorize opening and closing. Rehearse, walk and talk until you can speak without referring to notes without time gaps. Use organizational aids (index cards, bulleted key words; use of fingers, key steps, word associations). Draw on research to demonstrate good understanding of the topic. | To convey sincerity and credibility through the mastery of the subject. To communicate ideas rather than words. To convince audience ideas are important and memorable. To avoid distraction. To develop self-confidence. |</p>
<table>
<thead>
<tr>
<th>IMPACT</th>
<th>IDEAS FOR IMPROVING A SPEECH</th>
<th>WHY IT SHOULD BE DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Value</td>
<td>Be sure you have a definite point of view/convictions on your topic. Be unique. Be yourself, not a clone of another speaker. Let the story make the point for you. Personalize your story.</td>
<td>To convey earnestness and passion. To build a connection and you gain credibility. To gain support. Content makes the difference.</td>
</tr>
<tr>
<td>Relevance to audience</td>
<td>Adapt the material to the audience (interests, skill levels, needs). Ask the Toastmaster to set the scene if you’ve designed your speech for another audience. Know as much as you can about your audience. Connect personally with the audience.</td>
<td>To motivate audience. To cater to audience needs. To add flavour to speech and make you “real” to the audience. To persuade, you must always speak from audience point of view.</td>
</tr>
<tr>
<td>Inspirational</td>
<td>Be fun and fast moving. Focus attention on the audience, and make them feel good about themselves. Use positive reinforcement for motives. Appeal to audience sense of pride and achievement. Illustrate good reason for change. Provide hope. Think passion and purpose. Change behaviors through education—work on changing feelings and beliefs. Use evocative, memorable images. Use a wide variety and great number of visuals. Repeat important points. Admit your failures. Give stories about overcoming adversity to achieve a goal. Share your personal strategies of success. Illustrate your most profound thoughts with your own life experiences. Avoid being too intellectual. Close convincingly. Plan a powerful, emotional ending and leave the audience with a challenge or call to action, and wanting more.</td>
<td>To make emotional impact. To support your message. To achieve a strong take-home message. To involve/inspire the audience. Champions speak from the heart.</td>
</tr>
<tr>
<td>Informational</td>
<td>Believe in your message and let your audience know that. Keep your message clear. Use visual aids to prompt you through your speech. Tell audience something they don’t know. Distinguish between fact and opinion. Inject yourself as a player in the story. Use conversational language, repetition of words/phrases. Sprinkle with analogies and metaphors. Charm the audience with unexpected personal comments and insights. Aim for original (interesting/relevant/meaningful/ humorous/ controversial/ refreshing/ authentic/ engaging/candid/thought-provoking) ideas. Save one good surprise for the end, and use it to tie all of the loose ends together.</td>
<td>To create listener friendly speeches. To make your point.</td>
</tr>
<tr>
<td>Persuasive</td>
<td>Identify the need. Present a vision. Start strong—the first impression sticks. Make it clear what you want audience to do. Show people what’s in it for them (e.g. sell peace of mind, not insurance). Create emotional goodwill about the topic. Look for weaknesses in your contentions and decide how to overcome that obstacle. Be humble. Channel audience motivations to the result you seek. Involve audience at every opportunity. Ask questions. Use anecdotes. Avoid supplying too much information. Avoid preaching or lecturing. Use a strong combination of authoritative statistics/quotes research, authoritative and powerful visuals from several sources. Use simple, strong, punchy language. Use testimonies from people the audience respects. Use sight, sound and movement to appeal to as many senses as you can. Apply the rule of threes. Appeal to reason, common sense and emotion. Keep building arguments. Save the strongest reason, or best argument for last. Use it as a climax. Finish with a memorable, emotional flourish.</td>
<td>To bring home the problem to the audience. To build a convincing case. To change audience perception. To motivate. To call to action. To show speaker takes this problem seriously and thoroughly understands its dimensions. Audience perception of good character (good will, good sense, and good morals) is a big factor in persuasion.</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Update, personalize and localize jokes. Create fresh humour from your own experiences. Try the speech out on friends first to gauge reactions. Avoid the you-had-to-be-there-effect. Exaggerate the truth. Don’t announce your humour. Keep humour simple, clean. Add important descriptive details. Make fun of yourself and have fun. Use gestures in unusual ways. Create suspense through flashbacks or foreshadowing. Set up the scene for contrasts. Use the element of surprise to your advantage. Consider timing, rhythm, and the rule of threes—the punch line occurs on the third line of the joke. Ad-lib. Allow time for the laughs.</td>
<td>To surprise, engage, connect with, and entertain the audience. To promote social bonding. We all need to laugh to reduce stress, depression and heighten our sense of well-being and creativity.</td>
</tr>
</tbody>
</table>
APPENDIX: 3. WORDWORKING: SAMPLE SENTENCES

"I praise loudly. I blame softly.” (Catherine the Great, 1729-1796.)

A. CITE SPECIFIC EXAMPLES SHOWING HOW THE SPEAKER WAS EFFECTIVE

ADDRESS THE AUDIENCE—USE THIRD PERSON:

- (Speaker) opened strongly, started by painting a word picture with vivid detail. It opened my eyes to (example).
- I liked what (Speaker) brought to us in the way of presentation style. Did you see the way (Speaker) voice went from a whisper to GRR! When he talked about (example) his voice was soft, tinged with emotion. He used the full scale (rate, volume, pitch) to emphasize his meaning. We can all learn from this.
- (Speaker) didn’t over-walk the walk; he had very natural movements (gestures, expressions) which he used effectively to reinforce his points.
- (Speaker’s) sentences were very smooth, mellifluous; there was no jerkiness at all.
- When (Speaker) talked about (example) I could practically (see, smell, hear...).
- (Speaker) supported each point with examples, which made her speech especially persuasive.
- I was especially impressed with the extensive research (Speaker) made, which vividly illustrated his points.
- I liked the way (Speaker) kept to three main points to prevent us from getting overwhelmed with information.
- (Speaker) moved steadily to a significant conclusion. Her thoughts were sequential, logical and flowed from one to another with great transitions, which really helped us follow her train of thought.
- In my analysis, the qualities that made (Speaker’s) speech stand out were his (e.g. passion). The effect was uplifting.
- Both his words and his delivery indicated his (e.g. level of commitment, sincerity).
- I appreciate (Speaker’s) great energy throughout, and she closed powerfully with the humor at the end, neatly closing the circle.
- Today (Speaker) wowed us with a great speech. Did you notice how his presence is one of his strongest suits? His use of gestures cemented the connection between himself and the audience.

B. SUGGEST AN “AREA OF OPPORTUNITY”. MAKE SPECIFIC, PRACTICAL RECOMMENDATIONS TO GROW ON

ADDRESS THE SPEAKER—USE FIRST PERSON:

- ___ might want to consider starting with a zinger-quote or story to get us warmed up to your passionate energy a bit sooner.
- Next time ___ might try using a (costume, prop, visual aid) to bring the level of (e.g. excitement) even higher.
- ___ might want to rethink the structure: maybe try adding suspense through using flashbacks or foreshadowing to add more impact.
- Consider using bulleted points in (e.g., overhead, handout). A challenge I have for ___ is ___.
- I appreciate the preparation ___ put into this presentation. In my opinion, it would have helped if ___ had (e.g. made the chart larger) so that we could all easily see it.
- ___’s content is riveting; s/he made an excellent case for (__). ___ relied quite a bit on notes, which I feel took away from the message. I feel that passion will speak louder than the careful wording of one or two points. I recommend “winging it”
- If there was anything, I would just say slow down a bit, and encourage ___ to incorporate (e.g. deliberate pauses) into the presentation to give everyone a chance to digest the ideas.
- I found that ___ (e.g., paced, fidgeted). Distracting mannerisms detract from a speech, so I challenge ___ to (example).
- A lower voice makes a speaker more believable. I encourage you to work on speaking slower, which will help you to lower your voice.
- If ___ spoke faster during (e.g. the rescue) it will enhance the urgency.
- Good for you for stepping out of your comfort zone. If you breathe deeply it’ll help to shake off nervous jitters, and get you off to an easier start next time.
- I noticed ___ had her hands (in pockets or clutching the lectern) especially at the beginning of the talk. We tend to take speakers more seriously when they relax. I suggest ___ practices standing solidly and comfortably with hands to the side, perhaps holding on to the side of (pants, skirt) to help you establish this new habit.
- I’d like to suggest that ___ let the hands gesture naturally and fully to show such ideas as size, numbers, and excitement.
## APPENDIX: 4. DEVELOP YOUR VOCABULARY TO ENHANCE YOUR MEANING

### A-1

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<td>yummy</td>
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<td>zingy</td>
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### Additional Words

- admirable
- amazing
- animated
- appealing
- astonishing
- auspicious
- authentic
- awesome
- beguiling
- bold
- bona fide
- bouncy
- breathtaking
- brilliant
- brisk
- bubbly
- candid
- captivating
- charismatic
- charming
- classy
- clever
- cogent
- coherent
- comical
- commendable
- compelling
- consummate
- controversial
- convincing
- cool
- credible
- crystal clear
- dazzling
- deft
- delectable
- delightful
- descriptive
- direct
- discerning
- distinctive
- dynamic
- effervescent
- effortless
- elegant
- eloquent
- emphatic
- engaging
- energetic
- exquisite
- expressive
- extraordinary
- fabulous
- fantastic
- fascinating
- fast-moving
- first-class
- flamboyant
- focused
- forceful
- fresh
- felt
- genuine
- glowing
- gracious
- gratifying
- gripping
- humble
- humorous
- heroic
- high-quality
- hilarious
- humding
- humorous
- imaginative
- impeccable
- important
- impressive
- incomparable
- incredible
- ingenious
- inimitable
- insightful
- inspirational
- intense
- intuitive
- intriguing
- invaluable
- irresistible
- jaunty
- jokey
- joyous
- juicy
- kind
- (knockout)
- (knack)
- (kudos)
- laudable
- lively
- logical
- lovely
- lucid
- madcap
- magnificent
- marvelous
- masterful
- meaningful
- memorable
- mighty
- mind-boggling
- moving
- natural
- neat
- nifty
- noteworthy
- opportune
- optimum
- organized
- original
- outspoken
- outstanding
- overwhelming
- perceptive
- persuasive
- poignant
- powerful
- precious
- priceless
- professional
- profound
- provocative
- quaint
- quality
- quirky
- rapturous
- realistic
- refreshing
- relevant
- resourceful
- remarkable
- (resonated)
- riveting
- rousing
- sensational
- shrewd
- spellbinding
- spontaneous
- slick
- smashing
- smooth
- solid
- sophisticated
- sparkling
- splendid
- startling
- striking
- stunning
- superb
- talented
- terrific
- thorough
- thought-provoking
- thrilling
- top-notch
- transforming
- (treasure)
- tremendous
- ultimate
- unaffected
- unambiguous
- unbelievable
- uncanny
- unified
- upbeat
- uplifting
- varid
- vast
- valuable
- versatile
- vibrant
- vigorous
- vital
- vivacious
- vivid
- whimsical
- wicked
- winning
- wise
- witty
- wonderful
- worthy
- world class
- (wow)