



NEW YORK TOASTMASTERS

PATHWAYS RESOURCE GUIDE

# WHERE TO FIND YOUR PROJECT EVALUATION FORM

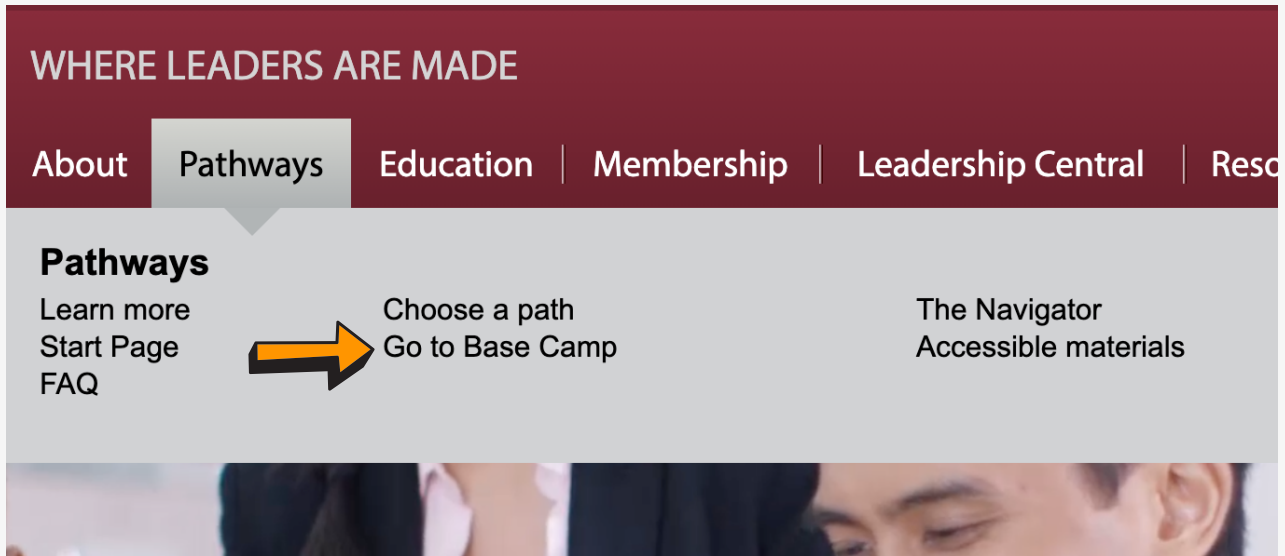


**TOASTMASTERS**  
**PATHWAYS**  
— learning experience —

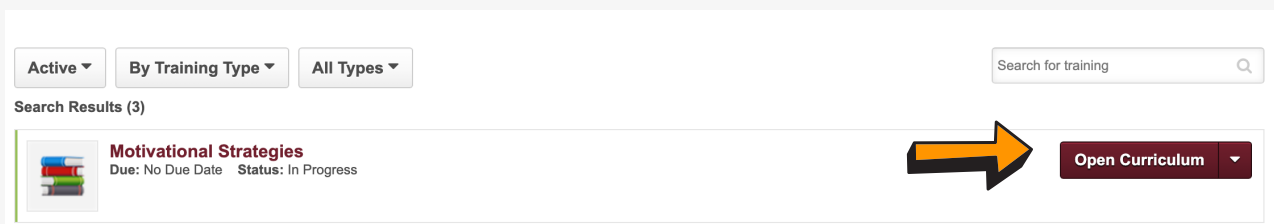


---

1. LOG ON TO WWW.TOASTMASTERS.ORG AND HOVER ON PATHWAYS > GO TO BASE CAMP



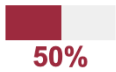
2. OPEN YOUR PATHWAYS CURRICULUM



### 3. LAUNCH YOUR NEXT PROJECT.

## Motivational Strategies

Options ▾



### Level 2 ⓘ

Completed: 2 Min Required: 4 Total Items: 4



#### Understanding Your Communication Style

Status: Completed Due: No Due Date  
This project focuses on recognizing your preferred communication style and understanding how your style impacts your interactions with others.

Launch ▾



#### Active Listening

Status: Completed Due: No Due Date  
This project covers the difference between hearing and listening, and steps for exploring the ways listening helps build strong, lasting connections.

Launch ▾



#### Introduction to Toastmasters Mentoring

Status: In Progress Due: No Due Date  
This project introduces the value of mentorship and the Toastmasters view of mentors and protégés.



Launch ▾

### 4. MOVE TO THE "YOUR EVALUATION" SECTION.

## COMPETENCIES



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

- Demonstrate an understanding of the purpose, and benefits of mentoring.
- Identify and express the characteristics of effective mentors and mentees.
- Demonstrate knowledge of the value and benefits of being a mentor and a protégé.
- Recognize the differences between mentoring and coaching.



- Introduction
- Your Assignment
- Assess Your Skills—Before
- Competencies
- The Toastmasters Mentor
- Traits of a Successful Mentor
- The Mentor
- The Protégé
- Mentoring Versus Coaching
- Review and Apply
- Complete Your Assignment
- Your Evaluation ←
- Assess Your Skills—After



Select to move to another section: ▾

Motivational Strategies 2: Introduction to Toastmasters

## 5. CLICK ON "EVALUATION RESOURCE".

### YOUR EVALUATION



Select the tabs above to review the criteria for the evaluation in this project. Your evaluator will use the following scale:

- 5 Exemplary
- 4 Excels
- 3 Accomplished
- 2 Emerging
- 1 Developing

After your speech, log in to complete the second portion of your self-assessment on the "Assess Your Skills—After" screen.



### RESOURCES

 [Evaluation Resource](#)

 [Print My Project](#)



[Directions](#) 

## 6. YOU MAY PRINT THIS RESOURCE AND GIVE IT TO YOUR EVALUATOR.

### EVALUATION FORM

Understanding Your Communication Style

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

**Speech Title** \_\_\_\_\_

**Purpose Statements**

- The purpose of this project is for the member to learn about different communication styles and identify his or her primary style.
- The purpose of this speech is for the member to share the impact of his or her style on others.

**Notes for the Evaluator**

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

About this speech:


- The member will deliver a well-organized speech about some aspect of communication styles.
- The member may choose to speak about his or her own communication style or the impact of communication styles on him or her.
- 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 Communication Style" project.

**General Comments**

You excelled at:

You may want to work on:

To challenge yourself:

Page 1 of 3 

# 7. THIS IS A GREAT RESOURCE FOR EVALUATION CRITERIA TAILORED TO YOUR PROJECT.

EVALUATION FORM – Understanding Your Communication Style					
For the evaluator: In addition to your verbal evaluation, please complete this form.					
<b>5</b> EXEMPLARY	<b>4</b> EXCELS	<b>3</b> ACCOMPLISHED	<b>2</b> EMERGING	<b>1</b> DEVELOPING	
<b>Clarity:</b> Spoken language is clear and is easily understood					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Topic:</b> Shares some aspect of his or her communication style and the impact of that style on self or others					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

Page 2 of 3 

EVALUATION CRITERIA Understanding Your Communication Style	
This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.	
<p><b>Clarity</b></p> <p><b>5</b> – Is an exemplary public speaker who is always understood</p> <p><b>4</b> – Excels at communicating using the spoken word</p> <p><b>3</b> – Spoken language is clear and is easily understood</p> <p><b>2</b> – Spoken language is somewhat unclear or challenging to understand</p> <p><b>1</b> – Spoken language is unclear or not easily understood</p>	<p><b>3</b> – Demonstrates awareness of audience engagement and needs</p> <p><b>2</b> – Audience engagement or awareness of audience requires further practice</p> <p><b>1</b> – Makes little or no attempt to engage audience or meet audience needs</p>
<p><b>Vocal Variety</b></p> <p><b>5</b> – Uses the tools of tone, speed, and volume to perfection</p> <p><b>4</b> – Excels at using tone, speed, and volume as tools</p> <p><b>3</b> – Uses tone, speed, and volume as tools</p> <p><b>2</b> – Use of tone, speed, and volume requires further practice</p> <p><b>1</b> – Ineffective use of tone, speed, and volume</p>	<p><b>Comfort Level</b></p> <p><b>5</b> – Appears completely self-assured with the audience</p> <p><b>4</b> – Appears fully at ease with the audience</p> <p><b>3</b> – Appears comfortable with the audience</p> <p><b>2</b> – Appears uncomfortable with the audience</p> <p><b>1</b> – Appears highly uncomfortable with the audience</p>
<p><b>Eye Contact</b></p> <p><b>5</b> – Uses eye contact to convey emotion and elicit response</p> <p><b>4</b> – Uses eye contact to gauge audience reaction and response</p> <p><b>3</b> – Effectively uses eye contact to engage audience</p> <p><b>2</b> – Eye contact with audience needs improvement</p> <p><b>1</b> – Makes little or no eye contact with audience</p>	<p><b>Interest</b></p> <p><b>5</b> – Fully engages audience with exemplary, well-constructed content</p> <p><b>4</b> – Engages audience with highly compelling, well-constructed content</p> <p><b>3</b> – Engages audience with interesting, well-constructed content</p> <p><b>2</b> – Content is interesting but not well-constructed or is well-constructed but not interesting</p> <p><b>1</b> – Content is neither interesting nor well-constructed</p>
<p><b>Gestures</b></p> <p><b>5</b> – Fully integrates physical gestures with content to deliver an exemplary speech</p> <p><b>4</b> – Uses physical gestures as a tool to enhance speech</p> <p><b>3</b> – Uses physical gestures effectively</p> <p><b>2</b> – Uses somewhat distracting or limited gestures</p> <p><b>1</b> – Uses very distracting gestures or no gestures</p>	<p><b>Topic</b></p> <p><b>5</b> – Delivers an exemplary speech about his or her communication style and the impact of that style on self or others</p> <p><b>4</b> – Delivers an excellent speech about his or her communication style and the impact of that style on self or others</p> <p><b>3</b> – Shares some aspect of his or her communication style and the impact of that style on self or others</p> <p><b>2</b> – Mentions some aspect of his or her communication style and the impact of that style on self or others, but does not fully address</p> <p><b>1</b> – Delivers a speech on a topic other than some aspect of communication styles</p>
<p><b>Audience Awareness</b></p> <p><b>5</b> – Engages audience completely and anticipates audience needs</p> <p><b>4</b> – Is fully aware of audience engagement/needs and responds effectively</p>	
<p>© 2016 Toastmasters International. All rights reserved. Toastmasters International, the Toastmasters International logo, and all other Toastmasters International trademarks and copyrights are the sole property of Toastmasters International and may be used only with permission. Rev. 11/2016 Item B306E</p> <p style="text-align: right;">Page 3 of 3 </p>	