
Table Topics Evaluator

Allocated minutes	3:00	3:30	4:00
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Purpose

Multi-purpose role... for you, you improve your listening skills, for the audience to learn and the speaker to gain an external perspective, and have the opportunity to improve their speech if they choose to accept the feedback

Before the meeting/ Pre-meeting prep

- Print off the Table Topics Evaluation Template if required. [LINK](#)

During the meeting - the verbal evaluation

- An evaluation is like a mini speech, so should have an opening, body and summary
- Traditionally we use the **CRCs** method – Commend, Recommend and Commend and a brief summary, so you always finish with a positive note. With the introduction of Pathways, there is now a different style accepted as well (refer to the Project evaluation sheet) which asks you to identify what the speaker did well, and to include a challenge for them
- Avoid re-telling the speech or giving your personal opinions on the material presented.
- Acknowledge where the speaker has been successful in reaching objectives and project goals
- Traditionally it has been convention to only use the third person –
 - Traditional example: "**Fred's** body language was excellent, **he** drew us in"
 - Pathways convention example: "I enjoyed **your** use of body language
Fred **you** drew us in"
 - Make sure to include the whole audience rather than solely directing your attention to the speaker

- ❑ Provide **observations**, not criticisms.
 - ❑ Use phrases like - “I noticed Fred was clasping his hands, perhaps he could...”
 - ❑ Avoid phrases like - “I didn’t like the hand clasping, next time do this...”
 - ❑ Avoid words like “should”, “don’t”, etc. as the evaluation is there to encourage the speaker whilst pointing out areas that could be improved
- ❑ Aim to give every speaker a recommendation or challenge. If you’re evaluating a seasoned Toastmaster, focus on their personal goals to find something appropriate that will help them to improve.
- ❑ Use examples of speech aspects that you feel were delivered well and with recommendations of how improvements could be made
- ❑ If you have lots to say, to make sure that you stick to time, just give the main points in the oral evaluation and talk to the speaker later, provide extra comments in your written evaluation
- ❑ This is all about the speaker and to provide supportive feedback and to build them up.

Additional resources

- ❑ All general guidelines found in the role descriptions for [Evaluator and General Evaluator](#) ([LINKS](#))
- ❑ Sabine’s Educational - [LINK](#)