

COMMUNICATION ASSESSMENT

 Schreiber
Training &
Consulting

DESIGN & DELIVER PRESENTATIONS



SELF-ASSESSMENT

CONTENT	
Please respond to the following with: 5 = Almost always true 4 = Usually true 3 = Sometimes true 2 = Usually not true 1 = Almost never true	
	I bring insightful analysis and relevant detail to my presentations. I support my ideas with evidence and examples to illustrate my points.
	I speak to the emotional as well as the intellectual needs of my listener.
	I use stories and vivid imagery to help people feel and see what I'm describing.
	I create powerful closings that come full circle with my opening – reinforcing my key point and leaving my audience satisfied.
	I create a strong opening by talking about what the listener truly cares about and rarely begin by talking about myself.
	My talk resembles an engaging narrative more than a series of slides, bullet points and lists of data.
	I typically open a presentation with a central theme or sentence, which I reinforce throughout.
	I organize my ideas in an integrated and sequential flow with ideas building upon each other making it easier for the listener to understand.
	I use brevity and never go too long. People leave my presentation knowing clearly what I'm saying.
	I know why I'm speaking and what I outcome I want for my audience.
	My language is easy to understand. I rarely use vague or confusing jargon, acronyms or clichés.
	CONTENT TOTAL SCORE

SELF-ASSESSMENT

DELIVERY

Please respond to the following with:

5 = Almost always true

4 = Usually true

3 = Sometimes true

2 = Usually not true

1 = Almost never true

I am fully aware of what is happening in the room when I am speaking to people. I can see and read their responses and I adjust as needed.

I am comfortable using gestures in front of a group and never feel awkward about using my hands.

I always listen to people and demonstrate that I care about their point of view.

I take time to prepare myself mentally and physically so that when I speak to one person or a hundred, I am in my optimum performance state.

I begin by gaining rapport with others and start by building common ground before jumping into my agenda.

I maintain eye contact while speaking to groups.

My language and tone are generally warm, personable and conversational.

I use slides, handouts or media only to support my presentation; I don't let my slides become more important than my presence.

When I speak, I know that I vary my tempo, pitch and volume to liven up my content with nuance and variety.

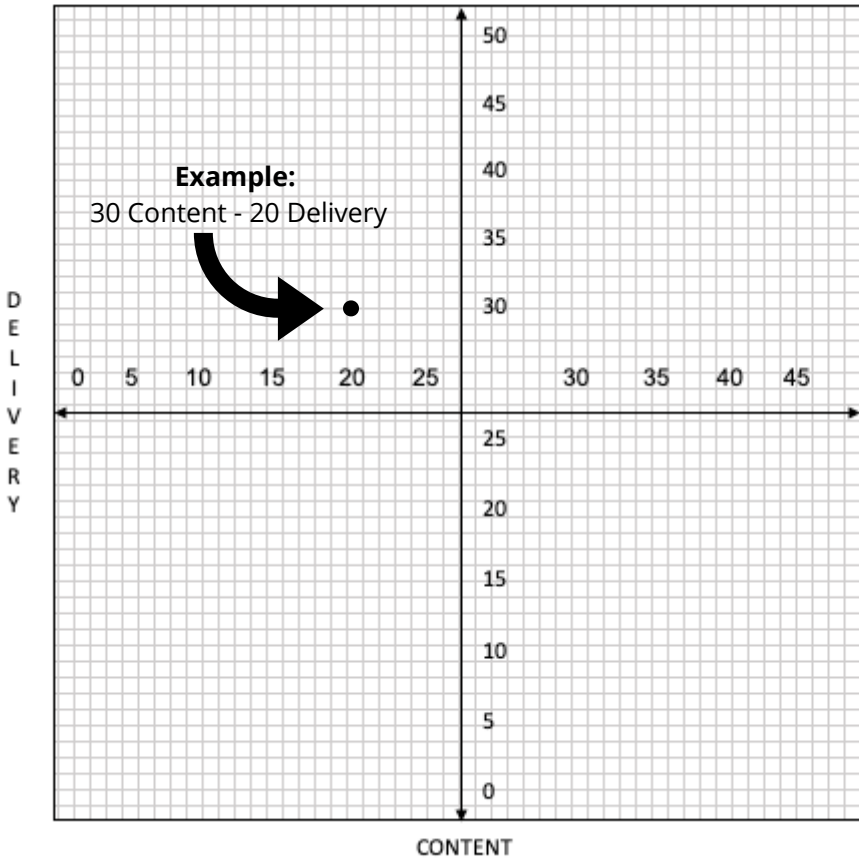
DELIVERY TOTAL SCORE

PLOTTING YOUR SCORES

This is an example of how to plot your scores.
(Content is the vertical line and Delivery is the horizontal line.)

1. Add up your content and delivery scores.
2. Place a solid dot that represents the two scores on the Performance Grid.

THE PERFORMANCE GRID

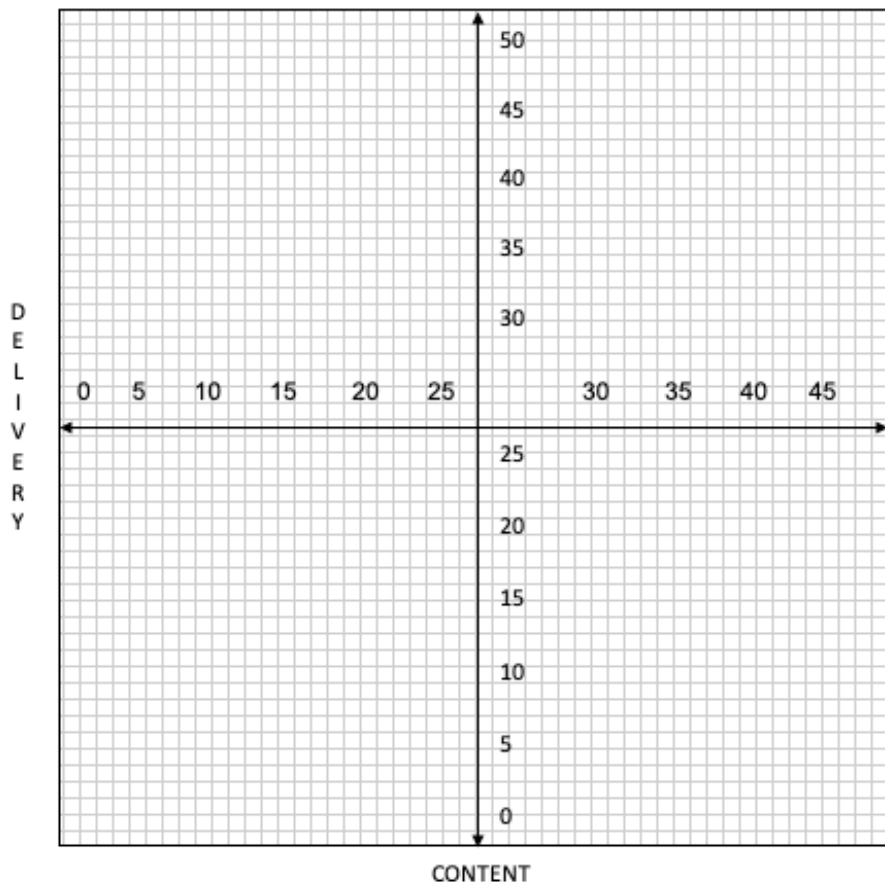


PLOTTING YOUR SCORES

Now, plot your scores.

Remember, Content is the vertical line and Delivery is the horizontal line.

THE PERFORMANCE GRID



Interpreting Your Score

If you're in the **lower left** box, you've scored yourself low in Content and Delivery. Chances are the listener is having difficulty connecting to your ideas. The danger is they are bored, apathetic and even angry. You need to work on Content and Delivery.

If you're in the **lower right** box, you've scored yourself high on Delivery. Your style – posture, expression and voice – are engaging the listener but the substance is lacking. They are pleasantly engaged but dismiss you as superficial. You need to work on developing more clarity, relevance and brevity.

If you're in the **upper left**, you scored high on content but low on delivery. Most likely your thinking is strong, but your voice and body are not supporting your message. The danger is that the listener wants to hear your good ideas yet they're working so hard that they're frustrated. At its worst, there's a level of monotony that can produce a negative impact.

If you're in the **upper right**, your ideas are clear, relevant and organized and your delivery is dynamic and compelling. You're bringing an appropriate level of energy and organized thought that brings value to your listener. After listening to you, people are ready to act – to do something.

What's Next?

1. If you want to grow as a communicator, you need a clear and compelling goal. In order to achieve that, mark on the performance grid where you want your communication to be and put an "X" on that spot.
2. Draw a line between the solid dot that marks where you are now and the X that marks where you need to be.
3. Note the angle of the line. If the line is vertical, you need to work on content. If the line is horizontal, you need to work on delivery. If the line is at an angle, you need to work on both.
4. Review your responses to each question to provide direction on where to improve.

PLOTTING YOUR GROWTH

Example of your scores and your "X" that marks where you want to be.

Example:

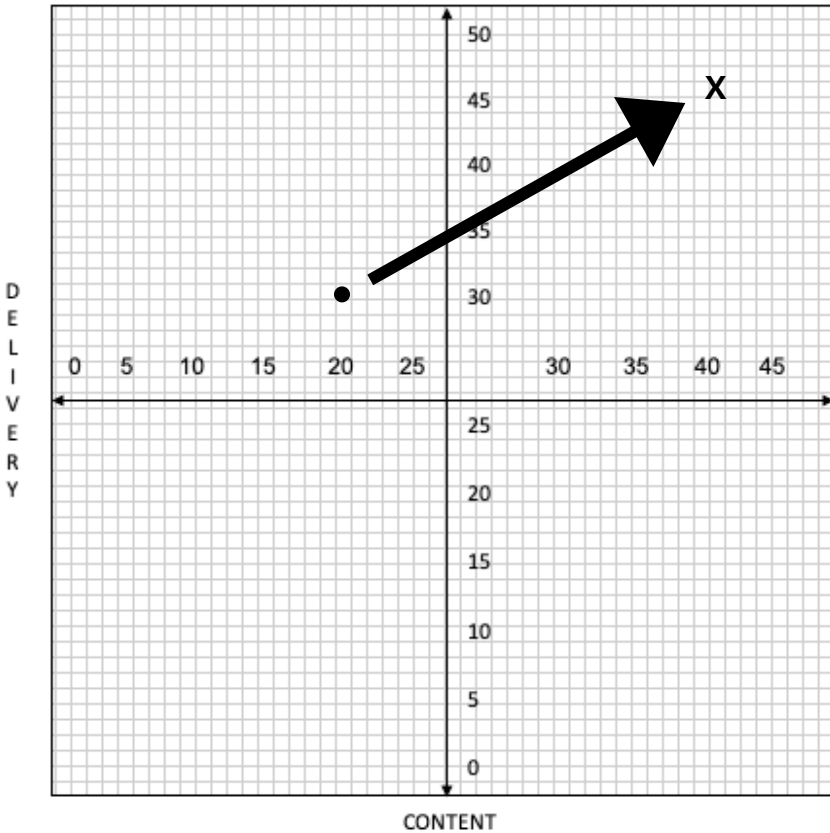
30 Content - 20 Delivery

Example:

Line at an angle.

Work on both content and delivery.

THE PERFORMANCE GRID



COMMUNICATION FEEDBACK FORM

If you want to go deeper and take the assessment to the next level, the next two pages have an assessment for you to hand out to people who know you and have experienced your communication.

If you commit to improving your communication and work at getting better, consider handing out the assessment again in 60 days to the same people.

Communication Feedback Form

DELIVERY	
Please respond to the following with: 5 = Almost always true 4 = Usually true 3 = Sometimes true 2 = Usually not true 1 = Almost never true	
	He/she is responsive to what is happening in the moment and adjusts as needed.
	He/she gestures comfortably in front of a group and rarely looks awkward using their hands.
	He/she is a skilled listener. In conversations and meetings, I feel they care about my point of view.
	He/she can display a range of emotions that are appropriate and helpful for the situation.
	He/she begins by gaining rapport with me. They start conversations or presentations by creating a common ground before jumping into their agenda.
	He/she maintains eye contact while speaking in group or team meetings. They look me in the eye when we talk one-to-one.
	His/her language and tone are conversational.
	He/she uses slides, handouts or media only to support their presentation and don't let the slides take over.
	When speaking, he/she varies their tempo, pitch and volume to liven up their content with dynamics and variety.
DELIVERY TOTAL SCORE	

COMMUNICATION FEEDBACK FORM

Communication Feedback Form

CONTENT	
Please respond to the following with: 5 = Almost always true 4 = Usually true 3 = Sometimes true 2 = Usually not true 1 = Almost never true	
	He/she brings insightful analysis and relevant detail to presentations and supports ideas with evidence and examples to illustrate key points.
	He/she speaks to my emotional needs as well as my intellectual concerns.
	He/she uses stories and vivid imagery to help me feel and see what is being described.
	He/she creates powerful closings that come full circle – reinforcing the key point and leaving me feeling satisfied.
	He/she creates strong openings by talking about what I care about. They rarely open by talking about themselves.
	His/her talks resemble an engaging story more than a presentation of information.
	He/she typically opens a presentation with a central theme or sentence, which is reinforced throughout.
	He/she organizes ideas in an integrated and sequential flow with ideas building upon each other, making it easier for me to understand.
	He/she uses brevity and never goes on too long. I leave presentations knowing exactly what they're saying.
	There is a clear purpose and objective when he/she speaks. I am consistently moved to new insight, decision, or action by their words.
	His/her language is easy to understand. They rarely use vague or confusing jargon, acronyms or clichés.
	CONTENT TOTAL SCORE