

# ASSESSMENT: BUSINESS PRESENTATION

COLLEGE OF BUSINESS - ECU  
BUSINESS COMMUNICATION CENTER



NAME: \_\_\_\_\_

Class: \_\_\_\_\_ Section: \_\_\_\_\_

Date: \_\_\_\_\_

FORM: SCALE

## ABOUT THE ASSESSMENT FORM

THIS ASSESSMENT FORM EVALUATES YOUR PRESENTATION BY EXAMING ITS STRATEGY, ORGANIZATION, AND ENGAGEMENT. THESE THREE KEY COMPONENTS OF A BUSINESS PRESENTATION REPLACE THE LESS INTERACTIVE TERMS OF CONTENT AND DELIVERY. POWERFUL BUSINESS COMMUNICATORS DO NOT DELIVER A SPEECH. THEY ENGAGE PEOPLE.

| KEY | ENGAGEMENT                           | — AN ACTION COMPONENT OF A PRESENTATION |
|-----|--------------------------------------|---|
|     | Unprofessional                       | — LEVEL OF COMMUNICATION SKILL          |
|     | Eye gaze avoids others or is erratic | COMMUNICATIVE ACTION -- EFFECT          |
|     | Voicing obstructs impact of message  |   |

| UNPROFESSIONAL (1)  | DEVELOPING (2) | PROFICIENT (3) | PROFESSIONAL (4) |       |
|---|----------------|----------------|------------------|-------|
| S T R A T E G Y   |                |                |                  | SCORE |
| Uses effective presentation techniques to promote objectives                |                |                |                  |       |
| Develops a powerful agenda; Uses audience's values to advance agenda        |                |                |                  |       |
| Identifies and designs arguments to focus on target audience                |                |                |                  |       |
| Drives participants to action; Triggers participants to use power/influence |                |                |                  |       |
| Answers questions and bridges to talking points                             |                |                |                  |       |
| O R G A N I Z A T I O N   |                |                |                  |       |
| Conveys thorough knowledge of topic   |                |                |                  |       |
| Designs powerful messages   |                |                |                  |       |
| Justifies claims with best evidence   |                |                |                  |       |
| Incorporates powerful stories and examples to advance talking points        |                |                |                  |       |
| Provides qualitative and quantitative impact to arguments/messages          |                |                |                  |       |
| E N G A G E M E N T   |                |                |                  |       |
| Eye gaze captivates participants  |                |                |                  |       |
| Voicing heightens impact of arguments/message                               |                |                |                  |       |
| Gesturing heightens impact of arguments/messages                            |                |                |                  |       |
| Presenter appears extremely confident                                       |                |                |                  |       |
| Emotional climate maximizes social networking                               |                |                |                  |       |

C O M M E N T S

# ASSESSMENT: BUSINESS PRESENTATION



This page provides more detail about the rankings of page one. You may find it beneficial to mark the check boxes below.

SCORE:

| S T R A T E G Y  |   |   |  |
|--|---|---|--|
| Unprofessional   | Developing  | Proficient  | Professional   |
| <input type="checkbox"/> Choice of presentation techniques questionable                              | <input type="checkbox"/> Uses both effective and ineffective techniques/tools in presentation | <input type="checkbox"/> Uses more effective than ineffective techniques/tools            | <input type="checkbox"/> Uses effective techniques to promote objectives                             |
| <input type="checkbox"/> Develops no clear objective or agenda; Misuses or ignores audience's values | <input type="checkbox"/> Develops inconsistent objectives; Misunderstands audience's values   | <input type="checkbox"/> Develops a clear objective/agenda; Understands audience's values | <input type="checkbox"/> Develops a powerful agenda; Uses audience's values to advance agenda        |
| <input type="checkbox"/> Misidentifies target audience or targets no one                             | <input type="checkbox"/> Targets participants as belonging to generic groups or demographics  | <input type="checkbox"/> Identifies target audience                                       | <input type="checkbox"/> Identifies and designs arguments to focuses on target audience              |
| <input type="checkbox"/> Undermines impact; alienates participants and their social networks         | <input type="checkbox"/> Motivates a few participants and their social networks               | <input type="checkbox"/> Motivates participants and influences their social network       | <input type="checkbox"/> Drives participants to action; Triggers participants to use power/influence |
| <input type="checkbox"/> Evades issues or answering questions  | <input type="checkbox"/> Attempts to answer questions   | <input type="checkbox"/> Answers questions  | <input type="checkbox"/> Answers questions and bridges to talking points                             |
| O R G A N I Z A T I O N  |   |   |  |
| Unprofessional   | Developing  | Proficient  | Professional   |
| <input type="checkbox"/> Conveys limited knowledge of topic  | <input type="checkbox"/> Conveys some knowledge of topic                                      | <input type="checkbox"/> Conveys knowledge of topic                                       | <input type="checkbox"/> Conveys thorough knowledge of topic   |
| <input type="checkbox"/> Disrupts flow of messages   | <input type="checkbox"/> Constructs or highlights a few issues                                | <input type="checkbox"/> Designs effective messages                                       | <input type="checkbox"/> Designs powerful messages   |
| <input type="checkbox"/> Provides no substantiation  | <input type="checkbox"/> Uses some evidentiary support  | <input type="checkbox"/> Justifies claims with evidence                                   | <input type="checkbox"/> Justifies claims with best evidence   |
| <input type="checkbox"/> Imparts little relevance  | <input type="checkbox"/> Incorporates both relevant and non-applicable stories and examples   | <input type="checkbox"/> Incorporates stories and examples to advance talking points      | <input type="checkbox"/> Incorporates powerful stories and examples to advance talking points        |
| <input type="checkbox"/> Undermines arguments/issues   | <input type="checkbox"/> Provides impact to some arguments/issues                             | <input type="checkbox"/> Provides impact to arguments/issues                              | <input type="checkbox"/> Provides quantitative and qualitative impact to arguments/issues            |
| E N G A G E M E N T  |   |   |  |
| Unprofessional   | Developing  | Proficient  | Professional   |
| <input type="checkbox"/> Eye gaze avoids others or is erratic  | <input type="checkbox"/> Eye gaze targets some participants                                   | <input type="checkbox"/> Eye gaze targets participants                                    | <input type="checkbox"/> Eye gaze captivates participants  |
| <input type="checkbox"/> Voicing obstructs impact of message   | <input type="checkbox"/> Voicing displays some modulation                                     | <input type="checkbox"/> Voicing enhances arguments                                       | <input type="checkbox"/> Voicing heightens impact of arguments                                       |
| <input type="checkbox"/> Gesturing distracts or is non existent                                      | <input type="checkbox"/> Gesturing limited or mechanical                                      | <input type="checkbox"/> Gesturing synched with voicing                                   | <input type="checkbox"/> Gesturing heightens impact of arguments                                     |
| <input type="checkbox"/> Presenter appears extremely anxious   | <input type="checkbox"/> Presenter appears anxious  | <input type="checkbox"/> Presenter controls speech anxiety                                | <input type="checkbox"/> Presenter appears confident   |
| <input type="checkbox"/> Lack of involvement restricts social networking                             | <input type="checkbox"/> Emotional climate promotes some social networking                    | <input type="checkbox"/> Emotional climate reinforces social networking                   | <input type="checkbox"/> Emotional climate maximizes social networking                               |

KEY

**E N G A G E M E N T**

AN ACTION COMPONENT OF A PRESENTATION

**Unprofessional**

LEVEL OF COMMUNICATION SKILL

☐ Eye gaze avoids others or is erratic

COMMUNICATIVE ACTION - - EFFECT

☐ Voicing obstructs impact of message

ECU COLLEGE OF BUSINESS COMMUNICATION CENTERClass: Section:

ASSESSMENT FORM: PRESENTATIONS-DE