

HOW TO USE THE COMMUNICATION COACHING FORM (CCF)

The CCF is a tool for development, evaluation, and assessment. There are various ways to use it, based on what you are trying to accomplish. It is important to identify the type and purpose of the communication. Is it a Sermon, Funeral Message, Speech, Lesson, or Brief? Each have unique dynamics and considerations. The CCF is a comprehensive form, but not all of it needs to be filled out. You can decide on which area to focus or the presenter may highlight an area in which to focus. The CCF was designed to provide coaching tips for clear communication. It is an objective framework to begin a discussion regarding a presentation. It is a guide for what to look for and a form to provide feedback for the presenter. The key elements of coaching are: assessment, observation, and honest feedback. Note: *When printing the CCF for use, do not print this instruction sheet. Use the blank backside to take notes on the message and provide feedback. You may find it helpful to fold the form in half with the blank side folded in for ease of use during assessment.*

1. MESSAGE: WHAT WAS SAID?

Two key questions:

1. What's the Point? What is the presenter saying? Can it be summed up in a sentence? Was it stated by the presenter or gathered by listening to content of the message? (Write this on the form.)
2. What's the Purpose? What does the presenter want the listeners to do as a result of the message? Was this stated or implied? What is the practical application? What does the presenter want those who listen to the message to know, be, and/or do? (Write it on the form.)

2. DELIVERY: HOW WAS IT SAID?

In this section there are six areas to assess. Check the number if the whole line is good or mark each individual item. Circle the item that needs work and explain. If number six applies, write down the specific distracters.

3. SIMPLE RUBRIC

The rubric puts together both content and delivery. Work from left to right; each block builds on the next. The presenter must have the first block to move further right. So for an excellent they must receive a check in each box. If there is an area where the "average" cannot be checked, circle the area and note what was missing.

4. COACHING TIPS

The section below the rubric is giving specific feedback assessed from other portions, but specific to the presentation. Think about ways for the presenter to make the message and delivery stronger. The task of the coach is development of the presenter with the aim to improve future performance. There are three key areas:

- First, affirm the areas of strength and give details as to why it worked or what was effective about it.
- Next, list specific suggestions for improvement. Give tips for making the message clearer or more effective if it is presented again.
- Finally, circle your overall impression of the message. What was the result?

For questions, information, or further explanation, contact CH Brandon Moore, Homiletics SME, USACHCS. brandon.r.moore.mil@mail.mil

COMMUNICATION COACHING FORM (CCF) 3.0

Speaker's Name: _____ Presentation Type: _____

Evaluator's Name: _____ Date: _____ Time: _____

MESSAGE: WHAT WAS SAID?

**Use backside of form to capture additional notes.*

What is the POINT? Central Idea (# of times repeated ___)

Introduction/1st sentence:

Body:

Conclusion:

Last phrase spoken/final statement:

What is the PURPOSE? (application)

I want my listeners to (be, know, do)

DELIVERY: HOW WAS IT SAID?

Check off what was good; circle and/or explain what needs work.

1. Voice: conversational tone / volume / speed / intensity / variety / pauses
2. Body Language: posture / eye contact / gestures / movement / facial
3. Presence: sincerity / empathy / conviction / enthusiasm / connection
4. Distractors:

	Average	Good	Excellent
Approach	Friendly/Competent	Engaging	Tone matches context
Context	Aware of military audience & terminology	Situational awareness	Relevant & Applicable
Content	Appropriate to type of presentation	Clear purpose	Creative & Interesting
Introduction	States the central idea or leads into the first point	Creatively gains attention	Surfaces need/desire to listen
Central Idea	Inferred	Clearly stated	Memorably repeated
Organization/ Structure	Orderly sequence	Clear points & transitions	Organization supports central idea
Illustrations	Support point	Awaken interest	Compelling/Not distracting
Conclusion	Summarizes message	Provides a sense of finality & challenge	No new distracting ideas added
Delivery	Does not distract from presentation	Poised & Well practiced	Reinforces the presentation with energy & variety

Areas of Strength:

Suggestions for Improvement:



Overall Impact: What was the result? (circle one)

Life changing | Challenging | Encouraging | Interesting | Boring | Irrelevant