

Introduction to Communicating in Leadership

Total time: 20 minutes

This examination is designed for Intermediate students of Year 7 or 8 who are considering or prepared to accept leadership at Year 8 level. However, students of any age may find it a useful part of their training for leadership.

This examination should be conducted in front of an audience of at least three. The use of visual aids, where appropriate, is encouraged.

1. Research a New Zealand leader of your choice. This person may be local or national.
Give an informative talk on this person.
The talk may include: the leader's attributes, background, influence on others, key events their life and how they are viewed by others. *(Limit 4 minutes)*
Specify the audience for whom your talk is intended.
Be prepared to discuss your idea of leadership and the reasons for your choice of leader.
The examiner may invite questions from the audience.
2. Give a prepared social speech appropriate to your situation and/or area of leadership.
Specify the occasion. *(Limit 2 minutes)*
3. Read aloud a prepared passage of an inspirational nature suitable for a school assembly, chapel service or other gathering.
Begin with a simple introduction, suited to the occasion, which will include the title and author. *(Limit 3 minutes)*
Specify your audience and the occasion.
Discuss with the examiner how the passage could inspire your specified audience.
4. Take part in an impromptu exercise related to leadership and set by the examiner.
Range: announcement, team talk, role play, interview, explanation. *(Limit 2 minutes)*

Learning Criteria

In order to achieve well in this level you should:

- be audible and intelligible
 - use appropriate vocabulary to support ideas
 - specify the audience
 - observe the time limits
 - speak confidently and be audience focused in delivery.
1. Select content for your **talk** that is suited to the specified audience.
Present ideas in an extempore style.
Develop ideas logically.
Link the main points.
Include personal opinions, if appropriate, supported by reasons or examples.
Integrate visual aids throughout the talk.
Extend the audience's awareness and knowledge of leadership.
In **discussion**, listen, respond and give reasons and/or supporting examples.
 2. In your **social speech** meet the criteria and purpose of the particular occasion.
Select a style appropriate for the audience, speaker and message.
Structure the speech.
Use names correctly and clearly.
Share a sense of occasion with the audience.
Speak sincerely and with courtesy.
Lead the clapping if applause is required.
 3. For your **reading** select a passage that is appropriate to the specified audience.
Select a passage that does inspire.
Show an awareness of the audience.
Shape the extract for meaning.
Change the voice effectively to mark direct speech.
In **discussion**, share opinions on the passage and its suitability for the occasion and the audience.
 4. In all **impromptu** exercises use content and structure suited to the audience, topic and situation.
Use a logical development of ideas.
Use language appropriate to the audience and occasion.
Observe common courtesies in all options.

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Announcement

Gain attention of the given audience.

Give specified information logically and simply and repeat key details.

Give additional information that will encourage your listeners to listen and remember the details.

Recap the main points.

Team talk

Support the team.

Focus on the key points of the talk.

Inspire the team to higher levels of achievement.

Role play

Create a real life situation, using appropriate setting and characters.

Find appropriate ways to resolve problems and/or conflict.

Use clear positive language in finding a way to resolve the problem or conflict.

Interview

Use a manner appropriate to the given circumstances.

As **interviewer** make appropriate introductions, control the shape of the exercise and bring the interview to a logical conclusion.

Ask open-ended questions, listen to the answers and probe for further information.

As **interviewee** listen and respond to the questions.

Work to extend ideas and offer further information.

Explanation

Clearly state and interpret the relevant details of a subject.

Extend the information already given.

Add further examples of that information.

Notes:

Communicating in Leadership

This examination is targeted to Year 12 students and Year 13 students or those in tertiary study catering specifically for leadership training. This examination can be readily adapted to suit the needs of adults.

The examination **must** be conducted in the presence of an audience. (Minimum: 4 people)

Total time: 30 minutes

General communication skills will be assessed throughout the examination. The use of visual aids, where appropriate, is encouraged.

1. **Give a persuasive speech** to establish a point of view on a civic or school community issue and substantiate it with supporting research.
You must specify the audience, purpose and situation for which the talk is intended.
(Limit 6 minutes)
2. **Give a social speech** appropriate to your area of leadership responsibility or intended leadership situation.
Examples are a welcome, vote of thanks, tribute, introduction of a speaker, presentation of a gift or a farewell.
You must specify the audience and situation for which the talk is intended.
(Limit 4 minutes)
3. **Lead a discussion group:**
 - i) a) Bring to the examination an article about any current New Zealand leader.
Research the leadership qualities of the person selected.
Briefly outline the leadership role of this person to your audience.
or
 - b) Bring to the examination an article which discusses any aspect of leadership.
Research the aspect.
Summarise the article for your audience.
 - ii) Lead the discussion with the attending audience on the significance of the skills demonstrated a) by this leader, or b) in this article, with reference to the leadership roles of members of your audience.
Be prepared to include any negative aspects that may arise.
 - iii) Bring the discussion to a definite conclusion within the given time frame.
(Limit 10 minutes)

The article must be in the hands of the Local Secretary no later than five days before the examination.
4. Candidates will prepare background information on a field of their choice, eg sport, academia, arts, community. The candidate should be prepared to speak about several
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people from this field. After discussion with the candidate the examiner will select one person from this field.

The candidate will give an impromptu talk to the attending audience on why this person could be regarded as a role model.

Two minutes preparation time.

(Limit 3 minutes)

Learning Criteria

In order to achieve well in this level you should:

- demonstrate voice and speaking that is clear and appropriate to support the work presented
 - develop command of discussion skills
 - manage time effectively.
1. Select a relevant topic with opportunity for in depth research.
Relate content to a specific audience and purpose.
Develop a logical argument with persuasive elements.
Draw statements and opinions from the research and state these clearly with credibility and integrity.
Conclude with a call to action.
Integrate visual aids throughout the **talk** to support the information given and aid the understanding of the audience.
Demonstrate an extempore style of delivery.
 2. Meet the purpose of the **social speech**.
Gain the attention of the audience appropriately.
Use style appropriate to audience, speaker and message.
Use a structure suited to the purpose.
Share sense of occasion with the audience.
 3. Justify the selection of the person and/or the particular article.
Show knowledge of leadership skills.
Range: styles of leadership; communication; ability to inspire; problem solving; conflict resolution . . .
Use strategies to **facilitate discussion** between all members of the group.
Sum up points briefly, accurately and objectively leading to a concluding statement.
 4. Demonstrate an understanding of at least three components of leadership, eg shares knowledge, is inspiring, is courageous.
Relate your understanding of leadership to the role model.
Structure the **talk** logically.
Connect with the audience present.

Speech New Zealand offers the following syllabuses

Speech and Drama
Public Speaking and Communication
Oral Communication Assessments
Professional Speaking
Theatre in Action
English for Speakers of Other Languages
Leadership Communication

The Public Speaking and Communication and Speech and Drama syllabuses have eight grades, followed by Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB).

Oral Communication Assessments are carried out in schools, recreational and community groups. There are 12 levels which support the oral communication curriculum in schools.

Professional Speaking is directed to those in the workplace, in business, a profession, or wanting to develop speaking skills to a professional level.

Theatre in Action supports the drama curriculum in schools.

English for Speakers of Other Languages (ESOL) syllabus allows for the different needs of students and is examined by specialists in English as a second language.

Leadership Communication is designed for young leaders, senior students, or can be readily adapted to suit adult situations.

Speech New Zealand
P O Box 12 023
Wellington 6144

Telephone: (04) 498 9660
Email: info@spechnz.co.nz
Website: www.spechnz.co.nz