



**COMMUNICATION IN
LEADERSHIP
FROM PUBLIC SPEAKING &
COMMUNICATION SYLLABUS
2016**

Syllabus for Public Speaking Examinations in Leadership Communication

The examinations offered are:

- Introduction to Communicating in Leadership
- Communicating in Leadership

These qualifications are designed for school-age students although students of any age may find them a useful part of their training for leadership. The Communicating in Leadership examination may also be readily adapted for use by adults.

The **Introduction to Communicating in Leadership** examination is designed for Intermediate students of Year 7 or 8 who are considering or prepared to accept leadership at Year 8 level. An audience is optional for this examination.

The **Communicating in Leadership** examination is designed for Year 12 or Year 13 students or those in tertiary study and caters specifically for students preparing for leadership responsibilities. This examination must be conducted in the presence of an audience of at least four people.

Assessments are as for the grade examinations: Pass, Credit, Merit, Honours.

Talks must be extempore; those which are memorised or read are not acceptable.

For further guidance in working with Leadership syllabi see SNZ website resources. **www.speechnz.co.nz**

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.

An audience is optional for this examination. 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 in 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. Introduce yourself to an appropriate audience for a leadership role. The introduction will include relevant information about you and the skills and experience you can offer the role. The introduction may include a pepeha. *(Limit 2-3 minutes)*

Specify the audience and occasion. This may be to an assembly, a leadership/management team, sports/arts team.

Notes and visuals are not required for this exercise.

or

Read aloud a prepared passage of an inspirational nature suitable for a school assembly, religious service or other gathering. *(Limit 2 minutes)*

Begin with a simple introduction, suited to the occasion, which will include the title and author.

Specify your audience and the occasion.

Discuss with the examiner how the passage could inspire your specified audience.

or

Give a speech in support of a student, colleague or teammate to a position of leadership.

Before you speak, briefly outline the circumstances of their nomination.

(Limit 2 minutes)

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)*

Notes:

Learning Criteria

In order to achieve well at 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. The presentation is relevant and appropriate to the audience and occasion.

Shows an awareness of audience.

Is confident and convincing.

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.

Continued ...

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.

Communicating in Leadership

Total time: 30 minutes

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.

It is optional to have an audience present as part of your discussion group.

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. Prepared Reading and Discussion:

- 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.

- ii) Have a discussion with the examiner about the article.

or

- i) b) Bring to the examination an article which discusses any aspect of leadership.

Research the aspect.

Summarise the article for the examiner.

- ii) Read a prepared section from the article then give a concluding statement.

(Limit 10 minutes)

The article must be submitted to National Office no later than five business days prior to the first day of tour.

4. Give an impromptu talk on a role model. Candidates will prepare background information on a field of their choice, e.g. sport, academia, arts, community. The candidate should be prepared to speak about several 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 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 at 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.
 - i. Justify the selection of the person and the article.
 - ii. Show an understanding of leadership skills as covered in the article.
 - iii. Read fluently and confidently using eye contact, emphasis and pause.
Connect with the audience.
Give a convincing concluding statement.
 4. Demonstrate an understanding of at least three components of leadership, e.g. shares knowledge, is inspiring, is courageous.
Relate your understanding of leadership to the role model.
Structure the **talk** logically.
Connect with the audience present.

Notes:

General Information

Entries

Entries are completed online. Please see the website for details. Entry closing dates and fee payment due dates are specified on the Speech NZ website.

Inaccurate Entries

If a replacement certificate is needed due to an inaccurate entry, a replacement certificate fee plus postage will be charged.

Late Entries

Please contact Speech NZ National Office.

Substitutions

In the event of illness of a candidate who is presenting as part of a group, a substitution may be made. The substitute may carry a script to enable the group to perform.

Refunds

A copy of Speech NZ's full policy on refunds is available on our website or contact National Office. Speech NZ 'Guidelines' comply with the legal requirements of the various Consumer Protection Acts.

For further information please refer to www.speechnz.co.nz or contact National Office

Examination Centres

National Office will notify candidates of the place and time of attendance.

Attendance

Candidates must attend the examination centre 15 minutes before the examination time stated on their notification.

Candidates who are unable to attend the examination must notify their teacher as soon as possible. Teachers must contact the Examination Supervisor if it is on examination day, or National Office prior to examination day. If an alternative date/time cannot be accommodated within the tour, the candidate can be transferred to an alternative examination tour. Please see our website for details. Non-attendance without notification to a Speech NZ representative will result in the examination being recorded as *Did Not Sit* and fees are forfeited..

Procedures within examinations

- Examinations are conducted in English, however brief introductions or phrases in other languages are acceptable.
- Name-tags should be worn by all candidates and will be supplied by the Supervisor.
- Time limits must be strictly observed.
Candidates may be disadvantaged in discussion or impromptu sections if prepared work exceeds time limits.

Order of presentation:

- Candidates may present their work in any order within an examination.

Visual Aids:

- The use of visual aids, where appropriate, is encouraged.
These should be the candidate's own work.

Equipment:

- It is the responsibility of the candidate to provide any equipment necessary for the presentation of work in the examination.
Senior candidates who intend to use electronic equipment should advise accordingly at time of entry so National Office can schedule the timetable to accommodate them.

Reading:

- Unless specified in the syllabus books may be fiction or non-fiction.
- Sight reading may be selected from any part of the book
- Electronic books are not permitted unless necessary for candidates with specific learning requirements. National Office is to be notified of the nature of any such specific learning requirement at time of entry. A hard copy of the text is to be provided for the examiner.

Talks:

- Talks that are memorised or read are not acceptable.

Texts:

- Candidates must supply examiners with legible copies of poems, prose, dramatic extracts and any devised work.
- Exam Material - Background material and/or texts specifically requested are to be submitted to National Office 5 business days prior to the first day of tour to allow the examiner time to be fully conversant with the content and, where necessary, to set appropriate work for use during the examination.

Failure to provide time for this background work disadvantages the candidate and increases pressure on examiners.

- **At Grade level:** Where a candidate does not provide required material, or information for the examination, or within the specified time period, this omission will be reflected in the level of achievement awarded.
- **At Diploma level:** Where a candidate does not provide the required material within the specified time the examination may not be able to proceed.

It is expected candidates will bring a hard copy of all submitted examination materials to the examination.

Modular and Diploma Examinations

These can be completed in any order and there is no time limit on the completion of these examinations.

Theory Examinations

Written examinations are no longer offered, please see our website for alternative theory examination details.

Observers

Speech NZ reserves the right to invite or exclude observers at any examination.

Trainee Examiners

From time to time a trainee examiner will be in the examination room and, under the direction of the supervisory examiner, may take part in the examination.

Recording

Recording is NOT permitted during examinations unless it is for NCEA purposes and prior arrangements have been made with Speech NZ. Speech NZ may at times request consent to record examinations for a specific purpose that you will be notified of.

Examination Reports and Certificates

Examination reports and certificates are distributed to teachers by National Office. Reports and certificates are the property of the candidate.

Appeals/Complaints Procedure

Examination results appeals or complaints must be made in writing within 14 days of receiving the examination result. Please see our website for details.

Non-result related complaints may be submitted via the complaints page of our website.

Resources

The website www.speechnz.co.nz contains articles relating to specific teaching points, examinations, Speech New Zealand policies and articles of general interest to teachers.

Syllabus specific or exam management related queries are welcome and can be emailed to National Office. Please see website for details.

Academic dress

All holders of LSB and FSB qualifications are eligible to wear a Speech New Zealand stole over a black undergraduate gown.

The stole is deep blue and silver, embroidered with Speech New Zealand insignia. These are available for hire – contact the National Office on 04 498 9660.

Glossary

The following definitions are as used within the context of this syllabus.

Academic dissertation:

A formal discourse suitable for presentation at a university addressing a topic related to the studies of the listeners.

Action of the moment:

In storytelling, the total involvement of the speaker in the story to reach out and draw the audience into that story.

Analyse:

To dissect and critically examine.

Anecdote:

A story that illustrates a point within a speech or talk.

Arrangement:

Organisation of the smaller components **within** the structure of a talk: e.g. the use of visual aids or the placement of anecdotes.

Assessment:

This refers specifically to teaching diplomas. The measurement of achievement against the learning outcomes. It may be self, peer, tutor or external. Assessment is the stage in the evaluation cycle which provides information on what has been learned and suggests adjustments/developments for future work plans.

Ceremonial:

A formal presentation related to an important observance/occasion.

Controversial:

An issue over which opposing views are hotly debated.

Criteria:

Standards of judgement.

Critical evaluation:

Judgement on the value of, e.g. a speech, which sets criteria, analyses and considers the elements within the whole and gives valid reasons for concluding results.

Delivery:

In general this refers to voice and speaking within a presentation, however, it may also be

broadened to cover body language, gesture, manner and style.

Discovery:

Something learnt for the first time on a personal level, or a discovery made by someone else.

Dissertation:

See Academic dissertation.

Elements:

The essential components of the stated section.

Evaluate:

Judge the value of against specific criteria.

Evaluation:

This term refers specifically to teaching diplomas. Evaluation provides the essential link between learning and the planning for further teaching. Evaluation monitors progress and achievement comparing it to the expected standards. It is used to judge the success of a presentation or lesson and the methods used.

Explain:

Clearly state and interpret the relevant details of a subject.

Extempore talks:

All talks are expected to be in this mode: prepared, planned, practised and delivered in the candidate's own words in a conversational manner and with appropriate formality. They are not memorised.

Genre:

Kind or type of speech, e.g. informative, persuasive, entertaining, social etc.

Impromptu:

A presentation given with little or no time for preparation.

Impromptu story:

A story made up around given factors with little or no time for preparation.

Impromptu talk:

A talk developed on a given topic for delivery to a given audience. The topic may be familiar, or researched, and the candidate will have little or no preparation time. The talk should be broadly planned/structured, and delivered in the candidate's own words.

Intention:

The purpose or aim of the speaker.

Invention:

An object which has been designed and created for a specific purpose, this may be a personal invention or one made by someone else.

Justify:

To demonstrate the correctness of an assertion, statement, plan, point of view or action.

Kinesics:

The study of body movements and gestures.

Leader:

A person who leads a group, organisation or country. A person in command or of influence.

Lecture:

An educational address to an interested body of listeners.

Modulation:

An understanding of technical terms such as: pitch, pace, pause, inflection and volume; their relationship to the thoughts and feelings of the speaker; their importance in maintaining the interest of the listener.

Motion:

A formal proposal at a meeting.

Performance:

Performance, in this syllabus, should be interpreted to mean practical presentation for an audience.

Philosophy:

The candidate's attitudes and beliefs in regard to the topic under discussion.

Plea:

A planned, organised appeal using persuasive techniques.

Presentation:

The delivery of talks or factual information.

Principles and practice:

Generally accepted guidelines in accomplishing a task.

Proxemics:

The study of the communicative function of space divided into four units of spatial distances: intimate distance, personal distance, social distance, public distance.

Range:

The various aspects that may be included in performance and/or discussion. Where a range is definitively stated, this confines the aspects for that section. However, where a range is followed by an ellipsis (. . .) the scope may be broader and is open to further interpretation and justification by the candidate.

Research:

The line of investigation followed by the candidate on a specified topic. The scope of any research will be relevant to the age of the candidate and the grade.

Role Model:

A person looked up to by others as an example to be imitated.

Role-play:

The assuming of a role in a 'real life' situation set by the examiner.

Running commentary:

Visualising and describing an event for the benefit of a listener or listening group.

Scope:

The range, breadth or depth of the work presented or studied.

Social speeches:

Brief speeches with particular functions within our community.

- **Announcement:** To give important information for a specified reason.
- **Introduction:** To introduce a speaker to a specific audience on a specific occasion.
- **Thank you:** To thank a speaker on behalf of a specific audience on a specific occasion.
- **Tribute:** To honour a specific person to a specific audience on a specific occasion.
- **Welcome:** To greet a visitor or group on a specific occasion on behalf of a specified group.

Speech:

1. Where 'voice' and 'speech' are differentiated, the term speech refers to the acquired habit of speaking. In general terms, the vowels and consonants which form those words and the manner in which those words are modulated.
2. The term 'give a speech' may also be interpreted as 'give a talk'.

Structure:

The organisation of the principal parts of a speech to suit the designated purpose: e.g. a motivated sequence for a persuasive speech.

Style:

1. Style is a matter of linguistic contrast in contexts: one word set against another, one utterance against another, one genre, oeuvre, or period against another.

Style:

2. The speaker's own personal manner of presentation.

Summarise:

To rephrase the main points of an extract without adding any personal comment.

Synthesis:

To combine into a coherent whole.

Techniques:

The specific skills required to achieve an objective.

Text:

Written and published material.

Tribute:

A speech delivered to praise the achievements of an individual.

Visual Aids:

Objects, pictures and charts which aid and enhance the spoken word. The use of these is encouraged throughout the syllabus. Electronic aids (provided and arranged by the candidate) may be used at senior and diploma level.

Voice:

Where 'voice' and 'speech' are differentiated, the term voice refers to the instinctive use and the sound of the 'voice'. In general terms, this involves the breath, the note and the resonators which form the sound: the quality of tone by which we identify a speaker.

In addition Speech New Zealand offers other syllabuses

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

Please see our website for further details on each syllabus.

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