UNIT TITLE: USE ORAL ENGLISH TO CONVEY A COMPLEX EXCHANGE OF IDEAS	**NOMINAL HOURS:** 80

UNIT NUMBER: D1.LAN.CL10.04

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to convey a complex exchange of ideas orally in English

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Discuss problem solving strategies **1.1** Define *a complex exchange of ideas* **1.2** Identify and agree on desired outcomes **1.3** Identify problems or barriers to achieving desired outcomes **1.4** Identify causes of problems **1.5** Suggest solutions to overcome problems or barriers **1.6** Evaluate and *rank solutions* against set criteria **Element 2: Respond to *hypothetical questions*** **2.1** Suggest possible course of action in response to unforeseen events **2.2** Agree or disagree with suggestions **2.3** Discuss potential benefits of change **2.4** Predict potential disadvantages of change **2.5** Outline contingency plans	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to the use of oral English to convey a complex exchange of ideas within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Problem solving strategies* may include: • Identifying desired outcomes in the pursuit of continuous improvement • Defining the problem or barrier to achieving desired outcomes • Identifying causes to the problem or barrier • Offering solutions.

Element 3: Discuss abstract concepts **3.1** Discuss issues related to *cross cultural understanding* **3.2** Demonstrate understanding of *concepts such as beliefs, values and attitudes* **3.3** Discuss the impact of culture on guests' expectations and perceptions **Element 4: Express opinions** **4.1** Express and support opinions **4.2** Agree and disagree **4.3** Discuss alternative opinions **Element 5: Discuss preferred learning styles** **5.1** Discuss various preferred learning styles **5.2** Discuss the implications of knowing preferred learning styles for yourself **5.3** Discuss the implications of knowing the preferred learning styles of your co-workers and guests for your business	*A complex exchange of ideas* refers to a range of communicative activities where the meaning of more abstract ideas is negotiated. Such activities may include: • Expressing and supporting opinions • Agreeing and disagreeing • Paraphrasing and restating premises • Discussing abstract concepts • Talking about hypothetical situations • Reflecting on situations and events • Discussing practical implications of actions or change • Predicting outcomes • Problem solving • Brainstorming new ideas • Using and responding to the language of persuasion • Handling complaints • Resolving conflict • Considering outcomes. *Rank solutions* refers to: • Analysing and ranking solutions against criteria such as: cost, time, effort required, advantages and disadvantages. *Hypothetical questions* refers to conditionals and may include: • "What would you do if …?" • "If … happened what would/should/could you do?" • "What do you think is the best thing to do if … happens?"

Cross cultural understanding may include:

- Defining the term culture

- Understanding underpinning abstract concepts such as: beliefs, values and attitudes

- Discussing the dangers associated with stereotyping

- Developing an understanding of particular culture-based behaviours and expectations and implications for providing superior customer service.

Concepts such as beliefs, values and attitudes refers to:

- Beliefs are the psychological state in which an individual is convinced of the truth of a proposition, similar to truth or knowledge

- Values are beliefs held by a person or social group in which there is an emotional investment

- Attitudes refers to the positive, neutral or negative feelings that somebody has towards something.

Express opinions may include:

- The language of argument, for example: "I think it would be a good idea if we … because … I feel we have to … In my opinion it's best to …"

- Degrees of agreeing and disagreeing, for example: "I totally agree. I'm not so sure. I really can't see the benefit of that"

- Discussing other people's opinions, for example: "Juan thinks we should .... , but I wonder if that's the right way to go especially when we know our competitors are … What do you think?"

Preferred learning styles may include:

- Visual – seeing and reading

- Auditory – listening and speaking

- Kinesthetic – touching and doing.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to discuss problem solving strategies
- Ability to talk about hypothetical situations using conditionals
- Ability to discuss abstract concepts related to cross cultural understanding
- Ability to express and support opinions and to agree and disagree
- Ability to discuss other people's opinions
- Ability to discuss preferred learning styles and their implications for self and the business.

Linkages To Other Units

- Manage and resolve conflict situations
- Work in a socially diverse environment
- Establish and maintain a business relationship
- Coach others in job skills
- Manage and maintain workplace relations
- Research and share information on indigenous culture.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to outline problem solving strategies orally for a broad range of scenarios
- Demonstrated ability to discuss hypothetical situations related to the workplace
- Demonstrated ability to discuss abstract concepts related to cross cultural understanding
- Demonstrated ability to express opinions, show degree of agreement and to discuss other people's opinions

- Demonstrated ability to discuss preferred learning styles and their implications
- Demonstrated ability to use a wider range of vocabulary and grammar to convey precise meaning on abstract topics
- Demonstrated ability to link sentences effectively to convey complex ideas
- Demonstrated ability to be easily understood.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people are involved in a complex exchange of ideas.

Resource Implications

Training and assessment may include access to or a simulated workplace setting, access to suitably qualified English as a second language (ESL) teachers; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Group discussions
- Role plays
- Simulations
- Oral questions.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Compare and contrast culture-based behaviour
	Communicating ideas and information	2	Express and support opinions
	Planning and organising activities	2	Offer contingency suggestions to unforeseen events
	Working with others and in teams	1	Identify team members required to complete a work task
	Using mathematical ideas and techniques	2	Analysing and ranking solutions to problems against time and cost
	Solving problems	2	Apply problem solving strategies
	Using technology	1	Use office equipment