PROYECTO FORMATIVO

1. Información básica del proyecto

Código Proyecto SOFIA:	**1417401**	**Código del Programa SOFIA:**	**135326**	**Versión del Programa:**	**1**	**Fichas asociadas:**	**38**

1.1 Centro de Formación:	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION	**1.2 Regional:**	REGIONAL DISTRITO CAPITAL
1.3 Nombre del proyecto:	ELABORACIÓN DE UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS DE ATENCIÓN AL CLIENTE EXTRANJERO, SEGÚN PROTOCOLOS ESTABLECIDOS.		
1.4 Programa de Formación al que da respuesta:	BILINGUAL EXPERT ON BUSINESS PROCESS OUTSOURCING		
1.5 Tiempo estimado de ejecución del proyecto (meses):	15		
1.6 Empresas o instituciones que participan en su formulación o financiación: (si Existe)	Sutherland, Convergys, Teleperformance, SENA		
1.7 Palabras claves de búsqueda:	BPO, KPO, ITO, Outsourcing, Procesos de negocios, Call Center, contact center, servicio a cliente, customer care, ventas, sales, servicio técnico.		

1.8 Número total de resultados de aprendizaje del programa de formación:	42	**1.9 Número de resultados de aprendizaje por tipo de competencia**	**1.9.1 Número de resultados de aprendizaje específicos que se alcanzan con el proyecto:**	20
			1.9.2 Número de resultados de aprendizaje transversales que se alcanzan con el proyecto:	0
			1.9.3 Número de resultados de aprendizaje básicos que se alcanzan con el proyecto:	22

2. Estructura del proyecto

2.1 Planteamiento del problema o necesidad que se pretende solucionar

Según estudios realizados por empresas como Tholons y McKinsey, compañías norteamericanas de tercerización de servicios han visto una gran oportunidad de colocar sus negocios en Colombia por factores como la cercanía de los países, manejo de horarios semejantes, un acento neutro en inglés, bajo costo de la mano de obra y beneficios fiscales por poder acceder a estar en o ser considerados como Zonas Francas. Aun cuando dichos factores son atractivos para las empresas norteamericanas, el bajo porcentaje de personas bilingües y el desconocimiento en profundidad de la cultura norteamericana, hace que se dificulte aumentar la empleabilidad en nuestro país. Según un estudio divulgado por la agencia Education First (EF), que publica anualmente el ranquin mundial en dominio de inglés. De 72 países estudiados, Colombia ocupó el puesto 49. Los investigadores ubican al país en un nivel de aptitud muy bajo.
Si bien el dominio del inglés representa uno de los principales retos para el asesor de servicios, soporte técnico y ventas en empresas de servicios tercerizados, en el contexto laboral

real, no solo este es importante, pues se deben tener en cuenta los factores que están implícitos en el contexto donde se da la comunicación con el cliente, la cultura de consumo y sus implicaciones en los procesos de negocio. En muchos casos, los asesores hacen intentos fallidos por aplicar los protocolos de servicio desarrollados por la empresa, al desconocer los contextos en los que estos fueron creados, comprender dichos protocolos según los valores, percepción y creencias en los que se desarrolla la operación, hace posible que el contacto directo con el cliente extranjero sea más corto, efectivo y pertinente ya que, los asesores pueden anticipar los posibles escenarios de negocio en los que se van a desenvolver. Cada vez surgen más centros de contacto que requieren asesores bilingües capacitados para asumir el reto de impulsar la economía nacional e internacional por medio de la calidad de la prestación de su servicio, muestra de ello es que "en la actualidad el servicio al cliente en inglés representa un 7.4% de los ingresos por tipo de servicio tercerizado"; sumado a lo anterior, "el servicio al cliente en inglés tuvo un incremento del 80%, respecto al año anterior, consolidando la tendencia de Colombia por la búsqueda de mercados bilingües". Asociación Colombiana de Contact Center y BPO (Informe sectorial 2016). Para las empresas de tercerización, la aplicación de protocolos por parte de sus asesores de servicio, a partir del reconocimiento de la cultura norteamericana, representa reducción de costos operativos, una menor rotación de personal, así como una prestación de servicio que cumpla con los más altos estándares de calidad del mercado que atiende.
Sumado a lo anterior, Matthew Maclachran, (Director de Formación Intercultural y Comunicativa, Learnlight) propone que "la falta de sensibilidad cultural puede llevar a grandes malentendidos y finalmente rechazo por parte del cliente norteamericano, Programas de formación intercultural aseguran que los empleados tendrán las estrategias y habilidades para ser exitosos cuando se trabaja en un medio multicultural."
Con la globalización de los negocios y el énfasis multicultural en la industria de tercerización de procesos, la sensibilidad cultural constituye hoy una de las herramientas de negocios más importante en casi todas las industrias. Comprender la cultura de los clientes con quien se interactúa, mejorará la comunicación, la productividad y la satisfacción del usuario. La generación de una cultura de interiorización y concientización de la multiculturalidad, lo cual representa una herramienta sumamente útil para la resolución de problemas con clientes extranjeros.
¿Cómo la aplicación de protocolos específicos para la atención al cliente, a partir del reconocimiento de la cultura foránea, contribuye con la mejora de la prestación del servicio en las empresas de procesos tercerizados?

2.2 Justificación del proyecto

Contar con personal con un alto nivel de sensibilidad cultural y competencia intercultural es, en la actualidad, un factor clave en cuanto al trabajo con otros países y culturas se refiere. Categorizar la sensibilidad cultural como una habilidad opcional, puede representar un alto costo, no solamente en el área financiera, sino también en factores de calidad en atención al cliente y eficiencia del servicio prestado por la empresa, lo cual podría tener una mayor consecuencia, tal como afectar el "good-will" de la compañía cuyo objetivo es el trabajo globalizado. La sensibilidad cultural es pues un elemento esencial para todos los empleados que trabajan en medios interculturales.

Considerando todos los aspectos mencionados, el proyecto "Aplicación de protocolos propios de la interacción con clientes extranjeros en negocios de servicios, soporte técnico y ventas en empresas de procesos tercerizados" ha sido planteado con la finalidad de apoyar el desempeño de las actividades inherentes a procesos propios de la interacción en negocios de servicios, soporte técnico y ventas, para promover el desarrollo de un entorno laboral en el que, además del dominio de una segunda lengua, prime de manera constante la sensibilidad frente a aspectos de la cultura foránea en sus diferentes ámbitos; dando así respuesta a las necesidades de los clientes de tal manera que se eleven los niveles de satisfacción y productividad en la modalidad de tercerización de procesos.

2.3 Objetivo general

Elaborar una propuesta de acciones de mejora de los procedimientos técnicos de atención al cliente extranjero, según protocolos establecidos.

2.4 Objetivos específicos

1. Identificar debilidades en los procedimientos técnicos y de reconocimiento de aspectos interculturales, según protocolos establecidos.
2. Elaborar una propuesta de acciones de mejora de los procedimientos técnicos según protocolos.
3. Aplicar acciones de mejora presentadas en la propuesta, según protocolos.
4. Ajustar las acciones de mejora en procedimientos según protocolos técnicos.

2.5 Alcance

2.5.1 Beneficiarios del proyecto	1. Aprendices del programa de formación Técnico bilingüe en procesos de negocio, Centro de Gestión de Mercados, Logística y Tecnologías de la Información. 2. Empresarios y emprendedores. 3. Cliente interno y externo.

2.5.2 Impacto	
Social:	Capacitación del aprendiz en competencias bilingües e interculturales enfocadas en la industria de servicios tercerizados.
Económico:	Aumentan las probabilidades de obtener un trabajo y calidad del mismo, devengando mejores ingresos a los recibidos anteriormente.
Ambiental:	Reducción de uso de recursos impresos al implementar y aplicar el lineamiento "Cero Papel" de acuerdo a Directiva Presidencial 04 de 2012.
Tecnológico:	Incursión del aprendiz en el manejo de herramientas tecnológicas vigentes para su óptimo desempeño en el mercado de tercerización de procesos

2.5.3 Restricciones o riesgos asociados y alternativas de solución
1. Dificultad en la actividad de reclutamiento de candidatos con el perfil de entrada requerido (A2) / mejoramiento de oferta y calidad en programas de capacitación en inglés. 2. Los aprendices no cuenten con la experticia del manejo de las tecnologías de la información para el desarrollo del proyecto formativo / Ofrecer capacitación complementaria para que los aprendices desarrollen habilidades en el manejo de herramientas relacionadas con tecnologías de la información enfocadas en el área de desempeño. 3. No alcanzar el objetivo esperado en el nivel de inglés / Conocer los estilos y ritmo de aprendizaje de cada uno de los aprendices para aplicarlos en su proceso formativo.

2.5.4. Productos o resultados del proyecto
1. Informe de debilidades en los procedimientos técnicos y de reconocimiento de aspectos interculturales, según protocolos establecidos. 2. Propuesta de acciones de mejora de los procedimientos técnicos y de la interacción con clientes extranjeros según protocolos. 3. Procedimiento técnico ajustado de la interacción con clientes extranjeros, según protocolos. 4. Procedimiento técnico ajustado según acciones de mejora validadas.

2.6 Innovación/Gestión Tecnológica	
El proyecto resuelve una necesidad del sector productivo?	SI
El proyecto mejora el proceso/producto/servicio existente?	SI
El proyecto involucra el uso de nuevas técnicas y tecnologías de proceso?	SI
Los productos finales son susceptibles a protección industrial y/o derechos de autor?	NO
Los productos obtenidos en el proyecto pueden ser posicionados en el mercado?	SI

2.7 Valoración Productiva	
Con el desarrollo del proyecto se puede satisfacer la necesidad de un cliente potencial?	SI
Viabilidad de proyecto para plan de negocio?	SI

3. Planeación del proyecto

3.1. Fases del Proyecto	3.2. Actividades del Proyecto	3.3. Resultados de Aprendizaje Específicos, Transversales y Básicos (a partir del programa de formación)	3.4. Competencia Asociada
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500333 - COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500335 - COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500336 - LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500337 - ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500340 - IDENTIFICAR LAS OPORTUNIDADES QUE EL SENA OFRECE EN EL MARCO DE LA FORMACIÓN PROFESIONAL DE ACUERDO CON EL CONTEXTO NACIONAL E INTERNACIONAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500343 - CONCERTAR ALTERNATIVAS Y ACCIONES DE FORMACIÓN PARA EL DESARROLLO DE LAS COMPETENCIAS DEL PROGRAMA FORMACIÓN, CON BASE EN LA POLÍTICA INSTITUCIONAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS	500345 - INTERACTUAR EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES EN FUNCIÓN DE LOS	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON

	PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	PRINCIPIOS Y VALORES UNIVERSALES.	LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500346 - ASUMIR LOS DEBERES Y DERECHOS CON BASE EN LAS LEYES Y LA NORMATIVA INSTITUCIONAL EN EL MARCO DE SU PROYECTO DE VIDA.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500347 - RECONOCER EL ROL DE LOS PARTICIPANTES EN EL PROCESO FORMATIVO, EL PAPEL DE LOS AMBIENTES DE APRENDIZAJE Y LA METODOLOGÍA DE FORMACIÓN, DE ACUERDO CON LA DINÁMICA ORGANIZACIONAL	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500349 - GESTIONAR LA INFORMACIÓN DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS Y CON LAS TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN DISPONIBLES.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500350 - REDIMENSIONAR PERMANENTEMENTE SU PROYECTO DE VIDA DE ACUERDO CON LAS CIRCUNSTANCIAS DEL CONTEXTO Y CON VISIÓN PROSPECTIVA.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500385 - CHECK THE COMMUNICATION FLOW IN THE BUSINESS PROCESS CONTEXT IN ACCORDANCE WITH QUALITY STANDARDS.	260102001 - DAR RESPUESTA A LOS REQUERIMIENTOS DE LOS CLIENTES DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS Y NORMATIVIDAD
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500428 - RECOGNIZE THE PARAMETERS OF THE B2 LEVEL TO INTERACT ACCORDING TO THE EMPLOYMENT CONTEXT.	240201050 - INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN	500434 - ANALYZE THE INTERACTION PROCEDURE ACCORDING TO INDICATORS AND METRICS OF QUALITY.	260102004 - PROVEER SERVICIOS ESPECIALIZADOS DE CONTACT CENTER BPO O INHOUSE, SEGÚN SOLICITUDES Y PROCEDIMIENTOS.

	PROTOCOLOS ESTABLECIDOS.		
ANÁLISIS	ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.	500436 - DIFFERENTIATE THE PROCEDURE OF INTERACTION ACCORDING TO THE REQUEST AND REQUIREMENTS OF THE USERS IN ENGLISH NATIVE LANGUAGE.	260102004 - PROVEER SERVICIOS ESPECIALIZADOS DE CONTACT CENTER BPO O INHOUSE, SEGÚN SOLICITUDES Y PROCEDIMIENTOS.
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500341 - ASUMIR RESPONSABLEMENTE LOS CRITERIOS DE PRESERVACIÓN Y CONSERVACIÓN DEL MEDIO AMBIENTE Y DE DESARROLLO SOSTENIBLE, EN EL EJERCICIO DE SU DESEMPEÑO LABORAL Y SOCIAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500342 - GENERAR HÁBITOS SALUDABLES EN SU ESTILO DE VIDA PARA GARANTIZAR LA PREVENCIÓN DE RIESGOS OCUPACIONALES DE ACUERDO CON EL DIAGNÓSTICO DE SU CONDICIÓN FÍSICA INDIVIDUAL Y LA NATURALEZA Y COMPLEJIDAD DE SU DESEMPEÑO LABORAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500374 - PRESENT A PORTFOLIO OF PRODUCTS AND SERVICES ACCORDING TO SELLING TECHNIQUES USED IN THEIR NATIVE LANGUAGE AND IN ENGLISH.	260101047 - VENDER PRODUCTOS Y SERVICIOS DE ACUERDO CON LAS NECESIDADES DEL CLIENTE Y OBJETIVOS COMERCIALES.
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500379 - MANAGE COMPLAINTS, QUERIES, PETITIONS AND SUGGESTIONS ACCORDING TO PROCEDURES, PROTOCOLS AND ETIQUETTE IN THEIR NATIVE LANGUAGE AND ENGLISH.	260102010 - TRAMITAR QUEJAS, PETICIONES, RECLAMOS Y SUGERENCIAS SEGÚN PROCEDIMIENTOS Y NORMATIVIDAD VIGENTE
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500383 - TO INTERACT IN AN EFFECTIVE WAY WITH THE USER ACCORDING TO TECHNOLOGIES OF ASSERTIVE COMMUNICATION AND THE CONTEXT IN THE NATIVE LANGUAGE AND ENGLISHMAN.	260102001 - DAR RESPUESTA A LOS REQUERIMIENTOS DE LOS CLIENTES DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS Y NORMATIVIDAD
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500393 - GENERAR PROCESOS AUTÓNOMOS Y DE TRABAJO COLABORATIVO PERMANENTES, FORTALECIENDO EL EQUILIBRIO DE LOS COMPONENTES RACIONALES Y EMOCIONALES ORIENTADOS HACIA EL DESARROLLO HUMANO INTEGRAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	500430 - STRUCTURE HIS THINKING IN THE ENGLISH LANGUAGE ACCORDING TO THE PARAMETERS OF THE LEVEL B2 AND THE WORK CONTEXT.	240201050 - INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.
EJECUCIÓN	ACTIVIDAD 3: APLICAR EL	500435 - DEMONSTRATE KNOWLEDGE IN	260102004 - PROVEER SERVICIOS

	PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	TECHNICAL SUPPORT DURING THE INTERACTION ACCORDING TO THE REQUESTS AND REQUIREMENTS OF THE USERS IN ENGLISH NATIVE LANGUAGE.	DE CONTACT CENTER BPO O INHOUSE, SEGÚN SOLICITUDES Y PROCEDIMIENTOS.
ETAPA PRÁCTICA	EJECUCIÓN DE ETAPA PRÁCTICA EN EMPRESA	500339 - APLICAR EN LA RESOLUCIÓN DE PROBLEMAS REALES DEL SECTOR PRODUCTIVO, LOS CONOCIMIENTOS, HABILIDADES Y DESTREZAS PERTINENTES A LAS COMPETENCIAS DEL PROGRAMA DE FORMACIÓN ASUMIENDO ESTRATEGIAS Y METODOLOGÍAS DE AUTOGESTIÓN	999999999 - RESULTADOS DE APRENDIZAJE ETAPA PRACTICA
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500348 - APLICAR TÉCNICAS DE CULTURA FÍSICA PARA EL MEJORAMIENTO DE SU EXPRESIÓN CORPORAL, DESEMPEÑO LABORAL SEGÚN LA NATURALEZA Y COMPLEJIDAD DEL ÁREA OCUPACIONAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500373 - MAXIMIZE THE SELECTION OF SALES TECHNIQUES ACCORDING TO THE OBSERVED IMPACT.	260101047 - VENDER PRODUCTOS Y SERVICIOS DE ACUERDO CON LAS NECESIDADES DEL CLIENTE Y OBJETIVOS COMERCIALES.
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500375 - EVALUATE THE IMPACT OF THE TECHNIQUE EMPLOYED ACCORDING TO THE SERVICE INDICATORS.	260101047 - VENDER PRODUCTOS Y SERVICIOS DE ACUERDO CON LAS NECESIDADES DEL CLIENTE Y OBJETIVOS COMERCIALES.
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500378 - ASSESS THE PROCEDURE, PROTOCOL AND ETIQUETTES OF THE INTERACTION ACCORDING TO INDICATORS AND QUALITY METRICS.	260102010 - TRAMITAR QUEJAS, PETICIONES, RECLAMOS Y SUGERENCIAS SEGÚN PROCEDIMIENTOS Y NORMATIVIDAD VIGENTE
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500380 - ORIGINATE A CORRECTIVE PLAN BASED ON THE RESULTS OBTAINED FROM THE INTERACTION.	260102010 - TRAMITAR QUEJAS, PETICIONES, RECLAMOS Y SUGERENCIAS SEGÚN PROCEDIMIENTOS Y NORMATIVIDAD VIGENTE
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500384 - OPTIMIZE THE COMMUNICATION PROCESS ACCORDING TO THE QUALITY STANDARDS.	260102001 - DAR RESPUESTA A LOS REQUERIMIENTOS DE LOS CLIENTES DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS Y NORMATIVIDAD
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500429 - IMPROVE THE COMMUNICATION BY MEANS OF CORRECTIVE AND PREVENTIVE EVALUATION PROCESSES.	240201050 - INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.
EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500431 - VERIFY THE CULTURAL COMPATIBILITY OF THE COMMUNICATION USING THE PARAMETERS OF THE B2 LEVEL.	240201050 - INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.

EVALUACIÓN	ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA VALIDADAS.	500433 - GENERATE A CORRECTIVE PLAN, BASED ON INDICATORS AND METRICS OF QUALITY THAT NEEDS IMPROVEMENT.	260102004 - PROVEER SERVICIOS ESPECIALIZADOS DE CONTACT CENTER BPO O INHOUSE, SEGÚN SOLICITUDES Y
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500332 - REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500334 - COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500338 - ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC	240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500344 - DESARROLLAR PERMANENTEMENTE LAS HABILIDADES PSICOMOTRICES Y DE PENSAMIENTO EN LA EJECUCIÓN DE LOS PROCESOS DE APRENDIZAJE.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500351 - ASUMIR ACTITUDES CRÍTICAS , ARGUMENTATIVAS Y PROPOSITIVAS EN FUNCIÓN DE LA RESOLUCIÓN DE PROBLEMAS DE CARÁCTER PRODUCTIVO Y SOCIAL.	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500352 - DESARROLLAR PROCESOS COMUNICATIVOS EFICACES Y ASERTIVOS DENTRO DE CRITERIOS DE RACIONALIDAD QUE POSIBILITEN LA CONVIVENCIA, EL ESTABLECIMIENTO DE ACUERDOS, LA CONSTRUCCIÓN COLECTIVA DEL CONOCIMIENTO Y LA RESOLUCIÓN DE PROBLEMAS DE CARÁCTER PRODUCTIVO Y	240201500 - PROMOVER LA INTERACCIÓN IDÓNEA CONSIGO MISMO, CON LOS DEMÁS Y CON LA NATURALEZA EN LOS CONTEXTOS LABORAL Y SOCIAL
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500376 - RECOGNIZE SALES TECHNIQUES DURING INTERACTION WITH THE USER ACCORDING TO CONCEPTS OF CONSUMER PSYCHOLOGY IN THEIR NATIVE LANGUAGE AND IN ENGLISH.	260101047 - VENDER PRODUCTOS Y SERVICIOS DE ACUERDO CON LAS NECESIDADES DEL CLIENTE Y OBJETIVOS COMERCIALES.
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA	500381 - ASSOCIATE THE APPROPRIATE INTERACTION PROCEDURE ACCORDING TO THE	260102010 - TRAMITAR QUEJAS, PETICIONES, RECLAMOS Y SUGERENCIAS SEGÚN

	DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	PETITIONS, QUERIES AND SUGGESTIONS OF A CUSTOMER IN A NATIVE LANGUAGE AS WELL AS ENGLISH.	PROCEDIMIENTOS Y NORMATIVIDAD VIGENTE
PLANEACIÓN	ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.	500382 - STRUCTURE THE PROCESS FOR PROVIDING THE SERVICE ACCORDING TO THE PROCEDURES, THE USER AND THE INDUSTRY NEEDS IN THEIR NATIVE LANGUAGE AND IN ENGLISH.	260102001 - DAR RESPUESTA A LOS REQUERIMIENTOS DE LOS CLIENTES DE ACUERDO CON LOS PROCEDIMIENTOS ESTABLECIDOS Y NORMATIVIDAD

3.5 Organización del proyecto			
3.5.1 No. Instructores requeridos	3	3.5.2 No. Aprendices sugeridos para participar en el proyecto	25

3.6 Descripción del ambiente de aprendizaje requerido

Ambientes para el aprendizaje: Ambiente dotado de computadores, diademas, Video beam, Internet, Software especializado, Simuladores.
Bibliotecas y ambientes virtuales.

3.7. Recursos estimados

Actividades del proyecto	Duración (Meses)	Equipos / Herramientas				Talento Humano (Instructores)				Materiales de formación consumibles			
		Descripción	Cant.	V. Unit.	V. Total	Especialidad	Cant.	V. Unit.	V. Total	Descripción	Cant.	V. Unit.	V. Total
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Cable HDMI	1	€ 30.000	€ 30.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Vídeo Beam	1	€ 4.000.000	€ 4.000.000								

ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Equipos de cómputo portátil	26	€ 3.000.000	€ 78.000.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Guayas PC	26	€ 45.000	€ 1.170.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Memorias USB	25	€ 20.000	€ 500.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Conectividad	3	€ 200.000	€ 600.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5	Diademas	25	€ 35.000	€ 875.000								
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE	2.5									Esferos	50	€ 850	€ 42.500

INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.													
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Borradores	6	€ 600	€ 3.600
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Lápices	50	€ 2.500	€ 125.000
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Marcadores Tablero Acrílico (Rojo, Azul y Verde)	18	€ 3.100	€ 55.800
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Marcadores Tablero Acrílico (Negro)	12	€ 3.100	€ 37.200
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Marcadores Permanentes (Negro, Rojo y Verde)	15	€ 3.100	€ 46.500
ACTIVIDAD 1: PRESENTAR UN INFORME DE	2.5									Rollo Papel Kraft	1	€ 23.000	€ 23.000

LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS ESTABLECIDOS.													
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5									Pegante	6	€ 4.000	€ 24.000
ACTIVIDAD 1: PRESENTAR UN INFORME DE DEBILIDADES EN LOS PROCEDIMIENTOS TÉCNICOS Y DE RECONOCIMIENTO DE ASPECTOS INTERCULTURALES, SEGÚN PROTOCOLOS	2.5					Instructores	3	€ 7.573.500	€ 22.720.500				
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Marcadores Tablero Acrílico (Negro)	12	€ 3.100	€ 37.200
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Borradores	6	€ 600	€ 3.600
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Pegante	6	€ 4.000	€ 24.000
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS	2.1									Rollo Papel Kraft	1	€ 23.000	€ 23.000

Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS SEGÚN PROTOCOLOS.													
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Marcadores Permanentes (Negro, Rojo y Verde)	15	€ 3.100	€ 46.500
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Marcadores Tablero Acrílico (Rojo, Azul y Verde)	18	€ 3.100	€ 55.800
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Esferos	50	€ 850	€ 42.500
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1									Lápices	50	€ 2.500	€ 125.000
ACTIVIDAD 2: ESBOZAR UNA PROPUESTA DE ACCIONES DE MEJORA DE LOS PROCEDIMIENTOS TÉCNICOS Y DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS	2.1					Instructores	3	€ 7.573.500	€ 22.720.500				
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Pegante	6	€ 4.000	€ 24.000
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Lápices	50	€ 2.500	€ 125.000

ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Rollo Papel Kraft	1	€ 23.000	€ 23.000
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Borradores	6	€ 600	€ 3.600
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Marcadores Tablero Acrílico (Negro)	12	€ 3.100	€ 37.200
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Marcadores Tablero Acrílico (Rojo, Azul y Verde)	18	€ 3.100	€ 55.800
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Esferos	50	€ 850	€ 42.500
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Marcadores Permanentes (Negro, Rojo y Verde)	15	€ 3.100	€ 46.500
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1									Conectividad	2	€ 200.000	€ 400.000
ACTIVIDAD 3: APLICAR EL PROCEDIMIENTO TÉCNICO AJUSTADO DE LA INTERACCIÓN CON CLIENTES EXTRANJEROS, SEGÚN PROTOCOLOS.	2.1					Instructores	3	€ 7.573.500	€ 22.720.500				
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO	2.6	Conectividad	2	€ 200	€ 400								

AJUSTADO SEGÚN ACCIONES DE MEJORA													
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Lápices	50	€ 2.500	€ 125.000
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Rollo Papel Kraft	1	€ 23.000	€ 23.000
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Marcadores Permanentes (Negro, Rojo y Verde)	15	€ 3.100	€ 46.500
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Esferos	50	€ 850	€ 42.500
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Marcadores Tablero Acrílico (Rojo, Azul y Verde)	18	€ 3.100	€ 55.800
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Marcadores Tablero Acrílico (Rojo, Azul y Verde)	12	€ 3.100	€ 37.200
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6									Borradores	6	€ 600	€ 3.600
ACTIVIDAD 4: REALIZAR UN PROCEDIMIENTO TÉCNICO AJUSTADO SEGÚN ACCIONES DE MEJORA	2.6					Instructores	3	€ 7.573.500	€ 22.720.500				
EJECUCIÓN DE ETAPA PRÁCTICA EN EMPRESA	6					Instructor	1	€ 20.196.000	€ 20.196.000				

3.7.1 Detalle de los recursos estimados

Herramientas	Cantidad	Valor Unitario	Valor Total	Fuente Recurso
Memorias USB	25	€ 20.000	€ 500.000	MATERIALES PARA FORMACION PROFESIONAL
Conectividad	2	€ 200	€ 400	MATERIALES PARA FORMACION PROFESIONAL

Diademas	25	€ 35.000	€ 875.000	MATERIALES PARA FORMACION PROFESIONAL
Conectividad	3	€ 200.000	€ 600.000	MATERIALES PARA FORMACION PROFESIONAL
		Total:	€ 1.975.400	

Equipos	Cantidad	Valor Unitario	Valor Total	Fuente Recurso
Equipos de cómputo portátil	26	€ 3.000.000	€ 78.000.000	COMPRA MAQUINARIA EQUIPO
Guayas PC	26	€ 45.000	€ 1.170.000	COMPRA MAQUINARIA EQUIPO
Vídeo Beam	1	€ 4.000.000	€ 4.000.000	COMPRA MAQUINARIA EQUIPO
Cable HDMI	1	€ 30.000	€ 30.000	COMPRA MAQUINARIA EQUIPO
		Total:	€ 83.200.000	

Materiales	Cantidad	Valor Unitario	Valor Total	Fuente Recurso
Marcadores Tablero Acrílico (Rojo, Azul y Verde)	12	€ 3.100	€ 37.200	MATERIALES PARA FORMACION PROFESIONAL
Marcadores Tablero Acrílico (Rojo, Azul y Verde)	18	€ 3.100	€ 55.800	MATERIALES PARA FORMACION PROFESIONAL
Esferos	50	€ 850	€ 42.500	MATERIALES PARA FORMACION PROFESIONAL
Borradores	6	€ 600	€ 3.600	MATERIALES PARA FORMACION PROFESIONAL
Rollo Papel Kraft	1	€ 23.000	€ 23.000	MATERIALES PARA FORMACION PROFESIONAL
Lápices	50	€ 2.500	€ 125.000	MATERIALES PARA FORMACION PROFESIONAL
Marcadores Tablero Acrílico (Negro)	12	€ 3.100	€ 37.200	MATERIALES PARA FORMACION PROFESIONAL
Conectividad	2	€ 200.000	€ 400.000	MATERIALES PARA FORMACION PROFESIONAL
Marcadores Permanentes (Negro, Rojo y Verde)	15	€ 3.100	€ 46.500	MATERIALES PARA FORMACION PROFESIONAL

Pegante	6	€ 4.000	€ 24.000	MATERIALES PARA FORMACION PROFESIONAL
		Total:	€ 794.800	

Talento Humano	Cantidad	Valor Unitario	Valor Total	Fuente Recurso
Instructores	3	€ 7.573.500	€ 22.720.500	HONORARIOS FORMACION PROFESIONAL
Instructor	1	€ 20.196.000	€ 20.196.000	HONORARIOS FORMACION PROFESIONAL
		Total:	€ 42.916.500	

4. Rubros presupuestales

Recurso	Cantidad	Valor Unitario	Valor Total	Rubro presupuestal por el que se financiará el proyecto
Equipos	1	€ 83.200.000	€ 83.200.000	COMPRA MAQUINARIA EQUIPO
Herramientas	1	€ 1.375.000	€ 1.375.000	COMPRA MAQUINARIA EQUIPO
Materiales de Formación	1	€ 3.835.000	€ 3.835.000	MATERIALES PARA FORMACION PROFESIONAL
Talento Humano	1	€ 111.078.000	€ 111.078.000	HONORARIOS FORMACION PROFESIONAL
		Total:	€ 199.488.000	

5. Equipo que participó en la formulación del proyecto

Nombre	Especialidad	Nombre Centro	Regional
VICTOR ALFONSO ESCOBAR	EQUIPO DESARROLLO CURRICULAR	No existe información	REGIONAL DISTRITO CAPITAL
MONICA RODRIGUEZ	ADMINISTRACIÓN Y SERVICIOS DE CONTACT CENTER	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA	REGIONAL DISTRITO CAPITAL

		INFORMACION	
CAMILO SARMIENTO	INSTRUCTOR DE INGLÉS Y TECNÓLOGO EN MERCADEO Y PUBLICIDAD	No existe información	REGIONAL DISTRITO CAPITAL
DORA LIGIA PAEZ	ASESOR PEDAGÓGICO	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION	REGIONAL DISTRITO CAPITAL
FELIPE ALFONSO ISAZA	LIDER PEDAGÓGICO	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION	REGIONAL DISTRITO CAPITAL

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

LEARNING GUIDE FORMAT

LEARNING GUIDE IDENTIFICATION

- **Name of the training program:** Bilingual Expert on Business Process Outsourcing
- **Code of the training program:** 135326
- **Project name:** Elaboration of a proposal of actions to improve the technical procedures for foreign customer service, according to established protocols.
- **Project phase:** Analyzing
- **Project activity:** Submit a report of weaknesses in the technical procedures and recognition of intercultural aspects, according to established protocols.
- **Competence:** Understand English text in written and oral form.

- **Learning outcomes:**
  1. Read very short and simple texts in general and technical English.
  2.Find specific and predictable information in simple, everyday writings.

- **Duration of the guide:** 64 hours

2. PRESENTATION

Acquisition of English has become even more important through time due to the different changes that markets have started implementing. Contact center services are, undoubtedly, one of the most remarkable spots where English helps to make communication easier and capable agents with high language proficiency will be helpful to reduce language barriers, increase customer satisfaction and avoid communication misunderstanding which will impact a company service negatively. Consequently, an excellent English training is required to assure SENA apprentices can face different situation they can be exposed to in their daily performance as agents.

3. FORMULATION OF LEARNING ACTIVITIES

3.1 Initial reflection activity

3.1.1 – Art critics

Students are shown a painting of **Tower of Babel** and they are asked to discuss with their partner what the possible meaning is. When they have already come up with a possible idea of it, they will come to the front to write down one word that represents the image and create a brainstorm of key words. Students will create their own definition of the image using the words written on the whiteboard and they will be asked to share their definitions when finished.

3.1.2 – Bilingual awareness

Students will be asked what the advantages of speaking English are and if they feel bilingual. Then, a collective list of benefits will be created. After that, Students will be displayed a short video called **"The benefits of a bilingual brain - Mia Nacamulli".** Students will take notes of it, and they will identify each of the benefits mentioned; the video will be played 3 times. Students will compare the list done before the video and the notes taken. Students will create once again a list where their ideas and the ones from the video are put together. As a wrap up, students will highlight the importance of being bilingual and getting to learn how customer service works.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.2 Contextualizing activities and identification of the necessary knowledge for the learning process.

3.2.1 – Diagnostic tests

Students will be explained that they will take five diagnostic tests that will be divided into different skills to analyze their language level and the topics that may need to be covered during the classes. The skills tested are the following:

a. Grammar and vocabulary.

b. Listening comprehension.

c. Reading comprehension.

d. Speaking test (oral presentation and interview/small talk)

e. Writing test (emails, stories, and short messages)

When the tests finished, they will be all given feedback of their results as well as general feedback of the grammar gaps that are repeated by the students.

3.2.2 - Hangman

Students will be divided into groups of four to play Hangman. The words chosen are related to personal information, for example, *name, last name, age, nationality, occupation language, phone number, email address.* However, the students will need to identify the category after playing different rounds. The team which guesses the most words, will be the winner. Students will be asked to come up with the name of the topic that will be covered. Students will be asked to introduce themselves and to make sure they include the information required from the words found in the game.

3.2.3 – Charades

Students will continue being in the same groups they were before. Each team will choose a participant for the activity. The idea is to use their body and facial gesture to help their team understand the action represented. The actions are related to different daily activities for someone who works in business, such as, *waking up, getting dressed, going to work, having lunch, delivering reports, arranging meeting, assisting customers, heading back home, etc*. Students will be asked to rank their daily activities by starting with the most important and finishing with the less one. Students will compare their lists with their classmates.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

3.3.1 - Who are you?

Students are shown some images of people with different descriptions of themselves. Then, they are asked to identify the type of structure used to provide personal information. Some of the answers are related **to the use of the verb be in the present**. Continuing with the activity, they will be asked to recognize some key words in the description. For example, **full name, job, nationality, name of the company, age, and country.** Students will be explained the use of the verb be and they will be shown a list of jobs in business as well as nationalities and countries.

3.3.2 – Getting to know your coworkers

Students will listen to different conversations where they will be required to complete some information using the vocabulary of jobs and nationalities. Then, they will share their answers using the verb be in present and the subject pronouns, *he, and she.*

3.3.3 – Practice workshop / Verb be in present and personal information

Students will be shared a workshop with different activities related to the grammar and vocabulary seen in class. They will work pair to achieve understanding and discuss the answers with his/her partner.

3.3.4 – Asking for personal information

Students will listen to a conversation between a customer and an agent. Half of the class will take notes of the questions asked by the agent, and the other half, will take notes of the answers provided by the customer. Then, they will be asked to gather the ones in charge of the agent and the ones of the customer to check their notes. One student of each group will come to the front and write down a question or an answer. The idea is to identify the correct answer and the corresponding question. Students will be explained the use of the **WH-questions.**

3.3.5 – Questions in customer service

Students will be shown some examples of questions in customer service, and they will create one their own version to check understanding. They will be asked to pay careful attention to the question *"Could you spell Smith, please?"* since it is a very common questions to asked to verify names and last names. Therefore, they will be shared an infographic of the alphabet and they will practice pronunciation.

3.3.6 – The phonetic alphabet

Pre-reading. Students will be shown some words such as, *alpha, beta, romeo, sierra, tango, yankee, etc*. Then, they will come up with what these words have in common. When they get close to the common ground, they will be shown the whole list of it. Then, they will be shared some of the ways these words are used in customer service when giving personal information.

Customer: I'm Cathy Williams

Agent: Can you spell "Cathy", please?

Customer: Sure. It is c,a,t,h,y.

Agent: Just to confirm, it is C as in charlie, a, T as in tango, h and Y as in yankee.

Customer: Correct.

While-reading. Students will be required to read a short article called **"What is the phonetic alphabet?".** They will be shown a couple of questions to answer based on the reading and why the phonetic alphabet is important in customer service. They need to make sure they take notes of the most important aspects of it.

Post -reading. Students will be guided in the reading of the article, and they will check the way some swords need to be pronounced. Then, they will share the answers to the questions, and they will explain where the answer is found in the article. In pairs, students will be asked to watch a short video of the way the phonetic alphabet is pronounced, and they will create a fun strategy to learn it by heart. When they finish, students will present their strategy and the reason why they have chosen it.

3.3.7 – Spelling bee

Students will practice how to spell different names and last names using the phonetic alphabet. Then, they will continue with the spelling of cities and states in the United States since it is one of the things they should when it comes to assist customer from that country.

3.3.8 – Filling out forms

Students will be shown a form where personal information from a customer has been noted. They will be explained the importance of getting familiar with this type of forms since they all have a format which needs to be followed. Students will be shared a reading with some instructions on it

and examples of different forms (driver license, bank account, sign in form, verification form). Students will read it and create a mind map to identify the information collected and the way it should be written.

3.3.9 – Workshop / Filling out forms

Students will be uploaded a workshop into the folder found on Territorium. The activities within it will include the four skills of the language to revise the topics seen and to check understanding. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.10 – Guided reading / Daily routine

Pre-reading: Students will be shown a set of images where **daily actions** are portrayed. Students will be asked to describe what they see, and key words will be written on the whiteboard. Then, a short reading of a sportswoman will be displayed, so the students can relate the image and the reading.

While-reading: Students will listen to the reading while they underline the verbs from the text. Then, they will be asked to recognize the type of structure used when describing something that happens daily. Based on their answers, students will be explained the use of **the Present Simple Tense.** Students will read the text again to practice some *scanning* and find the adverbs of frequency used. According to it, they will be explained how to use them and where to place them.

Post-reading: Students will be explained the Present Simple Tense and frequency adverbs with different examples from customer service. Then, students will be asked to check the support material shared on Territorium where they will find extra sources to practice and reinforce understanding.

3.3.11 – Making phone calls

Students will listen to a short conversation between a person in charge of the delivery in a company and its supplier. Students will take notes of the questions asked. Then, they will be required to explain the phone call using their own words. Continuing, the students will listen to it once again to identify the phrases used in the call to keep the flow. Based on the notes taken, they will be explained what a call flow is, and the expressions used in the different stages of it.

Students will work on the book Business Results unit 2, where they will be guided through different activities to check understanding. Then, a short video called **"Must-know Phone Phrases - Talk Confidently on The Telephone in English"** will be shared, so the students create a list of phrases used in customer service.

3.3.12 – The state / USA

Students are shown different abbreviations and they are asked if they know what they mean. For example, *FL, VA, NY, TN.* When they get to know that they are, they will be told the importance of knowing the different states in USA and its corresponding abbreviations since they will be

assisting customers from there. They will be shared a video called **"Pronounce the 50 US States Just Like an American"** to improve pronunciation and spelling. Continuing with the topic, students will be shared a list of the states divided into two parts so as to learn the first 25 states and then continuing with the other 25 of them.

3.3.13 – Guided reading / Past experiences

Pre-reading. Students will watch a short video called **"What did you do?"** and they will pay attention to the general idea of it and the questions asked. Then, they will discuss their ideas with their partners and the questions identified will be written on the board. Based on it, they will be asked if they are able to spot the structure used in the conversation. When they mention the *Past Simple Tense,* the next activity will take place.

While-reading. Students will be shared a reading about an agent's experience. They will listen to the reading to check pronunciation and intonation. Then, they will be required to underline the verbs used as well as the time expressions. Students will be explained the use of *the Simple Past Tense* and the two categories of verbs, regular and irregular verbs. Therefore, they will be shown the corresponding pronunciation **of regular verbs /t/ - /d/ - /id/.** Then, they will be asked to check the type of time expressions used and the place where they are in a sentence. Based on the information provided, students will answer some questions about the reading.

Post-reading: Students will be asked to search the most common situations faced by the agents when working in customer service.

3.3.14 – The use of the past simple in customer service

Students will be shared the script of a conversation between an agent and a customer. They will be asked to identify *the call flow* and the use of the *Past Simple Tense.* Then, students will be described that when having a conversation with a customer, it is necessary to make a recap using the Past simple Tense. Students will be shared some common expression to use to make a good recap.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.4 - Knowledge transfer activities

3.4.1 – Create personal profile for LinkedIn

Based on the different type of personal information which need to be collected in customer service, students will create a personal profile including whole name, age, occupation, nationality, name of the company where one's work, city where one's live, email address, phone number and social media. When they finish, they will present to the class, and they all choose the best profile.

3.4.2 – Let me introduce you to my colleague

Students will practice the use of different key expression used when introducing someone. They will create a dialogue set up in a business context. An example of the activity will be shared, so the students can identify the structure used as well as the key words. When they finish, they will record it and they will upload to *Padlet.* Students will team up to listen to the recordings and taking notes of the type of phrases used and the information provided of the person that is being introduced.

3.4.3 - May I know your name, please?

Students will get to practice how to collect information which is a relevant aspect in customer service. Students will listen to different agents providing information from their customers while they take notes about it and make sure the spelling of names and last names are correct, also, the numbers and addresses. When students finish this first part, they will compare their notes with their classmates. For the second part of the activity, the class will be divided in two groups. The first one will be delivered a profile of a customer; then, the second group will find one classmate to ask questions about the profile they have. If the questions are not correctly asked, the student can ask for repetition, which will be the same case if the information provided from the profile is not clear.

3.4.4 – Let me help you with that form

Students will be paired up for the activity. Based on the range of forms they were shared; they will choose one of them and they will create a presentation where they will provide a step-by-step of how to fill out a form. Some of the forms are driving license, opening a bank account, application for a visa, rental application, borrowing books and sign into a website. Students will share with their classmate the infographic with the steps, so each group tries to follow it and proves that work. At the end of the activity, students will be given feedback of their presentation and their speech.

3.4.5 – Let's talk about my company

Students will be assigned a well-known company; then, they will be given the following requirements for the presentation:

a. History of the company
b. Number of people employ
c. Type of product or service provided
d. Countries where the company exports products and services

Each student will prepare a short-appealing presentation using the Present Simple Tense with "it", for example "it employs 40.000 worldwide, it exports to 5 different countries, and it produces health care products". So as to check each student's performance, a gallery walk will be chosen as the method for this activity. When half of the class presents the companies, the other half walks around and take notes of the information provided.

3.4.6 – Writing task – My daily living

Students will be asked log into *the Write and Improve website.* They will develop activities 25 - favorite day and 27 - Daily life. Both activities required the students to follow a set of instructions to write a short text using the Present Simple Tense. When the activity is done, each student will be asked to read one of their partner's texts and check if it includes the following:

a. Use of Present Simple Tense
b. Use of frequency adverbs
c. The text is concise and easy to follow.
d. Capital letters and punctuation marks are well-used.
e. The text counts with 100 words.

3.4.7 - Speaking task - Who's calling?

Based on the information gathered when calling someone and the different scenarios and expressions used, the students will create a conversation of a phone call and setting up a context related to customer service. Each group will go to the front of the class to perform it. When each group finishes, students will provide feedback of their partners on *Jamboard.* At the end of the activity, each team will be given personal feedback and a set of recommendations.

3.4.8 – Mapping the USA

Students will be provided with a set of different activities to practice the states and to learn by teams. Each team will be handed a map of the USA. A list of states will be announced, so the students can locate them on the map, and they write down the name and the abbreviation. When they finish, they will hand their maps to the team on the right, so they can check it and provide them with feedback.

3.4.9 – Topworksheets – Where is that state?

Students will be shared a link from *Topworksheets* to check understanding of the states. The activities included are matching the states with the abbreviations, locating the states on a map, and multiple-choice questions.

3.4.10 – Let's talk about experiences

Students will create a set of 4 questions using *was/were* and they should be *opened questions*. Then, they will walk around the classroom while a song is played, when the song stops, they will talk to their partner next to them and ask the questions created. Each student needs to take notes of what their partner answers. After 5 minutes, they will continue walking and the same dynamic will be repeated. For the second part of the activity, students will be asked to share the notes taken from one of their partners to check if they have used correctly *was/were* and the *open questions.*

3.4.11 – Writing task – My past adventures

On a *Jamboard,* students will be asked to write down their thoughts based on past experiences. Each slide on the *Jamboard* has a specific question which needs to be answered in less that 3

minutes; then, each student will read one of their classmate's answers and will check if the Past Simple Tense is well-used.

3.4.12 – Making recaps in customer service

Students will be handed a conversation between an agent and a customer. Then, they will identify the different stages of a call flow on it. Continuing with the activity, students will be reminded of the expressions used when making recaps and how to implement the use of the Past Simple Tense. Then, they will create a conversation with a specific issue, and they will use the expressions taught for recaps. They will record themselves, and they type down the transcript on the Jamboard next to the recording. Each student will be assigned a different conversation and they will be shared a checklist with the requirements to revise their partner's task. Each student needs to write down a comment and a recommendation to one's partner based on the quality of the transcript and the recording.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

4. Evaluation activities

Learning evidence	Assessment criteria	Evaluation Techniques and Instruments
Knowledge evidence Written test conducted on the educational platform *Socrative.* The test has 16 questions, 10 of them are multiple choice and true/false questions about the general ideas of the texts (2 points each), 4 are multiple choice questions about vocabulary (3 points each) and 2 of them are open essay questions (4 points each). The written test is passed with 26 correct.	1. Prepare short summaries on simple texts with technical content. 2. Identify the general idea and key words in simple texts.	**Skimming and scanning test** **Technique:** Written test **Instrument:** Questionnaire

5. GLOSSARY OF TERMS

5.1 – Countries and nationalities

Country	Adjective	Person
Afghanistan	Afghan	an Afghan
Albania	Albanian	an Albanian
Algeria	Algerian	an Algerian
Andorra	Andorran	an Andorran
Angola	Angolan	an Angolan
Argentina	Argentinian	an Argentinian
Armenia	Armenian	an Armenian
Australia	Australian	an Australian
Austria	Austrian	an Austrian
Azerbaijan	Azerbaijani	an Azerbaijani
Bahamas	Bahamian	a Bahamian
Bahrain	Bahraini	a Bahraini
Bangladesh	Bangladeshi	a Bangladeshi
Barbados	Barbadian	a Barbadian

Belarus	Belarusian *or*Belarusan	a Belarusian *or* a Belarusan
Belgium	Belgian	a Belgian
Belize	Belizean	a Belizean
Benin	Beninese	a Beninese
Bhutan	Bhutanese	a Bhutanese
Bolivia	Bolivian	a Bolivian
Bosnia-Herzegovina	Bosnian	a Bosnian
Botswana	Botswanan	a Tswana
Brazil	Brazilian	a Brazilian
Britain	British	a Briton
Brunei	Bruneian	a Bruneian
Bulgaria	Bulgarian	a Bulgarian
Burkina	Burkinese	a Burkinese
Burma (*official name*Myanmar)	Burmese	a Burmese

Burundi	Burundian	a Burundian
Cambodia	Cambodian	a Cambodian
Cameroon	Cameroonian	a Cameroonian
Canada	Canadian	a Canadian
Cape Verde Islands	Cape Verdean	a Cape Verdean
Chad	Chadian	a Chadian
Chile	Chilean	a Chilean
China	Chinese	a Chinese
Colombia	Colombian	a Colombian
Congo	Congolese	a Congolese
Costa Rica	Costa Rican	a Costa Rican
Croatia	Croat *or* Croatian	a Croat *or* a Croatian
Cuba	Cuban	a Cuban
Cyprus	Cypriot	a Cypriot
Czech Republic	Czech	a Czech

Denmark	Danish	a Dane
Djibouti	Djiboutian	a Djiboutian
Dominica	Dominican	a Dominican
Dominican Republic	Dominican	a Dominican
Ecuador	Ecuadorean	an Ecuadorean
Egypt	Egyptian	an Egyptian
El Salvador	Salvadorean	a Salvadorean
England	English	an Englishman, an Englishwoman
Eritrea	Eritrean	an Eritrean
Estonia	Estonian	an Estonian
Ethiopia	Ethiopian	an Ethiopian
Fiji	Fijian	a Fijian
Finland	Finnish	a Finn
France	French	a Frenchman, a Frenchwoman

Gabon	Gabonese	a Gabonese
Gambia, the	Gambian	a Gambian
Georgia	Georgian	a Georgian
Germany	German	a German
Ghana	Ghanaian	a Ghanaian
Greece	Greek	a Greek
Grenada	Grenadian	a Grenadian
Guatemala	Guatemalan	a Guatemalan
Guinea	Guinean	a Guinean
Guyana	Guyanese	a Guyanese
Haiti	Haitian	a Haitian
Holland (*also*Netherlands)	Dutch	a Dutchman, a Dutchwoman
Honduras	Honduran	a Honduran
Hungary	Hungarian	a Hungarian
Iceland	Icelandic	an Icelander

India	Indian	an Indian
Indonesia	Indonesian	an Indonesian
Iran	Iranian	an Iranian
Iraq	Iraqi	an Iraqi
Ireland, Republic of	Irish	an Irishman, an Irishwoman
Italy	Italian	an Italian
Jamaica	Jamaican	a Jamaican
Japan	Japanese	a Japanese
Jordan	Jordanian	a Jordanian
Kazakhstan	Kazakh	a Kazakh
Kenya	Kenyan	a Kenyan
Kuwait	Kuwaiti	a Kuwaiti
Laos	Laotian	a Laotian
Latvia	Latvian	a Latvian
Lebanon	Lebanese	a Lebanese

Liberia	Liberian	a Liberian
Libya	Libyan	a Libyan
Liechtenstein	-	a Liechtensteiner
Lithuania	Lithuanian	a Lithuanian
Luxembourg	-	a Luxembourger
Madagascar	Malagasy *or* Madagascan	a Malagasy *or* a Madagascan
Malawi	Malawian	a Malawian
Malaysia	Malaysian	a Malaysian
Maldives	Maldivian	a Maldivian
Mali	Malian	a Malian
Malta	Maltese	a Maltese
Mauritania	Mauritanian	a Mauritanian
Mauritius	Mauritian	a Mauritian
Mexico	Mexican	a Mexican
Moldova	Moldovan	a Moldovan

Monaco	Monégasque *or*Monacan	a Monégasque *or* a Monacan
Mongolia	Mongolian	a Mongolian
Montenegro	Montenegrin	a Montenegrin
Morocco	Moroccan	a Moroccan
Mozambique	Mozambican	a Mozambican
Myanmar *see* Burma	-	-
Namibia	Namibian	a Namibian
Nepal	Nepalese	a Nepalese
Netherlands, the (*see*Holland)	Dutch	a Dutchman, a Dutchwoman, *or* a Netherlander
New Zealand	New Zealand (used attributively only, as in *New Zealand butter*but not *He is New Zealand*)	a New Zealander
Nicaragua	Nicaraguan	a Nicaraguan
Niger	Nigerien	a Nigerien
Nigeria	Nigerian	a Nigerian

North Korea	North Korean	a North Korean
Norway	Norwegian	a Norwegian
Oman	Omani	an Omani
Pakistan	Pakistani	a Pakistani
Panama	Panamanian	a Panamanian
Papua New Guinea	Papua New Guinean *or*Guinean	a Papua New Guinean *or* a Guinean
Paraguay	Paraguayan	a Paraguayan
Peru	Peruvian	a Peruvian
the Philippines	Philippine *or* Filipino	a Filipino (male/female), a Filipina (female)
Poland	Polish	a Pole
Portugal	Portuguese	a Portuguese
Qatar	Qatari	a Qatari
Romania	Romanian	a Romanian
Russia	Russian	a Russian

Rwanda	Rwandan	a Rwandan
Saudi Arabia	Saudi Arabian *or* Saudi	a Saudi Arabian *or* a Saudi
Scotland	Scottish	a Scot
Senegal	Senegalese	a Senegalese
Serbia	Serb *or* Serbian	a Serb *or* a Serbian
Seychelles, the	Seychellois	a Seychellois
Sierra Leone	Sierra Leonian	a Sierra Leonian
Singapore	Singaporean	a Singaporean
Slovakia	Slovak	a Slovak
Slovenia	Slovene *or* Slovenian	a Slovene *or* a Slovenian
Solomon Islands	-	a Solomon Islander
Somalia	Somali	a Somali
South Africa	South African	a South African
South Korea	South Korean	a South Korean
Spain	Spanish	a Spaniard

Sri Lanka	Sri Lankan	a Sri Lankan
Sudan	Sudanese	a Sudanese
Suriname	Surinamese	a Surinamer *or* a Surinamese
Swaziland	Swazi	a Swazi
Sweden	Swedish	a Swede
Switzerland	Swiss	a Swiss
Syria	Syrian	a Syrian
Taiwan	Taiwanese	a Taiwanese
Tajikistan	Tajik *or* Tadjik	a Tajik *or* a Tadjik
Tanzania	Tanzanian	a Tanzanian
Thailand	Thai	a Thai
Togo	Togolese	a Togolese
Trinidad and Tobago	Trinidadian Tobagan Tobagonian	a Trinidadian a Tobagan a Tobagonian
Tunisia	Tunisian	a Tunisian

Turkey	Turkish	a Turk
Turkmenistan	Turkmen *or* Turkoman	a Turkmen *or* a Turkoman
Tuvalu	Tuvaluan	a Tuvaluan
Uganda	Ugandan	a Ugandan
Ukraine	Ukrainian	a Ukrainian
United Arab Emirates (UAE)	UAE *or* Emirates (used attributively only, as in *UAE buildings, Emirates holidays* but not *He is UAE, I am Emirates*) *or* Emirati	an Emirati
United Kingdom (UK)	UK (used attributively only, as in *UK time* but not *He is UK*) *or* British	a Briton
United States of America (USA)	US (used attributively only, as in *US aggression* but not *He is US*)	a US citizen
Uruguay	Uruguayan	a Uruguayan
Uzbekistan	Uzbek	an Uzbek
Vanuatu	Vanuatuan	a Vanuatuan
Vatican City	-	-

Venezuela	Venezuelan	a Venezuelan
Vietnam	Vietnamese	a Vietnamese
Wales	Welsh	a Welshman, a Welshwoman
Western Samoa	Western Samoan	a Western Samoan
Yemen	Yemeni	a Yemeni
Yugoslavia	Yugoslav	a Yugoslav
Zaire	Zaïrean	a Zaïrean
Zambia	Zambian	a Zambian
Zimbabwe	Zimbabwean	a Zimbabwean

5.2 – Daily routine / Actions

- wake up
- have breakfast
- brush your teeth
- take a shower
- take a bath
- get dressed
- go to school
- study English
- have lunch
- wash the dishes
- read a book
- do your homework
- cook dinner

- go to bed
- practice the guitar
- play with friends
- exercise
- brush your hair
- go shopping
- go for a walk
- take out the trash
- clean the house
- read the newspaper
- surf the internet
- water the plants
- watch TV
- relax
- listen to music
- do the laundry
- iron the clothes
- feed the dog
- walk the dog
- take a taxi

5.3 – Phonetic alphabet

- A - **Alpha**
- B - **Bravo**
- C - **Charlie**
- D - **Delta**
- E - **Echo**
- F - **Foxtrot**
- G - **Golf**
- H - **Hotel**
- I - **India**
- J - **Juliet**
- K - **Kilo**
- L - **Lima**

- M - **Mike**
- N - **November**
- O - **Oscar**
- P - **Papa**
- Q - **Quebec**
- R - **Romeo**
- S - **Sierra**
- T - **Tango**
- U - **Uniform**
- V - **Victor**
- W - **Whisky**
- X - **X-ray**
- Y - **Yankee**
- Z - **Zulu**

5.4 – The state – USA

STATE(TERRITORY)		STATE(TERRITORY)		STATE(TERRITORY)	
Alabama	AL	Kentucky	KY	Ohio	OH
Alaska	AK	Louisiana	LA	Oklahoma	OK
Arizona	AZ	Maine	ME	Oregon	OR
Arkansas	AR	Maryland	MD	Pennsylvania	PA
American Samoa	AS	Massachusetts	MA	Puerto Rico	PR
California	CA	Michigan	MI	Rhode Island	RI
Colorado	CO	Minnesota	MN	South Carolina	SC
Connecticut	CT	Mississippi	MS	South Dakota	SD

STATE(TERRITORY)		STATE(TERRITORY)		STATE(TERRITORY)	
Delaware	DE	Missouri	MO	Tennessee	TN
District of Columbia	DC	Montana	MT	Texas	TX
Florida	FL	Nebraska	NE	Trust Territories	TT
Georgia	GA	Nevada	NV	Utah	UT
Guam	GU	New Hampshire	NH	Vermont	VT
Hawaii	HI	New Jersey	NJ	Virginia	VA
Idaho	ID	New Mexico	NM	Virgin Islands	VI
Illinois	IL	New York	NY	Washington	WA
Indiana	IN	North Carolina	NC	West Virginia	WV
Iowa	IA	North Dakota	ND	Wisconsin	WI
Kansas	KS	Northern Mariana Islands	MP	Wyoming	WY

5.5 – Making phone calls expressions

Answering the phone (informal)

- Hello. Matt here. (caller unknown)
- Hi, Jody. How are you?
- Hey, Justin. What's up?

Answering the phone (formal)

- Hello? Serena speaking. (caller unknown)
- John Sayles speaking. Who's calling, please? (caller unknown)
- Doctor Martin's office. May I know who's calling, please? (caller unknown)
- Thank you for calling Jeans Plus. Jody speaking.
- Hello Maria. Nice to hear from you.
- Hello Dr Jones. How can I help you?

- City Library. Kim speaking. What can I do for you, Robert?

Introducing yourself

- Hey George. It's Lisa calling. (informal)
- Hello, this is Julie Madison calling.
- Hi. It's Angelina from the dentist's office here. (informal)
- Hello Sayoko. This is Alan calling from Big Boyz Autobody.

Asking to speak with someone

- Hi. Is Nina there? (informal)
- Can you put Michael on? (informal)
- Can I talk to Josef? Tell him Marilyn's calling. (informal)
- May I speak to Mr. Green in the accounting department, please?
- Good morning. Is Dr Martin available, please?

Connecting someone

- Just a sec. I'll get him. (informal)
- Hang on a moment. I'll see if she's in. (informal)
- One moment please. I'll see if he's available.
- Hold the line please. I'll put you through in a moment.
- Please hold while I put you through to the manager's office.
- All of our staff are busy at this time. Please hold for the next available person.

Making a request

- Could you please repeat that?
- Would you mind spelling that for me?
- Could you speak up a little, please?
- Can you speak a little slower, please. My English isn't very good, I'm afraid.
- Could you let me know when she'll be in the office, please?
- Would you mind calling back in an hour? I'm in a meeting just now.

- Can you call again? I think we have a bad connection.
- Please hold for just a minute. I have another call.
- Please don't call this number again.

Taking a message

- Can I take a message?
- Would you like to leave a message?
- Sammy's not in. I can tell him you called if you like. (informal)
- No, that's okay. I'll call him later. (informal)
- I'm sorry, but Lisa's not here at the moment. Can I take a message?
- I'm afraid he's stepped out. Would you like to leave a message?
- She's busy right now. Would you like her to return your call?
- He's in a meeting at the moment. Can he call you back when he's free?
- Fine. I'll let him know you called.
- I'll make sure she gets your message.

Leaving a message

- Can I leave a message?
- Would you mind giving her a message?
- Would it be possible to leave a message?
- Could you tell her Jonathon called?
- Could you ask him to call Paul when he gets in?
- I don't think he has my number. Do you have a pen handy?
- Thanks. It's James Brown and my number is 222 3456.

Confirming a message

- Let me repeat that just to make sure. It's James Brown at 222 3456?
- Was that 555 Charles Street, Apartment 66?
- I'll make sure he gets the message.

- It's Johnny, right? And you won't be at the club until midnight. (informal)
- Okay, got it. I'll let him know. (informal)

Answering machine and voicemail phrases

- Hey, Brad here. What's up? Let me know after the tone, OK? (informal)
- Hi, this is Liz. I'm sorry I can't take your call right now, but if you leave a message after the tone I'll get back to you as soon as I can.
- You've reached 222 6789. Please leave a message after the tone. Thank you.
- Thank you for calling Dr. Mindin's office. Our hours are 9am to 5pm, Monday to Friday. Please call back during these hours or leave a message after the tone. If this is an emergency, please call the hospital at 333 7896.
- You have reached Steve James, your guide to Computer Technology. Unfortunately, I can't take your call right now, but if you leave me a message and include your name and telephone number, I'll get back to you as soon as I can. You can also contact me via email at computech@XYZ.com. Thank you for calling.

Leaving an answering machine or voicemail message

- Hey Mikako. It's Yuka. Call me, OK? (informal)
- Hello, this is Ricardo calling. Could you please return my call as soon as possible. My number is 334 5689. Thank you.
- Hi Anderson. This is Marina from the doctor's office calling. I just wanted to let you know that you're due for a check-up this month. Please call us to make an appointment at your earliest convenience.

Ending a conversation

- Well, I guess I'd better get going. Talk again soon, OK? (informal)
- Thanks for calling. Bye for now.
- I have to let you go now.
- I have another call coming through. I'd better run.
- I'm afraid that's my other line.
- I'll talk to you again soon. Bye Jules.

5.6 – Filling out forms

- Order forms
- Job application forms
- Driving license
- Visa application
- Opening a bank account form
- Borrowing books form
- Sign into a new website form
- Feedback forms
- Medical consent forms
- Donation forms
- Volunteering contact form

5.7 – Customer service common expressions

5.7.1 - Positive words

1. Absolutely
2. Amazing
3. Brilliant
4. Certainly
5. Completely
6. Creative
7. Definitely
8. Enjoy
9. Essential
10. Exactly
11. Excellent
12. Exceptional
13. Exciting
14. Exclusive
15. Expert
16. Exquisite
17. Fantastic

18. Fascinating
19. Favorite
20. Friendly
21. Fully
22. Generous
23. Great
24. Ideally
25. Impressive
26. Interesting
27. Marvellous
28. Memorable
29. Outstanding
30. Positively
31. Quickly
32. Recommend
33. Renowned
34. Sensational
35. Skillful
36. Splendid
37. Superb
38. Terrific
39. Thriving
40. Unbeatable

5.7.2 – Common phrases

1. Good morning/afternoon, thank you for calling [COMPANY NAME], you're speaking to [AGENT'S FIRST NAME]. How may I assist you?

2. Thank you for calling [COMPANY NAME] today, my name is [AGENT'S FIRST NAME]. I'm here to provide you with the very best service.
3. Hello, thank you for calling [COMPANY NAME]. My name is [AGENT'S FIRST NAME], how may I assist you today?
4. Good day. You are speaking to [AGENT'S FIRST NAME]. How may I assist you?
5. Thank you for calling [COMPANY NAME]. I am [AGENT'S FIRST NAME]. How can I help you?
6. I realize that this situation is difficult, but rest-assured we will find a solution for you.
7. I would feel the same if this happened to me. We will sort this out.
8. I'm sorry to hear you are having these problems. We will get this resolved as quickly as possible.
9. Definitely, I will make certain that this gets resolved quickly for you.
10. Thank you. We can certainly help you with this.
11. Thanks for alerting us to this, we really appreciate your feedback. Now let's look at how we can fix things.
12. Here's what you can do to [DESCRIBE RESOLVED ISSUE].
13. If you can do this [DESCRIBE ACTIONS] that will fix your issue.
14. We recommend that you [DESCRIBE RECOMMENDATIONS].
15. Do you prefer to be called [FIRST NAME] or [Mr X / Ms X]?
16. What I will do for you now is [DESCRIBE NEXT ACTIONS].
17. We will investigate this issue immediately [Mr X / Mrs X.] and get straight back to you.
18. This will be fixed for you by [ACCURATE DEADLINE] sir / madam.
19. What's the weather like where you are today?
20. I am sorry to hear that you feel this way [Mr X / Ms X].
21. Your feedback is enormously valuable to us, so we greatly appreciate you taking the time to call [Mr X / Ms X].
22. I'd like to call you back to give you an update, when would be the best time to reach you?
23. I completely understand how you feel [Mr X / Ms X].
24. I fully appreciate the inconvenience this has caused you [Mr X / Ms X].
25. Thank you for your understanding [Mr X / Ms X], we are doing everything we can for resolve your problem quickly.
26. Thank you for calling [Mr X / Ms X / FIRST NAME], your feedback is extremely valuable to us. Please don't hesitate to call us again if you have any questions.
27. I'm very pleased that we've been able to help you today [Mr X / Ms X / FIRST NAME], please call again if you need help.
28. It's great that we have answered your questions today. Thanks for calling [COMPANY NAME]. Have a wonderful day.

5.8 – Telling a story in the past

- **it all began PHRASE**

used for introducing a long story or account of something

- **once upon a time PHRASE**

used for starting children's stories

- **well INTERJECTION**

used when telling a story for introducing the words that you or someone else has said

- **oh INTERJECTION**

BRITISH used when telling a story for introducing the words that you or someone else has said

- **now ADVERB**

used in stories to mean at a particular time in the story

- **there I was/we were PHRASE**

used when you are telling a story and you want to give a summary of the situation that you were in at a particular stage

- **to be continued PHRASE**

used for saying that a story will begin again at a later date, starting from the point where it stopped

- **to make/cut a long story short PHRASE**

used for saying that you will tell the end or the main point of a story without giving all the details

5.9 – Exchanging personal information

- What's your name?
- Where are you from?
- What's your surname/family name?
- What's your first name?
- Where do you live?
- What's your address?
- What's your telephone number?
- What's your email address?
- How old are you?
- When / Where were you born?

- Are you married?
- What is your marital status?
- What do you do?/What's your Job

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7. DOCUMENT CONTROL

	Name	Position	Branch	Date
Author(s)	Natalí Chica Aristizábal	English instructor	Commerce and Tourism Center	September 25th, 2022

8. CHANGE CONTROL (to be filled in only if you adjust the guide)

	Name	Position	Branch	Date	Reason for adjustments
Author(s)					

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

ASSESSMENT TOOL

Regional: Qundío
Training Center: Commerce and Tourism
Title of Training Program: Bilingual Expert on BPO
Training Program Code: 135326

Apprentice Name: _____

ID number: _____ **Code:** _____

Instructor's name: Natalí Chica Aristizabal

Competence: Understand English texts in written and listening form.

Learning Outcome:
1.Read very short and simple texts in general and technical English**.**
2.Find specific and predictable information in simple, everyday writings.

Assessment Criteria:
Prepare short summaries on simple texts with technical content.
Identify the general idea and key words in simple texts.

Activity:

- Written test conducted on the educational platform Socrative. The test has 16 questions, 10 of them are multiple choice and true/false questions about the general ideas of the texts (2 points each), 4 are multiple choice questions about vocabulary (3 points each) and 2 of them are open essay questions (4 points each). The written test is passed with 26 correct.

Evidence:

- Knowledge

INSTRUCTIONS FOR COMPLETION:

In the development of this instrument, the evidences of knowledge of the process will be assessed, according to the techniques and skills developed during the training. These evidences correspond to the activities described in the learning guide.

KNOWLEDGE ✓ PRODUCT ⬭ PERFORMANCE ⬭

socrative

Name _____
Date _____

Written test - Bilingual Expert on BPO

Score _____

1. **Learning outcomes**
   1. Reading very short and simple texts in general and technical English.
   2. Find specific and predictable information in simple, everyday writings.



Read the text and answer <u>True or False.</u>

Growing up poor

My name is Mike, and I was born in a very poor neighborhood in Los Angeles. When I was little, my mother took care of my brother and me because my father left before I came to this world, and he wasn't too interested in being a part of our lives. My mother had to work two jobs that didn't pay much. She had to work very hard so that we could have food, clothes, and a place to live. She was great; we loved her and appreciated her efforts.

Every day, she usually arrived home very late, and she was exhausted. Still, she always cooked nice meals for us, played with us, and made sure that we did our homework. She always insisted on how important it was to get a good education. She couldn't finish school because she got pregnant with me when she was just a teenager. "I couldn't finish school, and that's why I must work so hard now, and I earn so little money," she often said. Children were very violent in my neighborhood; you needed to be violent if you wanted to survive. There was a lot of crime, vandalism, and drugs. It wasn't easy to be a good student for any child who lived in our neighborhood. The other children hated you if you got good grades, so I wasn't very popular. The only positive thing about living in that place is that you needed to be very clever to survive, and that helped me later in life.

Finally, my brother and I could finish high school. I went to university because I was a very good basketball player, and basketball paid for my

university degree. On the day of my graduation, my mother was in tears. And she was in tears again the day I showed her our new apartment, away from the neighborhood. Do you know how difficult it is to get out of a poor neighborhood? It's very hard, but I did it, and it was thanks to my mum. Now she doesn't have to work two jobs anymore, and I take care of her.

1. Mike didn't know his father.

2 POINTS

(T) True

(F) False

2.



Read the text and answer <u>True or False.</u>

Growing up poor

My name is Mike, and I was born in a very poor neighborhood in Los Angeles. When I was little, my mother took care of my brother and me because my father left before I came to this world, and he wasn't too interested in being a part of our lives. My mother had to work two jobs that didn't pay much. She had to work very hard so that we could have food, clothes, and a place to live. She was great; we loved her and appreciated her efforts.

Every day, she usually arrived home very late, and she was exhausted. Still, she always cooked nice meals for us, played with us, and made sure that we did our homework. She always insisted on how important it was to get a good education. She couldn't finish school because she got pregnant with me when she was just a teenager. "I couldn't finish school, and that's why I must work so hard now, and I earn so little money," she often said.
Children were very violent in my neighborhood; you needed to be violent if you wanted to survive. There was a lot of crime, vandalism, and drugs. It wasn't easy to be a good student for any child who lived in our neighborhood. The other children hated you if you got good grades, so I wasn't very popular. The only positive thing about living in that place is that you needed to be very clever to survive, and that helped me later in life.

Finally, my brother and I could finish high school. I went to university because I was a very good basketball player, and basketball paid for my university degree. On the day of my graduation, my mother was in tears. And she was in tears again the day I showed her our new apartment, away from the neighborhood. Do you know how difficult it is to get out of a poor neighborhood? It's very hard, but I did it, and it was thanks to my mum. Now she doesn't have to work two jobs anymore, and I take care of her.

2. His mother didn't have enough money to buy food.

2 POINTS

(T) True

(F) False

3. She didn't finish school because she had Mike.

2 POINTS

(T) True

(F) False

4. He thinks living in his neighbourhood was very positive.

2 POINTS

(T) True

(F) False

5. **Read the following text fragment.**

" When I was little, my mother **took care of** my brother and me because my father left before I came to this world."

What is a synonym of **"take care of"** ?

3 POINTS



(A) Get up

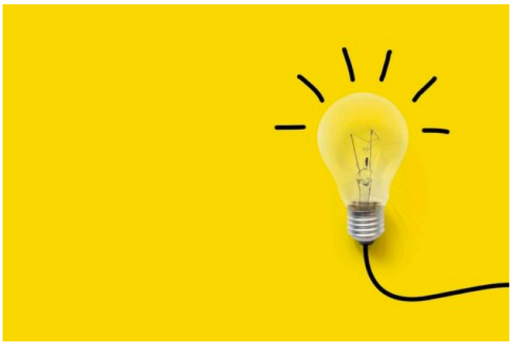
(B) Look after

(C) Give up

(D) Take up

6. **Read the following text fragment.**

" The only positive thing about living in that place is that you needed to be very **clever** to survive, and that helped me later in life."



What is the meaning of **"clever"** ?

3 POINTS

(A) Determined not to change his opinion or attitude.

(B) Able to recover quickly after something unpleasant

(C) Quick at learning and understanding things.

(D) Capable of saying his thoughts.

7.



Read the following text fragment.

" On the day of my graduation, my mother **was in tears.** And she **was in tears** again the day I showed her our new apartment."

What is a synonym of **" be in tears"** ?

2 POINTS

(A) Cry

(B) Shout

(C) Speak

(D) Think

8.



According to the text summarize the story (*40 words maximum and 30 words minimum).*

Don't forget:
-Capital letters
-Punctuation marks
-Connectors
-Good grammar
-Correct spelling

Growing up poor
My name is Mike, and I was born in a very poor neighborhood in Los Angeles. When I was little, my mother took care of my brother and me because my father left before I came to this world, and he wasn't too interested in being a part of our lives. My mother had to work two jobs that didn't pay much. She had to work very hard so that we could have food, clothes, and a place to live. She was great; we loved her and appreciated her efforts.

Every day, she usually arrived home very late, and she was exhausted. Still, she always cooked nice meals for us, played with us, and made sure that we did our homework. She always insisted on how important it was to get a good education. She couldn't finish school because she got pregnant with me when she was just a teenager. "I couldn't finish school, and that's why I must work so hard now, and I earn so little money," she often said.
Children were very violent in my neighborhood; you needed to be violent if you wanted to survive. There was a lot of crime, vandalism, and drugs. It wasn't easy to be a good student for any child who lived in our neighborhood. The other children hated you if you got good grades, so I wasn't very popular. The only positive thing about living in that place is that you needed to be very clever to survive, and that helped me later in life.

Finally, my brother and I could finish high school. I went to university because I was a very good basketball player, and basketball paid for my university degree. On the day of my graduation, my mother was in tears. And she was in tears again the day I showed her our new apartment, away from the neighborhood. Do you know how difficult it is to get out of a poor neighborhood? It's very hard, but I did it, and it was thanks to my mum. Now she doesn't have to work two jobs anymore, and I take care of her.

4 POINTS

9. Learning outcomes

1. Reading very short and simple texts in general and technical English.
2. Find specific and predictable information in simple, everyday writings.



Read the following conversation and answer the questions.

Hotel Reservation

Receptionist: Good afternoon! This is Capitol Hotels in Washington, D.C. How may I help you?
Mr. Abrams: Hi, I'd like to schedule a reservation for this upcoming weekend from Friday night until Sunday.
Receptionist: Sure! Let me check and see what rooms are available. Do you need a room with one bed or two?
Mr. Abrams: My wife and I will be visiting the city, but a room with one bed will be just fine.
Receptionist: Alright… It looks like we have several rooms available. Would you care for a room with a balcony?
Mr. Abrams: A single room with no balcony will suit our needs just fine. I did notice on your website that you have a pool and an exercise room. Are these facilities available for all hotel guests?
Receptionist: Yes, all hotel guests are allowed access to those facilities. The hotel stay also includes breakfast. We have a restaurant on-site that also serves lunch and dinner, but those meals are not included in your lodging fee.
Mr. Abrams: Okay, that's fine. What time are both check-in and check-out?
Receptionist: Check-in for you on Friday can be any time after 3:00 p.m. Check-out will be on Sunday before noon.

Mr. Abrams: Sounds great!
Receptionist: I am glad that I could help you today. Is there anything else that you need at this point in time?
Mr. Abrams: Would you like my credit card information now, or can I take care of that upon my arrival to the hotel's reception desk?
Receptionist: We can handle payment upon your arrival on Friday. We look forward to seeing you then!
Mr. Abrams: Thank you! I look forward to my stay.
Receptionist: Enjoy the rest of your week!

9. What is the name of the hotel where Mr. Abrams plans on staying?

2 POINTS

(A) Capitol Hotels

(B) Washington D.C.

(C) Lincoln Hotels

(D) Kennedy Hotels

10. What kind of room does Mr. Abrams request to stay in?

2 POINTS

(A) A single room with a balcony.

(B) A single room without a balcony.

(C) A double room with a balcony.

(D) A double room without a balcony.

11. How long does Mr. Abrams plan on staying at the hotel?

2 POINTS

(A) Overnight

(B) Two nights

(C) Three nights

(D) A week

12. All of the following are amenities the hotel offers its guests except:

2 POINTS

(A) A swimming pool

(B) An exercise room

(C) A massage room

(D) Free breakfast

13. **Read the following conversation fragment.**



"Hi, I'd like to schedule a reservation for this **upcoming** weekend from Friday night until Sunday."

What is a synonym of **"upcoming"**?

2 POINTS

(A) Nice

(B) Close

(C) Last

(D) Next

14.



Read the following conversation fragment.

"We have a restaurant **on-site** that also serves lunch and dinner."

What is the meaning of **"on-site"**?

3 POINTS

(A) A place outside the area

(B) Taking place in the same site

(C) Inside a place

(D) Next to the place

15. **Read the following conversation fragment.**
"Would you like my credit card information now, or **can I take care of that upon my arrival** to the hotel's reception desk?"

Which phrase will you use to replace "**can I take care of that upon my arrival "** ?
3 POINTS



(A) Can I pay when I leave the hotel?
(B) Can I pay in cash?
(C) Can I pay when I get to the hotel?
(D) Can I pay when you call me back?

16. **According to the conversation do a recap (*40 words maximum and 30 words minimum*). Make sure you add everything related to the hotel reservation.**



Don't forget:
- Good grammar Past Simple Tense
- Correct spelling
- Customer service vocabulary

Hotel Reservation
Receptionist: Good afternoon! This is Capitol Hotels in Washington, D.C. How may I help you?
Mr. Abrams: Hi, I'd like to schedule a reservation for this upcoming weekend from Friday night until Sunday.
Receptionist: Sure! Let me check and see what rooms are available. Do you need a room with one bed or two?

Mr. Abrams: My wife and I will be visiting the city, but a room with one bed will be just fine.
Receptionist: Alright... It looks like we have several rooms available. Would you care for a room with a balcony?
Mr. Abrams: A single room with no balcony will suit our needs just fine. I did notice on your website that you have a pool and an exercise room. Are these facilities available for all hotel guests?
Receptionist: Yes, all hotel guests are allowed access to those facilities. The hotel stay also includes breakfast. We have a restaurant on-site that also serves lunch and dinner, but those meals are not included in your lodging fee.
Mr. Abrams: Okay, that's fine. What time are both check-in and check-out?
Receptionist: Check-in for you on Friday can be any time after 3:00 p.m. Check-out will be on Sunday before noon.
Mr. Abrams: Sounds great!
Receptionist: I am glad that I could help you today. Is there anything else that you need at this point in time?
Mr. Abrams: Would you like my credit card information now, or can I take care of that upon my arrival to the hotel's reception desk?
Receptionist: We can handle payment upon your arrival on Friday. We look forward to seeing you then!
Mr. Abrams: Thank you! I look forward to my stay.
Receptionist: Enjoy the rest of your week!

4 POINTS

RESULTS:

Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

LEARNING GUIDE FORMAT

LEARNING GUIDE IDENTIFICATION

- **Name of the training program:** Bilingual Expert on Business Process Outsourcing
- **Code of the training program:** 135326
- **Project name:** Elaboration of a proposal of actions to improve the technical procedures for foreign customer service, according to established protocols.
- **Project phase:** Analyzing
- **Project activity:** Submit a report of weaknesses in the technical procedures and recognition of intercultural aspects, according to established protocols.
- **Competence:** Understand English text in written and oral form.
- **Learning outcomes:**
  Understand the main idea of short, clear, and simple announcements and messages in technical English.
  Understand sentences and common vocabulary on topics of personal interest and technical subjects.
- **Duration of the guide:** 64 hours

2. PRESENTATION

Acquisition of English has become even more important through time due to the different changes that markets have started implementing. Contact center services are, undoubtedly, one of the most remarkable spots where English helps to make communication easier and capable agents with high language proficiency will be helpful to reduce language barriers, increase customer satisfaction and avoid communication misunderstanding which will impact a company service negatively. Consequently, an excellent English training is required to assure SENA apprentices can face different situation they can be exposed to in their daily performance as agents.

3. FORMULATION OF LEARNING ACTIVITIES

3.1 Initial reflection activity

3.1.1 – Who would you save?

Students will be divided into 4 groups. They will be shown a photo of the Titanic. They will be asked if they recognize the image and how would they feel if they were there. Based on their answers, they will be told that they will picture themselves being on a ship that is about to sink, and they are the officers in charge. They will be handed a list of 20 people with a description of who they are. Then, they have to choose 8 people to save and explain the reason why. The people on the list have a very stereotyped description; therefore, students have to choose based

on their morals and values. When each group shares its thoughts, they will be asked to think about what ethics means and the way we tend to judge people based on general ideas. Students will be able to increase teamwork, empathy, tolerance, and solidarity, which are important factors in customer service.

3.1.2 – That's life song activity

Pre-listening. Students will play a trivia where they will be displayed some expressions and fragments of a song. The idea is that they try to find the meaning of it and explain it using their own words. When a number of people have shared their thoughts, they will be told that those expressions belong to a song called "That's life" from Frank Sinatra.

While-listening. Students will be asked to listen to the song and to take notes of what the song is about. Then, they will discuss it with their classmates. When the song is played for the second time, students will be handed the lyrics of the song with some blanks which need to be filled, so the students pay careful attention and follow the song.

Post-listening. Students will be asked to answer some extra questions about the song, and they will share their ideas to remind themselves that hard time are part of life as well.

1.What do you think of the phrases "I've been a poet, a clown and a king"?

2. What is the message of the song?

3. How would you apply it to your life?

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.2 Contextualizing activities and identification of the necessary knowledge for the learning process.

3.2.1 – What's better?

Students will be displayed two different images on the TV. For example, one of people eating in a restaurant and one of people cooking at home. Students will be asked which one they prefer and why. When they have at least three reasons, they will be given a post-it to write down their sentences and to stick them on the whiteboard. Then, they will repeat the activity with other images to check what they know about comparatives and superlatives.

3.2.2 – Retailers

Students will play a Kahoot about different retailers and their logos. Each student will log into the game and participate on the game. Every time they answer one of the questions, they will be asked what they know about the retailers chosen. For example, if the logo of Target is on it, they

will be asked about the retailer's location and what they sell. They will be given a preview on comparing retailers according to their competitive advantages.

3.2.3 – What's on my desk?

Students will be paired up for the activity. One of them will be asked to be seated in front of the TV facing the other side of it, and they will have a pen and a paper. The other one will be seated in front of the TV looking at it ready to describe the image. On the image, they will see a desk with plenty of thing on it, so they will describe it to their partner and locate the things on it.

E.g. The folders are next to the phone and the laptop is in front of the books.

3.2.3 – Signs Pictionary

Students will be shown some fragments of a big picture. They will try to guess what it is about. When they have an idea of it, they will be shown the whole picture. Then, they will be asked to go to the Jamboard to guess the drawing of one of their partners. The idea is to guess it and to create a sentence based on it. Students will be checked in terms of what they know about modal verbs.

E.g. Parking isn't allowed / No parking / You can't park here

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

3.3.1– How to compare

Students will be shown a list of different adjectives and then a set of images. They will be shown how to create sentences by choosing one of the adjectives and adding **"er" for short adjectives and "more" for long adjectives.** Students will be asked to identify the different rules when using comparatives and create examples to check understanding. Then, they will be shown some sentences using superlatives and they will be asked to recognize the difference with comparatives and the type of rules used.

3.3.2– Workshop / Competitive advantages

Students will be told to work in pairs and develop a workshop from the book "Business Results". They will relate the use of comparatives and superlatives used in customer services. Some of the activities are reading comprehension, listening comprehension, grammar, and vocabulary.

3.3.3 – What is the difference?

Students will be asked to watch a video called "Walmart vs Target". They will create a list of differences using comparatives and superlatives. Then, they will share their sentences with their classmates, and they will explain their choices.

3.3.4 – Trivia comparatives and superlatives

Students will be shared a Kahoot to be played in pairs. They will be shown sentences where they need to complete it whether with a comparative or a superlative. Feedback will be given after each sentence to solve doubts.

3.3.5 – Where is my laptop?

Students will be shared a reading where two coworkers are discussing about certain things in their office. Students will be asked to identify the prepositions used and they will provide their own examples using the same context from the conversation. A list of prepositions will be made on the online whiteboard and the students will check their usages based on the examples given.

3.3.4 – Practice workshop / Company departments and prepositions

Students will be asked to pair up to develop the workshop. The activities include listening and reading comprehension as well as grammar and vocabulary. Students will use the notes taken from the classes and the online resources to do the activities. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.5 – How do I get there?

Students will be shown a map of a city with different stores on it. They will be asked if they identify some of them and the type or service or products sold. Then, they will be played a phone call conversation where one of the speakers will be giving directions to the other one. Students will take notes and they will identify the expressions used by the first speaker. After the listening, students will share their notes and they will all create a list of expressions to give directions.

3.3.6 – What's on my city?

Students will be team up to check the vocabulary of the city. A riddle will be shared and one leader per team will come to the front and write down the name of the place in the city.

E.g.

If you need to get your clothes washed, you go to … Drycleaner's

When people need to send their packages or letter, they go to … The post office

3.3.7 – Practice workshop / Giving directions and imperatives

Students will be asked to pair up to develop the workshop. The activities include listening and reading comprehension as well as grammar and vocabulary. Students will use the notes taken from the classes and the online resources to do the activities. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.8 – Giving directions to the customer

Students will be asked to open *Jamboard* for the activity. Each slide has a comment from a customer where he/she asks for directions or instructions. The students will have 5 minutes per slide to provide a clear and concise solution using the expressions learned. Then, among the messages written, the best one will be chosen. Students will have the opportunity to practice in a customer service context.

3.3.9 – Escape room

Students will be explained what an escape room is. Then, they will be assigned a group chosen randomly. In an escape room, there are clues which need to be solved to continue to the next stage. Students will need to work in teams to win the game. The clues include directions and instructions based on a map that will be shared as well. The clues are found in QR codes that are located in different places of the institution. When the game finishes, the clues and answers will be shared so as to give the students feedback.

3.3.10 – Finding the target customer

Pre-video: Students will be shown some ads from the most popular companies around the world. They will share their opinion about the type of product or service they offer and their opinion about the ads. Then, students will be asked to share how they feel with the ads, if they feel excited, sensitive, identified, or uncomfortable. Students will be played some ads and they will try to recognize the company and the way they feel with it.

While-video: Students will take notes to answer the following questions while the video is being played. Students will discuss with their classmates their notes and thoughts.

1. What is it about?
2. What type of company is being promoted?
3. Did you like it? Explain.

Post-video: Students will be explained what a target customer is and the importance of ads for a company. Then, they will be shared a list of techniques used by advertisers. Students will read the document, and they will find an example of it by searching ads. The techniques will be explained, and students will share the ads found.

3.3.11 – Practice workshop / Ads and modals

Students will be asked to pair up to develop the workshop. The activities include listening and reading comprehension as well as grammar and vocabulary. Students will use the notes taken from the classes and the online resources to do the activities. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.12 - Modals for customer service

Students will be shared different examples using modal verbs in a customer service context. Then, each example will be written on *Jamboard* so the students can follow the explanation of it. Students will be shown how to use **can, could, may, might, must, should, have to and need to.** Then, they will be shown more examples and rules, so they can learn the difference among them.

3.3.13 – Job skills, requests, policies, and regulations

Students will be asked to choose three different jobs and mention wha skills each person needs for the job using can. They will present them to the class and the classmates will guess what the job is.

E.g.

This person can assist customers and solve their issues, and this person can communicate assertively.

Students will imagine that they are assisting customers. They will need to create a list of 8 questions using could and may to request politely.

E.g.

Could you please tell me your full name?

May I know your email address?

Pre-listening. Students will be asked what policies and regulations are. A brainstorm of ideas will be created on the whiteboard. Then, a definition of it will be given.

While-listening. Student will be played a conversation between a new employee and a human resources manager. They will be asked to take notes about the general idea of the conversation. Then, students will be asked to develop two activities of true/false and open questions. Students will discuss their answers at the end.

Post-listening. Students will be played once again the conversation, and they will be told to identify the modal verbs used. Then, they will be shared the transcript to check understanding and to practice pronunciation. Based on the conversation, student will create a list of policies to consider when working in a contact center.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.4 - Knowledge transfer activities

3.4.1 – Competitive advantages
Students will create an infographic where they identify the competitive advantages between two companies. Students will be asked to used superlatives and comparatives. Then, they will give a presentation about it, so their classmates can learn about the companies chosen. At the end, each student will provide feedback to their classmates based on the information shared and the quality of the presentation.

3.4.2 – This product is better
Students will choose one of the products sold by Amazon. They will create a list of 5 reasons why it should be bought. Then, each student will choose partner and will try to sell the product. The sentences used need to have comparatives and superlatives. At the end of the activity, students will choose the best seller of the class.

3.4.3 – Where is the office?
Students will be paired up randomly. Then, using a spin wheel, each pair will be assigned a department from a company, for example, *logistics, sales, IT, customer service, HR.* Then, they will create a conversation using the vocabulary related to the department assigned and the use of prepositions of place and movement. When the students finish, they will present the conversation to the class. Each classmate will write down on *a post-it* what they liked the most from the presentation and they will stick it on the wall. All the notes will be read and delivered to the corresponding pair.

3.4.4 – Can you tell me where the store is?
A map of a city will be displayed on the TV. One student will be the guider and another one will be the guided. Students will play hot potato to choose the ones who will be the guiders in the activity. The guided will ask a question about the location of a place, and the guider will need to give the corresponding directions of it. If the guided gets to the place safely, the guider will be given points. Students will need to pay attention to the guider, so they can decide if the expressions and vocabulary used are correct.

3.4.5 – What a great commercial
Students will work in pairs to choose an ad from *YouTube.* Then, they will identify the techniques used, the type of target customer, the history of the company and the reason why they have chosen it. They will create a video of the presentation and they will upload it to Territorium. The videos will be shared on a folder, so each student can watch it and take note of the information given. At the end, students will be asked questions about the videos and what they liked the most.

3.4.6 – Sir, you should add it to your cart
Students will practice their writing skills and the use of modal verbs. They will create a script with the following requirements:

1. They give advice to the customer about what they should buy
2. They tell the customer what they have to do when logging into the website
3. They tell the customer what they can't do when buying online.

The scripts will be uploaded to *Padlet*, so the students can have access to all of them, and check if the scripts include the requirements.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

4. Evaluation activities

Learning evidence	Assessment criteria	Evaluation Techniques and Instruments
Performance evidence Oral presentation focused on selling a product. The task will be graded based on a set of items included in a criterion which gathers *presentation quality, content, grammar and speaking.* Each criterion is ranked from 1 (the lowest) to 5 (the highest). **This task is approved with the average of the 5 criteria with a total of at least 12 points.**	1. Ask and answer questions about him/herself. 2. Write or present descriptions of themselves, their profession, and their environment.	**Selling a product** **Technique:** Field practice **Instrument:** Speaking rubric

5. GLOSSARY OF TERMS

5.1 – Comparatives and superlatives adjectives

1. angry – angrier – the angriest
   He was angrier yesterday than he was last week.
   He is the angriest man I have ever seen met!

2. bad – worse – the worst (irregular)
   I think the weather's worse than last winter as it's rained nearly every day!
   This is the worst weather in December since records began!

3. big – bigger – the biggest
   Your desk is bigger than mine.
   You have the biggest desk in the whole office.

4. boring – more boring – the most boring
   The film was a bit more boring than I thought it would be.
   That film was the most boring thing I've seen for ages!

5. cheap – cheaper – the cheapest
   Your car was cheaper than mine by about two grand (£2,000).
   Our package deal to Spain was by far the cheapest holiday I've ever been on!

6. clever – cleverer – cleverest
   I was cleverer when I was younger.
   Sarah is the cleverest student in our year.

7. cute – cuter – the cutest
   Your new dog is cuter than your old one.
   That is the cutest dog I've ever seen!

8. clean – cleaner – the cleanest
   The house is looking a lot cleaner than it was this morning.
   The house is the cleanest it has ever been.

9. comfort – more comfortable – the most comfortable
   I would be more comfortable wearing jeans.
   These are my most comfortable trousers.

10. dirty – dirtier – the dirtiest
    That seat looks a bit dirtier than this one.
    After our walk, my little brother had the dirtiest pair of shoes.

11. expensive – more expensive – the most expensive
    It's more expensive to go to France in the summer (than in the winter).
    Switzerland is the most expensive country in Europe.

12. far – further – the furthest (irregular)
    From London, Liverpool is further than Oxford.
    Leeds is one of the furthest big cities from London (in England).

13. fast – faster – the fastest
    It's faster to use the self-service checkout at the supermarket.
    That was the fastest journey I've ever been on.

14. fat – fatter – the fattest
    She was fatter when she was younger, but she's lost weight recently.
    She used to be the fattest girl at school.

15. funny – funnier – the funniest
    Dave is funnier when he's drunk!
    Apparently, Americans are some the funniest people in the world.

16. good – better – the best (irregular)
    Baan Thai has got better reviews than the other restaurants in the area.
    It has by far the best reviews we've read so far.

17. happy – happier – the happiest
    I'm always happier in the summer.
    John is the happiest I've seen him in years.

18. hard-working – more hard-working – the most hard-working
    Michael is more hard-working than Harry.
    He's the most hard-working student I've ever taught.

19. healthy – healthier – the healthiest
    It is healthier to eat vegetables than meat.
    The Mediterranean diet is the healthiest in the world.

20. high – higher – the highest
    The Himalayas is a higher mountain range than The Alps.
    Mount Everest is the highest mountain in the world.

21. interesting – more interesting – the most interesting
    I found the book more interesting than the film.
    It was the most interesting film we'd seen this year.

22. little – less – the least (irregular)
    I did less work than Hannah this term.
    Simon has done the least work in the whole team, but has got all the credit!

23. long – longer – the longest
    The Nile is longer than the River Thames.
    The Amazon is the longest river in the world.

24. loud – louder – the loudest
    You should give the speech because your voice is louder than mine.
    Jane has the loudest voice I've ever heard!

25. nice – nicer – the nicest
    The pasta is nicer than the pizza in this restaurant.
    The Margherita is the nicest pizza on the menu.

26. old – older – the oldest
    As a nation, Italy is older than America.
    Damascus is thought to be the oldest city in the world.

27. poor – poorer – the poorest
    Financially speaking, Greece is poorer than Sweden.
    Ukraine is one of the poorest countries in Europe.

28. popular – more popular – the most popular
    Spain is a more popular holiday destination for Brits than Croatia.
    Mauritius is one of the most popular honeymoon destinations.

29. pretty – prettier – the prettiest
    That dress is prettier than the other one you tried on.
    I think this is the prettiest dress in the shop.

30. rich – richer – the richest
    If you hadn't wasted your money on fancy cars, then you'd be richer now.
    Bill Gates is the second richest person in the world.

31. slow – slower – the slowest
    The bus is slower than the train.
    Walking would be the slowest option.

32. small – smaller – the smallest
    Peru is smaller than Brazil.
    Out of Peru, Panama and Brazil, Peru is by far the smallest country.

33. tall – taller – the tallest
    The Empire State Building is taller than the Shard.
    The Burj Khalifa is the tallest building in the world.

34. ugly – uglier – the ugliest
    That hat is uglier than anything else in your wardrobe!
    Julie bought the ugliest bag in the shop!

35. young – younger – the youngest
    I don't have any cousins who are younger than me.
    I am the youngest member of my family.

5.2 – Business idioms Sales and Marketing

All It's Cracked Up To Be

- **Meaning**: As good as claims or reputation would suggest
- **Example**: *Everyone's talking about the Apple Watch, but I think it's not **all it's cracked up to be**.*

Deliver the Goods

- **Meaning**: Provide what is expected
- **Example**: *I wasn't sure about our young quarterback, but he really **delivered the goods** – he had 22 touchdown passes in his first season.*

In the Pipeline

- **Meaning**: Being prepared for the marketplace, being worked on.
- **Example**: *Toyota's product lineup recently has been a little stale, but new models are **in the pipeline**.*

Out the Door

- **Meaning**: With everything included (said of a price)
- **Example**: *That car will cost you $8,600 **out the door.***

Price yourself out of the market

- **Meaning**: Try to sell goods or services at such a high price that nobody buys them.
- **Example**: *At £150,000 for a season, he really is **pricing himself out of the market**.*

Sell (Someone) a Bill of Goods

- **Meaning**: Trick someone; be deceptive
- **Example**: *I think I was **sold a bill of goods**. They promised me an office with a window, but all I got was a little cubicle.*

Selling Point

- **Meaning**: An attractive feature of something for sale
- **Example**: *Durability has always been one of the **selling points** of Toyota cars.*

Sold On (Something)

- **Meaning**: Convinced of something
- **Example**: *I know many stores are introducing cell phone payment systems, but we're not **sold on** the idea yet.*

TLC

- **Meaning**: Tender Loving Care
- **Example**: *I'll sell you this car for $2,000. It needs **TLC**, but the engine is new.*

5.3 – Office vocabulary

- Computer; computer screen
- Monitor; mouse; keyboard; space bar; return key
- Photocopier; fax machine; printer, telephone
- Pen, pencil, eraser (or 'rubber' in British English), desk, table, chair
- Filing cabinet
- Library; journal; periodical; instructions
- Paper clip; stapler; hole punch; drawing pin (or 'thumb tack' in US English);
- Notice board; shifts
- Water fountain; coffee machine; lunch break
- Suit; tie; uniform

5.4 – Business vocabulary

- Dispatch; goods; services
- Redundant; pay cut; disciplinary
- Salary; wages
- Pension, redundancy payout, retirement
- Debt; profit; turnover; loan
- Curriculum vitae (CV); resume
- Appraisal; review; pay rise; promotion

- Meeting; conference; agenda; minutes
- Memorandum (memo); contract;
- Manager; supervisor; workers
- Health and Safety
- PA (personal assistant)
- PR (public relations)
- RRP (recommended retail price)
- to delegate
- to manage
- to supervise
- to oversee

5.5 – Partnerships/ Collocations

- to hold a meeting
- to chair a meeting (to take charge of a meeting)
- to turn a corner (head in a new, more positive direction)
- to form a partnership
- to give a speech
- to take a pay cut
- to make / be made redundant
- to make/strike a deal
- to make a promise
- to issue/give a warning
- to fill out a form
- to attend a meeting
- to make a profit
- to be in debt / to get into debt

- to take out a loan
- to cash a cheque
- to bank some money
- to place an order
- to take an order
- to give an order

5.6 – Prepositions movement

across: movement from one side to the other side of something

- It took us three days to drive across the desert.
- The dog ran across the road and nearly got hit by a car.

around: movement passing something in a curved route, not going through it

- A big dog was sleeping on the floor so she had to walk around it.
- They walked around the town for an hour.

away from: indicating the point where a movement begins

- The mouse ran *away from* the cat and escaped.

down: movement from a higher point to a lower point of something

- They ran down the hill to the stream below.
- He climbed down the ladder to the bottom of the well.

from: indicating the point where a movement begins

- We flew from Bangkok to London.
- The police took my driving licence from me.

into: movement to an enclosed space; movement resulting in physical contact

- He got into the car and closed the door.
- The car crashed into the wall.

off: movement away from (and often down from) something

- Please take your papers off my desk.
- The wineglass fell off the table and shattered on the floor.

on to, onto: movement to the top surface of something

- They went up on to the stage.
- Move the kettle onto the counter.

out of: indicating the enclosed space where a movement begins

- Take your hands out of your pockets and help me!

- He went out of the room to smoke a cigarette.

over: movement above and across the top or top surface of something

- We are flying over the mountains.
- The cat jumped over the wall.

past: movement from one side to the other side of something

- We could see children in the playground as we drove past the school.
- We gave the marathoners water as they ran past us.

to: movement in the direction of something

- Could you give this to Kob please?
- Does this train go to London?

through: movement in one side and out of the other side of something

- The train goes through a tunnel under the hill.
- Hey! You just went thru a red light!

towards | toward: movement in the direction of something

- The night sky got brighter as they drove *toward* the city.
- At last she could recognize the person coming towards her.

under: movement directly below something

- The mouse ran under the chair.
- Submarines can travel under water.

up: movement from a lower point to a higher point of something

- Jack and Jill ran up the hill.
- The boat takes two hours going up the river and one hour coming down.

5.7 – Giving directions

- Go straight ahead.
- Turn back. / Go back.
- Turn left/right.
- Go along …
- Cross …
- Take the first/second road on the left/right.
- It's on the left/right.
- Go past.

- The easiest way is to …
- The best way is to …
- It’s on the corner
- It’s in the middle of the block.

5.8 - Marketing vocabulary

Term	Meaning
brand	***n.*** a particular make of product - **to brand *v.*** - **branded *adj.***
	*I've tried lots of other **brands** of shampoo, but this one's still my favourite.*
consumer	***n.*** the person who buys and uses a product or service - **to consume *v.***
	*Most **consumers** don't care where the products they buy come from.*
cost	***v.*** [cost, costed, costed] to estimate the price of making a product - **costing *n.***
	*Many inputs like labour and materials must be **costed** before a product's retail price is set.*
develop	***v.*** to create a new product or improve an existing one - **product development *n.***
	*To succeed over the long term, we have to keep **developing**new and better products.*
digital marketing	***n.*** marketing through digital devices such as computers and smart phones; includes TV/radio by some definitions - *also* **e-marketing**

Term	Meaning
	*We now spend far more on **digital marketing** than on traditional marketing.*
distribution	***n.*** the delivering of products to end-users, incl. advertising, storing etc
	*Has your company ever handled **distribution** of luxury goods for a top international brand?*
end-user	***n.*** the person, customer etc who is the final and actual (or "real") user of a product
	*If **end-users** aren't happy with the quality or price, they won't recommend it to their friends.*
image	***n.*** the concept or perception the general public has of a company or product - **public image *n.***
	*It only took one media story about child labour in a factory overseas to destroy the company's positive **image**.*
label	***n.*** small piece of paper, cloth etc on a product giving information about it
	*To find out how much sugar a drink contains, check the nutrition information on the **label**.*
launch	***v.*** to introduce a new product, with publicity etc - **product launch *n.***
	*If Kim **launches** a new line of clothing, she invites heaps of celebrities to the product launch.*

Term	Meaning
market research	***n.*** study of consumers' needs & preferences, often for a particular product
	*We only launch new products if our **market research** shows high consumer demand.*
online	***adj.*** while connected to the Internet or other computer network - *also* ***adv.*** to shop **online**
	*Our **online** sales are increasing now that more people are shopping online.*
packaging	***n.*** the wrapping or container for a product
	*If a product's **packaging** is made of plastic, environmentally-aware consumers might not buy it.*
point of sale	***n.*** the place where a product is actually sold to the public - **point-of-sale** ***adj.***
	*The advertising of cigarettes isn't allowed, even at the **point of sale**.*
product	***n.*** something made to be sold; merchandise [includes services] - **to produce** ***v.***
	*When creating **products** for teenagers, use cool designs that fit with today's teen culture.*
public relations	***n.*** creation and maintenance of a good public image - **public relations officer** ***n.***

Term	Meaning
	*When their CEO was caught sending racist e-mails, the company faced a **public relations** nightmare.*
registered	***adj.*** officially recorded or listed (eg. as in "registered trademark" and its symbol ®) - **to register *v.***
	*Our lawyers have advised that we must **register** all new products for our own protection.*
sponsor	***n.*** firm supporting an organisation in return for advertising space and brand recognition - *also* ***v.***
	*The **sponsor** of a Premier League football club has their brand or logo on the team's shirt.*
S.W.O.T.	***abbr.*** Strength, Weaknesses, Opportunities, Threats
	*Anyone who's studied marketing knows what the letters **S.W.O.T.** stand for.*
total product	***n.*** in marketing, the whole product, inc. name, packaging, instructions, reliability, after-sales etc
	*This is a **total product** issue and you should raise it with Marketing, not Advertising.*
trademark	***n.*** special symbol, design, word etc used to represent a product, brand or company
	*Have you registered the **trademark** yet?*

5.9 – Company vocabulary

Term	Meaning
Accounts department	***n.*** department responsible for administering a company's financial affairs - *also* **accounting department**
	*For all billing enquiries, please contact our **accounts department**.*
A.G.M.[UK]	***abbr.*** Annual General Meeting of a company's shareholders
	*The **A.G.M.** is where shareholders get an annual report on their company's performance and strategy.*
board of directors	***n.*** group of people chosen to establish policy for and control a company
	*Do you know anyone on Samsung's **board of directors**?*
chairman[UK]	***n.*** person who heads a board of directors; head of a company - *also* **chairperson; chair of the board (COB)**
	*A **chairman** makes sure the board of directors is running the company properly.*
director	***n.*** member of a board of directors
	*How many new **directors** are being elected at this year's A.G.M.?*
executive officer[US]	***n.*** person managing the affairs of a corporation, incl. chief executive officer (CEO), chief financial officer (CFO), etc

Term	Meaning
	*Sony's replacing several **executive officers**, including their CEO.*
headquarters	***n.*** a company's principal or main office or centre of control
	*Facebook built its new **headquarters** near San Francisco in California.*
manager	***n.*** person responsible for day-to-day running of a business or company department; executive officer[US]
	*My sister's now the **manager** of an online media company.*
managing director[UK]	***n.*** senior director under the chairman responsible for day-to-day management
	*Being the **managing director** can be a really stressful job.*
marketing department	***n.*** department that manages branding, promotion, advertising, packaging, pricing etc of products
	*How many staff are working in our **marketing department**?*
organisation chart	***n.*** a table or plan showing a company's structure graphically
	*Shouldn't the Chairman of the Board be at the top of the **organisation chart**?*
personnel department	***n.*** department responsible for recruitment and welfare of staff or employees

Term	Meaning
	*If you have a job interview, go to the **personnel department**on the third floor.*
president[US]	***n.*** the highest executive officer of a company; head of a company
	*The company's **president** has the biggest office, of course.*
production department	***n.*** department responsible for the manufacture, creation or crafting of products
	*All our factories are designed and run by the **production department**.*
purchasing department	***n.*** department responsible for finding and buying everything a company needs
	*The production department asked the **purchasing department** to buy some new equipment.*
R & D department	***n.*** department responsible for inventing new products or improving existing products
	*Steve Jobs made sure his **R & D department** created the most innovative and exciting new products.*
reception	***n.*** the place where visitors and clients report on arrival at a company
	*Who's that guy sitting in **reception** waiting for?*
sales department	***n.*** department responsible for finding customers and making sales

Term	Meaning
	*Has the **sales department's** new strategy improved our sales figures yet?*
shareholder	***n.*** person who owns shares or holds stock in a company or corporation
	*Did many **shareholders** come to the A.G.M. this year?*
vice president[US]	***n.*** any of several executive officers, each responsible for a separate division - *also* **VP** *(abbr)*
	*Our **vice president** of marketing used to be a Sony Music VP, you know.*

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7. DOCUMENT CONTROL

	Name	Position	Branch	Date
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8. CHANGE CONTROL (to be filled in only if you adjust the guide)

	Name	Position	Branch	Date	Reason for adjustments
Author(s)					

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

ASSESSMENT TOOL

Regional: Qundío
Training Center: Commerce and Tourism
Title of Training Program: Bilingual Expert on BPO
Training Program Code: 135326

Apprentice Name: _____

ID number: _____ **Code:** _____

Instructor's name: Natalí Chica Aristizabal

Competence: Understand English texts in written and listening form.

Learning Outcome:

1. Understand the main idea of short, clear and simple announcements and messages in technical English.
2. Understand sentences and common vocabulary on topics of personal interest and technical subjects.

Assessment Criteria:
Ask and answer questions about him/herself.
Write or present descriptions of themselves, their profession and their environment.

Activity:

- Oral presentation focused on selling a product. The task will be graded based on a set of items included in a criteria which gathers *presentation quality, content, grammar and speaking.* Each criteria is ranked from 1 (the lowest) to 5 (the highest). **This task is approved with the average of the 5 criteria with a total of at least 12 points.**

Evidence:

- Performance

INSTRUCTIONS FOR COMPLETION:

In the development of this instrument, the evidences of performance of the process will be evaluated, according to the techniques and skills developed during the training. These evidences correspond to the activities described in the learning guide.

KNOWLEDGE ◯ PRODUCT ◯ PERFORMANCE ✓

Criteria	1	2	3	4	5	Comments
Presentation quality The presentation is accurate and follows a logical order. The speakers are well-prepared and seem confident. The visual aid is concise and easy-to-follow.						
Content The presentation states a short description of the item. The item is compared to others. Recommendation, regulations or policies are mentioned. Advertising techniques are included.						
Grammar Tenses are correctly used. False cognates and redundancy are absent. Comparatives and superlatives are well-used. Preposition or place are correctly used. Modals verbs are effectively used.						
Speaking Speech is fluent with good intonation. Linking sounds are used. Pronunciation mistakes are absent.						

RESULTS:

Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument: _____

_____ _____

Apprentice's signature Instructor's signature

NUMBER:	LEVEL:	TRAINING PROGRAM:	CODE:	VERSION:
2623595	Técnico	Bilingual Expert on Business Process Outsourcing	135326	1
CLASSROOM:		**PROJECT MANAGER:**	**START DATE:**	**ENDING DATE:**
Taller 10		Alvaro Guillermo Baena López	22/08/2022	15/04/2023
PROJECT CODE:		**FORMATIVE PROJECT:**		
#N/A		#N/A		

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 a. m.	6:30 a. m.	Natalí Chica Aristizabal	Natalí Chica Aristizabal	Natalí Chica Aristizabal	Natalí Chica Aristizabal	Natalí Chica Aristizabal
6:30 a. m.	7:00 a. m.					
7:00 a. m.	7:30 a. m.					
7:30 a. m.	8:00 a. m.					
8:00 a. m.	8:30 a. m.					Oscar Alberto López Grajales
8:30 a. m.	9:00 a. m.					
9:00 a. m.	9:30 a. m.					
9:30 a. m.	10:00 a. m.					
10:00 a. m.	10:30 a. m.	Alvaro Guillermo Baena López	Alvaro Guillermo Baena López	Alvaro Guillermo Baena López	Alvaro Guillermo Baena López	Alvaro Guillermo Baena López
10:30 a. m.	11:00 a. m.					
11:00 a. m.	11:30 a. m.					
11:30 a. m.	12:00 p. m.					
12:00 p. m.	12:30 p. m.					
12:30 p. m.	1:00 p. m.					
1:00 p. m.	1:30 p. m.					
1:30 p. m.	2:00 p. m.					

Id	Resultado de Aprendizaje	Horas	Comienzo	Fin	Instructor
1	**240201501 Comprender textos en inglés en forma escrita y auditiva.**	**192 horas**	**jue 5/05/22**	**jue 15/12/22**	
2	Leer textos muy breves y sencillos en inglés general y técnico	32 horas	jue 1/09/22	mié 14/09/22	Natalí Chica Aristizabal
3	Encontrar información específica y predecible en escritos sencillos y cotidianos	32 horas	jue 15/09/22	mié 28/09/22	Natalí Chica Aristizabal
4	Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico	32 horas	jue 29/09/22	mié 12/10/22	Natalí Chica Aristizabal
5	Comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos	32 horas	jue 13/10/22	lun 31/10/22	Natalí Chica Aristizabal
6	Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc	32 horas	mar 1/11/22	lun 28/11/22	Natalí Chica Aristizabal
7	Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica	32 horas	mar 29/11/22	jue 15/12/22	Natalí Chica Aristizabal
9	**260102001 Assistance to the customer´s requirements in their native language and in english.**	**148 horas**	**lun 18/04/22**	**mar 31/01/23**	
10	Structure the process for providing the service according to the procedures, the user and the industry needs in their native language	74 horas	mié 14/09/22	lun 21/11/22	Alvaro Guillermo Baena López
11	To interact in an effective way with the user according to technologies of assertive communication and the context in the native language and	74 horas	lun 21/11/22	mié 14/12/22	Alvaro Guillermo Baena López
19	**240201500 Train technically, with quality and maturity to apprentice, to achieve achieve consistency between what he thinks, what he says and**	**98 horas**	**vie 28/01/22**	**vie 16/12/22**	
20	Reconocer el rol de los participantes en el proceso formativo, el papel de los ambientes de aprendizaje y la metodología de formación, de	8 horas	lun 22/08/22	lun 22/08/22	Inducción EVALUAR Gestor
21	Concertar alternativas y acciones de formación para el desarrollo de las competencias del programa formación, con base en la política	8 horas	mar 23/08/22	mar 23/08/22	Inducción EVALUAR Gestor
22	Asumir los deberes y derechos con base en las leyes y la normativa institucional en el marco de su proyecto de vida.	8 horas	mié 24/08/22	mié 24/08/22	Inducción EVALUAR Gestor
23	Identificar las oportunidades que el SENA ofrece en el marco de la formación profesional de acuerdo con el contexto nacional e	8 horas	jue 25/08/22	jue 25/08/22	Inducción EVALUAR Gestor
24	Gestionar la información de acuerdo con los procedimientos establecidos y con las tecnologías de la información y la comunicación	8 horas	vie 26/08/22	vie 26/08/22	Inducción EVALUAR Gestor
25	Redimensionar permanentemente su proyecto de vida de acuerdo con las circunstancias del contexto y con visión prospectiva.	14 horas	vie 23/09/22	vie 4/11/22	Oscar Alberto López Grajales
26	Interactuar en los contextos productivos y sociales en función de los principios y valores universales.	12 horas	vie 11/11/22	vie 16/12/22	Oscar Alberto López Grajales
29	Desarrollar procesos comunicativos eficaces y asertivos dentro de criterios de racionalidad que posibiliten la convivencia, el	32 horas	vie 2/09/22	vie 16/12/22	Natalí Chica Aristizabal
44	**260101047 Sell products and services in their native language and english.**	**108 horas**	**lun 24/01/22**	**vie 27/01/23**	
45	Recognize sales techniques during interaction with the user according to concepts of consumer psychology in their native language and in	54 horas	jue 15/09/22	vie 28/10/22	Alvaro Guillermo Baena López
46	Present a portfolio of products and services according to selling techniques used in their native language and in english.	54 horas	vie 28/10/22	vie 16/12/22	Alvaro Guillermo Baena López

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

LEARNING GUIDE FORMAT

LEARNING GUIDE IDENTIFICATION

- **Name of the training program:** Bilingual Expert on Business Process Outsourcing
- **Code of the training program:** 135326
- **Project name:** Elaboration of a proposal of actions to improve the technical procedures for foreign customer service, according to established protocols.
- **Project phase:** Analyzing
- **Project activity:** Submit a report of weaknesses in the technical procedures and recognition of intercultural aspects, according to established protocols.
- **Competence:** Understand English text in written and oral form.
- **Learning outcomes:**
  Find technical English vocabulary and expressions in advertisements, brochures, web pages, etc.
  Communicate in simple and common tasks that require a simple and direct exchange of everyday and technical information.
- **Duration of the guide:** 64 hours

2. PRESENTATION

Acquisition of English has become even more important through time due to the different changes that markets have started implementing. Contact center services are, undoubtedly, one of the most remarkable spots where English helps to make communication easier and capable agents with high language proficiency will be helpful to reduce language barriers, increase customer satisfaction and avoid communication misunderstanding which will impact a company service negatively. Consequently, an excellent English training is required to assure SENA apprentices can face different situation they can be exposed to in their daily performance as agents.

3. FORMULATION OF LEARNING ACTIVITIES

3.1 Initial reflection activity

3.1.1 – How to make faster decisions?

Pre-listening: Students will be divided into groups of 4. Then, they will be given a set of situations where a decision is required to be made. Their thoughts will be shared in class. Then, they will be asked why it is important to make faster decisions when working in customer service. Based on their ideas, they will be required to write down a set of reasons before watching the video from TED talk *"how to make aster decisions."*

While-listening: Students will watch the video in groups, and they will answer the following questions:

1. **What is the meaning of FOMO? Explain with an example.**
2. **What is FOBO and why is it a problem nowadays? Explain.**
3. **How to overcome FOBO? List the recommendations.**
4. **What are no-stakes decisions? Explain and provide an example.**
5. **What are low-stakes decisions? Explain and provide an example.**
6. **What are high-stake decisions? Explain the principles to consider before moving to those decisions.**
7. **What is the last recommendation to succeed in the process of making decisions?**

Post-listening: Students from each group will be given a number from 1 to 4, so they can gather with the other students according to the number. Then, they will discuss their answers based on the video, and they will present their examples.

3.1.2 – Deeper connections

Students will be asked to make a list of activities that can improve their relationships with their partners. Then, they will share their thoughts and their ideas will be written on the board. They will be asked if they actually put them into practice, so they will mark with “green” the ones they apply the most, and with “red” the ones they never use. When the ideas are classified, they will be asked to choose among the red ones and idea that can be used in the classroom. After that, they will be given 20 minutes to choose a partner with whom you hardly interact at all and practice the idea chosen; most common ones are: writing a thank-you letter, asking meaningful questions and active listening task. When the students finish, they will be told to share the way they felt with the activity.

Note: All the material needed for the activities is uploaded in the “Supporting material” folder on Territorium.

3.2 Contextualizing activities and identification of the necessary knowledge for the learning process.

3.2.1 – Hot seat – jobs

Students will be divided into different teams. Each team will choose a participant to be part of the first round. On the TV, the name of a job will be displayed while the participant is seated in front of the TV with his back to it. Each team will try to give a definition of what a person does in that job, so the other one can guess. The team who guesses most of the jobs, it will be the winner. Then, the students will be shown the list of the jobs and they will be asked “Which will be replaced by machines? Why? Each team will discuss the questions and they will share their thoughts about it.

3.2.2 – The promise chain

Students will be asked to define what a promise is. Then, they will follow the instructions to carry out an activity called **"promise chain**." Each student will promise something using the future simple with "will." When one student begins saying "*I promise I will study more",* the partner next to him or her will repeat the sentences and will include his or her promise and so on. If one the students forgets one of the promises, he or she will be assigned an intellectual or physical challenge.

3.2.3 – How many words per minute?

Students will be asked to practice their typing skills with a series of exercises. First, half of the class will be the agents and the other half will be the supervisor or team leaders. The idea is that while the "agents" are taking the typing test, the "team leaders" will be putting pressure on them. There are two test that should be taken, so when the agents finish the will write down their results on the Jamboard and the roles will be changed. The idea is that they reach at least 35 wpm. The first five to get more than 35 wpm will get a reward.

3.2.4 – Grammar trivia

Students will log into a website called *Quizziz.* They will have to choose the best way to complete a sentence using the future tenses. After each question, they will be given feedback and they will be asked to review the basis of these tenses.

3.2.5 – Email me

Students will use Padlet for this activity. They will listen to someone dictating an email, so they will type it down exactly as they think it should be. The tricky part of it is that they need to pay attention to where the period and the commas have to be added.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

3.3.1 – What will it be? Future with "will."

Students will be shown different examples using the future with "will." They will be asked to review when and how to use it. Based on what they share, doubts will be clarified, and they will create their own examples to check understanding. Students will be asked to pair up to develop a practice workshop. The activities include listening and reading comprehension as well as grammar and vocabulary. Students will use the notes taken from the classes and the online resources to do the activities. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.2 – The jobs will lose to machines and the ones we won't

Pre-listening: Students will be shared a list of 10 words. They will find the definition of each of them, and they will create an example of it. Students will discuss the activity with the partner next to him or her. Then, each word will be defined collectively the examples will be shared.

While- listening: Student will be paired up for the activity. They will watch a TED talk called "The jobs will lose to machines and the ones we won't." They will answer the following questions based on the information gathered.

1. **What type of study was headed by the Oxford University? Explain.**
2. **What is Machine Learning?**
3. **Compare what Machine Learning could do in the beginning and what does**
4. **nowadays.**
5. **What is that machines cannot do? Why?**
6. **Who was Percy Spencer and what did he do?**
7. **What does the speaker say about the Copy in marketing campaigns?**
8. **What could be the title of the video? Explain.**

Post-listening: Students will deliver the answers of the workshop, and each team will be in charge of providing the answer to each question and share it with the group. Then, each team will present their own perception of the future following these requirements:

How the world will change and how it won't.

1. Create 8 statements about it.
2. Make sure you avoid general thoughts.
3. Include artificial intelligence and environmental changes in your statements.

3.3.3 – Future plans "Be going to."

A conversation between two coworkers will be shared with the students. They will be asked to read it and to perform it with a classmate. Then, the students will be asked to identify the type of tenses used in the conversation and they will be asked if they can spot the difference between the future with *"will" and "be going to."* Students will share their ideas and they will be taught that "will" is used for spontaneous decision while "be going to" is used for decisions for the future which were made before the conversation happened. Based on it, students will be shared a set of activities to practice with their classmates. The activities include reading and oral comprehension, as well as grammar and vocabulary.

3.3.4 – Planning my week future with "present continuous."

Students will be shared a calendar where different activities written on it. Then, they will listen to a conversation between to friends discussing plans. While they listen to it, they will be asked to highlight on the calendar the ones mentioned in the conversation. When they listen to it for the second time, they will be required to take notes of the sentences used. When it comes to describe arrangements, students are told to use the present continuous. Based on it, students will create a chart where they can see the difference among *the future with "will", the use of "be going to" and "present continuous."*

3.3.5 – Practice workshop – Future tenses

Students will be asked to pair up to develop the workshop. The activities include listening and reading comprehension as well as grammar and vocabulary. Students will use the notes taken from the classes and the online resources to do the activities. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.6 – Hey, Gloria.

Students will be shared an email. They will be asked to identify what can be improved. Then, they will try to put the corresponding punctuation marks and capital letters where they are missing. Students will be shown the improved version of it, so they can compare it with the one they did. Students will be shared the way periods, commas, and capital letters should be used. They will work in pairs, so they can take notes and they can discuss it together.

3.3.7 – Practice workshop Punctuation Marks

Students will be shared a set of activities where they can practice punctuation marks. The activities include texts, sentences, emails, and conversations. When the workshop is done, answers will be discussed, and feedback will be given.

3.3.8 – FANBOYS

Students will be reminded that among the different rules for using commas, there is one related to the use of coordinating conjunctions. Students will be explained what *FANBOYS* are, and they will be provided with different examples. Then, a practice workshop will be shared, so they can use the coordinating conjunctions based on the rules. The answers will be discussed, and doubts will be solved. Students will create their own examples, which will be written on the *Jamboard.* The examples need to be set on a customer service context.

3.3.9 – Write to me soon. Love, Amy.

Students will be shared different informal emails. They will be asked to identify a series of items. Then, they will be taught how to write informal emails and the different expressions used.

1. Read the emails and identify the main idea of it.
2. Structure the emails into different stages (greeting, introduction, body, closure remarks and signature).
3. Make a list of the different expressions used for informal emails.

3.3.10 – Practice workshop email to a friend

Students will work in pairs. They will develop the different activities included in the workshop (common expressions, matching meaning, filling the gaps in the email, organizing the email). Students will write an email on Padlet following the instructions of the workshop.

Write an informal email to a friend. Include the information below.

1. Thank your friend for his/her email.
2. Mention an event you're organizing at your school.
3. Describe the event.
4. Invite your friend to the event.
5. An appropriate ending.

3.3.11 – Thank you for your prompt reply.

Students will be shown two different emails: one informal and the other one formal. They will be asked to compare them and to identify the main differences between both styles. Then, students will be shared a step-by-step for formal emails. They will take notes of the most important aspects and they will ask questions to solve doubts about it. Students will be asked to work in pairs to develop the practice workshop. The activities are related to the different types of emails, the most common expressions, and the structure. When the workshop is done, answers will be discussed, and feedback will be given.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

3.4 - Knowledge transfer activities

3.4.1 – Chatting with my coworker

Students will be paired up randomly for the activity. A website called *"Stinto"* will be used for the activity. They will chat with a classmate as if they were coworkers of a BPO. They will have 20 minutes to talk about any subject related to customer service. Each conversation will be saved, so they can receive feedback when the activity finishes. They will need to consider the following requirements:

1. They need to use the future tenses (will, be going to, present continuous and may/might).
2. They have to be aware of punctuation marks and capital letters.
3. The chat flow needs to have all the stages included (greeting, body, questions, closure).
4. Grammar and common expressions used in customer service.

3.4.2 – Peer-to-peer dictation

Students will practice punctuation marks and capital letters. They will be shared a set of paragraphs which are related to different topics from customer service, such as, *small talk, empathy, active listening, call flow, types of customers, and solving issues*. Students will choose a partner to work with. The idea is that one of the participants dictates the paragraph to his/her partner while he/she types it down on Padlet. Then, they will check it together. The same dynamic will be repeated with the other participant. Here you will find the requirements:

1. Good spelling
2. Punctuation marks (periods, commas, question, and exclamation marks).
3. Capital letters
4. Good structure

3.4.3 – Collective email

Students will create teams of 4 people. One person per team will be chosen to be the leader. Each of them, will pick one number from 1 to 10, which will have a topic for an informal email. Each team will be given a big piece of paper and markers. Students will have 30 minutes to create an email on the paper and to include the structure taught and the expressions. When they all finish, students will walk around to read the emails and to choose the best written among them.

Topics

1. Inviting a friend.
2. Advising a friend.
3. Apologizing to a friend.
4. Thanking a friend for spending the holiday together.
5. Reminding a friend.
6. Congratulating a friend.
7. Requesting for help.
8. Admitting a mistake.

3.4.4 – I am writing in response to…

Students will be asked to log into Write and Improve. They will be assigned a specific type of formal email to write. Since the website provides feedback, the students will take a screenshot of their writings, and they will upload it to a google drive folder called *"emails first version."* Then, each student will read his/her partner's email and will consider the feedback given so he/she will rewrite it to improve it. When they finish, they will upload the email to a different google drive folder called "*emails second version."* Each student will find his/her own to check the improved version of it.

Note: All the material needed for the activities is uploaded in the "Supporting material" folder on Territorium.

4 EVALUATION ACTIVITIES

Learning evidence	Assessment criteria	Evaluation Techniques and Instruments
Product evidence Written activity developed to check the student's skills when writing formal emails. The email has its own instructions based on the structure taught in class. The emails are graded with a rubric which includes two criteria: **Content and Structure and Use of English.** Content and structure has 6 prompts and Use of English has 5 prompts equal 11. These ones are rated from 1 to 3. **The task is approved with the average of the 11 prompts with a total of at least 23 points out of 33.**	1. Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. 2. Plantea y responde preguntas sobre sí mismo.	**Reliable context - Formal email** **Technique:** Textual type - email **Instrument:** Rubric

5. GLOSSARY OF TERMS

5.1 – Questions for plans

1. What are you doing tomorrow?
2. Got any plans for tomorrow?
3. What's your plan for tomorrow?
4. Are you doing anything tomorrow?
5. What's on the cards for tomorrow?
6. Busy tomorrow?
7. Have you got anything on tomorrow?
8. Have you got anything planned for tomorrow
9. What's happening tomorrow?
10. How's tomorrow looking?

5.2 – Types of informal emails

1. Inviting a friend.
2. Advising a friend.
3. Apologizing to a friend.
4. Thanking a friend for spending the holiday together.
5. Reminding a friend.
6. Congratulating a friend.
7. Requesting for help.
8. Admitting a mistake.

5.3 – Common expressions for informal emails

1. Hey! How are you doing?
2. Hello, Dan!
3. Hi Laura,
4. Jenny!! What's up with you?
5. Hey everyone!
6. I just wanted to let you know...
7. I'm writing because...
8. We haven't talked in forever, but I wanted to tell you about...
9. I just wanted to let you know...
10. I'm writing because...
11. We haven't talked in forever, but I wanted to tell you about...
12. Love, [your name]
13. All the best, [your name]
14. Lots of love, [your name]
15. Yours, [your name]
16. Best wishes, [your name]

5.4 – Types of formal emails

- **Thank you email**

1. Formal letter of appreciation
2. Letter of complaint
3. Cover letter
4. Reminder email

- **Apology emails**

1. Letter of apology for a client
2. Apology letter for boss
3. Apology mail for manager

- **Sample business emails:**

1. Introduction email to client (outreach)
2. Sample email for proposal submission
3. Proposal submission email
4. Quotation email
5. Email asking for feedback

- **Information inquiry emails:**

1. Email of inquiry requesting information
2. Email asking for status update

- **Request email samples – professional email asking for something:**

1. Sick leave mail format
2. Letter asking for a discount from supplier
3. Ask for a raise
4. Email to your boss about a problem (asking for help)
5. Email to schedule a meeting

- **Work update email samples:**

1. Email to client sharing the status of project
2. Email to boss about work progress

- **Confirmation vs rejection email samples:**

1. Acceptance email
2. “This is to inform you that” letter
3. Job rejection email

5.5 – Common expression for formal emails

WRITING FORMAL LETTERS GENERALLY:

Greetings:

- Dear Sir
- Dear Madam
- Dear Sir/Madam
- Dear Mr Brown
- Dear Ms Jones



Reason for writing:

- I am writing in response to your article/advertisement/letter
- I am writing with regard to your article/advertisement/letter
- I am writing regarding your article/advertisement/letter

Ending the letter:

- I look forward to receiving your reply
- I look forward to your reply
- I look to hearing from you
- I am, yours faithfully (if you don't know the name of the person you are writing to)
- I am, yours sincerely (if you know the name of the person you are writing to)
- Yours faithfully
- Yours sincerely

WRITING FORMAL LETTERS TO GIVE INFORMATION:

Reason for writing:

- I am writing to inform you about
- I am writing to provide you with information about
- I am writing to let you know that

Providing first point:

- The first thing I would like to inform you of is
- The first thing I would like to tell you is
- The first thing I wish to inform you of is
- I would like to begin by informing you



Providing further points:

- I would also like to let you know that
- I would also like to inform you that
- You might also find the following information useful
- It might also be useful for you to know that
- Another piece of information that might be useful

Ending the letter:

- If you require further information, please do not hesitate to as
- If I can be of further assistance, please do not hesitate to ask
- I will willingly provide further information on request
- I am at your disposal should you require further information
- I am at your disposal should you need further assistance
- Please do not hesitate to ask should you require further information

WRITING FORMAL LETTERS TO REQUEST INFORMATION:

Reason for writing:

- I am writing to receive further information about
- I am writing to enquire about
- I am writing to receive more detailed information about
- I am writing to receive further details about



Requesting first piece of information:

- The first thing I would like to know is
- First of all I would like to know
- I wonder if you would mind telling me first of all ....?

Requesting further information:

- Could you also tell me....?
- Could you also inform me ....?
- Would you also mind informing me ....?
- Would you also mind telling me ....?
- Do you know ....?
- I would also like to know if
- I would also like to know whether
- I hope you might also let me know about ...

Thanking for information:

- I would like to thank you in advance for this information
- Thanking you in advance for this information
- Thanking you in advance

WRITING FORMAL LETTERS TO COMPLAIN:

Reason for writing:

- I am writing in order to complain about
- I am writing to complain about



Introducing the complaint:

- Firstly
- In the first place
- First of all
- My first complaint is
- The first problem is
- The first thing I would like to draw your attention to is
- My first concern is

Introducing further complaints:

- Secondly
- In the second place
- Not only ...but also
- In addition
- In addition to this
- Added to this
- ... was also unacceptable

Demanding action:

- I suggest that you replace the item
- I therefore suggest that I be given a full refund
- I would be grateful if my money was refunded
- I would be grateful if you could give me a full refund

Ending the letter:

- I look forward to hearing from you
- I look forward to receiving a full refund
- I look forward to receiving a replacement
- I look forward to receiving your explanation

5.6 – Idioms for customer service

1. Cup of tea
2. Ring a bell/ ring any bells
3. Go/walk the extra mile.
4. Call a spade a spade.
5. On the same page
6. That ship has sailed.
7. Call it a day.
8. Keep (someone) in the loop.
9. Get the hang of (something).
10. Daylight robbery
11. Costs an arm and a leg
12. Read between the lines
13. Stand/hold one's ground
14. Start off on the right/wrong foot
15. Apples and/to/with oranges
16. Apples and/to/with apples
17. Go cold turkey.
18. Hands are tied
19. Not the sharpest tool in the shed
20. Get cold feet

6. BIBLIOGRAPHIC REFERENCES

Padlet https://es.padlet.com/

Jamboard https://edu.google.com/intl/es-419_ALL/jamboard/

How to make faster decisions | The Way We Work, a TED series
https://www.youtube.com/watch?v=cTIUiN6inIQ

Livechat typing test - https://www.livechat.com/typing-speed-test/#/

Typing texts - https://www.typingtest.com

Quizizz – what will you teach today? https://quizizz.com/admin

Free chat - https://stin.to/en

Write and Improve - https://writeandimprove.com

7. DOCUMENT CONTROL

	Name	Position	Branch	Date
Author(s)	Natalí Chica Aristizábal	English instructor	Commerce and Tourism Center	October 26th, 2022

8. CHANGE CONTROL (to be filled in only if you adjust the guide)

	Name	Position	Branch	Date	Reason for adjustments
Author(s)					

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

ASSESSMENT TOOL

Regional: Qundío
Training Center: Commerce and Tourism
Title of Training Program: Bilingual Expert on BPO
Training Program Code: 135326

Apprentice Name: _____

ID number: _____ **Code:** _____

Instructor's name: Natalí Chica Aristizabal

Competence: Understand English texts in written and listening form.

Learning Outcome:
1. Find technical English vocabulary and expressions in advertisements, brochures, web pages, etc.
2. Communicate in simple and common tasks that require a simple and direct exchange of everyday and technical information.

Assessment Criteria:
Appropriately structures an opinion on a known topic of his/her specialty.
Asks and answers questions about him/herself.

Actividad:

Written activity developed to check the student's skills when writing formal emails. The email has its own instructions based on the structure taught in class. The emails are graded with a rubric which includes two criteria: Content and Structure and Use of English. Content and structure has 6 prompts and Use of English has 5 prompts equal 11. These ones are rated from 1 to 3. **The task is approved with the average of the 11 prompts with a total of at least 23 points out of 33.**

Evidencia:

- Product

INSTRUCTIONS FOR COMPLETION

In the development of this instrument, the evidences of performance of the process will be evaluated, according to the techniques and skills developed during the training. These evidences correspond to the activities described in the learning guide.

KNOWLEDGE ⬭ PERFORMANCE ⬭ PRODUCT ✓

Content and structure	1	2	3	Comments
Recipient The recipient has been indicated and the format is correct. The recipient has been indicated, but the format is not correct. The recipient has not been indicated.				
Introduction The subject line briefly and clearly summarizes the content of the email. The subject line does not clearly summarize the content of the email, it is too short/too long, or seems unrelated to the content of the email. The subject line has not been included.				
Greetings The level of formality of the greeting formula agrees with the type of relationship between the sender and the recipient. The level of formality of the greeting formula does not agree with the type of relationship between the sender and the recipient. The greeting formula has not been included.				
Body The body includes a couple of lines to refer to the recipient's previous email and/or indicate the reason(s) for replying to the recipient's previous email (if there was one), and establishes and details the content of the communication with the recipient. (it accomplishes the communication goals indicated in the task instructions). The body fails to: (a) Refer to the recipient's previous email. (when it should be necessary to do so.) (b) Indicate the reason(s) for replying to the recipient's previous email. (when it should be necessary to do so). (c) Establish and detail the content of the communication with the recipient (it does not accomplish the communication goal(s) indicated in the task instructions).				
Closing remarks The closing part includes: (a) A line or two to indicate (why) communication is ended at that point, (b) To send greetings and/or make reference for future contact. The closing part is missing (a and b). There is no closing to the email.				
Signature The sender includes his/her name where it corresponds and in an appropriate format. The sender includes his/her name and family name inappropriately. The sender does not include his/her name.				

Use of English	1	2	3	Comments
Grammar Candidates must demonstrate mastery of A2 or B1 grammar topics. The grammar must be adequate to the level of formality of the communication and it should be grammar that is used in written English, not in oral English. No "penalizable" errors. One to three "penalizable" errors. Four or more "penalizable" errors.				
Vocabulary Candidates must use a variety of lexical items (individual words and collocations) that are clearly related to the topic of the communication and to the required level of proficiency (A2 or B1). A wide variety of topic-related words/phrases is used. A variety of topic-related words/phrases is used. Topic-related words/phrases have not been sufficiently developed.				
Spelling Supposedly already acquired words (A1, A2, B1) must be correctly spelled. No "penalizable" errors. One to three "penalizable" errors. Four or more "penalizable" errors.				
Punctuation marks Common punctuation marks: sentence endings (period, question mark, and exclamation mark), within-sentence marks (commas) and other marks (quotation marks and parentheses). No errors. One to three errors. Four or more errors.				
Capitalization Capital initial letters must be used in: brand names, companies, days, months, historical episodes and eras, holidays, institutions, manmade structures, manmade territories, landmarks, nicknames, organizations, planets, races/nationalities/tribes, religions and names of deities, special occasions, streets and roads. No errors. One to three errors. Four or more errors.				

RESULTS:

Approved ☐ Disapproved ☐

OBSERVACIONTS-RECOMMENDATIONS:

City and date of application of the instrument: _____

_____ _____

Apprentice's signature Instructor's signature

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Bilingual Expert on Business Process Outsourcing
- **Código del Programa de Formación:** 135326
- **Nombre del Proyecto:** Elaboración de una propuesta de acciones de mejora de los procedimientos técnicos de atención al cliente extranjero, según protocolos establecidos.
- **Fase del Proyecto:** Análisis
- **Actividad de Proyecto:** Presentar un informe de debilidades en los procedimientos técnicos y de reconocimiento de aspectos interculturales, según protocolos establecidos.
- **Competencia:** Promover la interacción idónea consigo mismo, con los demás y con la naturaleza en los contextos laboral y social.
- **Resultados de Aprendizaje a alcanzar:**
  Desarrollar procesos comunicativos eficaces y asertivos dentro de criterios de racionalidad que posibiliten la convivencia, el establecimiento de acuerdos, la construcción colectiva del conocimiento y la resolución de problemas de carácter productivo y social.
- **Duración de la guía:** 32 horas

2. PRESENTACIÓN

En un contexto empresarial y de servicio al cliente, la comunicación juega un papel fundamental. Sí bien, de dicha interacción entre cliente y agente, depende el éxito del producto o servicio ofrecido, puesto que el cliente es quien decide si está satisfecho o inconforme con la asistencia recibida. Teniendo en cuenta lo anterior, los agentes son responsables de mantener una conversación clara y concisa, en donde el cliente se sienta escuchado, para así brindar el mejor servicio. Por lo tanto, la comunicación asertiva hace referencia a expresar de manera adecuada el mensaje, reconociendo los sentimientos, emociones y necesidades del cliente para captar mejor su atención y cumplir con sus necesidades.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

3.1 Actividades de Reflexión inicial.

3.1.1 – Guíame

La clase se divide en parejas para realizar la actividad. Uno de los integrantes será enviado afuera del ambiente, mientras el otro se queda. Los aprendices que se encuentran en el ambiente, se les mostrará una dibujo, este lo deben de memorizar, para así guiar a su compañero en la actividad. Luego, los estudiantes que se encontraban afuera del ambiente, ingresan. Los integrantes estarán sentados a espaldas mientras uno de ellos guía y el otro dibuja;

los aprendices tendrán 5 minutos para realizar el dibujo. Cuando finalicen, se les mostrará el dibujo original en el televisor y así podrán revisar que tan claras fueron las instrucciones de su compañero. La misma dinámica se repite, el otro integrante sale del ambiente mientras el otro se queda para revisar el dibujo. Al final de la actividad, los aprendices reflexionan frente al trabajo en equipo y la importancia de una buena comunicación.

Nota: Todo el material requerido para las actividades, se encuentra en la carpeta de "material de apoyo" en Territorium.

3.2 Actividades de contextualización e identificación de conocimientos necesarios para el aprendizaje.

3.2.1 – Video 5 tips para crear una mejor conexión con las personas

Antes del video. Una foto de una grupo de personas hablando y compartiendo una cena será mostrada. Los aprendices crearán hipótesis de lo que la imagen representa. Luego, se les va solicitar hacer una lista de sugerencias que permitan crear una conexión con las personas. Los aprendices compartirán la lista con su compañero a la derecha.

Durante el video. Los aprendices verán un video llamado "5 tips para crear una mejor conexión con las personas", para luego tomar notas de la idea principal, los 5 tips y escribir nuevos ejemplos para explicar el video.

Luego del video. Los estudiantes van a crear una infografía (un ejemplo de ella será mostrado en clase) donde especifiquen los puntos más relevantes del video. Luego, van a crear grupos de 5 personas para discutir acerca del video y la información de cada infografía.

3.2.2 – ¿Eres asertivo?

La palabra "asertivo" será escrita en el tablero. Los aprendices van a pensar en una palabra que la describa para así crear una lluvia de ideas. Luego, con base en las palabras, una definición de "asertivo" debe ser creada. Cuando los aprendices tengan claridad de lo que esa significa, se les compartirá un enlace que los llevará a una prueba en línea llamado "¿Eres asertivo?". Los aprendices van a realizar la prueba y luego van a revisar su resultado. Cada pregunta será socializada para discutirla con los demás compañeros.

Nota: Todo el material requerido para las actividades, se encuentra en la carpeta de "material de apoyo" en Territorium.

3.3 Actividades de apropiación del conocimiento (Conceptualización y Teorización).

3.3.1– Video taller – Inteligencia emocional

Los aprendices van a trabajar en grupo para desarrollar el taller con respecto al video *"8 Pasos Para Desarrollar Tu Inteligencia Emocional".* La actividad debe ser subida a *Padlet.* Las preguntas son las siguientes:

1. ¿Qué es la inteligencia emocional?
2. Identifica los 8 pasos mencionados en el video.
3. Ejemplifica cada paso con situaciones de la vida laboral.
4. ¿Cuál de los 8 pasos te resulta más difícil de aplicar? Explica.
5. Con base en el video, crea un juego donde se pueda practicar los 8 pasos para desarrollar la inteligencia emocional.

3.3.2– Lectura guiada – Asertividad

Los aprendices analizan una imagen donde hay dos personas hablando en el trabajo. Se les pregunta qué tipo de conversación podrían tener y qué permite que tengan un semblante tranquilo. Los aprendices comparten su punto de vista y piensan en diferentes estrategias para tener una conversación tranquila en un ambiente laboral. Luego, se les comparte una lectura sobre "*la asertividad en el trabajo"*. La lectura se hace por grupos y cada uno de ellos tiene asignado una sección de la lectura, la cual debe ser explicada por medio de un gráfico que cada grupo realizará en el tablero.

3.3.3 – Causales de malentendidos

En el tablero Jamboard, los aprendices encontrarán diferentes palabras/frases como*: explicito, implícito, escrito, verbal, negatividad, lenguaje desalineado, poca escucha.* Con base en ello, los estudiantes van a escribir en notas post-it el tipo de relación que existe entre las palabras/frases y los malentendidos. Luego, un artículo llamado *"8 Causas de malentendidos y mala comunicación"* será compartida para que los aprendices hagan la lectura. Los aprendices opinarán frente a las causas de los malentendidos y crearán preguntas provocativas en los post-it. Cada aprendiz será asignado con una de ellas para que luego se respondida frente a la clase.

Nota: Todo el material requerido para las actividades, se encuentra en la carpeta de "material de apoyo" en Territorium.

3.4 - Actividades de transferencia del conocimiento

3.4.1 – Los conflictos laborales

Los aprendices crearán grupos de 3 personas para realizar una presentación oral. Cada grupo tendrá asignado tres temas relacionados con: 1. ¿Por qué surgen los conflictos laborales?,

2. ¿Cómo prevenir los conflictos laborares? y 3. tipos de conflictos laborales. Cada grupo hará la presentación y creará una actividad didáctica para confirmar que los demás aprendices han entendido la presentación.

1. **¿Por qué surgen los conflictos laborales?**

Desigual percepción de la realidad
Exceso de presión
Asignación de recursos
Estilos dispares
Suplantación de roles
Opiniones o valores diferentes

2. **¿Cómo prevenir los conflictos laborares?**

Mostrar agradecimiento
Priorizar la afinidad profesional en las contrataciones
Fomentar la empatía
Aprender a negociar
Detectar problemas latentes
Sinceridad entre compañeros

3. **Tipos de conflictos laborales**

Interpersonales o intrapersonales
Intergrupales o intergrupales
Desinformación o mala comunicación
Problemas contingentes o aplazados

3.4.2 – Interacción / cliente y agente

Los aprendices sacarán un papel de una caja el cual dirá cliente o agente. Aquellos que son "agentes", deberán seguir las estrategias de comunicación asertiva. Por otro lado, los "clientes", tendrán una actitud difícil y se mostrarán frustrados. Los aprendices utilizarán la plataforma *Zoom* para realizar las interacciones. Cada pareja de agente y cliente tendrá 10 minutos para completar la interacción. Luego, la grabación de cada conversación será compartida a otra pareja para que la analice y decida si la interacción refleja lo aprendido en clase; su opinión debe ser escrita. Los temas de cada conversación serán los siguientes:

Conversación 1 - El cliente llama frustrado porque su pedido aun no llega y fue notificado que debía recibirlo el día de ayer. Su pedido es el regalo de cumpleaños de su hija pequeña.
Conversación 2 – El cliente se comunica con un agente, puesto que no ha logrado ingresar al sitio web oficial de la tienda. Al parecer, tiene problemas de conexión en su casa, pero insiste que es problema de la tienda.

Conversación 3 – Un cliente adulto mayor desea comprar un televisor en la página oficial de la tienda, pero no encuentra el que desea, puesto que las especificaciones no coinciden. El agente debe guiarlo en la compra y ayudarlo a realizar el pago en línea.

Nota: Todo el material requerido para las actividades, se encuentra en la carpeta de "material de apoyo" en Territorium.

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencia de producto Realizar un mapa mental de acuerdo con el video *"How miscommunication happens and how to avoid it.*" con los diferentes aspectos a tener en cuenta para tener una conversación asertiva. Luego, presentarlo frente a la clase y compartir la reflexión final.	1. Establece procesos comunicativos asertivos que posibilitan la convivencia en los contextos social y productivo de acuerdo con las competencias ciudadanas. 2. Establece acuerdos mediante el uso de procesos comunicativos, racionales y argumentados orientados hacia la resolución de problemas según normas y protocolos institucionales.	**Representación gráfica** **Técnica:** Exposición **Instrumento**: Lista de chequeo:

5. GLOSARIO DE TÉRMINOS

Inteligencia emocional: La inteligencia emocional refiere a las capacidades y habilidades psicológicas que implican el sentimiento, entendimiento, control y modificación de las emociones propias y ajenas.

Comunicación asertiva: Llamamos comunicación asertiva a las formas de comunicación diseñadas o pensadas para transmitir de manera mucho más eficaz un mensaje, sacando provecho a factores propios del proceso comunicativo y a otros que, aun siendo externos al mismo, lo acompañan e inciden en su eficacia.

Fuente: https://concepto.de

Conflicto laboral: Un conflicto laboral puede definirse como una mala relación entre dos o más trabajadores que estará directamente relacionado con la función que desarrollan dentro de una organización.

Fuente: https://www.zendesk.com.mx/blog/que-es-un-conflicto-laboral/

Técnicas de resolución de problemas

Mediación: La empresa designa a un responsable para la mediación (en el caso en que esta figura no existiera previamente) y este procura un entorno de diálogo y reflexión.

Facilitación: Es una técnica recomendada para problemas leves, como pequeños roces entre compañeros o malentendidos. Se da la oportunidad a los trabajadores de acordar una solución pactada a cualquier problema sin que la empresa intervenga más allá de plantear un marco de conciliación.

Arbitraje: Cuando los conflictos se han enquistado, el arbitraje ayuda a conocer qué es lo que solicita cada parte, qué puede hacer la empresa para favorecerlo y qué es lo mejor para la buena marcha del negocio.

6. REFERENTES BIBLIOGRÁFICOS

8 Pasos Para Desarrollar Tu Inteligencia Emocional
https://www.youtube.com/watch?v=ztG9kd7Xblo

Jamboard – Tablero en línea https://edu.google.com/intl/es-419_ALL/jamboard/

Test ¿Eres asertivo? https://www.webconsultas.com/mente-y-emociones/test-de-psicologia/test-eres-asertivo-11246

Asertividad en el trabajo - https://es.eserp.com/articulos/asertividad-en-el-trabajo/

Como hablar con los clientes: 13 pasos https://historiadelaempresa.com/hablar-con-el-cliente

8 Causas de malentendidos y mala comunicación
https://www.userlike.com/es/blog/malentendidos

Resolución de conflictos laborales - https://www.bizneo.com/blog/conflictos-laborales/#Tipos_de_conflictos_laborales

7. CONTROL DE DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor(es)	Natalí Chica Aristizábal	Instructora de inglés	Centro de Comercio y Turismo	Octubre 12 de 2022

8. CONTROL DE CAMBIOS (diligenciar únicamente si realiza ajustes a la guía)

	Nombre	Cargo	Dependencia	Fecha	Razón del cambio
Autor(es)					

PROCESO GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL
INSTRUMENTO DE EVALUACIÓN

Regional: Qundío
Centro de formación: Comercio y Turismo
Denominación del programa de formación: Bilingual Expert on BPO
Código del Programa de Formación: 135326

Nombre del aprendiz:

_____

No. de documento: _____ **No. de ficha:** _____

Nombre del instructor: Natalí Chica Aristizabal

Competencia: Promover la interacción idónea consigo mismo, con los demás y con la naturaleza en los contextos laboral y social.

Resultado de aprendizaje:

1. Desarrollar procesos comunicativos eficaces y asertivos dentro de criterios de racionalidad que posibiliten la convivencia, el establecimiento de acuerdos, la construcción colectiva del conocimiento y la resolución de problemas de carácter productivo y social.

Criterios de evaluación:

1. Establece procesos comunicativos asertivos que posibilitan la convivencia en los contextos social y productivo de acuerdo con las competencias ciudadanas.
2. Establece acuerdos mediante el uso de procesos comunicativos, racionales y argumentados orientados hacia la resolución de problemas según normas y protocolos institucionales.

Actividad:

Realizar un mapa mental de acuerdo con el video *"How miscommunication happens and how to avoid it."* con los diferentes aspectos a tener en cuenta para tener una conversación asertiva. Luego, presentarlo frente a la clase y compartir la reflexión final.

Evidencia:

- Producto

INSTRUCCIONES PARA EL DILIGENCIAMIENTO:

En el desarrollo de este instrumento se valorarán la evidencia de desempeño y/o producto del proceso, según las técnicas y habilidades desarrolladas durante la formación. Estas evidencias

corresponden a las actividades que se describen en la guía de aprendizaje, las cuales fueron socializadas y concertadas con el instructor.

Según sus evidencias presentadas el instructor valorará cada uno de los factores que contiene la siguiente lista de chequeo para alcanzar el resultado de aprendizaje.

CONOCIMIENTO ⬭ DESEMPEÑO ⬭ PRODUCTO ✓

LISTA DE CHEQUEO

No.	ASPECTO	INDICADORES/FACTORES A EVALUAR	CUMPLE		OBSERVACIONES
			SI	NO	
1	Actitud Reflexión	El aprendiz participó de manera activa y colaborativa en la actividad de reflexión.			
2	Actitud Contextualización	El aprendiz participó de manera activa y colaborativa en la actividad de contextualización.			
3	Actitud Apropiación	El aprendiz participó en las actividades didácticas para la apropiación del conocimiento.			
4	Actitud Apropiación	El aprendiz se presentó puntual a las actividades de aprendizaje.			
5	Actitud Apropiación	El aprendiz evidenció una buena presentación personal el proceso de aprendizaje.			
6	Actitud Apropiación Técnico	El aprendíz identifica la importancia de una comunicación asertiva en un contexto laboral y académico.			
7	Actitud Apropiación Técnico	El aprendíz realizó la representación gráfica de acuerdo a la infomación del video.			
8	Actitud Portafolio de evidencias	El aprendiz registró la evidencia en el enlace correspondiente en la plataforma Territorium en las fechas e instrucciones dadas por el instructor.			

RESULTADOS:

Aprobado ☐ **Deficiente** ☐

OBSERVACIONES-RECOMENDACIONES:

Ciudad y fecha de aplicación del instrumento: _____

Firma del Aprendiz **Firma del Instructor**