1. INFORMACION BÁSICA DEL PROGRAMA DE FORMACION TITULADA			
1.1 Denominación del Programa:	SERVICE OPERATION IN BILINGUAL BPO CHANNELS		
1.2. Código Programa:	137500		
1.3. Versión Programa:	1		
1.4. Vigencia del Programa:	**Fecha inicio programa:** 11/09/2022 **Fecha fin programa:** El programa aún se encuentra vigente		
1.5 Duración máxima estimada del aprendizaje (horas)	**Etapa Lectiva:**	1632 horas	**12 meses**
	Etapa Productiva:	864 horas	**6 meses**
	Total:	2496 horas	**18 meses**
1.6 Tipo de programa	TITULADO		
1.7 Título o certificado que obtendrá	TÉCNICO		
1.8 Justificación	In 2019, Colombia has reached the fourth spot as a country in the region with the highest BPO revenues according to Frost & Sullivan (2019), in its analysis of the Outsourcing Market in Contact Center for Latin America and the Caribbean during 2019. Regarding the previously mentioned, between 2020 and 2022, an average annual market growth rate of 5.10% is expected, which shows the dynamism of economic activity, since the outlook is that the sector will grow well above what the Colombian economy grows yearly. The main country to which BPO services are exported is the USA; therefore, the need to strengthen command of English language to participate actively and potentially in the BPO industry is everyday more relevant. According to Pearson Group (2017), Colombian population is at a low level of English command, despite the fact that, throughout primary and secondary studies, levels A1, A2 and B1 of the common European framework of reference are addressed. (Ministry of Education, 2016). Based on the above, SENA intends to introduce to the market the Technical Degree on Service Operation in Bilingual BPO Channels, in order to cover linguistic and labor needs. Among all different benefits of this program, it is possible to say that it represents a significant input for all types of business organizations related with BPO, since it aims to contribute to the productivity of Colombian companies, which intends to reduce costs and to centralize efforts in their distinctive activities and, thereby, create value for themselves (Schneider, 2004). Also, apprentices will develop high quality skills on different fields, such as: customer service, sales, negotiation, typing, database management and daily tech tools, which will allow them to be easily hired by any industry related companies.		
1.9 Sectores a los que se asocia el programa	**Sector económico:**	SERVICIOS	
	Sector clase mundial:		
	Sector locomotora:		
2.0 Estrategia metodológica	Centrada en la construcción de autonomía para garantizar la calidad de la formación en el marco de la formación por competencias, el aprendizaje por proyectos y el uso de técnicas didácticas activas que estimulan el pensamiento para la resolución de problemas simulados y reales; soportadas en el		

2.0 Estrategia metodológica	utilización de las tecnologías de la información y la comunicación, integradas, en ambientes abiertos y pluritecnológicos, que en todo caso recrean el contexto productivo y vinculan al aprendiz con la realidad cotidiana y el desarrollo de las competencias. Igualmente, debe estimular de manera permanente la autocrítica y la reflexión del aprendiz sobre el que hacer y los resultados de aprendizaje que logra a través de la vinculación activa de las cuatro fuentes de información para la construcción de conocimiento: -El instructor - Tutor -El entorno -Las TIC -El trabajo colaborativo

2. PERFIL IDÓNEO DE EGRESO

2.1 PERFIL OCUPACIONAL

2.1.1 NOMBRE DE LA(s) OCUPACIONES QUE PODRÁ DESEMPEÑAR EL EGRESADO

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.1.2 PRINCIPALES PRODUCTOS DEL TRABAJO DEL EGRESADO

SERVICE REPORTS, METRIC ADHERENCE, PERFORMANCE AND PROTOCOLS.
FOLLOW-UP REPORTS, PRODUCT ORDERS AND ESCALATIONS.
REQUIREMENT CLASSIFICATION, CUSTOMER SERVICE, SALES OR TECH SUPPORT AND SALES MANAGEMENT REPORTS.

2.1.3 COMPETENCIAS QUE DESARROLLARÁ

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.2 PERFIL PROFESIONAL

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.3 PROYECCIÓN DEL EGRESADO

2.3.1 En lo laboral	GRADUATES WILL WORK ON AREAS OF CUSTOMER SERVICE, MARKETING OF PRODUCTS AND SERVICES, WITH OWN TECHNOLOGICAL SKILLS FOR CONTACT CENTER AND BPO SECTOR IN ENGLISH LANGUAGE.
2.3.2 En lo empresarial	GRADUATES WILL BE ABLE TO DEVELOP BUSINESS UNITS IN THE BPO SECTOR.
2.3.3 En el entorno social	GRADUATES WILL PARTICIPATE IN SOCIAL PROCESSES OF SOCIAL INCLUSION.

2.3.4 En la formación y aprendizaje permanente	GRADUATES CAN CONTINUE THEIR PROCESS OF LEARNING FOREIGN LANGUAGES. THEY CAN ALSO CONTINUE AT THE TECHNOLOGICAL LEVEL OR PROFESSIONAL.
2.3.5 En la innovación y desarrollo tecnológico	GRADUATES WILL HAVE A PERMANENT INTERACTION WITH NEW INFORMATION SYSTEMS, PROPOSING STRATEGIES IN THE USE OF NEW TECHNOLOGIES.

2.4 DESCRIPCIÓN GENERAL DEL PERFIL DEL EGRESADO

SENAS SERVICE OPERATION IN BILINGUAL BPO CHANNELS APPRENTICE IS A PERSON WITH COMPREHENSIVE TRAINING, THAT IS, IN ADDITION TO BEING A GREAT PROFESSIONAL, A PERSON TRAINED IN VALUES AND SOFT SKILLS, WITH COMPETENCIES IN PROBLEM SOLVING RELATED TO INTERACTION WITH CUSTOMERS, APPLICATION USAGE, SPECIALIZED SERVICES, INFORMATION USAGE, UTILIZATION OF SOCIAL STANDARDS. ADDITIONALLY, GRADUATES WILL BE ABLE TO PERFORM EFFICIENTLY IN WORK CONTEXTS IN ENGLISH. ALSO, THEY WILL BE ABLE TO OPERATE COMMUNICATION DEVICES IN ACCORDANCE WITH TECHNICAL PROCEDURES AND SERVICE PROTOCOLS. THEY WILL BE ABLE TO RESPOND TO MULTICHANNEL INFORMATION REQUESTS AND RECORD INFORMATION IN ACCORDANCE WITH SERVICE PROTOCOLS. THEY WILL BE ABLE TO MANAGE AND RESPOND TO REQUIREMENTS OF ENGLISH-SPEAKING CUSTOMERS.

3. PERFIL IDÓNEO DE INGRESO

3.1 REQUERIMIENTOS

3.1.1 Nivel de competencias a demostrar en el proceso de ingreso por tipo de certificación:

Nivel académico adecuado para caracterizar al aspirante de acuerdo con el perfil de egreso:	BÁSICA SECUNDARIA		
Grado:	9		
Requiere Certificación académica (si/no)	SI		
Requiere Formación para el trabajo y desarrollo humano. (si/no)	NO	**Cuál?**	
		No. Horas	
3.1.2 Edad mínima definida en la ley:	14 años		
3.1.3 Requisitos adicionales:	Entry level of English: A2 (according to the CEFR). To meet the training center requirements.		

3.1.4 Restricciones de ingreso soportadas en la legislación vigente:
(Limitaciones físicas o cognitivas que impiden total o parcialmente el desarrollo de la formación y que estén expresamente descrita y soportadas en normas relacionadas con el desempeño ocupacional y profesional)

Considering the Senas legislation and regulations, the training program enables the entry of people with disabilities. Resolution 1726/2014.

3.2 ASPECTOS ACTITUDINALES, MOTIVACIONALES Y DE INTERÉS

Ability to work as a team. Tolerance for frustration. Motivation in the performance of their duties. Attitude of service. Active listening. Assertive communication. Participation and responsibility. Proactivity in troubleshooting. Curiosity about the management of IT. Ethical values in the development of their functions. Attitude of continuous improvement. Ability for individual work, Free thinker, critical attitude, solidarity, leader, creative entrepreneur, discipline, dedication, loyalty, honesty, consisting of thinking, speaking and acting.

3.3 COMPETENCIAS A EVALUAR EN EL PROCESO DE INGRESO

CLASE	TIPO	COMPETENCIA	INDICADOR	NIVEL ACADEMICO	GRADO	%
Laboral	Tecnológico	Usar Herramientas Informáticas.	Actúo siguiendo las normas de seguridad y buen uso de las herramientas y equipos que manipulo.	BÁSICA SECUNDARIA	9	4
Laboral	Tecnológico	Usar Herramientas Informáticas.	Identifico los recursos tecnológicos disponibles para el desarrollo de una tarea.	BÁSICA SECUNDARIA	9	2
Laboral	Personal	Orientación Ética.	Cumplo las normas de comportamiento definidas en un espacio dado.	BÁSICA SECUNDARIA	9	5
Laboral	Organizacional	Responsabilidad Ambiental.	Conservo en buen estado los recursos a los que tengo acceso.	BÁSICA SECUNDARIA	9	2
Laboral	Organizacional	Responsabilidad Ambiental.	Mantengo ordenados y limpios mi sitio de estudio y mis implementos personales.	BÁSICA SECUNDARIA	9	1
Laboral	Organizacional	Orientación al Servicio.	Atiendo con actitud positiva las solicitudes de los otros (padres, pares, docentes).	BÁSICA SECUNDARIA	9	8
Laboral	Organizacional	Gestión de la Información.	Organizo la información recolectada utilizando procedimientos definidos.	BÁSICA SECUNDARIA	9	2
Laboral	Organizacional	Gestión de la Información.	Identifico la información requerida para desarrollar una tarea o actividad.	BÁSICA SECUNDARIA	9	2
Laboral	Interpersonal	Trabajo en Equipo.	Respeto los acuerdos definidos con los otros.	BÁSICA SECUNDARIA	9	3

Laboral	Interpersonal	Trabajo en Equipo.	Aporto mis recursos para la realización de tareas colectivas.	BÁSICA SECUNDARIA	9	2
Laboral	Interpersonal	Trabajo en Equipo.	Desarrollo tareas y acciones con otros (padres, pares, conocidos).	BÁSICA SECUNDARIA	9	4
Laboral	Interpersonal	Manejo de Conflictos.	Busco formas de resolver los conflictos que enfrento en mi entorno cercano (mi casa, mi barrio, mi c	BÁSICA SECUNDARIA	9	3
Laboral	Interpersonal	Manejo de Conflictos.	Respeto y comprendo los puntos de vista de los otros, aunque esté en desacuerdo con ellos.	BÁSICA SECUNDARIA	9	4
Laboral	Interpersonal	Liderazgo.	Genero relaciones de confianza con otros (pares).	BÁSICA SECUNDARIA	9	2
Laboral	Interpersonal	Liderazgo.	Comprendo el impacto de las acciones individuales frente a la colectividad.	BÁSICA SECUNDARIA	9	2
Laboral	Interpersonal	Comunicación.	Comprendo correctamente las instrucciones.	BÁSICA SECUNDARIA	9	4
Laboral	Interpersonal	Comunicación.	Expreso mis ideas con claridad.	BÁSICA SECUNDARIA	9	4
Ciudadana	Ciudadana	Pluralidad, identidad y valoración de las diferencias.	Comprendo que la discriminación y la exclusión pueden tener consecuencias sociales negativas como la	BÁSICA SECUNDARIA	9	5
Básica	Matematicas	Pensamiento Numérico y Sistemas Numericos.	Resuelvo problemas y simplifico cálculos usando propiedades y relaciones de los números reales y de	BÁSICA SECUNDARIA	9	2
Básica	Matematicas	Pensamiento Numérico y Sistemas Numericos.	Utilizo números reales en sus diferentes representaciones y en diversos contextos.	BÁSICA SECUNDARIA	9	3
Básica	Lenguaje	Producción Textual.	Diseño un plan textual para la presentación de mis ideas, pensamientos y saberes en los contextos en	BÁSICA SECUNDARIA	9	1
Básica	Lenguaje	Producción Textual.	Utilizo el discurso oral para establecer acuerdos a partir del reconocimiento de los argumentos de m	BÁSICA SECUNDARIA	9	3
Básica	Lenguaje	Ética de la Comunicación.	Entiendo la lengua como uno de los sistemas simbólicos producto del lenguaje y la caracterizo en sus	BÁSICA SECUNDARIA	9	4
Básica	Lenguaje	Comprensión e Interpretación Textual.	Comprendo el sentido global de cada uno de los textos que leo, la intención	BÁSICA SECUNDARIA	9	8

			de quien lo produce y la			
Básica	Ingles	Lectura.	Comprendo la información implícita en textos relacionados con temas de mi interés.	BÁSICA SECUNDARIA	9	4
Básica	Ingles	Escucha.	Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, s	BÁSICA SECUNDARIA	9	4
Básica	Ingles	Escritura.	Escribo narraciones sobre experiencias personales y hechos a mi alrededor.	BÁSICA SECUNDARIA	9	3
Básica	Ingles	Conversación.	Me arriesgo a participar en una conversación con mis compañeros y mi profesor.	BÁSICA SECUNDARIA	9	4
Básica	Ciencias Sociales	Desarrollo compromisos personales y sociales.	Tomo decisiones responsables frente al cuidado de mi cuerpo y mis relaciones con los demás.	BÁSICA SECUNDARIA	9	2
Básica	Ciencias Sociales	Desarrollo compromisos personales y sociales.	Reconozco que los derechos fundamentales de las personas están por encima de su género, su filiación	BÁSICA SECUNDARIA	9	3

3.4 DOTACIÓN MÍNIMA DE AMBIENTES DE APRENDIZAJE PARA LA COMPETENCIA DE	
3.4.1 Caracterización de ambiente mínimo	For Face-to-Face Modality: Conventional classroom for 31 people equipped with 31 ergonomic individual desks and chairs. For Virtual Modality: AVA For Distance Modality: AVA.
3.4.2 Maquinaria y Equipo Especializado	Workstations with a computer equipment per person. Laser Printer, a smart TV with HDMI output and an USB stick, an Acrylic Board and Air Conditioning.
3.4.3 Software Especializado	Inbound and Outbound voice services software, with ACD, predictive dialing and progressive call monitoring in real time and remotely, screen monitoring recording of 100% of calls, blending, multichannel, pricing, scripting, sending mass text messages, sending mass mail, chat, management reports in any time range, individual group and campaign, multi skill, IVR, compatible with Jaws and Magic, all about IP voice, process automation module (RPA) and tasks (RTA). Software to learn English.
3.4.4 Herramientas Especializadas	Hands-free devices equipped with headphones and microphone with USB input.
3.4.5 Simuladores específicos del entorno	Laboratory for BPO Contact Center equipped with individual workstations complying with technical specifications of OSH, Specialized software for Contact Center BPO. Simulated or real environments for the training of personnel in Operation Laboratory Contact Center BPO.
3.4.6 Muebles colaborativos	Individual workstations with ergonomic standards according to BPO specialty.

3.4.7 Tecnologías de la información y las comunicaciones	Soft phone over IP Voice Internet connection for each of the computer equipment by structured cable or Wi-Fi.
3.4.8 Elementos y condiciones relacionadas con la seguridad industrial, la salud ocupacional y el medio ambiente:	Adequate natural lighting in case apprentices work in the day light. Artificial lighting (in case of working at night) The circulation corridors wide enough to allow the safe movement of staff. That it complies with the standards of earthquake resistance and illumination. In accordance with the safety and health plan established at work.

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	Alimentar base de datos de acuerdo con procedimientos técnicos
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	210602033
4.3 NOMBRE DE LA COMPETENCIA	DATABASE FEEDING
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	144 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 2- TO PROVIDE INFORMATION IN ACCORDANCE WITH TECHNICAL PROCEDURE.
RAP 1- TO RECORD DATA ACCORDING TO TECHNICAL REQUIREMENTS.
RAP 3- TO USE INFORMATION IN ACCORDANCE WITH SAFETY STANDARDS AND TECHNICAL GUIDANCE.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

RAP 1
-TO VERIFY DATA.
- TO DEVELOP TYPING SKILLS.

RAP 2
-TO FEED DATABASE.
-TO EXTRACT DATA.

RAP 3
-TO CLASSIFY INFORMATION.
-TO ADJUST DATA.

4.6.2 CONOCIMIENTOS DEL SABER

RAP 1
-DATA: CONCEPT, TYPES, STRING OF CHARACTERS, REGISTRATION, IMPORT AND EXPORT TECHNIQUES, DATA MODIFICATION CRITERIA, STORAGE AND EXTRACTION METHODS, GRAMMATICAL STANDARDS, QUERY AND CONFIRMATION TECHNIQUES.
-METADATA: CONCEPT, DILIGENCE CRITERIA, DATA STRUCTURE.
-RECORDS METADATA IN COMPLIANCE WITH TECHNICAL PROCEDURES.
-EXTRACTS DATA ACCORDING TO OPERATING PROCEDURES.
-TYPING: CONCEPT, TECHNIQUES, USAGE.

RAP 2
-INFORMATION: ORGANIZATIONAL TECHNIQUES AND METHODS, INFORMATION SECURITY STANDARDS, SEARCH TECHNIQUES, RETRIEVAL METHODS, SUPPLY TECHNIQUES, DOCUMENT ORGANIZATION CRITERIA.
-INFORMATION AND COMMUNICATION TECHNOLOGIES: CONCEPT, USES OF WORD PROCESSOR AND ELECTRONIC SHEET, FINANCIAL SECTOR CONSULTATION PLATFORMS.

RAP 3
-INFORMATION MANAGEMENT: CONCEPT, TYPES OF INFORMATION, TYPES OF FILES, TYPES OF DATABASES, ORAL AND WRITTEN COMMUNICATION TECHNIQUES.

4.7 CRITERIOS DE EVALUACIÓN

RAP 1
-THEY IDENTIFY TYPES OF DATA ACCORDING TO OPERATIONAL SPECIFICATIONS.
-THEY REGISTER DATA ACCORDING TO ACCURACY AND EFFICIENCY INDICATORS.

RAP 2
-THEY CLASSIFY INFORMATION MEETING OPERATIONAL SPECIFICATIONS.
-THEY ADJUST DATA ACCORDING TO OPERATIONAL REQUIREMENTS.

RAP 3
-THEY VALIDATE CUSTOMER'S DATA COMPLIES WITH OPERATIONAL SPECIFICATIONS.
-THEY HANDLE INFORMATION ACCORDING TO INFORMATION TECHNIQUES.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1.
TECHNOLOGIST DEGREE IN THE BASIC CORE KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND RELATED; OR POLITICAL SCIENCE, INTERNATIONAL RELATIONS; OR PUBLIC ACCOUNTING; ADMINISTRATIVE ENGINEERING AND RELATED; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND RELATED. (SEE ANNEX N.B.C). C1 CERTIFICATE OF ENGLISH.

ALTERNATIVE 2.
UNIVERSITY PROFESSIONAL DEGREE IN THE BASIC CORE OF KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND THE LIKE; OR PUBLIC ACCOUNTING; OR ECONOMY; OR ADMINISTRATIVE AND RELATED ENGINEERING; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; MODERN LANGUAGES, LITERATURE, LINGUISTICS AND THE LIKE; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND THE LIKE; OR ADVERTISING AND THE LIKE; OR OTHER ENGINEERING; OR NBC UNRATED. CERTIFICATE OF C1 OF ENGLISH.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.
THIRTY (30) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: EIGHTEEN (18) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O) AND TWELVE (12) MONTHS IN TEACHING.

ALTERNATIVE 2.
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O). AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias:

COMMON COMPETENCES
RESULTS ORIENTATION, USER AND CITIZEN ORIENTATION TRANSPARENCY AND COMMITMENT TO THE ORGANIZATION
INSTRUCTOR-LEVEL BEHAVIORAL COMPETENCIES (RES. 1458 OF 2017 ANNEX NO. 2)
1. TECHNICAL EXPERTISE
2. TEAMWORK AND COLLABORATION
3. CONTINUOUS LEARNING
4. CREATIVITY AND INNOVATION

INSTRUCTOR-LEVEL BEHAVIORAL SKILLS (RES. 1382 OF 2018 ANNEX 2):
PLANNING FOR INTEGRAL PROFESSIONAL TRAINING.
TEAMWORK AND COLLABORATION.
CONTINUOUS LEARNING.
CREATIVITY AND INNOVATION.
ADAPTABILITY TO CHANGE.
LEADERSHIP IN WORK GROUPS.
DECISION MAKING.

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201524
4.3 NOMBRE DE LA COMPETENCIA	DEVELOP ORAL AND WRITTEN COMMUNICATION PROCESSES IN AN EFFICIENT AND EFFECTIVE WAY, CONSIDERING SITUATIONS OF SOCIAL, PERSONAL AND PRODUCTIVE
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 2. TO DECODE COMMUNICATIVE MESSAGES IN SITUATIONS OF SOCIAL AND WORK LIFE, CONSIDERING THE CONTEXT OF COMMUNICATION.

RAP 4. TO APPLY IMPROVEMENT ACTIONS IN THE DEVELOPMENT OF COMMUNICATION PROCESSES ACCORDING TO THE REQUIREMENTS OF THE CONTEXT.

RAP 1. TO INTERPRET THE MEANING OF COMMUNICATION AS A MEANS OF SOCIAL, CULTURAL, LABOR AND ARTISTIC EXPRESSION.

RAP 3. TO VALIDATE THE IMPORTANCE OF COMMUNICATION PROCESSES TAKING INTO ACCOUNT CRITERIA OF LOGIC AND RATIONALITY.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

TO RECOGNIZE THE IMPORTANCE, NATURE AND CHARACTERISTICS OF HUMAN COMMUNICATION.
TO MAINTAIN ATTENTION AND LISTEN IN COMMUNICATION PROCESSES.
TO INTERPRET MESSAGES AND RECONSTRUCT THE SPEECH WITH THEIR OWN WORDS, KEEPING THE MEANING.
TO APPLY TECHNIQUES FOR ORAL, WRITTEN, VERBAL AND NON-VERBAL COMMUNICATION.
TO INTERPRET SIGNALS, SIGNS, SYMBOLS AND ICONS TYPICAL OF THEIR WORK ACTIVITY.
TO USE THE LEXICON ACCURATELY AND PROPERLY IN COMMUNICATION PROCESSES.
TO ORGANIZE INFORMATION.
TO USE THE INFORMATION ACCORDING TO THE STATED PURPOSE.
TO APPROPRIATE A METHOD TO READ COMPREHENSIVELY AND INTERPRETIVELY.
TO ESTABLISH AGREEMENTS BASED ON THE DIVERSITY OF CONCEPTS AND OPINIONS.
TO ENCODE AND DECODE MESSAGES.
TO USE THE INFORMATION ACCORDING TO THE STATED PURPOSE.

TO USE BASIC TEXTUAL STRUCTURES IN THE ELABORATION OF TEXTS.

TO WRITE DIFFERENT TYPES OF TEXTS APPLYING GRAMMAR, SPELLING AND PUNCTUATION RULES.
TO APPLY CURRENT REGULATIONS IN THE PRODUCTION OF TEXTS.

4.6.2 CONOCIMIENTOS DEL SABER

COMMUNICATION: CONCEPT, TYPES, USES, MEDIA, CHANNELS, TECHNIQUES, CHARACTERISTIC PROCESSES, SCENARIOS, COMPONENTS, FUNCTIONS, BARRIERS, LEVELS.
CORPORAL EXPRESSION: CONCEPT, CHARACTERISTICS, GESTURES, POSTURES, EMOTIONS, FEELINGS.
SPEECH ACTS: CONCEPT, PERCEPTION, OBSERVATION, ACTIVE LISTENING, VERBAL AND NON-VERBAL COMMUNICATION.
TEXT COMPREHENSION: CONCEPT, TECHNIQUES, PROCESSES, LEVELS, CHARACTERISTICS, INTERPRETATION, ELEMENTS.
TEXT WRITING: TYPES, USES, CLASSES, PARTS, FORM, CONTENT, INTENT, TECHNIQUES, METHODS, COHESION, COHERENCE, BASIC RULES OF SYNTAX, SPELLING, PUNCTUATION, PRINCIPLES AND QUALITIES.
CONVENTIONAL CHARACTER AND SOCIAL FUNCTION OF SIGNS: CONCEPT, TYPES, RELATIONS, USES, CHARACTER, INTERPRETATION, CHARACTERISTICS, CONTEXT.
THOUGHT PROCESSES: CONCEPT, ANALYSIS, SYNTHESIS, PROPOSITION.
CONSULTATION AND READING: METHODS, SELECTION TECHNIQUES, ORGANIZATION AND FILING OF INFORMATION IN VARIOUS SOURCES, LEVELS, STRATEGIES.
REGULATIONS: ICONTEC STANDARDS FOR THE PREPARATION OF WRITTEN TEXTS.

4.7 CRITERIOS DE EVALUACIÓN

THEY RECOGNIZE THE IMPORTANCE, NATURE AND CHARACTERISTICS OF HUMAN COMMUNICATION, DEPENDING ON THE CONTEXT IN WHICH IT DEVELOPS.
THEY LISTEN WITH ATTENTION AND CONCENTRATION, AGREE AND ASK THE SPEAKER-LISTENER TO PROVIDE FEEDBACK ON THE PROCESS.
THEY ESTABLISH AGREEMENTS BASED ON THE DIVERSITY OF CONCEPTS AND OPINIONS.
THEY INTERPRET MESSAGES AND RECONSTRUCTS THE SPEECH WITH THEIR OWN WORDS, KEEPING THE MEANING.

THEY INTERPRET SIGNALS, SIGNS, SYMBOLS AND ICONS TYPICAL OF THEIR WORK ACTIVITY.
THEY ENCODE AND DECODES MESSAGES USING ORAL AND WRITTEN COMMUNICATION PROCESSES.
THEY USE ICONS, SYMBOLS, SIGNS, PLANS, DIAGRAMS AND FLOWCHARTS AS REQUIRED.
THEY GRAPH INFORMATION WITH SEMANTIC CONTENT.
THEY USE THE INFORMATION ACCORDING TO THE STATED PURPOSE.
THEY APPROPRIATE A METHOD FOR READING COMPREHENSIVELY AND INTERPRETIVELY.
THEY USE LANGUAGE ACCORDING TO ADDRESSEE, PURPOSE, CONTEXT, AND CONTENT.
THEY USE THE LEXICON ACCURATELY AND PROPERLY IN COMMUNICATION PROCESSES RELATED TO THE AREA OF JOB PERFORMANCE.
THEY APPLY TECHNIQUES FOR VERBAL AND NON-VERBAL COMMUNICATION ACCORDING TO ESTABLISHED REQUIREMENTS.
THEY WRITE TEXTS WITH COHESION AND COHERENCE FOLLOWING THEMATIC PROGRESSION GUIDELINES.
THEY USE BASIC TEXTUAL STRUCTURES IN THE ELABORATION OF TEXTS.
THEY PRODUCE EXPLANATORY, INSTRUCTIVE, DESCRIPTIVE TEXTS ACCORDING TO SPECIFICATIONS.
THEY SELECT THE TYPE OF TEXT ACCORDING TO THEIR INTERESTS AND KNOWLEDGE NEEDS.
THEY USE CURRENT REGULATIONS FOR THE PRODUCTION OF TEXTS.
THEY IDENTIFY THE DIFFERENT TYPES OF TEXTS TAKING INTO ACCOUNT THEIR INTENTIONALITY.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

BACHELOR IN COMMUNICATION SCIENCES, JOURNALISM, LINGUISTICS, PHILOLOGY, CLASSICAL LANGUAGES OR MODERNS, SPANISH AND LITERATURE.

4.8.2 Experiencia laboral y/o especialización:

ONE (1) YEAR OF WORK EXPERIENCE IN THE AREA
SIX (6) MONTHS OF TEACHING EXPERIENCE

4.8.3 Competencias:

TRAINING BY PROJECTS
PEDAGOGICAL PROCESSES
CREATIVITY AND ARTISTIC SKILLS
LEADERSHIP
COMMUNICATION SKILLS

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	210201501
4.3 NOMBRE DE LA COMPETENCIA	EXERCISE OF FUNDAMENTAL RIGHTS AT WORK

4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 4- PARTICIPATE IN SOLIDARITY ACTIONS CONSIDERING THE EXERCISE OF HUMAN RIGHTS, PEOPLES AND NATURE.
RAP 2- ASSESS THE IMPORTANCE OF LABOR CITIZENSHIP BASED ON THE STUDY OF HUMAN AND FUNDAMENTAL RIGHTS AT WORK.
RAP 1- RECOGNIZE WORK AS A FACTOR OF SOCIAL MOBILITY AND VITAL TRANSFORMATION WITH REFERENCE TO PHENOMENOLOGY AND FUNDAMENTAL RIGHTS AT WORK
RAP 3- PRACTICE FUNDAMENTAL RIGHTS AT WORK IN ACCORDANCE WITH THE POLITICAL CONSTITUTION AND INTERNATIONAL CONVENTIONS.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-ANALYZE THE RELATIONSHIP BETWEEN WORK AND HUMAN DEVELOPMENT

-IDENTIFY THE NATURE OF HUMAN AND FUNDAMENTAL RIGHTS AT WORK

-RELATE WITHIN THE FRAMEWORK OF HUMAN RIGHTS, SOCIAL DEVELOPMENT, AUTONOMY AND DIGNITY

-ARGUE THE EXERCISE OF FUNDAMENTAL RIGHTS AT WORK AS A DEFENSE OF THEM AND EXPRESSION OF LABOR CITIZENSHIP.

-DEVELOP DOCUMENTS RELATED TO POLITICAL, WELFARE, SOCIAL, AND WELFARE RIGHTS AND OBLIGATIONS DERIVED FROM LABOR ACTIONS.

-DIMENSION THE EXERCISE OF THE RIGHT TO STRIKE.

-INTEGRATE SOLIDARITY ACTIONS FOR THE DEFENSE OF THE HUMAN BEING, NATURE AND THE VALUES OF SOCIAL AND CITIZEN COEXISTENCE

4.6.2 CONOCIMIENTOS DEL SABER

-PERSON SOCIETY AND WORK
-HUMAN DIGNITY, DEMOCRACY, WORK, JUSTICE AND PEACE.
-INTEGRAL HUMAN DEVELOPMENT.
CULTURAL DIVERSITY
-PHENOMENOLOGY OF THE WORLD OF WORK
-FUNDAMENTAL LAWS AND LEGAL MANDATES
-POLITICS. HUMAN RIGHTS AND THE POLITICAL CONSTITUTION OF COLOMBIA.
-ILO PRINCIPLES AND RIGHTS: -DECLARATION OF THE O.I.T.
-RIGHT TO LIFE.
-POLITICAL AND CIVIL RIGHTS.
-DECENT AND DECENT WORK: DEFINITION, ANALYSIS OF FORCED OR COMPULSORY LABOUR.
-LABOR RIGHTS AND LABOR CITIZENSHIP
-LABOUR RIGHTS AND THEIR IMPACT ON THE DEVELOPMENT OF SOCIETY
SOCIAL DIALOGUE
-PERSON SUBJECT TO RIGHTS AND DUTIES IN THE CONTEXT OF HUMAN RIGHTS
-INDIVIDUAL AND COLLECTIVE RIGHTS OF WORK: CHARACTERISTICS AND FIELDS FOR THE DEVELOPMENT OF INDIVIDUAL AND COLLECTIVE LAW IN THE WORLD OF WORK

-MECHANISMS FOR THE PROTECTION OF RIGHTS AT WORK.
-DECENT WORK: POLICY INTEGRATION
-GENDER EQUALITY: EQUITY AND GENDER BALANCE
-FORCED LABOR AND CHILD LABOR
-DIFFERENTIAL APPROACH, CITIZEN VALUE FOR SOCIAL INCLUSION
-EMPLOYMENT DISCRIMINATION IN CASES OF TERMINAL ILLNESS
-PEACEFUL RESOLUTION OF CONFLICTS; COLLECTIVE BARGAINING AND STRIKE
-RIGHTS FOR BUSINESS SUSTAINABILITY: EFFICIENCY, EFFECTIVENESS, EFFECTIVENESS.
-EXERCISE OF RIGHTS AT WORK.
-APPLICATION OF MECHANISMS FOR THE PROTECTION OF RIGHTS AT WORK.
-LABOR TOOLBOX: SALARY, SOCIAL BENEFITS, SOCIAL SECURITY AND HIRING.
LEISURE SOCIETY: RECREATION, SPORT, ART, CULTURE, FAMILY LIFE.
-CIVIL RIGHTS AND FREEDOMS.
-RIGHT TO ASSOCIATION, NATIONAL AND INTERNATIONAL REGULATIONS.
-DEMOCRATIC VALUES OVER TRADE UNIONISM. NATIONAL AND INTERNATIONAL REGULATIONS
-TRADE UNION ASSOCIATIONS, FREEDOM OF ASSOCIATION AND ASSOCIATED RIGHTS.
-FREEDOM OF ASSOCIATION AND TRADE UNION
-RIGHT OF COLLECTIVE BARGAINING: AGENTS, RECOGNITION OF THE ASSOCIATION TO SOLVE PROBLEMS
-RIGHTS OF SOLIDARITY OR OF THE PEOPLES
-RELATIONSHIP BETWEEN HUMAN BEING, NATURE AND THE PLANET.
-SELF-DETERMINATION OF PEOPLES AND SUSTAINABLE DEVELOPMENT AND FOOD SECURITY.
-DEVELOPMENT STRATEGIES AND ENVIRONMENTAL IMPACT IN COLOMBIA.
-POST-CONFLICT AND PEACE
-APPROPRIATION OF THE ADVANCEMENT AND USE OF SCIENCE AND TECHNOLOGY.
-DEVELOPMENT FOR A DIGNIFIED LIFE
-NATIONAL AND CULTURAL IDENTITY.

4.7 CRITERIOS DE EVALUACIÓN

-COMPARES THE CONDITIONS OF WORK, IN THE HISTORICAL EVOLUTION OF HUMANITY IN ACCORDANCE WITH HUMAN AND FUNDAMENTAL RIGHTS AT WORK.
-ARGUES THE RELEVANT MOMENTS OF THE HISTORICAL EVOLUTION OF HUMAN AND FUNDAMENTAL RIGHTS AT WORK IN THE TIMELINE.
-SELECTS THE PROTECTION MECHANISMS FOR THE EXERCISE OF LABOR CITIZENSHIP BY APPLYING THE REGULATIONS.
-ANALYZES SITUATIONS THAT HAVE AN IMPACT ON THE EXERCISE OF FUNDAMENTAL RIGHTS AT WORK, DEVELOPING COMMUNICATION SKILLS ACCORDING TO TECHNIQUES AND PROTOCOLS.
-PREPARES DOCUMENTS RELATED TO THE ECONOMIC, SOCIAL AND WELFARE OBLIGATIONS DERIVED FROM LABOR ACTIONS IN ACCORDANCE WITH THE REGULATIONS.
-EVALUATES THE RESULTS OF THE APPLICATION OF PROTECTION MECHANISMS FOR THE EXERCISE OF LABOR CITIZENSHIP IN ACCORDANCE WITH THE REGULATIONS.
-PROPOSES CONFLICT RESOLUTION AND NEGOTIATION STRATEGIES IN ACCORDANCE WITH THE REGULATIONS.
-JUSTIFIES THE IMPORTANCE OF THE RIGHTS OF PEOPLES AND SOLIDARITY IN THE EXERCISE OF LABOR CITIZENSHIP IN ACCORDANCE WITH THE REGULATIONS.
-RELATES, OF THE RIGHTS OF PEOPLES AND SOLIDARITY, THE SELF-DETERMINATION OF PEOPLES, SUSTAINABLE DEVELOPMENT, FOOD SECURITY, THE RIGHT TO THE USE OF SCIENCE AND TECHNOLOGY AND PEACE BASED ON HUMAN DEVELOPMENT INDICATORS.
-PROPOSES ADVOCACY ACTIONS RELATED TO THE SELF-DETERMINATION OF PEOPLES, SUSTAINABLE DEVELOPMENT, FOOD SECURITY, THE RIGHT TO USE SCIENCE, TECHNOLOGY, AND PEACE BASED ON HUMAN

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1
TECHNOLOGIST OR FOUR YEARS OF UNIVERSITY TRAINING, AND EXPERTISE IN THE THEMATIC AREA HUMAN AND FUNDAMENTAL RIGHTS AT WORK THAT WILL BE TAUGHT IN HIS PERFORMANCE.

ALTERNATIVE 2
UNIVERSITY PROFESSIONAL AND EXPERTISE IN THE THEMATIC AREA HUMAN AND FUNDAMENTAL RIGHTS AT WORK THAT WILL BE TAUGHT IN THEIR PERFORMANCE

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1
TWENTY-FOUR (24) MONTHS OF EXPERIENCE: OF WHICH EIGHTEEN (18) MONTHS WILL BE RELATED TO THE EXERCISE OF HUMAN AND FUNDAMENTAL RIGHTS AT WORK AND SIX (6) MONTHS IN TEACHING WORK.

ALTERNATIVE 2
TWENTY-FOUR (24) MONTHS OF EXPERIENCE: OF WHICH EIGHTEEN (18) MONTHS WILL BE RELATED TO THE EXERCISE OF HUMAN AND FUNDAMENTAL RIGHTS IN THE WORK OBJECT OF PROFESSIONAL TRAINING AND SIX (6) MONTHS IN TEACHING TASKS.

4.8.3 Competencias:

-PRACTICE OF UNIVERSAL ETHICAL PRINCIPLES AND VALUES.
-WILLINGNESS TO CHANGE.
INVESTIGATIVE SKILLS.
-GROUP MANAGEMENT.
-LEADERSHIP
-EFFECTIVE AND ASSERTIVE COMMUNICATION
-READING-SCRIPTURAL DOMAIN
-ARGUMENTATIVE AND PROPOSITIONAL DOMAIN
-TEAMWORK
-ICT MANAGEMENT

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201526
4.3 NOMBRE DE LA COMPETENCIA	ETHICS
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN

RAP 4- CONTRIBUTE TO THE STRENGTHENING OF THE CULTURE OF PEACE BASED ON HUMAN DIGNITY AND THE
RAP 3- PROMOTE THE RATIONAL USE OF NATURAL RESOURCES BASED ON SUSTAINABILITY CRITERIA AND ETHICAL SUSTAINABILITY AND CURRENT REGULATIONS
RAP 1- PROMOTE MY DIGNITY AND THAT OF THE OTHER BASED ON ETHICAL PRINCIPLES AND VALUES AS A CONTRIBUTION TO THE ESTABLISHMENT OF A CULTURE OF PEACE
RAP 2- ESTABLISH RELATIONSHIPS OF PERSONAL AND COMMUNITY GROWTH FROM THE COMMON GOOD AS CONTRIBUTION TO SOCIAL DEVELOPMENT.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-ESTABLISH CONSTRUCTIVE COMMUNICATION
-RESPECT THE OTHER
FIX THE LIFE PROJECT
-CLAIM RIGHTS OF DIGNITY
-USE SCIENCE AND TECHNOLOGY TO IMPROVE MY QUALITY OF LIFE
-DEMAND RECOGNITION BASED ON MY LEADING PRESENCE IN SOCIETY
RECOGNIZE THE INTRINSIC VALUE OF EACH PERSON
-MAINTAIN THE VALUE OF MY DIGNITY
MAINTAINING THE VALUE OF THE DIGNITY OF THE OTHER
-RECOGNIZE PERSONAL AUTONOMY
-RECOGNIZE THE AUTONOMY OF THE OTHER
-RECOGNIZE MY DIFFERENCES AND EQUALITIES WITH THE OTHER
-PRACTICE WITH DEED RESPECT FOR MYSELF AND OTHERS.
-APPLY LISTENING SKILLS
RESPECT THE OPINION OF THE OTHER
-CONSIDER THE IDEAS OF THE OTHER
IDENTIFY COMMUNICATION STYLES
-APPLY COMMUNICATION STYLES
-PRACTICE WITH DEEDS RESPECT FOR OTHERS
-RESPECT THE PRIVACY OF THE OTHER
-RESPECT BELIEFS
-RESPECT COMMUNITY MEETING PLACES
-TAKE CARE OF COMMUNITY MEETING PLACES
-PRACTICE ACTS OF RESPECT
-RESPECT SOCIAL NORMS
-LIVING IN COMMUNITY
-ASSUME BEHAVIOR OF CITIZEN CULTURE
-PLAY A LEADING ROLE IN SOCIAL DEVELOPMENT
-STRENGTHEN LEADERSHIP SKILLS
-PROPOSE TOPICS FOR SOCIAL PROJECTS
-DEVELOP SOCIAL PROJECTS
-DEVELOP A SENSE OF BELONGING
-INTERPRET GLOBAL TRENDS IN SCIENCE, TECHNOLOGY AND SOCIETY
-ENCOURAGE THE USE OF NATURAL RESOURCES.
-PRESERVE NATURAL RESOURCES
-ESTABLISH CONSTRUCTIVE COMMUNICATION PROCESSES
-IDENTIFY THE ACTS OF VIOLENCE IN MY LIFE STORY
RECOGNIZE THE IMPORTANCE OF DEVELOPING A CULTURE OF PEACE
IDENTIFY RECONCILIATION STRATEGIES
-APPLY RECONCILIATION STRATEGIES
-ESTABLISH CONSTRUCTIVE RELATIONSHIPS

-CONTRIBUTE TO THE DEVELOPMENT OF A CULTURE OF PEACE
-ESTABLISH INTERPERSONAL RELATIONSHIPS
-ASSUME CONSTRUCTIVE CRITICAL ATTITUDES
ASSUME ARGUMENTATIVE CRITICAL ATTITUDES
-ESTABLISH GESTURES OF SOLIDARITY
-GENERATE PEACEBUILDING PROCESSES IN THE FAMILY NUCLEUS
-ESTABLISH INTERPERSONAL RELATIONSHIPS FROM ASSERTIVE COMMUNICATION
-ESTABLISH TOLERANCE RELATIONSHIPS
-ESTABLISH RELATIONSHIPS OF SOLIDARITY
-APPLY CURRENT REGULATIONS IN RELATION TO HUMAN RIGHTS AND INTERNATIONAL HUMANITARIAN LAW

4.6.2 CONOCIMIENTOS DEL SABER

-MAN: CONCEPT, MORAL SUBJECT, ETHICAL SUBJECT
-HUMAN NATURE: CONCEPT
-HUMAN DIGNITY: CONCEPT
-HUMAN ACTS: CONCEPT
-HUMAN ACTIONS: CONCEPT
-FREEDOM: CONCEPT
-NATURAL LAW: CONCEPT
-POSITIVE LAW: CONCEPT, APPLICATIONS
-MORAL: CONCEPT
-AXIOLOGY: CONCEPT, HIERARCHY OF VALUES
-ETHICS: CONCEPT.
-APPLIED ETHICS: CONCEPT, CHARACTERISTICS
-MAN: CONCEPT, BEING RELATIONAL.
WORK: CONCEPT, SYSTEM OF RELATIONSHIPS.
-SOCIAL RELATIONS: CONCEPT, CLASSES.
-RECONCILIATION: CONCEPT, CONDITIONS.
-TEAMWORK: CONTEXTUALIZATION, SCOPE, TECHNIQUES, FUNDAMENTALS AND ADVANTAGES
-CONFLICT RESOLUTION: CONTEXTUALIZATION, SKILLS, TECHNIQUES AND THEORIES.
-ASSERTIVE COMMUNICATION: CONTEXTUALIZATION, STRATEGIES, FUNDAMENTALS, TYPES AND TECHNIQUES.
-LEADERSHIP: CONCEPT, TRENDS AND GENERALITIES.
EMOTIONAL INTELLIGENCE: CONCEPT, SCOPE AND TECHNIQUES.
-COACHING: CONCEPT, SCOPE AND BASIC TECHNIQUES.
-NEUROLINGUISTIC PROGRAMMING: CONCEPT, SCOPE, BASIC TECHNIQUES.
-DECISION MAKING: CONCEPT, MODELS, STRATEGIES AND STRATEGIC ANALYSIS AND SCOPE
-INTERPERSONAL RELATIONSHIPS: CONCEPT AND SCOPE
-CONFLICT CONTEXT: CONCEPT, SOCIAL AND POLITICAL CONTEXT, ARMED CONFLICT.
-PEACE: CONCEPT
-VIOLENCE: CONCEPT
-CONFLICT: CONCEPT, MILESTONES OF HISTORY
-RESPECT: CONCEPT
-FAMILY: CONCEPT
-DIALOGUE: CONCEPT
-CONCERTATION: CONCEPT
-JUSTICE: CONCEPT, CLASSES
-EQUITY: CONCEPT, APPLICATIONS
-GOVERNMENT: CONCEPT, FORMS
-SOCIETY: CONCEPT
-STATUS: CONCEPT
-COUNTRY: CONCEPT
-CONSTITUTION: CONCEPT
-GOVERNANCE: CONCEPT

-COEXISTENCE: CONCEPT
-FREEDOM: CONCEPT
-CRITICALITY: CONCEPT
NEGOTIATION IN THE FACE OF CONFLICT
-REPAIR: CONCEPT
-REINTEGRATION: CONCEPT, ROUTE
HUMAN RIGHTS: CONCEPT, CURRENT REGULATIONS
-INTERNATIONAL HUMANITARIAN LAW: CONCEPT, CURRENT REGULATIONS
SELF-ESTEEM, AUTONOMY, SELF-CONTROL, SELF-CARE
-COMMUNICATION: INSTRUMENTAL ACTION, STRATEGIC ACTION AND COMMUNICATIVE ACTION.
-SKILLS FOR LIFE AND COEXISTENCE: SELF-KNOWLEDGE, EMPATHY, ASSERTIVE COMMUNICATION, INTERPERSONAL RELATIONSHIPS, DECISION MAKING, PROBLEM AND CONFLICT SOLVING, CREATIVE THINKING, CRITICAL THINKING, MANAGEMENT OF EMOTIONS AND FEELINGS, MANAGEMENT OF TENSIONS AND STRESS.
-CITIZEN PARTICIPATION: CONCEPT, MECHANISMS AND INSTANCES OF CITIZEN PARTICIPATION, COMMON GOOD, OTHERNESS AND GENDER, PROCESS OF HUMAN SOCIABILITY, SOCIAL REPRESENTATIONS OR CULTURAL IMAGINARIES, EMERGING CULTURES, SOCIAL ROLES.

4.7 CRITERIOS DE EVALUACIÓN

-DEFINES YOUR LIFE PROJECT ACCORDING TO THE CRITERIA OF DIGNITY, RESPECT, BELIEFS, ECOLOGY AND CULTURE.
RECOGNIZES THEIR VALUE AND THE VALUE OF THE OTHER ACCORDING TO THE PRINCIPLES OF DIGNITY AND CULTURAL CONSTRUCTION AND AUTONOMY
-DEFINES YOUR LIFE PROJECT BASED ON AXIOLOGICAL AND CULTURAL CRITERIA AND HABITS OF COEXISTENCE
-USES TOOLS THAT ALLOW ASSERTIVE COMMUNICATION IN DIFFERENT ENVIRONMENTS CONSIDERING THE PEDAGOGY FOR PEACE
-BUILD INTERPERSONAL RELATIONSHIPS BASED ON THE DIFFERENTIAL APPROACH AND THE PROMOTION OF A CULTURE OF PEACE
-CHANGES ATTITUDES TOWARDS THEIR BEHAVIOR BASED ON DIGNITY, CONTRIBUTING TO THE CULTURE OF PEACE
-RECOGNIZES HISTORICAL MILESTONES OF VIOLENCE AND PEACE AS A CONTRIBUTION TO THE CONSTRUCTION OF A CULTURE OF PEACE
-MODIFIES BEHAVIORAL ATTITUDES FROM THE PEACEFUL RESOLUTION OF CONFLICTS
-APPLIES ACTIONS TO PREVENT VIOLENT ACTIONS BASED ON ASSERTIVE COMMUNICATION STRATEGIES
-EVIDENCE OF RESPECT FOR THE COMMON GOOD, OTHERNESS AND DIALOGUE WITH THE OTHER BASED ON

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

OPTION 1: PROFESSIONAL IN TRAINING CAREERS RELATED TO PHILOSOPHY, OR ANTHROPOLOGY, OR PSYCHOLOGY, OR SOCIAL WORK, OR SOCIOLOGY OR RELATED.
OPTION 2: PROFESSIONAL WITH RELATED STUDIES IN ETHICS, OR BIOETHICS, OR DEONTOLOGY OR

4.8.2 Experiencia laboral y/o especialización:

TWENTY-FOUR (24) MONTHS OF EXPERIENCE: OF WHICH EIGHTEEN (18) MONTHS WILL BE RELATED TO THE EXERCISE OF THE PROFESSION OR TRADE OBJECT OF PROFESSIONAL TRAINING AND SIX (6) MONTHS IN TEACHING AND / OR COMMUNITY WORK.

4.8.3 Competencias:

-PRACTICE OF UNIVERSAL ETHICAL PRINCIPLES AND VALUES.
-WILLINGNESS TO CHANGE.
INVESTIGATIVE SKILLS.
-GROUP MANAGEMENT.
-LEADERSHIP
-EFFECTIVE AND ASSERTIVE COMMUNICATION
-READING-SCRIPTURAL DOMAIN
-ARGUMENTATIVE AND PROPOSITIONAL DOMAIN
-TEAMWORK.
-ICT MANAGEMENT

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	Fomentar cultura emprendedora según habilidades y competencias personales
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201533
4.3 NOMBRE DE LA COMPETENCIA	PROMOTION OF ENTREPRENEURIAL CULTURE
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 1- ESTABLISH PERSONAL ENTREPRENEURIAL CHARACTERISTICS AND COMPETENCIES ACCORDING TO WITH ITS POTENTIALITIES, OBJECTIVES AND ENVIRONMENT.
RAP 3- USE CREATIVE AND INNOVATIVE CAPACITY ACCORDING TO ENTREPRENEURIAL STRATEGY.
RAP 2- APPROPRIATE THE PROCESS OF MAKING PERSONAL DECISIONS IN THEIR DAILY LIVES, ACCORDING TO THE ENTREPRENEURIAL BEHAVIOR.
RAP 4- RELATE THE IMPORTANCE OF NEGOTIATION WITH ENTREPRENEURSHIP ACCORDING TO THE NEEDS AND ELEMENTS OF THE NEGOTIATION.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-DESCRIBE THE ELEMENTS OF ENTREPRENEURIAL BEHAVIOR.
-IDENTIFY PERSONAL ENTREPRENEURIAL CHARACTERISTICS (CEP).
-ASSOCIATE ENTREPRENEURIAL COMPETENCIES WITH THE ACHIEVEMENT OF PERSONAL GOALS.
-RELATE THE ELEMENTS OF ENTREPRENEURIAL RESPONSIBILITY WITH SITUATIONS OF EVERYDAY LIFE.

4.6.2 CONOCIMIENTOS DEL SABER

-ENTREPRENEUR: CONCEPT, CHARACTERISTICS, BEHAVIOR.
-PERSONAL ENTREPRENEURIAL CHARACTERISTICS:
-SEARCH FOR OPPORTUNITIES: CONCEPT
-PERSISTENCE: CONCEPT
COMPLIANCE WITH THE EMPLOYMENT CONTRACT: CONCEPT
-QUALITY AND EFFICIENCY: CONCEPT
-RISK ANALYSIS: CONCEPT.
-SET GOALS: CONCEPT.
-SYSTEMATIC PLANNING: CONCEPT
-INFORMATION SEARCH: CONCEPT
SELF-CONFIDENCE: CONCEPT
-SUPPORT NETWORKS: CONCEPT
-PERSONAL OBJECTIVES: MOTIVATIONS, GOALS, LIFE PURPOSE.
-PERSON, CONTEXT, PROJECT: CONCEPTS.
-ENTREPRENEURIAL SKILLS: CONCEPT.
-COMPONENTS:
-VISUALIZE: CONCEPT
-ANALYZE: CONCEPT
-IDENTIFY: CONCEPT
-DECIDE: CONCEPT
-DESIGN: CONCEPT
-ACT: CONCEPT
-ENTREPRENEURIAL RESPONSIBILITY: CONCEPT, DIMENSIONS

4.7 CRITERIOS DE EVALUACIÓN

-VALUES THEIR PERSONAL ENTREPRENEURIAL CHARACTERISTICS ACCORDING TO THE TOOL OF PERSONAL DIAGNOSIS.
FORMULATE PERSONAL GOALS ACCORDING TO YOUR MOTIVATION AND LIFE PURPOSE.
-APPLIES ENTREPRENEURIAL RESPONSIBILITY ACCORDING TO INTERNAL FACTORS AND EXTERNAL.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1
DEGREE OF TECHNOLOGIST IN BASIC NUCLEI OF KNOWLEDGE OF: ADMINISTRATION, PUBLIC ACCOUNTING; O ADMINISTRATIVE ENGINEERING AND RELATED. SEE ANNEXES: (N.B.C.)

ALTERNATIVE 2
UNIVERSITY PROFESSIONAL DEGREE IN BASIC KNOWLEDGE NUCLEI OF: EDUCATION; O ADMINISTRATION, PUBLIC ACCOUNTING; O ADMINISTRATIVE ENGINEERING AND RELATED; AND ECONOMY. (SEE ANNEX N.B.C) PROFESSIONAL CARD IN THE CASES REQUIRED BY LAW.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1
THIRTY (30) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: EIGHTEEN (18) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF ENTREPRENEURSHIP (12) MONTHS IN TEACHING.

ALTERNATIVE 2
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF ENTREPRENEURSHIP AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias:

-PRACTICE OF UNIVERSAL ETHICAL PRINCIPLES AND VALUES.
-WILLINGNESS TO CHANGE.
INVESTIGATIVE SKILLS.
-GROUP MANAGEMENT.
-LEADERSHIP
-EFFECTIVE AND ASSERTIVE COMMUNICATION
-READING-SCRIPTURAL DOMAIN
-ARGUMENTATIVE AND PROPOSITIONAL DOMAIN
-TEAMWORK
-ICT MANAGEMENT

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	GENERAR HÁBITOS SALUDABLES DE VIDA MEDIANTE LA APLICACIÓN DE PROGRAMAS DE ACTIVIDAD FÍSICA EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	230101507
4.3 NOMBRE DE LA COMPETENCIA	IMPLEMENT HEALTHY HABITS THROUGH PHYSICAL ACTIVITY, COMPLIANCE WITH THE REQUIREMENTS OF THE IDEAL GRADUATION PROFILE
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 4- IMPLEMENT A PLAN OF ERGONOMICS AND ACTIVE PAUSES ACCORDING TO THE CHARACTERISTICS OF THE FUNCTION PRODUCTIVE.
RAP 2- PRACTICE HEALTHY HABITS BY APPLYING NUTRITION AND HYGIENE FUNDAMENTALS.
RAP 1-DEVELOP PSYCHOMOTOR SKILLS IN THE PRODUCTIVE AND SOCIAL CONTEXT.
RAP 3 - CARRY OUT FITNESS ACTIVITIES AIMED AT IMPROVING THE PHYSICAL CONDITION IN THE PRODUCTIVE AND SOCIAL CONTEXTS.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-IDENTIFIES THE BASIC CONCEPTS OF ANATOMY AND PHYSIOLOGY.
-APPLIES THE BASIC CONCEPTS OF HUMAN MYOLOGY BASED ON THE ANALYSIS OF MOVEMENT.
-INTERPRETS THE FUNDAMENTALS OF HEALTHY LIFESTYLE, HYGIENE AND NUTRITION IN THE PRODUCTIVE AND SOCIAL CONTEXTS.
-MANAGE A BODY HYGIENE PLAN WITHIN THE PRODUCTIVE CONTEXT.
-PERFORMS PHYSICAL EXERCISE ROUTINES ACCORDING TO THE NEEDS OF THE WORK AND SOCIAL CONTEXTS.
-ESTABLISH PAUSES ACCORDING TO WORKLOADS AND PHYSICAL ACTIVITY TIMES FOR PROPER RECOVERY.
-IDENTIFIES THE MOTOR COORDINATION TECHNIQUES RELATED TO THEIR OCCUPATIONAL PROFILE.

MOTOR SKILLS ACCORDING TO THE NATURE OF HIS WORK ENVIRONMENT.
-APPLIES BASIC CONCEPTS OF ERGONOMICS AND ACTIVE PAUSES ACCORDING TO THE NATURE OF THE PRODUCTIVE FUNCTION.
-DISCRIMINATES SPECIFIC EXERCISES FOR THE PREVENTION OF ERGONOMIC RISKS ACCORDING TO THEIR WORK ACTIVITY.

4.6.2 CONOCIMIENTOS DEL SABER

-FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY
-CONCEPTS, CHARACTERISTICS AND HEALTHY LIFESTYLES
-HYGIENE CONCEPTS AND THEIR APPLICABILITY
-NUTRITION CONCEPTS, FUNDAMENTAL BASES AND NUTRITIONAL PLANS ACCORDING TO WORK ACTIVITY.
-FUNDAMENTALS OF MYOLOGY AND MOVEMENT ANALYSIS
-DEFINITION, CHARACTERISTICS, COMPONENTS AND ADVANTAGES OF PHYSICAL ACTIVITY
-DEFINITION, CLASSES, CONDITION, APPLICATION TIMES, BENEFITS OF PHYSICAL EXERCISE
-CONCEPTUALIZATION AND USE OF THE ANTHROPOMETRIC FILE
-CHARACTERISTICS OF HEART RATE
-DEFINITION, CLASSES AND CHARACTERISTICS OF THE PHYSICAL-ATHLETIC TESTS.
-DEFINITION AND CHARACTERISTICS OF PHYSICAL CONDITIONING
-APPLICATION OF SERIES, REPETITIONS AND WORKLOADS IN PHYSICAL EXERCISE
-DEFINITION AND CHARACTERISTICS OF MOTOR DEXTERITY
-CONCEPTUALIZATION AND CONDITIONING OF PSYCHOMOTRICITY
-DEFINITION OF MOTRICITY AND ITS CLASSIFICATION, BENEFITS.
-APPLICABILITY OF ERGONOMICS AND PHYSICAL ACTIVITY
-POSTURES, CLASSIFICATION, LOAD HANDLING AND POSTURAL PLANS
-REHABILITATION AND WORK PLAN
ACTIVE BREAKS, CONCEPTS AND PRACTICES
-PROPER USE OF FREE TIME

4.7 CRITERIOS DE EVALUACIÓN

-IDENTIFIES THE BASIC CONCEPTS OF ANATOMY AND PHYSIOLOGY.
-APPLIES THE BASIC CONCEPTS OF HUMAN MYOLOGY BASED ON THE ANALYSIS OF MOVEMENT.
-INTERPRETS THE FUNDAMENTALS OF HEALTHY LIFESTYLE, HYGIENE AND NUTRITION IN THE PRODUCTIVE AND SOCIAL CONTEXTS.
-MANAGE A BODY HYGIENE PLAN WITHIN THE PRODUCTIVE CONTEXT.
-PERFORMS PHYSICAL EXERCISE ROUTINES ACCORDING TO THE NEEDS OF THE WORK AND SOCIAL CONTEXTS.
-ESTABLISH PAUSES ACCORDING TO WORKLOADS AND PHYSICAL ACTIVITY TIMES FOR PROPER RECOVERY.
-IDENTIFIES THE MOTOR COORDINATION TECHNIQUES RELATED TO THEIR OCCUPATIONAL PROFILE.
-SELECT TECHNIQUES THAT ALLOW YOU TO ENHANCE YOUR MENTAL REACTION CAPACITY AND IMPROVE YOUR MOTOR SKILLS ACCORDING TO THE NATURE OF YOUR WORK ENVIRONMENT.
-APPLIES BASIC CONCEPTS OF ERGONOMICS AND ACTIVE PAUSES ACCORDING TO THE NATURE OF THE PRODUCTIVE FUNCTION.
-DISCRIMINATES SPECIFIC EXERCISES FOR THE PREVENTION OF ERGONOMIC RISKS ACCORDING TO THEIR WORK ACTIVITY.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

DEGREE IN PHYSICAL EDUCATION
PROFESSIONAL IN SPORTS SCIENCES.
TECHNOLOGIST IN PHYSICAL ACTIVITY OR SPORTS TRAINING WITH TECHNOLOGICAL SPECIALIZATION RELATED TO THE AREA OF KNOWLEDGE.

4.8.2 Experiencia laboral y/o especialización:

MINIMUM 12 MONTHS OF WORK EXPERIENCE IN THE AREA OBJECT OF PERFORMANCE.
MINIMUM TEACHING EXPERIENCE OF 12 MONTHS

4.8.3 Competencias:

PRACTICE OF UNIVERSAL ETHICAL PRINCIPLES AND VALUES.
WILLINGNESS TO CHANGE.
INVESTIGATIVE SKILLS.
GROUP MANAGEMENT.
LEADERSHIP
EFFECTIVE AND ASSERTIVE COMMUNICATION
LITERACY-WRITING DOMAIN
ARGUMENTATIVE AND PROPOSITIONAL DOMAIN
TEAMWORK.
ICT MANAGEMENT

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201050
4.3 NOMBRE DE LA COMPETENCIA	INTERACTION WITH CUSTOMERS.
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	720 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 4- TO NEGOTIATE WITH THE CLIENT IN A SECOND LANGUAGE ACCORDING TO THE REQUIREMENT AND BUSINESS COMMUNICATION PROTOCOL.
RAP 2- TO UNDERSTAND INFORMATION IN A SECOND LANGUAGE ACCORDING TO THE LANGUAGE AND CULTURAL STRUCTURE, AS WELL AS BUSINESS COMMUNICATION PROTOCOLS WITH THE CUSTOMER.
RAP 1- TO EXPRESS IDEAS ORALLY AND IN WRITING IN A SECOND LANGUAGE IN ACCORDANCE WITH THE OCCUPATIONAL ENVIRONMENT AND BUSINESS COMMUNICATION PROTOCOLS.
RAP 3- TO INTERACT WITH CUSTOMERS IN A SECOND LANGUAGE IN ACCORDANCE WITH REQUIREMENTS AND BUSINESS PROTOCOL.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

RAP 1
-TO RECOGNIZE TECHNICAL VOCABULARY TYPICAL OF THE OCCUPATIONAL FIELD.
-TO APPROPRIATE BUSINESS COMMUNICATION PROTOCOLS.
-TO ENGAGE IN CONVERSATIONS ABOUT OCCUPATIONS, ROLES AND WORK CONTEXTS.

-TO PRESENT A ORGANIZATION AND ITS PRODUCTS.

RAP 2
-TO RECOGNIZE LANGUAGE AND CULTURAL STRUCTURES OF CLIENTS.
-TO RECOGNIZE THE STRUCTURE OF BUSINESS COMMUNICATION WITH CLIENTS.
-TO DEVELOP INTERROGATIONS TO OBTAIN INFORMATION ABOUT THE CLIENT.

RAP 3
-TO ESTABLISH THE FORMAL STRUCTURES OF INTERACTION AND BASIC SKILLS OF THE BUSINESS CONTEXT (PROTOCOLS AND LABELS).
-TO RECOGNIZE GEOREFERENCING ELEMENTS (PHONES, ADDRESSES, TIME ZONES).
-TO SIMULATE INTERACTION WITH THE CUSTOMER.
- TO GUIDE THE CLIENT IN THEIR REQUIREMENT.
-TO ANSWER QUESTIONS ABOUT THE ORGANIZATION AND PRODUCTS.

RAP 4
-TO PROPOSE ARGUMENTS IN FAVOR OF THE ORGANIZATION AND THE PRODUCTS.
-TO SIMULATE COUNTERARGUMENTS FOR THE CLIENT.
- TO EXPLAIN OBLIGATIONS, PROHIBITIONS, NEEDS, SUGGESTIONS AND POSSIBILITIES OF MEDIATION.
- TO APPLY TECHNIQUES TO FACILITATE COMMUNICATION WITH THE CLIENT.
- TO REPORT INFORMATION TO THE ORGANIZATION ABOUT COMMUNICATION WITH THE CLIENT.

4.6.2 CONOCIMIENTOS DEL SABER

RAP 1
-ADJECTIVES (A1): CONCEPT, TYPES (COMMON, DEMONSTRATIVE, COMPARATIVES, SUPERLATIVES AND INTENSIFIERS), USAGE.
-ADVERBS (A1): CONCEPT, TYPES (FREQUENCY), USAGE.
-QUESTIONS (A1): CONCEPT, TYPES (W/H), USAGE.
-PREPOSITIONS (A1): CONCEPT, TYPES (COMMON, PLACE, TIME), USAGE.
-IMPERATIVE MODE (A1): CONCEPT, TYPES, USAGE.
-MODALS (A1): CONCEPT, TYPES (CAN, COULD, WOULD), USAGE.
-PRESENT TENSE: CONCEPT, TYPES (SIMPLE AND PROGRESSIVE), USAGE.
-PAST TENSE: CONCEPT, TYPES (SIMPLE AND PROGRESSIVE), USAGE.
-PRONOUNS: CONCEPT, TYPES (SUBJECT, OBJECT, SIMPLE AND PERSONAL), USAGE.
-VERBS (A1): CONCEPT, TYPES, USAGE.
-FUTURE TENSE (A1): CONCEPT, TYPE (GOING TO), USAGE.
-VERB PERIPHRASES: CONCEPT, TYPES (THERE IS / ARE, VERB + ING), USAGE.
-POSSESSIVES: CONCEPT, TYPES (ADJECTIVES, PRONOUN, QUESTIONS, SAXON GENITIVE), USAGE.
-INTENSIFIERS (A1): CONCEPT, TYPES, USAGE.
-BASIC DISCOURSE MARKERS: CONCEPT, TYPES (CONNECTING WORDS, AND, BUT BECAUSE), USAGE.
-VOCABULARY: CONCEPT, TYPES (NATIONALITIES, COUNTRIES, PERSONAL INFORMATION, OBJECTS, BPO RELATED), USAGE.

RAP 2
-ADJECTIVES (A2): CONCEPT, TYPES (COMPARATIVES AND SUPERLATIVES, ASAS, LESS THE LEAST), USAGE.
-ADVERBS (A2): CONCEPT, TYPES (TIME, PLACE, MANNER AND FREQUENCY)
-ARTICLES: CONCEPT, TYPES (DEFINITE AND INDEFINITE)
-NOUNS: CONCEPT, TYPE (COUNTABLE, UNCOUNTABLE AND QUANTIFIERS), USAGE.
-FUTURE TENSE (A2): CONCEPT, TYPES (WILL VS GOING TO VS PRESENT PROGRESSIVE), USAGE.
-VERBAL FORMS: CONCEPT, TYPES (GERUND, INFINITIVE AND IMPERATIVE), USAGE.
-MODALS (A2): CONCEPT, TYPES (CAN, COULD, HAVE TO, SHOULD, WOULD)
-PRESENT TENSE REVIEW (A2): CONCEPT, TYPE (SIMPLE AND PROGRESSIVE), USAGE.
-PAST TENSE REVIEW (A2): CONCEPT, TYPE (SIMPLE AND PROGRESSIVE)
-VERBS (A2): CONCEPT, TYPE (REGULAR, IRREGULAR AND PRONUNCIATION)

-PRESENT PERFECT, SINCE- FOR, EVER-NEVER, JUST-ALREADY-YET
-QUESTIONS (A2): CONCEPT, TYPES (SOME, ANY), USAGE.
-PHRASAL VERBS: CONCEPT, TYPES (BASIC), USAGE.
-INFORMATION: CONCEPT, FEATURES, USAGE.
-AMERICAN CULTURE: CONCEPT, FEATURES, SINGULARITIES.
-AMERICAN ADDRESSES: CONCEPT, FEATURES, USAGE.
-AMERICAN GEOGRAPHY: CONCEPT, STATES, POLITICAL DIVISIONS.
-AMERICAN PAYMENT METHODS: CONCEPT, FEATURES, USAGE.
-AMERICAN CUSTOMS: DEFINITION, GENERALITIES, USAGE.

RAP 3
-MODALS: CONCEPT, TYPES (MUST, CAN, COULD, BE ABLE TO, MIGHT, MAY, WILL, SHOULD, WOULD, HAVE TO), USAGE.
-INTENSIFIERS: CONCEPT, TYPE (SO, SUCH, SUCH A, SO MUCH, SO MANY, ENOUGH)
-PRESENT PERFECT: CONCEPT, TYPES (SIMPLE AND PROGRESSIVE) (PRESENT PERFECT VS SIMPLE PAST), USAGE.
-PAST PERFECT: CONCEPT, USAGE (SIMPLE, PROGRESSIVE) (PAST PERFECT VS SIMPLE PAST)
-CONDITIONALS: CONCEPT, TYPES (ZERO, FIRST, SECOND, THIRD), USAGE.
-TIME EXPRESSIONS: CONCEPT, TYPES (USUALLY, USED TO, BE USED TO, GET USED TO)
-VOICE: CONCEPT, TYPE (ACTIVE AND PASSIVE VOICE), USAGE.
-REPORTING INFORMATION: CONCEPT, TYPE (INDIRECT SPEECH, DIRECT SPEECH, REPORTED SPEECH), USAGE.
-GERUND OR INFINITIVE DO, TO DO, DOING
-PRONOUNS: CONCEPT, TYPE (REFLEXIVE PRONOUNS AND INDEFINITE PRONOUNS, ANOTHER, OTHER, OTHERS, THE OTHER, THE OTHERS)
-ARTICLES B1: CONCEPT, TYPES (SPECIFIC AND GENERAL CASES), USAGE.
-QUANTIFIERS: CONCEPT, TYPE (MUCH, MANY, A LOT, LITTLE, FEW, SOME, ANY, NO ANY, NO, NONE, ALL, BOTH, EITHER, NEITHER), USAGE.
-CLAUSES: CONCEPT, TYPES (DEFINING AND NON-DEFINING RELATIVE CLAUSES), USAGE.
-QUESTIONS: CONCEPT, TYPE (TAG QUESTION), USAGE.
-COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS
-ADJECTIVES (B1): CONCEPT, TYPES (ADJECTIVE ORDER, -ED/-ING, ADJECTIVES FROM VERBS)
-PREPOSITIONS: CONCEPT, TYPES (MOVEMENT), USAGE.
-COGNATE: CONCEPT, TYPES (TRUE AND FALSE)
-WISHES: CONCEPT, TYPES (I WISH/IF ONLY)
-CAUSATIVES: CONCEPT, TYPES (HAVE SOMETHING DONE / GET SOMETHING DONE), USAGE.
-PHRASAL VERBS: CONCEPT, TYPES (INTERMEDIATE), USAGE.

RAP 4

4.7 CRITERIOS DE EVALUACIÓN

RAP 1
-THEY USE BASIC BPO VOCABULARY ACCORDING TO CONTEXT.
-THEY COMMUNICATE AT A BASIC LEVEL TO INTERACT WITH CUSTOMERS ACCORDING TO TECHNICAL KNOWLEDGE.
-THEY GENERATE CONVERSATIONS ACCORDING TO THE WORK CONTEXT.
-THEY DESCRIBE THE ORGANIZATION AND ITS PORTFOLIO ACCORDING TO TECHNICAL PROCEDURE.

RAP 2
-THEY INTERPRET COMPLEX INFORMATION BASED ON CUSTOMER'S CULTURE.
-THEY PRONOUNCE IN ENGLISH LANGUAGE TO SUPPORT THE COMMUNICATION PROCESS ACCORDING TO TECHNICAL VOCABULARY.
-THEY ORGANIZE THEIR QUERIES BY USING LINKING WORDS, WHEN TALKING TO CUSTOMERS ACCORDING TO TECHNICAL GUIDE.

RAP 3
-THEY MAKE INTERACTIONS WITH CLIENTS ORALLY AND IN WRITING ACCORDING TO PROTOCOLS AND ETIQUETTE.
-THEY IDENTIFY GEOREFERENCING ELEMENTS (TELEPHONES, ADDRESSES, TIME ZONES), ACCORDING TO WORK CONTEXT.

RAP 4
-THEY EXPRESS AGREEMENT AND DISAGREEMENT ABOUT CUSTOMER REQUESTS.
-THEY RECAPITULATE CUSTOMERS REQUESTS AT THE CLOSING OF THE PROCESS ACCORDING TO TECHNICAL PROCEDURE.
-THEY SCALE CUSTOMER'S REQUEST ACCORDING TO TECHNICAL PROCEDURE.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1.
TECHNOLOGIST DEGREE IN THE BASIC CORE KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND RELATED; OR POLITICAL SCIENCE, INTERNATIONAL RELATIONS; OR PUBLIC ACCOUNTING; ADMINISTRATIVE ENGINEERING AND RELATED; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND RELATED. (SEE ANNEX N.B.C). C1 CERTIFICATE OF ENGLISH.

ALTERNATIVE 2.
UNIVERSITY PROFESSIONAL DEGREE IN THE BASIC CORE OF KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND THE LIKE; OR PUBLIC ACCOUNTING; OR ECONOMY; OR ADMINISTRATIVE AND RELATED ENGINEERING; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; MODERN LANGUAGES, LITERATURE, LINGUISTICS AND THE LIKE; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND THE LIKE; OR ADVERTISING AND THE LIKE; OR OTHER ENGINEERING; OR NBC UNRATED. CERTIFICATE OF C1 OF ENGLISH.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.

THIRTY (30) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: EIGHTEEN (18) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O) AND TWELVE (12) MONTHS IN TEACHING.

ALTERNATIVE 2.
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O). AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias

COMMON COMPETENCES
RESULTS ORIENTATION, USER AND CITIZEN ORIENTATION TRANSPARENCY AND COMMITMENT TO THE ORGANIZATION
INSTRUCTOR-LEVEL BEHAVIORAL COMPETENCIES (RES. 1458 OF 2017 ANNEX NO. 2)
1. TECHNICAL EXPERTISE
2. TEAMWORK AND COLLABORATION
3. CONTINUOUS LEARNING

INSTRUCTOR-LEVEL BEHAVIORAL SKILLS (RES. 1382 OF 2018 ANNEX 2):
PLANNING FOR INTEGRAL PROFESSIONAL TRAINING.
TEAMWORK AND COLLABORATION.
CONTINUOUS LEARNING.
CREATIVITY AND INNOVATION.
ADAPTABILITY TO CHANGE.
LEADERSHIP IN WORK GROUPS.
DECISION MAKING.

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	Razonar cuantitativamente frente a situaciones susceptibles de ser abordadas de manera matemática en contextos laborales, sociales y personales.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201528
4.3 NOMBRE DE LA COMPETENCIA	MATHEMATICS
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 4. TO VERIFY THE RESULTS OF MATHEMATICAL PROCEDURES IN ACCORDANCE WITH THE REQUIREMENTS OF DIFFERENT CONTEXTS.
RAP 1. TO IDENTIFY PROBLEMATIC SITUATIONS ASSOCIATED WITH THEIR CONTEXT NEEDS BY APPLYING MATHEMATICAL PROCEDURES.
RAP 3. TO SOLVE PROBLEMS OF THE PRODUCTIVE AND SOCIAL ENVIRONMENT APPLYING MATHEMATICAL PRINCIPLES.
RAP 2. TO POSE ARITHMETIC, GEOMETRIC AND METRIC PROBLEMS ACCORDING TO THE PRODUCTIVE AND SOCIAL CONTEXTS.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

RECOGNIZE QUANTITATIVE INFORMATION
ESTABLISH RELATIONSHIPS BETWEEN VARIABLES
IDENTIFY EQUIVALENCES BETWEEN MEASUREMENT SYSTEMS
DEFINE ELEMENTS OF GEOMETRIC FIGURES
PERFORM FIRST DEGREE EQUATIONS
INTERPRET A DATA SET
RAISE PROPORTIONS
WRITE FIRST DEGREE EQUATIONS
REPRESENT GEOMETRIC FIGURES
REPRESENT A SET OF DATA
PERFORM MATHEMATICAL OPERATIONS AND PROCEDURES BETWEEN RATIONAL QUANTITIES.

SOLVE RULES OF THREE SIMPLE DIRECT
CALCULATE PERIMETERS, AREAS AND VOLUMES
PERFORM UNITS OF MEASUREMENT CONVERSION
SOLVE FIRST DEGREE EQUATIONS
CHECK MATHEMATICAL PROCEDURES
CHECK THE SOLUTION OF AN EQUATION

4.6.2 CONOCIMIENTOS DEL SABER

RATIONAL NUMBERS: CONCEPT, REPRESENTATIONS AND PROPERTIES
ARITHMETIC OPERATIONS: CONCEPT, PROCESSES, ORDER OF OPERATIONS AND PROPERTIES
DIRECT PROPORTIONALITY: CONCEPT AND RULE OF THREE SIMPLE DIRECT
GEOMETRY: BASIC CONCEPTS, ELEMENTS: POINT, SEGMENT, LINE, ANGLE AND FIGURES.
MEASUREMENT UNITS: CONCEPT, EQUIVALENCES AND MEASUREMENT SYSTEM
FIRST DEGREE EQUATIONS: CONCEPTS AND SOLUTION METHODS
STATISTICAL VARIABLES: CONCEPT AND TYPES OF VARIABLES
STATISTICAL CHARTS: BAR AND PIE CHARTS
CONVERSION OF UNITS: CONCEPT AND METHODS
PERIMETER: CONCEPT AND CALCULATIONS
AREAS: CONCEPT AND CALCULATIONS
VOLUME: CONCEPT AND CALCULATIONS
CALCULATOR: CONCEPT, COMPONENTS AND FUNCTIONS

4.7 CRITERIOS DE EVALUACIÓN

THEY DEFINE THE PROBLEM TO BE SOLVED ACCORDING TO THE NEEDS OF ITS ENVIRONMENT
THEY DEFINE MATHEMATICAL PROCEDURES ACCORDING TO THE PROBLEMATIC SITUATION
THEY POSE FIRST DEGREE EQUATIONS ACCORDING TO THE EXERCISES PROPOSED
THEY POSE RULES OF THREE ACCORDING TO THE RELATIONSHIP BETWEEN THE VARIABLES
THEY PRESENT SOLUTIONS TO PROBLEMS THROUGH GEOMETRIC FIGURES
THEY SOLVE EQUATIONS ACCORDING TO MATHEMATICAL PRINCIPLES
THEY CALCULATE PERIMETERS, AREAS AND VOLUMES ACCORDING TO THE ELEMENTS OF THE GEOMETRIC FIGURE
THEY MAKE CONVERSIONS ACCORDING TO THE EQUIVALENCES BETWEEN MEASUREMENT SYSTEMS
THEY REPRESENT A SET OF DATA ACCORDING TO THE STATISTICAL VARIABLE
THEY PERFORM MATHEMATICAL PROCEDURES BY USING A CALCULATOR.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

DEGREE IN MATHEMATICS OR ENGINEER RELATED TO THE TRAINING PROGRAM

4.8.2 Experiencia laboral y/o especialización:

MINIMUM 12 MONTHS OF TEACHING EXPERIENCE

4.8.3 Competencias:

TRAINING BY PROJECTS
PEDAGOGICAL PROCESSES
CREATIVITY AND ARTISTIC SKILLS
LEADERSHIP

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	Resultado de Aprendizaje de la Inducción.
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240201530
4.3 NOMBRE DE LA COMPETENCIA	INDUCTION
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 1- TO APPROPRIATE CHARACTERISTICS OF ORGANIZATIONAL MANAGEMENT OF SENA IN CONTEXT OF THE INSTITUTIONAL MISSION IN ACCORDANCE WITH THEIR ROLE IN LIFE PROJECT AND PROFESSIONAL DEVELOPMENT.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-TO IDENTIFY HISTORICAL DEVELOPMENT OF SENA.
-TO IDENTIFY CORPORATE IDENTITY OF SENA.
-TO DESCRIBE ELEMENTS THAT MAKE UP SENA'S CORPORATE IMAGE.
-TO IDENTIFY ORGANIZATIONAL STRUCTURE OF THE ENTITY.
-TO DESCRIBE RULES OF COEXISTENCE THAT REGULATE THE BEHAVIOR OF APPRENTICES, DURING TRAINING PROCESS.
-TO DESCRIBE CHARACTERISTICS OF SENA'S COMPREHENSIVE VOCATIONAL TRAINING.
-TO DIFFERENTIATE CHARACTERISTICS OF THE OFFER OF COMPREHENSIVE VOCATIONAL TRAINING PROGRAMS.

4.6.2 CONOCIMIENTOS DEL SABER

-MISSION, VISION, INSTITUTIONAL HISTORY, OBJECTIVES OF PROFESSIONAL TRAINING, ETHICAL PRINCIPLES, ETHICAL VALUES AND ETHICAL PROCEDURES.
-ELEMENTS OF THE INSTITUTIONAL IMAGE: SHIELD, FLAG, LOGO, SYMBOL, ANTHEM, ROSETTES.
-ORGANIZATIONAL STRUCTURE OF THE SENA NATIONAL LEARNING SERVICE.
-POLICIES OF WELFARE TO APPRENTICES AND NORMS OF INTERNAL COEXISTENCE: ALTERNATIVES FOR THE DEVELOPMENT OF THE PRODUCTIVE STAGE.
-STAGES OF TRAINING: TYPOLOGY, CHARACTERISTICS, PROCEDURE. MANUAL OF COEXISTENCE, SPECIFIC RULES OF THE CENTERS.
-COMPREHENSIVE VOCATIONAL TRAINING: CONCEPT, PRINCIPLES AND CHARACTERISTICS.
-TYPES OF OFFERS OF VOCATIONAL TRAINING PROGRAMS AND THEIR CHARACTERISTICS. TYPES OF

CERTIFICATES ACCORDING TO THE TRAINING AND DURATION OF THE TRAINING PROGRAMS.
-DEVELOPMENT OF COMPETENCES IN INTEGRAL PROFESSIONAL TRAINING, CONCEPT, TYPES AND CHARACTERISTICS.
-TRAINING PROJECT: CONCEPT, PHASES ACTIVITIES, DENOMINATION, OBJECTIVES, PORTFOLIO OF EVIDENCE: STRUCTURE, TYPES OF EVIDENCE, FORMAT, CONTENTS.
-SENA TECHNOLOGY PLATFORMS: SENA TUTORIALS: LMS, SOFIA PLUS, VIRTUAL APPRENTICE SYSTEM (SVA), LEARNING CONTRACT MANAGEMENT. MISENA MAIL. PORTALS, SOCIAL NETWORKS OF THE ENTITY.
TRAINING ROUTE: TEACHING STAGE, PRACTICAL STAGE (ALTERNATIVES). DURATION, CHARACTERISTICS, REQUIREMENTS, FORMATS, COMMITMENTS, EVALUATION AND MONITORING, IMPROVEMENT PLAN.
LIFE PROJECT. THAT IT IS A LIFE PROJECT, AS IT IS FORMULATED, AS IT IS REWRITTEN.

4.7 CRITERIOS DE EVALUACIÓN

-THEY RECOGNIZE INSTITUTIONAL IDENTITY AND ADMINISTRATIVE AND TRAINING PROCEDURES.
-THEY IDENTIFY THE COMPONENTS AND STRUCTURE OF COMPREHENSIVE VOCATIONAL TRAINING ACCORDING TO THE TRAINING PROGRAM AND YOUR PROFILE AS AN APPRENTICE AT SENA.
-THEY INCORPORATE INTO LIFE PROJECT THE OPPORTUNITIES OFFERED BY SENA.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1.
FOR THE INTEGRAL DEVELOPMENT OF THIS COMPETENCE, THE PARTICIPATION OF THE TECHNICAL INSTRUCTOR OF THE TRAINING PROGRAM, THE INSTRUCTORS OF THE KEY AND TRANSVERSAL COMPETENCES, THE HUMAN DEVELOPMENT PROFESSIONAL, WELFARE AND LEADERSHIP TEAM TO THE APPRENTICE, CORPORATE RELATIONS, EDUCATIONAL ADMINISTRATION, MISSIONARY AND ACADEMIC COORDINATORS IN COORDINATION WITH THE DEPUTY DIRECTOR OF THE CENTER IS REQUIRED.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF THE THEME OF THE COMPETENCE AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias:

PRACTICE OF PRINCIPLES, VALUES AND ETHICAL PROCEDURES IN ACCORDANCE WITH THE CODE OF INSTITUTIONAL ETHICS.
WILLINGNESS TO CHANGE.
INVESTIGATIVE SKILLS.
GROUP MANAGEMENT.
LEADERSHIP.
EFFECTIVE AND ASSERTIVE COMMUNICATION.
LITERACY DOMAIN.
ARGUMENTATIVE AND PURPOSEFUL MASTERY.
TEAMWORK.
ICT MANAGEMENT.
KNOWLEDGE OF SENA CORPORATE IDENTITY MANUAL.
KNOWLEDGE OF INSTITUTIONAL POLICIES FOR THE APPRENTICE.
KNOWLEDGE OF THE MANAGEMENT PROCESS OF COMPREHENSIVE VOCATIONAL TRAINING.

INSTRUCTOR-LEVEL BEHAVIORAL SKILLS (RES. 1382 OF 2018 ANNEX 2):
PLANNING FOR INTEGRAL PROFESSIONAL TRAINING.
TEAMWORK AND COLLABORATION.

ADAPTABILITY TO CHANGE.
LEADERSHIP IN WORK GROUPS.
DECISION MAKING.

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	RESULTADOS DE APRENDIZAJE ETAPA PRACTICA
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	999999999
4.3 NOMBRE DE LA COMPETENCIA	
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	864 horas

4.5 RESULTADOS DE APRENDIZAJE
DENOMINACIÓN
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

4.6 CONOCIMIENTOS
4.6.1 CONOCIMIENTOS DE PROCESO
4.6.2 CONOCIMIENTOS DEL SABER

4.7 CRITERIOS DE EVALUACIÓN

4.8 PERFIL DEL INSTRUCTOR
4.8.1 Requisitos Académicos:

4.8.2 Experiencia laboral y/o especialización:

4.8.3 Competencias:

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	Tramitar requerimientos del usuario de acuerdo con procedimiento técnico y protocolo de servicio
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	260102029
4.3 NOMBRE DE LA COMPETENCIA	PROCESSING CUSTOMER REQUIREMENTS
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	192 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 4- TO RESPOND TO CUSTOMER REQUIREMENTS BASED ON SERVICE PROTOCOLS AND REGULATIONS ON DATA PROCESSING.
RAP 1- TO RECEIVE CUSTOMER REQUESTS BASED ON SERVICE PROTOCOLS.
RAP 3- TO VALIDATE REGISTRATION OF CUSTOMER DATA ACCORDING TO TECHNICAL GUIDE.
RAP 2- TO PROCESS CUSTOMER REQUIREMENTS ACCORDING TO TECHNICAL GUIDE.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

RAP 1
- TO PREPARE CONTACT CENTER TOOLS AND EQUIPMENT.
- TO VERIFY PROPER FUNCTIONING OF TOOLS AND EQUIPMENT.
- TO REQUEST INFORMATION FROM USERS.
-TO ACCESS CONSULTATION TOOLS.

RAP 2
- TO SEGMENT THE REQUIREMENT.
- TO RECORD DATA.
- TO REVIEW THE REQUIREMENTS.

RAP 3
- TO CLASSIFY THE REQUIREMENT.
- TO PRIORITIZE THE REQUIREMENT.

- TO VERIFY THE IDENTITY OF THE USER.

RAP 4
1- TO ESCALATE REQUIREMENTS.
2- TO VALIDATE THE SOLUTION.
3- TO HANDLE OBJECTIONS.
4- TO DOWNLOAD USAGE REPORTS.

4.6.2 CONOCIMIENTOS DEL SABER

RAP 1
- BPO: CONCEPT, CHARACTERISTICS, IMPORTANCE, VOCABULARY AND TERMINOLOGY.
- INFORMATION RECORDING: CONCEPT CHARACTERISTICS AND METHODS OF REGISTRATION.
- USER INFORMATION: CONCEPT AND TYPES.
- POLL TECHNIQUES: CONCEPT, TYPES AND USES.
- CUSTOMER SERVICE: CONCEPT, CHARACTERISTIC IMPORTANCE, TYPES, APPLICATION, PROTOCOL, SERVICE MANUAL AND CHANNELS.
- VERBAL AND WRITTEN COMMUNICATION OF BPO: CONCEPT, CHARACTERISTICS, BARRIERS AND CHANNELS, FINGERING, WRITING, SPELLING AND NET LABEL, TECHNIQUES.
-USER REQUIREMENTS: TYPES, CHARACTERISTICS, PROCESSING METHODS, CLASSIFICATION AND INTERPRETATION.
- SAFETY AND HEALTH AT WORK: ACTIVE BREAKS, ERGONOMICS, PROTECTIVE ELEMENTS, SELF-CARE, RISK CONTROL PROCEDURE.

RAP 2
- QUALITY STANDARDS: CONCEPT, REGULATIONS AND APPLICATION.
- DATA CLASSIFICATION: CONCEPT, TYPES AND APPLICABILITY.
- PRIORITIZATION AND RESPONSE TIMES: CONCEPT, CLASSIFICATION, CHARACTERISTICS.
- CLASSIFICATION: CONCEPT, CHARACTERISTICS, TYPES AND USES.
- SERVICE INDICATORS: TYPES, CALCULATION METHODS, ADHD, ATTENTION LEVELS, SERVICE LEVELS.- TOOLS AND EQUIPMENT: CONCEPT, TYPES, FEATURES, APPLICABILITY.- CONTACT CENTER HARDWARE AND SOFTWARE: CONCEPT, TYPES, FEATURES, APPLICABILITY.
- VOCAL PRODUCTION TECHNIQUES: PRONUNCIATION, VOCALIZATION, DICTION, BREATHING, ACCENTUATION, REGIONALISMS, FOREIGNISM AND JARGONS.

RAP 3
- CONSULTATION AND ESCALATION OF INFORMATION: CONCEPT, TYPES AND CHARACTERISTICS.
- PQRSF: CONCEPT, CHARACTERISTICS, APPLICABILITY AND REGULATIONS, (STATUTE OF THE CONSUMER AND ASSOCIATES).
- CRITERIA OF PRIORITIZATION OF REQUIREMENT AND RESPONSE TIMES: CONCEPT, CHARACTERISTICS AND APPLICABILITY.

RAP 4
- TECHNICAL SUPPORT: CONCEPT, TYPES, FEATURES, LEVELS AND APPLICATION.
- IDENTITY FRAUD: CONCEPTS, VERIFICATION TECHNIQUES, CONCEPTS OF DIGITAL IDENTITY.
- INFORMATION LOGGING: DATA CAPTURE FORM MANAGEMENT METHODS, DATA REQUEST FEATURES.
- INFORMATION SECURITY: METHODS OF ADMINISTRATION OF USERS AND PASSWORDS, GUIDELINES OF THE LAW ON THE PROTECTION OF PERSONAL DATA AND CONFIDENTIALITY OF INFORMATION.
- REPORTS USAGE: CONCEPT, TYPES, APPLICABILITY.
- PARAPHRASING AND REFORMULATION: CONCEPT AND USES.

4.7 CRITERIOS DE EVALUACIÓN

RAP 1
- THEY CLASSIFY CUSTOMER REQUIREMENTS ACCORDING TO TECHNICAL GUIDANCE.
- THEY USE TOOLS AND EQUIPMENT ACCORDING TO TECHNICAL GUIDANCE.- THEY VERIFY PROPER

FUNCTIONING OF CONTACT CENTER EQUIPMENT ACCORDING TO TECHNICAL GUIDANCE.

RAP 2
- THEY CLASSIFY CUSTOMER REQUIREMENTS ACCORDING TO TECHNICAL GUIDANCE.
- THEY USE TOOLS AND EQUIPMENT ACCORDING TO TECHNICAL GUIDANCE.- THEY VERIFY PROPER FUNCTIONING OF CONTACT CENTER EQUIPMENT ACCORDING TO TECHNICAL GUIDANCE.

RAP 3
- THEY PRIORITIZE CUSTOMER REQUIREMENTS ACCORDING TO SERVICE PROTOCOLS THEY VERIFY THE USER'S IDENTITY ACCORDING TO FILTER QUESTION PROTOCOLS.
- THEY CONFIRM THAT THE INFORMATION RECORDED IS IN ACCORDANCE WITH THE CHARACTERISTICS OF THE DATA REQUEST

RAP 4
- THEY INTERACT ASSERTIVELY WITH THE USER IN ACCORDANCE WITH THE PROTOCOLS OF THE ORGANIZATION.
- THEY APPLY ORAL AND WRITTEN COMMUNICATION TECHNIQUES ACCORDING TO PROCEDURES ESTABLISHED BY THE OPERATION.
- THEY SCALE THE CUSTOMER'S REQUEST ACCORDING TO THE TYPE OF REQUEST.
- THEY MEET THE CRITERIA OF INFORMATION SECURITY IN ACCORDANCE WITH THE POLICIES OF THE ORGANIZATION.
- THEY GUIDE THE CLIENT ACCORDING TO REQUIREMENTS.
- THEY PROVIDE RESPONSE TO CUSTOMER REQUIREMENTS ACCORDING TO TECHNICAL GUIDANCE.
- THEY SOLVE THE REQUIREMENT TO THE CLIENT IN THE FIRST CONTACT ACCORDING TO PROTOCOLS.
- THEY CLOSE THE CUSTOMER'S REQUEST IN ACCORDANCE WITH TECHNICAL PROCEDURE.
- THEY APPLY PROCESSES TO DOWNLOAD REPORTS, ACCORDING TO INFORMATION SECURITY POLICIES
- THEY VALIDATE CUSTOMER SATISFACTION ACCORDING TO THE PROVISION OF THE SERVICE.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1.
TECHNOLOGIST DEGREE IN THE BASIC CORE KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND RELATED; OR POLITICAL SCIENCE, INTERNATIONAL RELATIONS; OR PUBLIC ACCOUNTING; ADMINISTRATIVE ENGINEERING AND RELATED; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND RELATED. (SEE ANNEX N.B.C). C1 CERTIFICATE OF ENGLISH.

ALTERNATIVE 2.
UNIVERSITY PROFESSIONAL DEGREE IN THE BASIC CORE OF KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND THE LIKE; OR PUBLIC ACCOUNTING; OR ECONOMY; OR ADMINISTRATIVE AND RELATED ENGINEERING; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; MODERN LANGUAGES, LITERATURE, LINGUISTICS AND THE LIKE; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND THE LIKE; OR ADVERTISING AND THE LIKE; OR OTHER ENGINEERING; OR NBC UNRATED. CERTIFICATE OF C1 OF ENGLISH.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.
THIRTY (30) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: EIGHTEEN (18) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O) AND TWELVE (12) MONTHS IN TEACHING.

ALTERNATIVE 2.
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF

EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O). AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias:

COMMON COMPETENCES
ORIENTATION TO RESULTS, ORIENTATION TO THE USER AND TO THE CITIZEN TRANSPARENCY AND COMMITMENT TO THE ORGANIZATION.
INSTRUCTOR-LEVEL BEHAVIORAL COMPETENCIES (RES. 1458 OF 2017 ANNEX NO. 2)
1. TECHNICAL EXPERTISE
2. TEAMWORK AND COLLABORATION
3. CONTINUOUS LEARNING
4. CREATIVITY AND INNOVATION

INSTRUCTOR-LEVEL BEHAVIORAL SKILLS (RES. 1382 OF 2018 ANNEX 2):
PLANNING FOR INTEGRAL PROFESSIONAL TRAINING.
TEAMWORK AND COLLABORATION.
CONTINUOUS LEARNING.
CREATIVITY AND INNOVATION.
ADAPTABILITY TO CHANGE.
LEADERSHIP IN WORK GROUPS.
DECISION MAKING.

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	Utilizar herramientas informáticas de acuerdo con las necesidades de manejo de información
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	220501046
4.3 NOMBRE DE LA COMPETENCIA	USE OF COMPUTER TOOLS ACCORDING TO INFORMATION MANAGEMENT NEEDS.
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	48 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 1. TO SELECT INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TOOLS, ACCORDING TO THE IDENTIFIED NEEDS.
RAP 3. TO VERIFY THE RESULTS OBTAINED, ACCORDING TO THE REQUIREMENTS.
RAP 2. TO USE ICT TOOLS, IN ACCORDANCE WITH THE REQUIREMENTS, OPERATING MANUALS, PROCEDURES AND STANDARDS.
RAP 4. TO IMPLEMENT GOOD PRACTICES OF USE, ACCORDING TO THE TECHNOLOGY USED.

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

TO CHARACTERIZE ICT EQUIPMENT, TYPES OF SOFTWARE AND INTERNET SERVICES.
TO CHOOSE ICT EQUIPMENT, TYPES OF SOFTWARE AND INTERNET SERVICES.
TO MANAGE COMPUTERS, PERIPHERALS, TABLETS AND CELL PHONES.
TO APPLY OPERATING SYSTEM FUNCTIONALITIES.
TO MANAGE WORD PROCESSOR, SPREADSHEET, PRESENTATION SOFTWARE AND PROGRAMS SPECIFIC.
TO USE SEARCH ENGINES, BROWSER PROGRAMS, EMAIL, DATA TRANSFER, FILES, CHAT, E-LEARNING PROGRAMS AND CLOUD COMPUTING.
TO PARTICIPATE IN SOCIAL NETWORKS.
TO CHECK THE OPERATION OF ICT PRODUCTS.
TO APPLY GOOD PRACTICES FOR THE USE OF ICT TECHNOLOGIES.

4.6.2 CONOCIMIENTOS DEL SABER

TECHNOLOGY: CONCEPT, TYPES, CHARACTERISTICS.
ICT TOOLS: CLASSES, CHARACTERISTICS, USES
INFORMATION AND COMMUNICATION TECHNOLOGIES: CONCEPT, COMPONENTS, CHARACTERISTICS, TRENDS, USES.
ICT EQUIPMENT AND PERIPHERALS:
- COMPUTER: CONCEPT, ARCHITECTURE, OPERATION, TYPES, CHARACTERISTICS.
- PERIPHERALS: CONCEPT, CLASSIFICATION, CHARACTERISTICS, OPERATION.
- OTHERS (TABLETS, MOBILE DEVICES): CONCEPT, OPERATION, TYPES, CHARACTERISTICS

DATA NETWORKS: CONCEPT, CONNECTIVITY, TYPES, CHARACTERISTICS, USES, SERVICES.
SOFTWARE: CONCEPT, TOOLS, FUNCTIONS, PROPERTIES. TYPES OF SOFTWARE:
- SYSTEM SOFTWARE (OPERATING SYSTEM): CONCEPT, CLASSES, FUNCTIONS, CHARACTERISTICS, USES.
- APPLICATION SOFTWARE (WORD PROCESSOR, SPREADSHEET, PRESENTATIONS, SOFTWARE SPECIFIC): CONCEPT, CLASSES, FUNCTIONS, CHARACTERISTICS, USES.

INTERNET:
- DEFINITION, HISTORY, EVOLUTION, ARCHITECTURE, UTILITIES.
- CONNECTION: TYPES, CONFIGURATION, CHARACTERISTICS.

INTERNET SERVICES: (BROWSING, EMAIL, FILE TRANSFER, SEARCH, INSTANT MESSAGING (CHATS), SOCIAL NETWORKS, E-LEARNING, CLOUD COMPUTING): CONCEPT, REQUIREMENTS, TYPES,
UTILITIES, APPLICATIONS, ADVANTAGES, DISADVANTAGES.
VERIFICATION OF RESULTS: OBJECT, TECHNIQUES.
USE OF TECHNOLOGIES: GOOD PRACTICES, OBJECT, IMPLEMENTATION.

4.7 CRITERIOS DE EVALUACIÓN

THEY RECOGNIZE CHARACTERISTICS OF ICT EQUIPMENT, TYPES OF SOFTWARE AND INTERNET SERVICES, ACCORDING TO WITH THE TECHNOLOGY TO USE.
THEY CHOOSE ICT TOOLS, ACCORDING TO INFORMATION AND COMMUNICATION NEEDS.
THEY MANAGE COMPUTERS, PERIPHERALS, TABLETS AND CELL PHONES, ACCORDING TO THE FUNCTIONALITIES AND USER MANUALS.
THEY APPLY OPERATING SYSTEM FUNCTIONALITIES, ACCORDING TO THE NEEDS OF TEAM RESOURCE MANAGEMENT.
THEY USE WORD PROCESSING, SPREADSHEET, PRESENTATION SOFTWARE AND SPECIFIC COMPUTER SOFTWARE ACCORDING TO THE FUNCTIONALITIES OF THE PROGRAMS.
THEY USE SEARCH ENGINES, BROWSER PROGRAMS, EMAIL, DATA TRANSFER, FILES, CHAT, E-LEARNING PROGRAMS AND CLOUD COMPUTING, IN ACCORDANCE WITH THE INFORMATION AND COMMUNICATION NEEDS.
THEY PARTICIPATE IN SOCIAL NETWORKS, ACCORDING TO COMMUNICATION NEEDS.
THEY TEST THE OPERATION OF THE EQUIPMENT, PRODUCTS OR SERVICES OBTAINED WITH THE USE OF ICT TOOLS, ACCORDING TO THE REQUIREMENTS MADE.

THEY APPLY GOOD PRACTICES FOR THE USE OF ICT TECHNOLOGY, IN ACCORDANCE WITH THE STANDARDS AND RECOMMENDATIONS.

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

TECHNOLOGIST OR PROFESSIONAL IN AREAS RELATED TO INFORMATION AND COMMUNICATION TECHNOLOGIES.

4.8.2 Experiencia laboral y/o especialización:

MINIMUM, EIGHTEEN (18) MONTHS OF WORK EXPERIENCE, OF WHICH TWELVE (12) MONTHS WILL BE RELATED TO THE EXERCISE OF THE PROFESSION OR TRADE OBJECT OF THE PROFESSIONAL TRAINING AND SIX (6) MONTHS IN TEACHING WORK IN THE AREA.

4.8.3 Competencias:

TRAINING BY PROJECTS
PEDAGOGICAL PROCESSES
CREATIVITY AND ARTISTIC SKILLS
LEADERSHIP
COMMUNICATION SKILLS

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

4.1 NORMA / UNIDAD DE COMPETENCIA	Vender productos y servicios de acuerdo con las necesidades del cliente y objetivos comerciales
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	260101047
4.3 NOMBRE DE LA COMPETENCIA	PRODUCT AND SERVICE SALES.
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	192 horas

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN
RAP 1- TO RECOGNIZE THE NEEDS OF CUSTOMERS ACCORDING TO THEIR PROSPECTING AND COMPANYS COMMERCIAL POLICIES
RAP 2- TO STRUCTURE COMMERCIAL PROPOSAL BASED ON CUSTOMER REQUIREMENTS.
RAP 3- TO PRESENT COMMERCIAL PROPOSAL ACCORDING CUSTOMERS' REQUESTS

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

RAP 1
- TO CHARACTERIZE CUSTOMERS.
- TO IDENTIFY THE CUSTOMER'S PURCHASE PROFILE.

RAP 2
- TO IDENTIFY PRODUCTS TO BE OFFERED.
- TO ELABORATE COMMERCIAL PROPOSAL
- TO CHECK CUSTOMER REQUIREMENTS AND BUSINESS PORTFOLIO.

RAP 3
- TO SOCIALIZE PROPOSAL
- TO PROVIDE INFORMATION
- TO ARGUE THE BENEFITS OF THE PORTFOLIO
- TO DESCRIBE THE ADVANTAGES OF THE PORTFOLIO
- TO ANSWER OBJECTIONS
- TO CLOSE CUSTOMER INTERACTION

RAP 4
- TO ASSESS CONDITIONS FOR SALE.
- TO TRACK CUSTOMER RESPONSES.
- TO SIGN SALES AGREEMENTS.
- TO DOWNLOAD SALES REPORTS.

4.6.2 CONOCIMIENTOS DEL SABER

RAP 1
- TARGET SEGMENT: CONCEPT, MARKET SEGMENTATION VARIABLES AND SEGMENT CLASSIFICATION.
- MARKET RESEARCH: INTRODUCTION, CONCEPT, TYPES AND APPLICABILITY.
- CUSTOMER PROFILE: CONCEPT, CHARACTERISTICS, APPLICABILITY AND TYPOLOGIES, CARE SERVICES, SATISFACTION MEASURES.
- COMMUNICATION CHANNELS WITH CUSTOMERS: CONCEPT, TYPES AND APPLICABILITY.
- INFORMATION AND COMMUNICATION TECHNOLOGIES: CHARACTERISTICS, TYPES AND APPLICABILITY TO SALES MANAGEMENT, DEVICE MANAGEMENT, DIGITAL APPLICATIONS.
- SOFT SKILLS: ETHICS, ADAPTABILITY, TOLERANCE TO FRUSTRATION, RESILIENCE, STRESS MANAGEMENT, EXPERTISE, MOTIVATIONAL THEORIES.
- DATA: CONCEPT, TYPES, STRING OF CHARACTERS, REGISTRATION, IMPORT AND EXPORT TECHNIQUES, DATA MODIFICATION CRITERIA, STORAGE AND EXTRACTION METHODS, GRAMMATICAL STANDARDS, QUERY AND CONFIRMATION TECHNIQUES.

RAP 2
- MARKETING PLAN: CONCEPT, STRUCTURE AND APPLICABILITY.
- CONSUMER PSYCHOLOGY: CONCEPT, FUNDAMENTALS, APPLICABILITY IN THE SALE AND STAGES OF THE PURCHASE PROCESS.
-PORTFOLIO OF PRODUCTS AND SERVICES: STRUCTURE AND APPLICABILITY.
- COMMERCIAL PROPOSAL: CONCEPT, STRUCTURE, COMPONENTS, SALES PITCH. - INFORMATION: REGULATIONS, HABEAS DATA, DATA PROTECTION PROCEDURE, CONFIDENTIALITY, REGULATIONS ON THE PROCESSING, USE AND STORAGE OF DATA.

RAP 3
- INFORMATION MANAGEMENT: CONCEPT, TYPES OF INFORMATION, TYPES OF FILES, TYPES OF DATABASES.
- SALES STRATEGY: CONCEPT, STRUCTURE AND APPLICABILITY.
- SALES TECHNIQUE: CONCEPT, TYPES AND APPLICABILITY.
- OBJECTIONS: CONCEPT AND TYPES.
- SALES PROCESS: CONCEPT, PHASES AND APPLICABILITY, CUSTOMER LOYALTY.
- COMMERCIAL COMMUNICATION: CONCEPT, ELEMENTS, SKILLS, TYPES AND TECHNIQUES, APPLICABILITY TO

MANAGEMENT WITH CUSTOMERS, PERSONAL PRESENTATION, ASSERTIVENESS.

RAP 4
- ORGANIZATIONAL INFORMATION SYSTEM: CONCEPT, STRUCTURE AND APPLICABILITY, SALES TOOLS.
- MOMENTS OF TRUTH: CONCEPT, TYPES AND APPLICABILITY.
- NEGOTIATION TECHNIQUE: CONCEPT, TYPES AND APPLICABILITY.
- LEADERSHIP: TIME MANAGEMENT, VALUES, RECURSION, PROACTIVITY, PLANNING, RESULTS ORIENTATION.
- SALE REPORTS: CONCEPT, TYPE, CHARACTERISTICS AND APPLICABILITY

4.7 CRITERIOS DE EVALUACIÓN

RAP 1
-THEY ESTABLISH CUSTOMER SEGMENTATION VARIABLES ACCORDING TO COMPANYS PROTOCOL.
-THEY ACKNOWLEDGE PURCHASE PROFILES ACCORDING TO COMPANY'S PROTOCOL.

RAP 2
- THEY CHARACTERIZE THE CUSTOMER IN ACCORDANCE WITH COMMERCIAL POLICY.
- THEY SELECT THE PRODUCTS TO BE OFFERED ACCORDING TO THE CUSTOMER'S PROFILE.
- THEY PREPARE THE PROPOSAL BEARING IN MIND THE COMPANY'S COMMERCIAL POLICY.

RAP 3
- THEY COMMUNICATE TO THE CLIENT THE COMMERCIAL PROPOSAL IN ACCORDANCE WITH TECHNICAL PROCEDURE.
- THEY DESCRIBE THE PORTFOLIO TO BE OFFERED KEEPING IN MIND THE PROFILE OF THE CLIENT.
- THEY HANDLE CUSTOMER OBJECTIONS BASED ON COMMERCIAL POLICY AND COMMUNICATION PROTOCOLS.
- THEY VALIDATE THAT THE CUSTOMER'S PROFILE IS IN ACCORDANCE WITH THE OFFER OFFERED BASED ON THE COMPANYS POLICIES.
- THEY INTERACT WITH THE CLIENT ACCORDING TO TECHNICAL PROCEDURE, SALES TECHNIQUE AND COMMERCIAL PROPOSAL.

RAP 4
- THEY REGISTER IN THE INFORMATION SYSTEM WHAT HAS BEEN AGREED WITH THE CLIENT ACCORDING TO TECHNICAL GUIDANCE.
- THEY APPLY PROCESSES TO DOWNLOAD SALES REPORTS, ACCORDING TO INFORMATION SECURITY

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

ALTERNATIVE 1
TECHNOLOGIST DEGREE IN THE BASIC CORE KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND RELATED; OR POLITICAL SCIENCE, INTERNATIONAL RELATIONS; OR PUBLIC ACCOUNTING; ADMINISTRATIVE ENGINEERING AND RELATED; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND RELATED. (SEE ANNEX N.B.C). C1 CERTIFICATE OF ENGLISH.

ALTERNATIVE 2.
UNIVERSITY PROFESSIONAL DEGREE IN THE BASIC CORE OF KNOWLEDGE OF: ADMINISTRATION; OR SOCIAL COMMUNICATION, JOURNALISM AND THE LIKE; OR PUBLIC ACCOUNTING; OR ECONOMY; OR ADMINISTRATIVE AND RELATED ENGINEERING; OR SYSTEMS, TELEMATICS AND RELATED ENGINEERING; OR INDUSTRIAL ENGINEERING AND RELATED; MODERN LANGUAGES, LITERATURE, LINGUISTICS AND THE LIKE; OR ELECTRONIC ENGINEERING, TELECOMMUNICATIONS AND THE LIKE; OR ADVERTISING AND THE LIKE; OR OTHER ENGINEERING; OR NBC UNRATED. CERTIFICATE OF C1 OF ENGLISH.

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.
THIRTY (30) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: EIGHTEEN (18) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O) AND TWELVE (12) MONTHS IN TEACHING.

ALTERNATIVE 2.
TWENTY-FOUR (24) MONTHS OF RELATED EXPERIENCE DISTRIBUTED AS FOLLOWS: TWELVE (12) MONTHS OF EXPERIENCE RELATED TO THE EXERCISE OF CONTACT CENTER AND BUSINESS PROCESS OUTSOURCING (B.P.O). AND TWELVE (12) MONTHS IN TEACHING.

4.8.3 Competencias:

COMMON COMPETENCES
RESULTS ORIENTATION, USER AND CITIZEN ORIENTATION TRANSPARENCY AND COMMITMENT TO THE ORGANIZATION
INSTRUCTOR-LEVEL BEHAVIORAL COMPETENCIES (RES. 1458 OF 2017 ANNEX NO. 2)
1. TECHNICAL EXPERTISE
2. TEAMWORK AND COLLABORATION
3. CONTINUOUS LEARNING
4. CREATIVITY AND INNOVATION

INSTRUCTOR-LEVEL BEHAVIORAL SKILLS (RES. 1382 OF 2018 ANNEX 2):
PLANNING FOR INTEGRAL PROFESSIONAL TRAINING.
TEAMWORK AND COLLABORATION.
CONTINUOUS LEARNING.
CREATIVITY AND INNOVATION.
ADAPTABILITY TO CHANGE.
LEADERSHIP IN WORK GROUPS.
DECISION MAKING.

4.9 MATERIALES DE FORMACIÓN

Tipo Material	Descripción del Material	Codificación ORIONS	Unidades	Cantidad

4.10 REFERENTES BIBLIOGRÁFICOS PARA LA COMPETENCIA DE FORMACIÓN

6. CONTROL DEL DOCUMENTO

	NOMBRE	CARGO	DEPENDENCIA / RED	FECHA
Autor	LUIS ALBERTO ARDILA	PROFESIONAL DE DISEÑO Y PRODUCCIÓN CURRICULAR	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION. REGIONAL DISTRITO CAPITAL	07/06/2021
Autor	NEIDA YOLIMA CARO	DINAMIZADORA SECTORIAL	DIRECCION GENERAL. DIRECCIÓN GENERAL	07/06/2021
Autor	CESAR AUGUSTO CANO ECHEVERRI	EQUIPO DE DISEÑO CURRICULAR	null. REGIONAL RISARALDA	07/06/2021
Autor	IVAN VELEZ	GESTOR SECTORIAL	CENTRO DE COMERCIO Y TURISMO. REGIONAL QUINDÍO	07/06/2021
Autor	NADIA PATRICIA GRANADOS	INSTRUCTORA	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION. REGIONAL DISTRITO CAPITAL	07/06/2021
Autor	CARLOS ANDREY RUBIANO	INSTRUCTOR	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION. REGIONAL DISTRITO CAPITAL	07/06/2021
Autor	LIBIANDY MIRANDA	PROFESIONAL DE DISEÑO Y PRODUCCIÓN CURRICULAR	CENTRO DE GESTION DE MERCADOS, LOGISTICA Y TECNOLOGIAS DE LA INFORMACION. REGIONAL DISTRITO CAPITAL	07/06/2021
Autor	DIANA CAROLINA JARAMILLO	EXPERTA TEMÁTICA	null. REGIONAL ANTIOQUIA	07/06/2021
Autor	CLAUDIA JULIANA LEON PINTO	EQUIPO DE DISEÑO CURRICULAR	CENTRO DE SERVICIOS EMPRESARIALES Y TURÍSTICOS. REGIONAL SANTANDER	30/07/2021
Autor	CATALINA HERNANDEZ	EQUIPO DE DISEÑO CURRICULAR	CENTRO DE COMERCIO. REGIONAL ANTIOQUIA	18/08/2021
Autor	JAIME RAFAEL ROMERO	EQUIPO DE DISEÑO CURRICULAR	null. REGIONAL ANTIOQUIA	18/08/2021
Autor	IVAN VELEZ VILLEGAS	APROBAR ANALISIS	CENTRO DE COMERCIO Y TURISMO. REGIONAL QUINDÍO	02/12/2021
Autor	ANDRES FELIPE VALENCIA PIMIENTA	QUITAR SUSPENDIDO	DIRECCION GENERAL. DIRECCIÓN GENERAL	07/02/2022
Autor	ANDRES FELIPE VALENCIA PIMIENTA	QUITAR SUSPENDIDO	DIRECCION GENERAL. DIRECCIÓN GENERAL	02/05/2022

Autor	ANDRES FELIPE VALENCIA PIMIENTA	QUITAR SUSPENDIDO	DIRECCION GENERAL. DIRECCIÓN GENERAL	22/07/2022
Autor	ORLANDO OLIVA COBOS	ACTIVAR PROGRAMA	CENTRO DE SERVICIOS FINANCIEROS. REGIONAL DISTRITO CAPITAL	11/09/2022

CONTROL DE CAMBIOS

	NOMBRE	CARGO	DEPENDENCIA / RED	FECHA

	SERVICIO NACIONAL DE APRENDIZAJE SENA SISTEMA INTEGRADO DE GESTIÓN Procedimiento Ejecución de la Formación Profesional Integral PROYECTO FORMATIVO	Versión: 02 Código: GFPI-F-016

1. Información básica del proyecto

Cód. Proyecto SOFIA:		**Cód. Programa SOFIA:**	137500	**Versión del Programa:**		**Fichas asociadas:**	
1.1 Centro de Formación:	Centro de Gestión de Mercados, Logística y Tecnologías de la Información			**1.2 Regional:**	Distrito Capital		
1.3 Nombre del proyecto:	Operación de campañas de servicio al cliente en inglés para la industria de BPO						
1.4 Programa de Formación al que da resuesta:	SERVICE OPERATION IN BILINGUAL BPO CHANNELS						
1.5 Tiempo estimado de ejecución del provecto (meses):	18 MESES						
1.6 Empresas o instituciones que participan en su formulación o financiación: (si Existe)	SERVICIO NACIONAL DE APRENDIZAJE SENA						
1.7 Palabras claves de búsqueda :	BPO, BILINGÜE, CANALES, SERVICIOS, CONTACTO, CAMPAÑAS						
1.8 Número total de resultados de aprendizaje del programa de formación:	56	**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:**	**16**		
				1.9.2 Número de resultados de aprendizaje transversales que se alcanzan con el proyecto	**28**		
				1.9.3 Número de resultados de aprendizaje claves que se alcanzan con el proyecto:	**12**		

2. Estructura del Proyecto

2.1 Planteamiento del problema o necesidad que se pretende solucionar

La constante demanda de talento humano con habilidades de lengua inglesa en el sector de BPO, ha generado necesidades específicas relacionadas con la insuficiente capacitación del personal, en áreas como servicio al cliente y ventas en inglés, las cuales generan baja productividad y efectividad en las empresas del sector, por lo anterior es importante determinar ¿Cómo operar campañas de atención y comercialización de productos a través de un contact center y BPO en inglés que garanticen óptimos desempeños del talento humano dentro de las empresas del sector?

2.2 Justificación del proyecto

En 2019, Colombia ha alcanzado el cuarto puesto como país de la región con mayores ingresos en BPO según Frost & Sullivan (2019), en su análisis del Mercado de Outsourcing en Contact Center para América Latina y el Caribe durante 2019. Respecto a lo anterior, entre 2020 y 2022 se espera una tasa de crecimiento promedio anual del mercado de 5,10%, lo que muestra el dinamismo de la actividad económica, pues la perspectiva es que el sector crezca muy por encima de lo que crece anualmente la economía colombiana.
El principal país al que se exportan los servicios de BPO es Estados Unidos, por lo tanto, la necesidad de fortalecer el dominio del idioma inglés para participar activa y potencialmente en la industria de BPO es cada día más relevante. Según Pearson Group (2017), la población colombiana se encuentra en un nivel bajo de dominio del inglés, a pesar de que, a lo largo de los estudios de primaria y secundaria, se abordan los niveles A1, A2 y B1 del marco común europeo de referencia. (Ministerio de Educación Nacional, 2016). Con base en lo anterior, el SENA pretende introducir al mercado la Carrera Técnica en Operación de Servicios en Canales Bilingües BPO, con el fin de cubrir las necesidades lingüísticas y laborales.
Entre todos los diferentes beneficios de este programa, se puede decir que representa un insumo significativo para todo tipo de organizaciones empresariales relacionadas con BPO, ya que pretende contribuir a la productividad de las empresas colombianas, las cuales pretenden reducir costos y centralizar esfuerzos en sus actividades distintivas y, de esta manera, crear valor para sí mismas (Schneider, 2004). Además, los aprendices desarrollarán habilidades de alta calidad en diferentes campos, tales como: servicio al cliente, ventas, negociación, mecanografía, manejo de bases de datos y herramientas tecnológicas cotidianas, lo que les permitirá ser contratados fácilmente por cualquier empresa relacionada con la industria.

2.3 Objetivo general

Operar en campañas de servicio al cliente en inglés en canales BPO según requerimientos técnicos establecidos por la industria.

2.4 Objetivos específicos:

Comprender aspectos básicos y técnicos de la industria BPO para desempeñarse en campañas de servicio al cliente.
Consolidar el conocimiento adquirido para responder a las necesidades y requerimientos de los clientes del sector BPO.
Demostrar habilidades blandas, comunicativas y lingüísticas para aplicar el conocimiento adquirido en campaña de servicio al cliente de la industria BPO.
Validar la capacidad de desempeño en servicio al cliente según protocolos, tipos de clientes y normativa del sector BPO.

2.5 Alcance

2.5.1 Beneficiarios del proyecto	Aprendices del programa Técnico en operación de servicios en contact center y BPO y empresarios beneficiados con las campañas.	
2.5.2 Impacto	**Social:**	Inclusión de mano de obra calificada en el sector productivo, mejoramiento proyecto de vida aprendices del programa.
	Económico:	Disminución de costos por rotación de personal, incremento rentabilidad de las empresas.
	Ambiental:	Racionalización en el uso de las herramientas tecnológicas como cuidado de los recursos naturales.
	Tecnológico:	Apropiación en el uso de las nuevas tecnologías.

2.5.3 Restricciones o riesgos asociados y alternativas de solución:

Falta de compromiso del empresario como co-formador dentro del proceso/ Dar a conocer al empresario los beneficios de contribuir a la formación del talento humano.
Condiciones técnicas, físicas o logísticas de la empresa que no favorecen el desarrollo del proyecto/ mostrar las ventajas de la implementación de nuevas herramientas de contacto.
Deficiencias en el perfil de ingreso del aprendiz/ Mejorar el proceso de selección por parte de la empresa y el Sena.

2.5.4. Productos o resultados del proyecto:

Informe consolidado de la términología utilizada en el sector BPO.
Protocolo de servicios y procedimientos técnicos según estándares de la industria BPO.
Simulacros de atención al cliente en canales de voz y chat cumpliendo con los protocolos de servicio.
Informe de desempeño en campañas de servicio al cliente según protocolos y requerimientos técnicos.

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?	si
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. PLANEACION DEL PROYECTO

3.1 FASES DEL PROYECTO	3.2 ACTIVIDADES DEL PROYECTO:	3.3. RESULTADOS DE APRENDIZAJE COMPONENTE TECNICO (a partir del programa de formación)			3.4. RESULTADOS DE APRENDIZAJE COMPONENTE SOCIAL	
		Código	Denominación	Horas	Código	Denominación
INDUCCIÓN	**Contextualizar la formación profesional integral, de acuerdo con la política institucional.**				240201530_RA1	Identificar la dinámica organizacional del SENA y el rol de la formación profesional integral de acuerdo con su proyecto de vida y el desarrollo profesional
ANALISIS Y PLANEACIÓN	**Reconocer el alcance, enfoque y estándares del sector BPO para desempeñarse en campañas de servicio al cliente.**	240201050 RA_1	2 Expresar ideas orales y escritas en una segunda lengua de acuerdo con el ambiente laboral y los protocolos de comunicación de negocios.	144	240201524_RA1	Interpretar el sentido de la comunicación como medio de expresión social, cultural, laboral y artística
		260102029 RA_1	1 Recibir solicitudes de cliente según protocolos de servicio	48	240201524_RA2	Decodificar mensajes comunicativos en situaciones de la vida social y laboral, teniendo en cuenta el contexto de la comunicación
					240201524_RA3	Validar la importancia de los procesos comunicativos teniendo en cuenta criterios de lógica y racionalidad
					240201524_RA4	Aplicar acciones de mejoramiento en el desarrollo de procesos comunicativos según requerimientos del contexto
	Usar el conocimiento adquirido para crear portafolio de servicios a partir de las necesidades de la industria BPO.	260101047-4 RA_1	1 Reconocer las necesidades de los clientes de acuerdo con su prospección y políticas comerciales de la compañía.	48	240201526_RA1	Promover mi dignidad y la del otro a partir de los principios y valores éticos como aporte en la instauración de una cultura de paz
		260101047-4 RA_2	4 Estructurar propuesta comercial a partir de requerimientos del cliente.	48	240201526_RA2	Establecer relaciones de crecimiento personal y comunitario a partir del bien común como aporte para el desarrollo social
					240201526_RA3	Promover el uso racional de los recursos naturales a partir de criterios de sostenibilidad y sustentabilidad ética y normativa vigente
					240201526_RA4	Contribuir con el fortalecimiento de la cultura de paz a partir de la dignidad humana y las estrategias para la transformación de conflictos
EJECUCIÓN	**Hacer uso de las aptitudes y actitudes inherentes al sector BPO para responder a requerimientos, solicitudes y tipologías de clientes.**	240201050 RA_2	3 Entender información en una segunda lengua de acuerdo con la lengua y la estructura cultural, así como los protocolos de comunicación empresarial con el cliente.	180	220501046_ RA1	Seleccionar herramientas de tecnologías de la información y la comunicación (TIC), de acuerdo con las necesidades identificadas
		260102029 RA_2	6 Procesar requerimientos de clientes conforme con guía Técnica	48	220501046_ RA2	Usar herramientas TIC, de acuerdo con los requerimientos, manuales de funcionamiento, procedimientos y estándares
		260102029 RA_3	13 Validar el registro de datos de clientes acorde con guía técnica	48	220501046_ RA3	Verificar los resultados obtenidos, de acuerdo con los requerimientos
		260101047-4 RA_3	8 Presentar propuesta comercial de acuerdo con los requerimientos del cliente.	48	220501046_ RA4	Implementar buenas prácticas de uso, de acuerdo con la tecnología empleada
		260101047-4 RA_4	Verificar que las condiciones de negociación cumplan con lineamientos del servicio y proceso de venta.	48	230101507_RA1	Desarrollar habilidades psicomotrices en el contexto productivo y social.
					230101507_RA2	Practicar hábitos saludables mediante la aplicación de fundamentos de nutrición e higiene.
					230101507_RA3	Ejecutar actividades de acondicionamiento físico orientadas hacia el mejoramiento de la condición física en los contextos productivo y social.
					230101507_RA4	Aplicar un plan de ergonomía y pausas activas según las características de la función productiva.
EVALUACIÓN	**Evaluar los resultados obtenidos en campañas de servicio al cliente a traves de canales BPO.**	240201050 RA_3	9 Interactuar con clientes en segunda lengua de acuerdo con los requerimientos y los protocolos de servicio.	198	240201528_RA1	Identificar situaciones problemáticas asociadas a sus necesidades de contexto aplicando procedimientos matemáticos
		240201050 RA_4	15 Negociar con los clientes en una segunda lengua de acuerdo con los requerimientos y los protocolos de comunicación de servicio.	198	240201528_RA2	Plantear problemas aritméticos, geométricos y métricos de acuerdo con los contextos productivo y social
		260102029 RA_4	7 Responder requerimientos de los clientes con base en protocolos de servicio y regulaciones en el procesamiento de datos.	48	240201528_RA3	Solucionar problemas del entorno productivo y social aplicando principios matemáticos
		210602033 RA_1	11 Registrar datos según requerimientos técnicos	48	240201528_RA4	Verificar los resultados de los procedimientos matemáticos conforme con los requerimientos de los diferentes contextos
		210602033 RA_2	12 Suministrar información de acuerdo con procedimiento técnico	48	240201533_RA1	Establecer características y competencias emprendedoras personales de acuerdo con sus potencialidades, objetivos y el entorno.
		210602033 RA_3	16 Usar información de acuerdo con normas de seguridad y guía técnica.	48	240201533_RA2	Apropiar el proceso de toma de decisiones personales en su cotidianidad, según el comportamiento emprendedor.
					240201533_RA3	Emplear capacidad creativa e innovadora según estrategia emprendedora.
					240201533_RA4	Relacionar la importancia de la negociación con el emprendimiento según las necesidades y elementos de la negociación.
					210201501_RA1	Reconocer el trabajo como factor de movilidad social y transformación vital con referencia a fenomenología y los derechos fundamentales en el trabajo.
					210201501_RA2	Valorar la importancia de la ciudadanía laboral con base en el estudio de los derechos humanos y fundamentales del trabajo
					210201501_RA3	Practicar los derechos fundamentales del trabajo de acuerdo con la constitución política y los convenios internacionales
					210201501_RA4	Participar en acciones solidarias orientadas al ejercicio de los derechos humanos, de los pueblos y de la naturaleza
PRODUCTIVA	**Aplicar los conocimientos en contextos reales del sector productivo.**	999999999	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	864		

3.5 Organización del proyecto

3.5.1 No. Instructores requeridos	13	**3.5.2 No. Aprendices sugeridos para participar en el proyecto**	**30**

3.6 Descripción del ambiente de aprendizaje requerido

Ambiente convencional dotado de 31 sillas individuales, Laboratorio de Contact Center BPO dotado con puestos de trabajo individuales cumpliendo especificaciones técnicas de SST, Software especializado para Contact Center BPO.

	SERVICIO NACIONAL DE APRENDIZAJE SENA SISTEMA INTEGRADO DE GESTIÓN Procedimiento Ejecución de la Formación Profesional Integral PROYECTO FORMATIVO	Versión: 02
		Código: GFPI-F-016

3.7 RECURSOS ESTIMADOS

ACTIVIDADES DEL PROYECTO	DURACIÓN (Horas)	Materiales de formación devolutivos: (Equipos/Herramientas)		Materiales de formación (consumibles)			Talento Humano (Instructores)		AMBIENTES DE APRENDIZAJE TIPIFICADOS
		Descripción	Cantidad	Descripción		Cantidad	Especialidad	Cantidad	ESCENARIO (Aula, Laboratorio, taller, unidad productiva) y elementos y condiciones de seguridad industrial, salud ocupacional y medio ambiente
Contextualizar la formación profesional integral, de acuerdo con la política institucional.	48	Computadores Televisor Smartboard Tablero acrílico	31 1 1 1	Resma Papel tamaño carta Borrador para tablero Foamy Block Papel iris Esferos Marcadores Borrables		1 1 5 Paquetes 3 2 Cajas 4	Instructor competencias claves y transversales, Instructor Técnico, Profesional de desarrollo humano, Equipo de bienestar y liderazgo al aprendiz	1	ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 31 personas, con sillas ergonómicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa
1. Recolectar información a partir de las necesidades de la organización de Contact Center y BPO	192	Computadores Televisor Smartboard Tablero acrílico	31 1 1 1	Memoria USB Marcador Borrables Resma de papel tamaño carta Resma de papel tamaño oficio Pos -it Borrador para tablero		31 5 2 2 3 paquetes 1	Instructor Técnico e instructor transversal de competencia Comunicación	3	ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 31 personas, con sillas ergonómicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa
2. Consolidar la información obtenida para elaboración de diagnóstico a partir de las solicitudes de los clientes	288	Computadores Televisor Smartboard Tablero acrílico	31 1 1 1	Resma de papel tamaño carta Resma de papel tamaño oficio Resaltadores Regla Marcadores Borrables Borrador para tablero		1 1 2 cajas 5 5 1	Instructor Técnico e instructor transversal de competencia ética para la construcción de una cultura de paz, e instructor Competencia clave utilizar herramientas informáticas	2	ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 31 personas, con sillas ergonómicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa
3. Desarrollar propuesta de campaña para el canal Contact Center según requerimientos de la organización	624	Computadores Televisor Smartboard Tablero acrílico	31 1 1 1	Resma de papel tamaño carta Carpetas Ganchos Legajadores Lápices Borradores Sacapuntas Marcadores Borrables Borrador para tablero Perforadora		1 1 paquete 2 cajas 1 caja 1 caja 1 caja 5 1 1	Instructor técnico, instructor transversal de competencia de Actividad Física, Derechos Fundamentales	4	ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 31 personas, con sillas ergonómicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa
4. Presentar informe de evaluación a partir de resultados obtenidos en la campaña	480	Computadores Televisor Smartboard Tablero acrílico	31 1 1 1	Cosedora Ganchos Clips Sobres de manila tamaño carta Sobres de manila tamaño oficio Marcadores Borrables Borrador para tablero Resma de papel tamaño carta		1 2 cajas 2 paquete 2 paquete 5 1 1	Instructores Étnicos y transversales de Emprendimiento y Matemáticas	2	ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 31 personas, con sillas ergonómicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa
Aplicar los conocimientos en contextos reales del sector productivo.	864						Instructor Valoración etapa productiva	1	Empresas
	2496							13	

3.7.1 DETALLE DE LOS RECURSOS ESTIMADOS

HERRAMIENTAS (Materiales de formación devolutivos)	UNIDAD DE MEDIDA	CODIGO ORIONS	CANTIDAD	VALOR UNITARIO		VALOR TOTAL (por grupo de 30 aprendices)	FUENTE RECURSO		
						$ 0			
						$ 0			
TOTAL						$ 0			

EQUIPOS (Materiales de formación devolutivos)	UNIDAD DE MEDIDA	CANTIDAD	VALOR UNITARIO	VALOR TOTAL		FUENTE RECURSO
Computadores	Unidad	31	$ 3.989.000,00	$ 123.659.000,00		INVENTARIO
Televisor Smart TV con salida HDMI	Unidad	1	$ 3.000.000,00	$ 3.000.000,00		INVENTARIO
Smartboard	Unidad	1	$ 3.000.000,00	$ 3.000.000,00		INVENTARIO
Impresora Láser	Unidad	1	$ 379.200,00	$ 379.200		INVENTARIO
Tablero Acrílico grande	Unidad	1	$ 300.000,00	$ 300.000		INVENTARIO
TOTAL				$ 130.338.200		

MATERIALES (consumibles)	UNIDAD DE MEDIDA	CANTIDAD	VALOR UNITARIO	VALOR TOTAL		FUENTE RECURSO
Memoria USB 32 G	Unidad	31	$ 30.000,00	$ 930.000,00		COMPRA
Marcador Borrables	Unidad	24	$ 2.300,00	$ 55.200,00		COMPRA
Resma de papel tamaño carta	Resma	6	$ 12.890,00	$ 77.340,00		COMPRA
Resma de papel tamaño oficio	Resma	2	$ 15.900,00	$ 31.800,00		COMPRA
Sobre manila tamaño carta	Paquete	2	$ 15.900,00	$ 31.800,00		COMPRA
Sobre manila tamaño oficio	Paquete	2	$ 24.000,00	$ 48.000,00		COMPRA
Post-it	Paquete	3	$ 5.600,00	$ 16.800,00		COMPRA
Borrador para tablero	Unidad	5	$ 5.800,00	$ 29.000,00		COMPRA
Carpeta	Caja	1	$ 34.900,00	$ 34.900,00		COMPRA
Ganchos legajadores	Caja	2	$ 5.000,00	$ 10.000,00		COMPRA
Gancho clip	Caja	2	$ 2.000,00	$ 4.000,00		COMPRA
Resaltadores	Caja	2	$ 14.200,00	$ 28.400,00		COMPRA
Cosedora	Unidad	1	$ 17.000,00	$ 17.000,00		COMPRA
Perforadora	Unidad	1	$ 23.000,00	$ 23.000,00		COMPRA
Esferos	Caja	2	$ 19.900,00	$ 39.800,00		COMPRA
Sacapuntas	Caja	1	$ 11.300,00	$ 11.300,00		COMPRA
Borrador nata	Caja	1	$ 21.600,00	$ 21.600,00		COMPRA
Regla	Unidad	5	$ 2.300,00	$ 11.500,00		COMPRA
Lápiz	Caja	1	$ 15.000,00	$ 15.000,00		COMPRA
Foamy	Paquete	5	$ 15.000,00	$ 75.000,00		COMPRA
Papel Iris	Block	3	$ 3.800,00	$ 11.400,00		COMPRA
VALOR				$ 1.522.840		

4.RUBROS PRESUPUESTALES

	VALOR	RUBRO PRESUPUESTAL POR EL QUE SE FINANCIARÍA EL PROYECTO
Equipos	$ 130.338.200	COMPRA MAQUINARIA EQUIPO
Herramientas	$ 0	COMPRA MAQUINARIA EQUIPO
Talento Humano	$ 49.400.000	CONTRATACION INSTRUCTORES
Materiales de Formación	$ 1.522.840	MATERIALES PARA FORMACION PROFESIONAL
TOTAL	$ 181.261.040	

5. EQUIPO QUE PARTICIPO EN LA FORMULACIÓN DEL PROYECTO

NOMBRE	DOC IDENTIDAD	ESPECIALIDAD	NOMBRE CENTRO	REGIONAL
NADIA PATRICIA GRANADOS AMADO	52084558	INSTRUCTOR TECNICO	CGMLTI	DISTRITO CAPITAL
CARLOS ANDREY RUBIANO MUÑOZ	1016011792	INSTRUCTOR TECNICO	CGMLTI	DISTRITO CAPITAL
ALEJANDRO ACEVEDO TABARES	1039455329	INSTRUCTOR TECNICO	CENTRO DE COMERCIO	REGIONAL ANTIOQUIA
DIANA CAROLINA JARAMILLO ROJAS	43922058	EXPERTA TEMATICA	CENTRO DE COMERCIO	REGIONA ANTIOQUIA
LIBIANDY MIRANDA GAMBOA	41790931	PROFESIONALES DISEÑO CURRICULAR	CGMLTI	DISTRITO CAPITAL
LUIS ALBERTO ARDILA ESPITIA	79729953	PROFESIONALES DISEÑO CURRICULAR	CGMLTI	DISTRITO CAPITAL
CESAR AUGUSTO CANO ECHEVERRI	9956329	PROFESIONAL DISEÑO CURRICULAR- ASESOR METODOLOGICO	COMERCIO Y SERVICIOS	REGIONAL RISALDA
IVAN VELEZ VILLEGAS	7541390	GESTOR RED COMERCIO Y VENTAS	CENTRO DE COMERCIO Y TURISMO	QUINDIO

NUMBER:	LEVEL:	TRAINING PROGRAM:	CODE:	VERSION:
2780893	Técnico	SERVICE OPERATION IN BILINGUAL BPO CHANNELS	137500	1
CLASSROOM:		**PROJECT MANAGER:**	**START DATE:**	**ENDING DATE:**
Ambiente 10 Taller		Natali Chica Aristizábal	26/06/2023	25/11/2024
PROJECT CODE:		**FORMATIVE PROJECT:**		
		Opercion de campañas de ventas y servicio al cliente en ingles para la industria de BPO		

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
06:00 a.m.	06:30 a.m.	José Fernando Palomino Posada	Álvaro Guillermo Baena López	Ángela María Vanegas Salazar	Natali Chica Aristizábal	Álvaro Guillermo Baena López
06:30 a.m.	07:00 a.m.					
07:00 a.m.	07:30 a.m.					
07:30 a.m.	08:00 a.m.					
08:00 a.m.	08:30 a.m.	Álvaro Guillermo Baena López	Natali Chica Aristizábal			Natali Chica Aristizábal
08:30 a.m.	09:00 a.m.					
09:00 a.m.	09:30 a.m.					
09:30 a.m.	10:00 a.m.					
10:00 a.m.	10:30 a.m.			Álvaro Guillermo Baena López	José Fernando Palomino Posada	
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.	Trabajo Autonomo	Trabajo Autonomo	Trabajo Autonomo	Trabajo Autonomo	Trabajo Autonomo
12:30 p.m.	01:00 p.m.					
01:00 p.m.	01:30 p.m.					
01:30 p.m.	02:00 p.m.					

Cronograma de Ejecución Contractual III Trimestre 2023

Ficha de Caracterización: 2780893
Cógigo: 137500
Versión: 1
Denominación: SERVICE OPERATION IN BILINGUAL BPO CHANNELS
Fecha Inicio: 26/06/2023
Fecha Fin: 25/11/2024
Modalidad de Formación: PRESENCIAL
Regional: 63 - REGIONAL QUINDÍO
Centro de Formación: 9538 - CENTRO DE COMERCIO Y TURISMO

Competencia	Resultado de Aprendizaje	Fecha de Inicio	Fecha Terminación	Horas programadas	Horas propuestas	Trimestre	Instructor
240201524 DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.	RAP 1. TO INTERPRET THE MEANING OF COMMUNICATION AS A MEANS OF SOCIAL, CULTURAL, LABOR AND ARTISTIC EXPRESSION.	26/06/2023	17/07/2023	12	12	T1	José Fernando Palomino Posada
240201524 DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.	RAP 2. TO DECODE COMMUNICATIVE MESSAGES IN SITUATIONS OF SOCIAL AND WORK LIFE, CONSIDERING THE CONTEXT OF COMMUNICATION.	24/07/2023	14/08/2023	12	12	T1	José Fernando Palomino Posada
240201524 DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.	RAP 3. TO VALIDATE THE IMPORTANCE OF COMMUNICATION PROCESSES TAKING INTO ACCOUNT CRITERIA OF LOGIC AND RATIONALITY.	17/08/2023	04/09/2023	10	12	T1	José Fernando Palomino Posada
240201524 DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.	RAP 4. TO APPLY IMPROVEMENT ACTIONS IN THE DEVELOPMENT OF COMMUNICATION PROCESSES ACCORDING TO THE REQUIREMENTS OF THE CONTEXT.	07/09/2023	21/09/2023	10	12	T1	José Fernando Palomino Posada
240201526 Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.	RAP 1- PROMOTE MY DIGNITY AND THAT OF THE OTHER BASED ON ETHICAL PRINCIPLES AND VALUES AS A CONTRIBUTION TO THE ESTABLISHMENT OF A CULTURE OF PEACE.	28/06/2023	19/07/2023	16	12	T1	Ángela María Vanegas Salazar
240201526 Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.	RAP 2- ESTABLISH RELATIONSHIPS OF PERSONAL AND COMMUNITY GROWTH FROM THE COMMON GOOD AS CONTRIBUTION TO SOCIAL DEVELOPMENT.	26/07/2023	09/08/2023	12	12	T1	Ángela María Vanegas Salazar
240201526 Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.	RAP 3- PROMOTE THE RATIONAL USE OF NATURAL RESOURCES BASED ON SUSTAINABILITY CRITERIA AND ETHICAL SUSTAINABILITY AND CURRENT REGULATIONS.	16/08/2023	30/08/2023	12	12	T1	Ángela María Vanegas Salazar
240201526 Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.	RAP 4- CONTRIBUTE TO THE STRENGTHENING OF THE CULTURE OF PEACE BASED ON HUMAN DIGNITY.	06/09/2023	20/09/2023	12	12	T1	Ángela María Vanegas Salazar
240201050 INTERACTUAR CON OTROS EN IDIOMA EXTRANJERO SEGÚN ESTIPULACIONES DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA IDIOMAS.	RAP 1- TO EXPRESS IDEAS ORALLY AND IN WRITING IN A SECOND LANGUAGE IN ACCORDANCE WITH THE OCCUPATIONAL ENVIRONMENT AND BUSINESS COMMUNICATION PROTOCOLS.	27/06/2023	22/09/2023	144	144	T1	Natali Chica Aristizábal
240201530 Resultado de Aprendizaje de la Inducción	RAP 1- TO APPROPRIATE CHARACTERISTICS OF ORGANIZATIONAL MANAGEMENT OF SENA IN CONTEXT OF THE INSTITUTIONAL MISSION IN ACCORDANCE WITH THEIR ROLE IN LIFE PROJECT AND PROFESSIONAL DEVELOPMENT.	27/06/2023	04/08/2023	48	48	T1	Natali Chica Aristizábal
260102029 Tramitar requerimientos del usuario de acuerdo con procedimiento técnico y protocolo de servicio.	RAP 1- TO RECEIVE CUSTOMER REQUESTS BASED ON SERVICE PROTOCOLS.	26/06/2023	24/07/2023	40	48	T1	Álvaro Guillermo Baena López
260101047 Vender productos y servicios de acuerdo con las necesidades del cliente y objetivos comerciales.	RAP 1- TO RECOGNIZE THE NEEDS OF CUSTOMERS ACCORDING TO THEIR PROSPECTING AND COMPANYS COMMERCIAL POLICIES.	25/07/2023	28/08/2023	40	48	T1	Álvaro Guillermo Baena López
260101047 Vender productos y servicios de acuerdo con las necesidades del cliente y objetivos comerciales.	RAP 2- TO STRUCTURE COMMERCIAL PROPOSAL BASED ON CUSTOMER REQUIREMENTS.	28/08/2023	22/09/2023	38	48	T1	Álvaro Guillermo Baena López

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

LEARNING GUIDE FORMAT

LEARNING GUIDE IDENTIFICATION

Name of the training program: Service Operation in Bilingual BPO Channels

Code of the training program: 137500

Project name: Operación de campañas de servicio al cliente en inglés para la industria de BPO.

Project phase: Analisis y planeación.

Project activity: Reconocer el alcance, enfoque y estándares del sector BPO para desempeñarse en campañas de servicio al cliente y usar el conocimiento adquirido para crear portafolio de servicios a partir de las necesidades de la industria BPO.

Competence: Interactuar con otros en idioma extranjero según estipulaciones del marco común europeo de referencia para idiomas.

Learning outcomes: To express ideas orally and in writing in a second language in accordance with the occupational environment and business communication protocols.

Duration of the guide: 144 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 reflexion activity

3.1.1 - Are you bilingual?
Pre-workshop: The word bilingualism is written on the whiteboard and students are asked to provide one word that describes the concept of bilingualism and create a brainstorm. With the words given, students

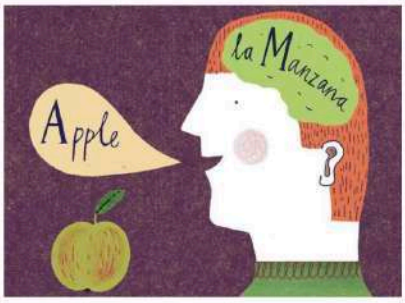
are divided into two groups to create a coherent definition of the concept using all the words. Then, each group will be asked to read the definition created.

During -workshop: Students are shared the instructions to develop a workshop which carries all the relevant information regarding bilingualism. The activity is individual and includes different approaches for the students to improve their skills.

ALL SKILLS WORKSHOP ...

1. Watch the video **"The Benefits of Being Bilingual"** and read the article **https://www.studysmarter.us/explanations/english/international-english/bilingualism/**
2. Take notes from both sources.
3. Based on the information collected, answer the following questions:

a. What is bilingualism? Use your own words.
b. Explain each type og bilingualism. Provide your own examples.
c. What is the approximate percentage of bilingual people in the world?
d. Why do bilingual people tend to focus easier that monolingual people?
e. Why is English considered to be a lingua franca? Provide reasons.
f. What are the most common features/characteristics of bilingualism? List them.
g. What are the cognitive skills developed by bilingual people?
h. What is it said about grey matter and dementia? Explain.
i. Mention 9 benefits of being bilingual. Include two of your own.
j. How being biligual can imporove your job opportunities. Explain.

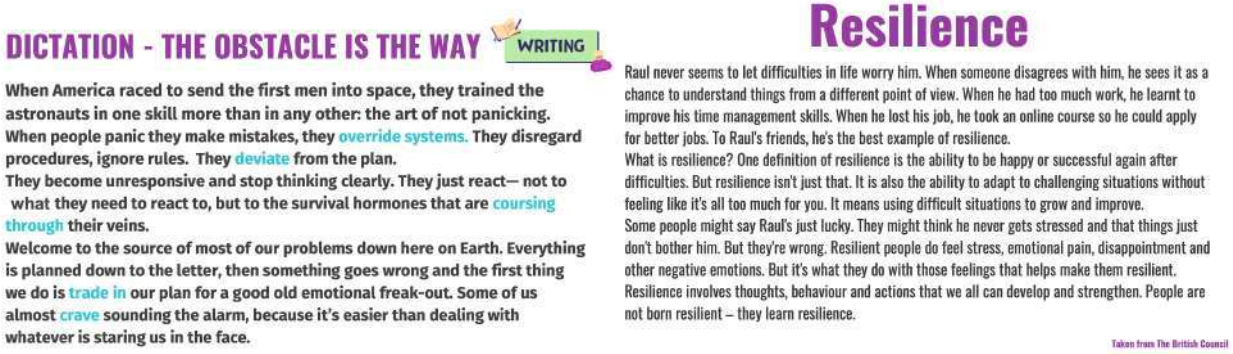


After-workshop: Students will be divided into 4 groups to play a trivial in Baambozzle with the questions from the workshop. Each group will have ofur chances to answers the questions orally. After each questions, students will be provided with feedback about their speaking. The groups which scores the most will be the winner. At the end of the activity, students will be asked to share their thougths about the importance of being bilingual and the benefits from it.



3.1.2 – Hidden message dictation

Students will be asked to have a sheet of recycled paper and a pen for the activity. A dictiation will be made where students will train information retention, active listening and spelling. This activity will be repeated twice a week to get the students to improve constantly. Dictations will be about empathy, teamwork, assertive communication, leadership, problem solving and decision making. Dictations will be grade by their partners and questions about the text will be asked to encourage the students to speak and provide their own point of view.



DICTATION - THE OBSTACLE IS THE WAY

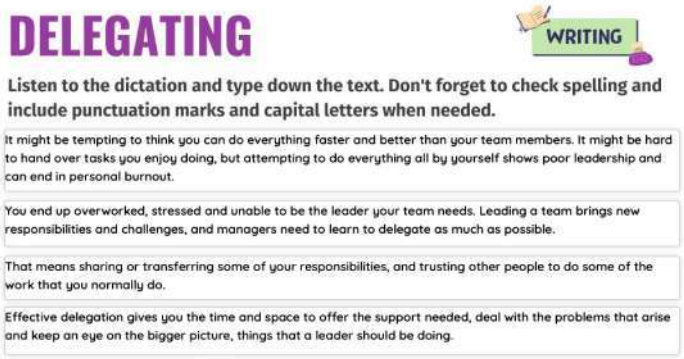
WRITING

When America raced to send the first men into space, they trained the astronauts in one skill more than in any other: the art of not panicking. When people panic they make mistakes, they override systems. They disregard procedures, ignore rules. They deviate from the plan.
They become unresponsive and stop thinking clearly. They just react— not to what they need to react to, but to the survival hormones that are coursing through their veins.
Welcome to the source of most of our problems down here on Earth. Everything is planned down to the letter, then something goes wrong and the first thing we do is trade in our plan for a good old emotional freak-out. Some of us almost crave sounding the alarm, because it's easier than dealing with whatever is staring us in the face.

Resilience

Raul never seems to let difficulties in life worry him. When someone disagrees with him, he sees it as a chance to understand things from a different point of view. When he had too much work, he learnt to improve his time management skills. When he lost his job, he took an online course so he could apply for better jobs. To Raul's friends, he's the best example of resilience.
What is resilience? One definition of resilience is the ability to be happy or successful again after difficulties. But resilience isn't just that. It is also the ability to adapt to challenging situations without feeling like it's all too much for you. It means using difficult situations to grow and improve.
Some people might say Raul's just lucky. They might think he never gets stressed and that things just don't bother him. But they're wrong. Resilient people do feel stress, emotional pain, disappointment and other negative emotions. But it's what they do with those feelings that helps make them resilient.
Resilience involves thoughts, behaviour and actions that we all can develop and strengthen. People are not born resilient – they learn resilience.

Taken from The British Council



DELEGATING

WRITING

Listen to the dictation and type down the text. Don't forget to check spelling and include punctuation marks and capital letters when needed.

It might be tempting to think you can do everything faster and better than your team members. It might be hard to hand over tasks you enjoy doing, but attempting to do everything all by yourself shows poor leadership and can end in personal burnout.

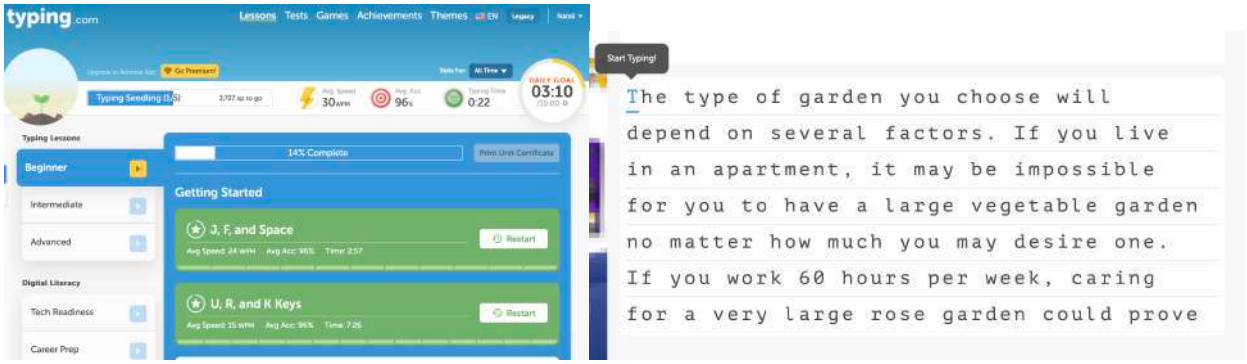
You end up overworked, stressed and unable to be the leader your team needs. Leading a team brings new responsibilities and challenges, and managers need to learn to delegate as much as possible.

That means sharing or transferring some of your responsibilities, and trusting other people to do some of the work that you normally do.

Effective delegation gives you the time and space to offer the support needed, deal with the problems that arise and keep an eye on the bigger picture, things that a leader should be doing.

3.1.3 – Typing skills

Students will be provided with 20 minutes of every class to practice their typing skills including punctuation marks and capital letters. The will be shared a list of links where they can take an online free typing course, as well as a daily dictation website. These activities will help students improve their typing skills for the job.



3.1.4 – Making small talk

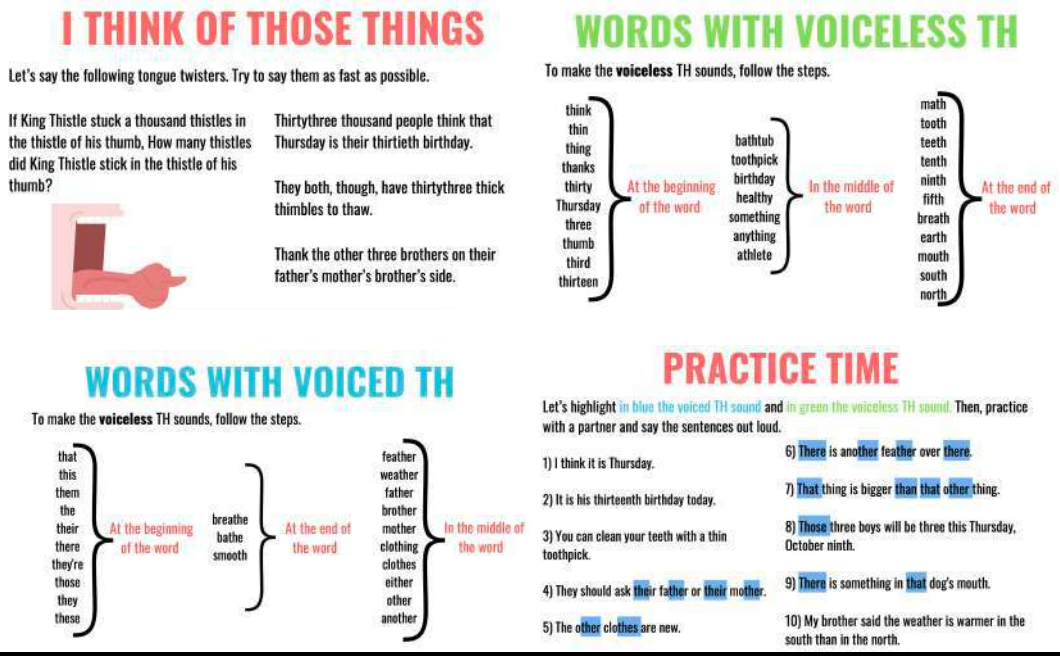
Students will be shown an image and they will come up with the idea por the activity. Then, they will be explained the importance of making small talk in customer service. Each person will choose a UNO card from a bag. Each number has a topic assigned. Students will be given 10 minutes to search information on the topic. After that, they will walk around the classroom, when the music stops, they will make small talk with the closest person. They will be given 5 minutes to exchange information based on the topic assigned, but the conversation needs to flow as natural as possible. Then, the music is played once more and they walk around until they find another partner. When the activity finished, students will share their thoughts about small talk and the strategies they have implemented.



Number 1 - Food
Number 2 - Technology
Number 3 - Pets
Number 4 - Movies
Number 5 - Trips
Number 6 - Sports
Number 7 - Books
Number 8 - Weather

3.1.5 - I think of these things

Students will be paired up to participate in a tongue twister tournament. Then, they will be explained how the "th" can be pronounced using different words and making sure the students practice. Lastly, a practice workshop will be delivered. The idea is to create awareness of the importance of a clear speech and good pronunciation in customer service.



3.1.6 – Scrambled sentences – Versant practice

Students will be divided into two groups for the activity. They will be told scrambled sentences out loud and they will need to say it unscrambled respecting the order. The team with the most well-said sentences wins. At the end of the activity, students will share their strategies to retain information and organize the sentences.

Scrambled sentences

Country house / they live / in a lovely old
They live in a lovely old country house.

Rewards you / loyalty program / our customer
Our customer loyalty program rewards you.

To be repaired / needed / the broken window
The broken window needed to be repaired.

In a well-maintained house / she lived
She lived in a well-maintained house.

Shipping service / a fast and reliable / the company has
The company has a fast and reliable shipping service.

Spacious and decorated / our hotel offers / rooms.
Our hotel offers spacious and decorated rooms.

Offers / our premium package / exclusive benefits
Our premium package offers exclusive benefits.

With a beautiful view / in a spacious apartment / Emily lives
Emily lives in a spacious apartment with a beautiful view.

An Italian pasta / Tomas prepared / with fresh tomatoes
He prepared an Italian pasta with fresh tomatoes.

Note:The links for the activities are found at the end of the learning guide, and the material needed 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 – Who do you work for?

Students are asked to share everything they know about Amazon. Their ideas will be noted on the whiteboard. Then, they are asked to watch two videos about the history of Amazon and to take notes on their notebooks to create a short profile of the company. Lastly, students will share their profiles and a collective description will be created.



3.2.2 – Do you know these companies?

Students will be shown a set og images from logos of different companies and they will speak up about it. The idea is to check the students' knowledge from worldwide companies and the products and services offered.

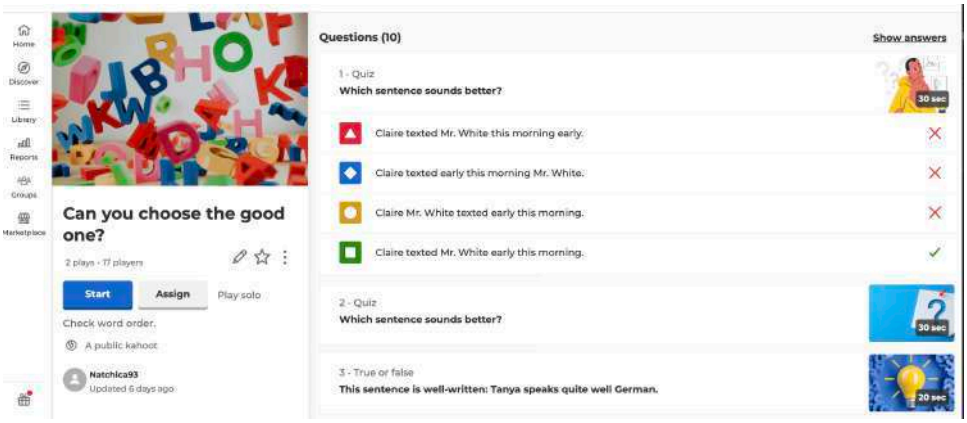
3.2.3 – What are these words for?

Students will be given a wordsearch with different words on it. When they find them all, a chat will be drawn on the whiteboard with different categories on it, such as nouns, verbs, adverbs, adjectives, articles, conjunctions, interjections, pronouns and prepositions. Students will come one by one to write down one of the words in the corresponding category.



3.2.4 – Can you choose the good one?

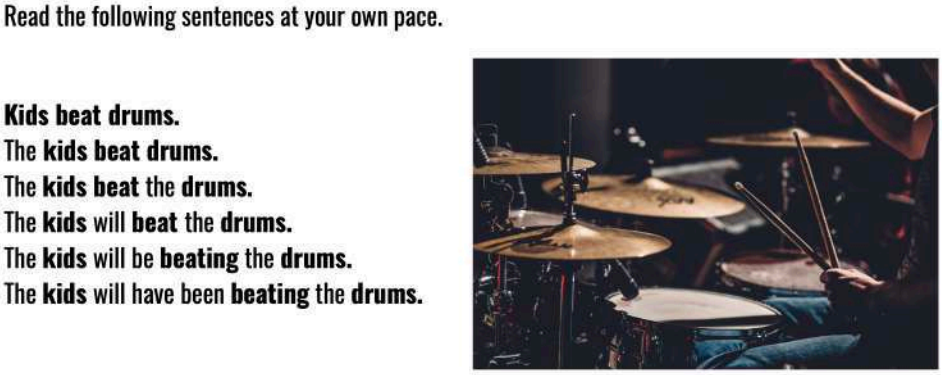
Students will play a game individually where different sentences will be shared, but there is just a good one. After each questions, students will explain the reason for their choices. The goal of the activity is to check basic word order in English.



3.2.5 – Can you sing it?

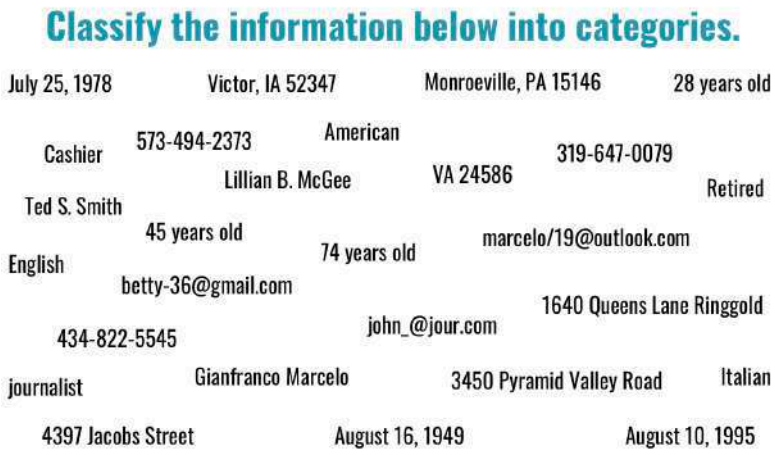
Students will be team up to develop the activity. Some chant will be displayed on the TV and the students will be asked to sing them based on the example given. Then, they will be asked if they know why some words are in bold while the other ones are not. After that, they will be asked to come up with

different hypothesis to understand the rhythm of the chant. Lastly, each team will sing them to check pronunciation and teamwork.



3.2.6 – May I have your full name please?

Students will be shown a slide with different information on it. They will be asked to classify the information into categories to check understanding. Lastly, they will come up with the topic that will be covered.



3.2.7 – Active listening – phone call

Students will listen to a phone call between a customer and an agent. They will be asked to answer some questions based on the conversation. Then, they will be requested to identify the call flow based on what they have learned in class.



3.3.8 – Customers needs vs Customes wants vs Customers demands

Students are asked if they know the difference among these three concepts. Then, their ideas will bw written on the board. After that, students will watch a shor video about the topic and they will create a chart where these concepts are explained along with an example to check understanding. Lastly, students are encourage to share their ideas.



3.3.9 – What do you know about ads?

Show the students some ads and ask them whether they know the type of strategies used to prmote the product. Then, they will be asked why do they take into account when buying/





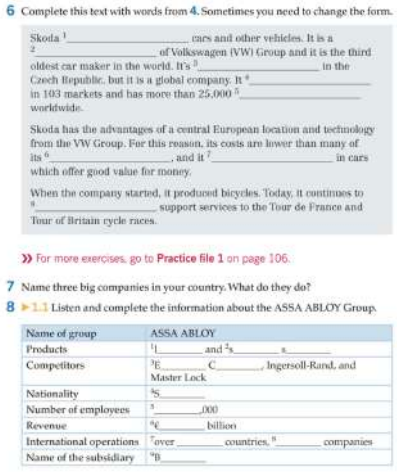
Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

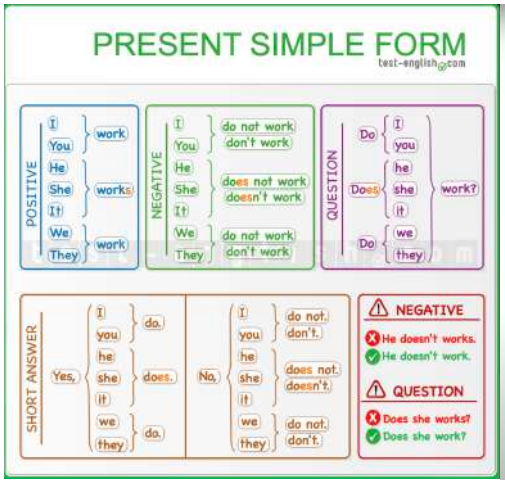
3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

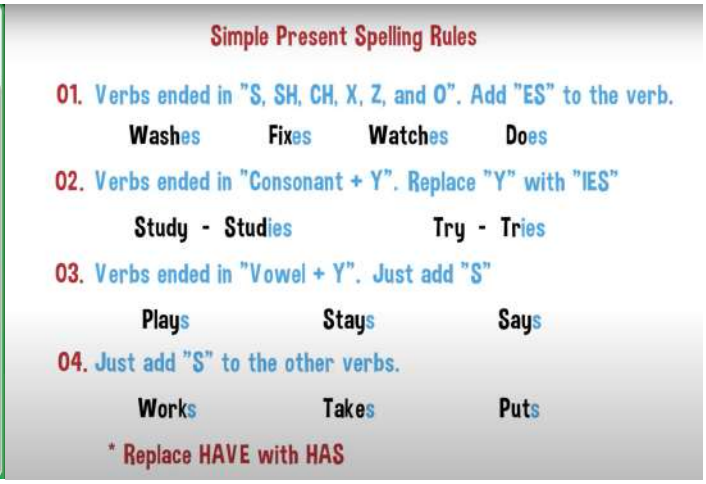
3.3.1 - I work for a retailer company

Students are asked to develop some vocabulary and listening activities based on the companies mentioned in the previous activity. Then, students will be explained how to use some expressions and words related to companies and the description of each. After that, students will be asked to listen to activity 8 once again and to identify the questions asked and the type of grammar used. Lastly, students are asked to explain when to use the Present Simple Tense and to provide their own examples applied to the business and customer service.









3.3.2– Which company do you work for?

Students will listen a conversation where there is someone describing Nestlé. They will be asked to take notes to answers some questions. Then, based on the format used in the listening activity, students will create the profile of three different companies using the words learned in the previous activities, the Present Simple and the information collected for each company. Lastly, students will choose one of the companies and they will read the descriptions without saying the name of it, so the others students can guess the company described.

5 ▶1.2 Listen and make a note of three interesting facts about Nestlé. Compare with your partner.

6 ▶1.2 Listen again and answer questions 1–9.

1 How old is the company?
2 What products does it produce?
3 What is its annual revenue?
4 Where is the head office?
5 How many factories does it have?
6 How many employees does it have?
7 Is employee training important for the company?
8 Does the company help local communities?
9 Is it a green company?

3.3.3 – Guided-reading Present Simple

Students will be shared a reading where they will identify the tense studied and the different adverbs, connectors and time expressions used in daily routines. Then, students will be asked to check linking sounds and to mark them for the reading. Lastly, students will take turns to read it to practice intonation and pronunciation.

The daily routine of a sportswoman

She spends the first 30 minutes reading and then 15 minutes meditating. At 5:15 am Janet checks her email for only 30 minutes and then goes for her first run of the day. She runs for an hour and a half along the lake near her house. After running, Janet has a shower and then prepares breakfast, which is usually cereal and fruit. However, she occasionally has a less healthy breakfast.

She usually finishes breakfast at around 8 am. If it is a weekday, she always leaves the house at 8:20 and goes to training. Her training starts at 9 am, and she needs 30 minutes to drive to the gym. She trains for 3 hours with her team and then goes home for lunch. She always eats a very big and healthy lunch. As soon as she finishes lunch, she has a nap for one hour.

After her nap, she likes to go for a walk around the lake and look at nature. She sometimes reads or meditates at the lake in the afternoon. In the evening, during the week, she meets up with friends. Most of her friends are athletes too, so they have a lot to talk about.

She typically goes to bed at 9 pm because she prefers to be awake in the morning than at night. She sometimes falls asleep listening to music, but she never watches the television or reads anything on her tablet. She always makes sure her alarm is set and is almost always asleep by 9:45 pm.



3.3.4 – Present simple in customer service

Students will be shown a reading of a daily routine, where they will identify adverbs of frequency, connectors, time expressions and common verbs used in the Present Simple. Then, students will be shared a listening, reading and writing activity where they will create the daily routine of a customer service associate based on the videos and the reading included in the activity. Then, they will upload their writing on a Padlet. After that, each student will be assigned someone else's writing to check and

provide feedback. Students will make sure they use the Present Simple, adverbs of frequency, connectors, time expressions and the vocabulary used in customer service.

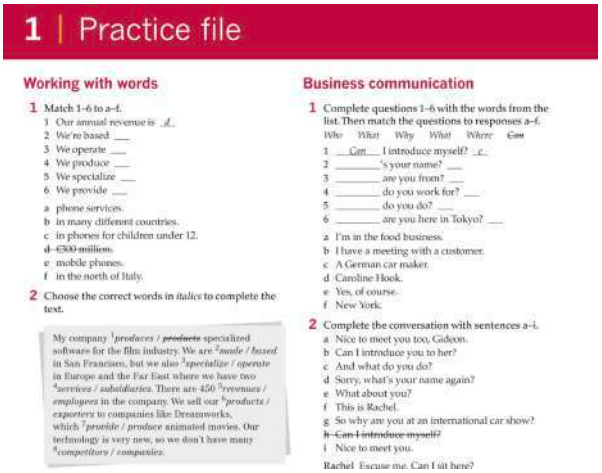
Production task

1. Read the article "**A day in the life of a customer support representative**" and identify the activities done in a daily-basis.
2. Watch the video " **Virtual customer service roles**" and take notes.
3. Create **your own routine of a customer service associate.** Use frequency adverbs, time expressions and specific time when describing the routine.
4. Use a third person in singular (he-she).



3.3.5 – Practice workshop

Students will practice the use of the Present Simple through different activities online and pdf workshops. The idea is to refresh the use of this tense and to solve doubts in case there are some. Students will develop it in couples so as to encourage interaction and collective feedback.



1 | Practice file

Working with words

1 Match 1–6 to a–f.
1 Our annual revenue is d.
2 We're based ___
3 We operate ___
4 We produce ___
5 We specialize ___
6 We provide ___
a phone services.
b in many different countries.
c in phones for children under 12.
~~d €300 million.~~
e mobile phones.
f in the north of Italy.

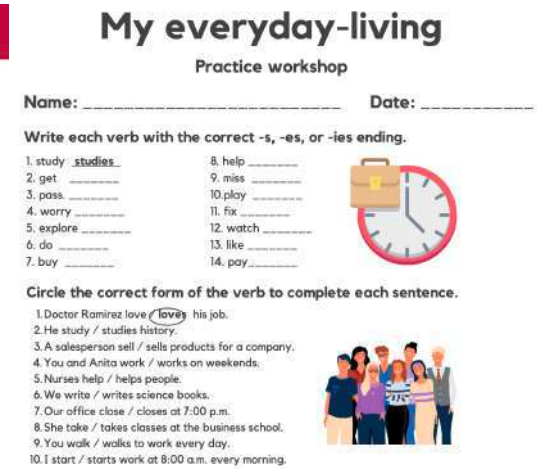
2 Choose the correct words in *italics* to complete the text.

My company [1]*produces* / ~~*products*~~ specialized software for the film industry. We are [2]*made* / *based* in San Francisco, but we also [3]*specialize* / *operate* in Europe and the Far East where we have two [4]*services* / *subsidiaries*. There are 450 [5]*revenues* / *employees* in the company. We sell our [6]*products* / *exporters* to companies like Dreamworks, which [7]*provide* / *produce* animated movies. Our technology is very new, so we don't have many [8]*competitors* / *companies*.

Business communication

1 Complete questions 1–6 with the words from the list. Then match the questions to responses a–f.
Who What Why What Where ~~*Can*~~
1 Can I introduce myself? c
2 _____'s your name? ___
3 _____ are you from? ___
4 _____ do you work for? ___
5 _____ do you do? ___
6 _____ are you here in Tokyo? ___
a I'm in the food business.
b I have a meeting with a customer.
c A German car maker.
d Caroline Hook.
e Yes, of course.
f New York.

2 Complete the conversation with sentences a–i.
a Nice to meet you too, Gideon.
b Can I introduce you to her?
c And what do you do?
d Sorry, what's your name again?
e What about you?
f This is Rachel.
g So why are you at an international car show?
~~h Can I introduce myself?~~
i Nice to meet you.
Rachel Excuse me. Can I sit here?



My everyday-living

Practice workshop

Name: _____ Date: _____

Write each verb with the correct -s, -es, or -ies ending.

1. study studies
2. get _____
3. pass _____
4. worry _____
5. explore _____
6. do _____
7. buy _____
8. help _____
9. miss _____
10. play _____
11. fix _____
12. watch _____
13. like _____
14. pay _____

Circle the correct form of the verb to complete each sentence.

1. Doctor Ramirez love (loves) his job.
2. He study / studies history.
3. A salesperson sell / sells products for a company.
4. You and Anita work / works on weekends.
5. Nurses help / helps people.
6. We write / writes science books.
7. Our office close / closes at 7:00 p.m.
8. She take / takes classes at the business school.
9. You walk / walks to work every day.
10. I start / starts work at 8:00 a.m. every morning.



Put the verb into the correct form.

1 Julia ...doesn't drink... (not / drink) tea very often.
2 What time ..... (the banks / close) here?
3 I have a car, but I ..... (not / use) it much.
4 Where ..... (Maria / come) from? Is she Spanish?
5 'What ..... (you / do)?' 'I'm an electrician.'
6 Look at this sentence. What ..... (this word / mean)?
7 David isn't very fit. He ..... (not / do) any sport.
8 It ..... (take) me an hour to get to work in the morning. How long ..... (it / take) you?

Complete the sentences using these verbs. Sometimes you need the negative.

believe	eat	flow	go	grow	make	rise	tell	translate

1 The earth ...goes... round the sun.
2 Rice ...doesn't grow... in cold climates.
3 The sun ..... in the east.
4 Bees ..... honey.
5 Vegetarians ..... meat.
6 An atheist ..... in God.
7 An interpreter ..... from one language into another.
8 Liars are people who ..... the truth.
9 The River Amazon ..... into the Atlantic Ocean.

Circle doesn't or don't to complete each sentence.

1. An astronaut (doesn't) / don't have a lot of free time.
2. Teachers doesn't / don't work on Sunday.
3. A dancer doesn't / don't have the same schedule every day.
4. We doesn't / don't work on weekends.
5. I doesn't / don't work in an office.
6. My office doesn't / don't have a window.
7. She doesn't / don't travel for her job.
8. You doesn't / don't have a busy schedule.

3.3.6 – Parts of speech

Students will be shared a listening activity where they will need to watch a video where parts of speech are explained. They will be asked to take notes to identify the categories mentioned and the examples. Then, a workshop will be shared, where students can apply what they have learned and solve doubts. The workshop will be provided with feedback.



e. Go through the following sentences and identify the part of speech of the underlined words.

1. **Namitha** is not coming today.
2. My mom **will be leaving** to Bangalore tomorrow.
3. The teacher asked the **students** to stand.
4. He is **my** brother.
5. There is a cat **under** the table.
6. The clothes did not dry **as** it was raining all night.
7. Sheena and her sister dance **well.**
8. I am wearing a **green** dress for the party.
9. **Oh!** That is really sad.
10. She is coming **with** me.

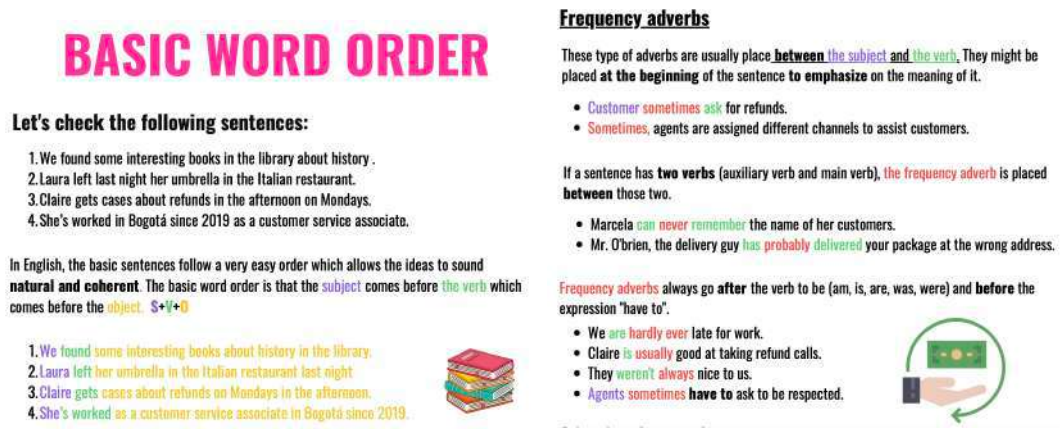


d. Fill the blanks with correct pronouns.

1. James is my brother. __ study in the same class.
2. Between Ritu and I, __ am the younger one.
3. Do you see this book with my name on it? It is __.
4. Miss Gwen is our new class teacher. __ is very sweet.
5. While cutting vegetables, Mitu cut ____.
6. The jury got divided among __.
7. I'm coming too. Please wait for __.
8. __ book is better than the other.
9. Is the mug __? It was on your table.

3.3.7 – Basic word order in English

Students will be explained the basic word order through different examples used in customer service. They will be explained the place of adverbs of place and time in a sentence, as well as adverbs of frequency. After solvind doubts, students will develop a workshop in pairs where they will be able to create sentences, identify mistakes and organize sentences. The workshop will be shared in class to provide feedback.



3.3.8 – How do yo do things?

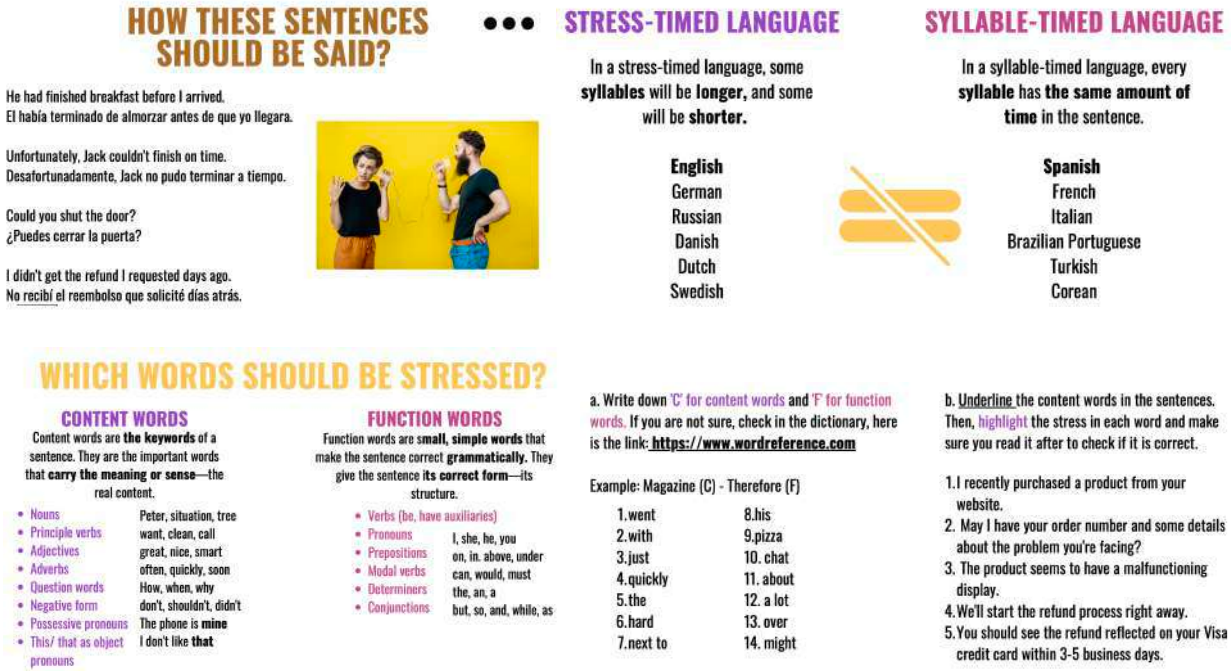
Taking into account the basic word order explained in the previous activity, students will be delivered a guide of adverbs of manner and of degree. They will be provided with some time to read It and create their own examples to check understanding. Then, students will be asked to aske questions about thing they did not understand. After that, a workshop will be shared to practice the theory and to revise understanding. The workshop will be checked in class with the help of students.



3.3.9 – Stress and rhythm

Students will be shown different sentences in English and some students will be asked to read them. Then, they will be highlighted some words to stress them stronger and the read the sentences once more. Based on it, they will be explained that in English, certain words need more time to be said than others since it is a stress-timed language. After that, students will be shown what content and function

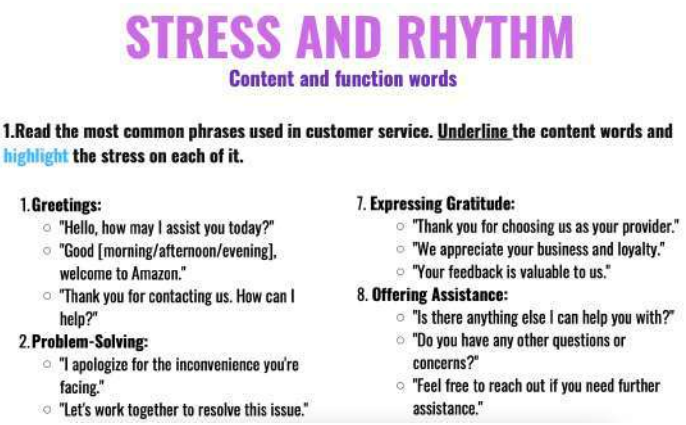
words are and some activities will be shared to check understanding. Feedback will be provided to solve doubts regarding the parts of speech and the stress of words in the sentences.



3.3.10 – How may I help you?

Students will be shown a list of the most common phrases used in customer service. They will be asked to underline content words and to highlight the stress syllables. Then, students will be paired up randomly and a spinwheel will be used to choose one of the categories and to ask each pair to say the sentence applying the rhythm and stress of each.

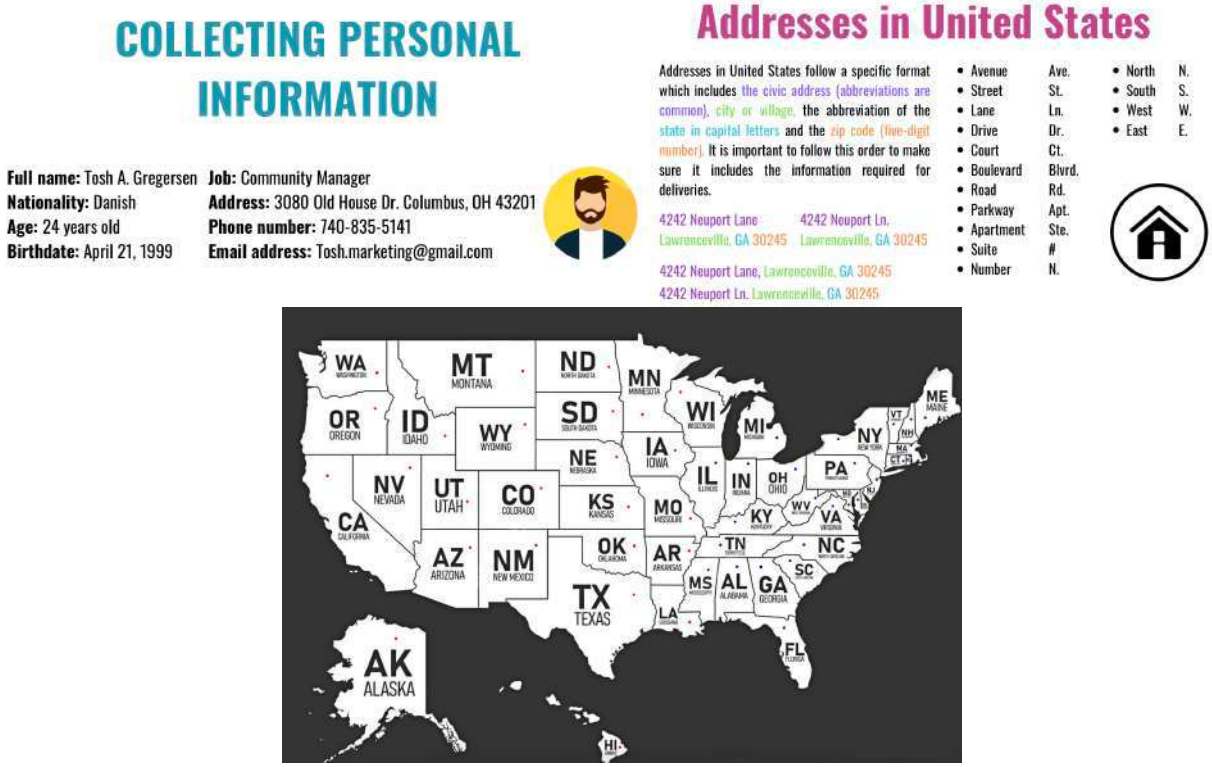




3.3.11- Could you spell that for me?

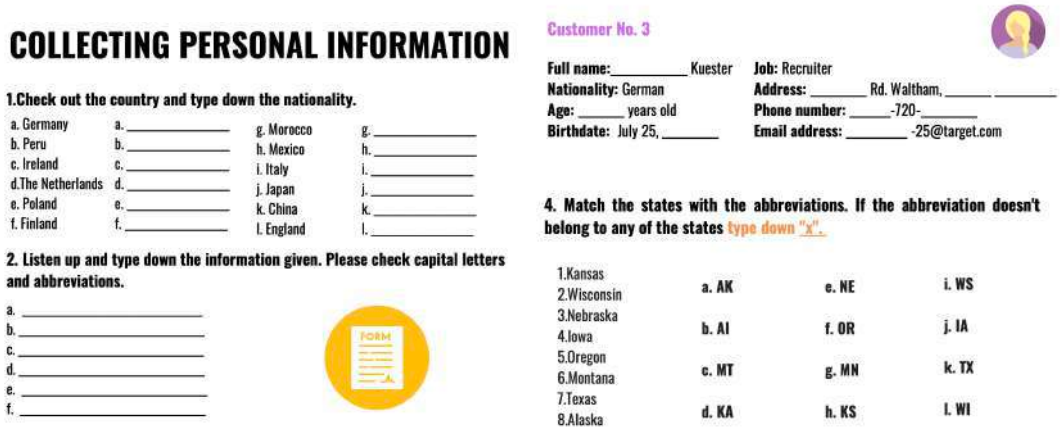
Students will be shown how personal information should be collected in customer service. They will identify the type of information that is required and the corresponding format to collect it. Students will learn what the phonetic alphabet it, address abbreviations, nationalities, jobs, email address symbols

and the abbreviations of the states in United states. A set of different activities will be shared to practice in pairs and to develop online activities and games to check understanding.



3.3.12 – Let's collect information

Students will practice collecting information based on some recordings. They will make sure the format is followed. Students will be provided with feedback when the activity is finished.



3.3.13 – Knowledge evidence All-skills test

All-skills test using the Versant methodology. The test includes collecting data, active listening, reading comprehension, parts of speech, word order, writing a company profile, basic grammar, open questions and stress and rhythm. The test is approved with 70 points.

a. Listen to the phone call and choose the correct option (6 points).

1.The delivery hasn't arrived yet.	True	False
2. Andrea is having cash flow issues and needs a payment extension.	True	False
3. Andrea usually asks for an extension of the payment terms.	True	False
4. Andrea has a new order to place, even bigger than the last one.	True	False
5. Junko can extend the payment terms on the last order to 60 days.	True	False
6. Junko will send Andrea an email confirmation.	True	False

c. Listen carefully and complete the missing the information. Don't forget to use capital letters and abbreviations when needed. (16 points)



Customer No. 1

Full name: _____ **Job:**_____
Nationality: _____ **Address:**_____
Age:_____ **Phone number:** _____
Birthdate: _____ **Email address:** _____

g. Create an 80-word profile based on the information given. Check word order (10 points).

Name: Amazon
Founder: Jeff Bezos
Foundation date: 1994
Head office: Seattle, Washington
Type of company: Tech multinational and online retailer
Slogan: Work hard, have fun, make history
Products: Any type of goods online
Services: Cloud computing and web services
Competitors: Ebay, Target and Walmart
Number of employees: 1'.541.000

amazon

h. Read the questions and provide a one-minute answer. Make sure you follow the instructions. Explain and give examples (16 points)

1. How has technology impacted your life?
2. What steps can individuals take to protect the environment?
3. Share an environmentally friendly habit you practice.
4. Do you think children should be punished?
5. What are the benefits of working from home?
6. Why do you think humans treat their pets like human beings?





3.3.14 – Phone calls in customer service useful expressions

Students will be shown a list of different expressions used in customer service. Then, they will choose the ones they feel more comfortable using. The idea is to create a guideline of related to the call flow students have learned. Then, they will read a conversation between a customer and an agent and they will be asked to identify the expressions used and the purpose of each of them. After that, students will be paired up using UNO cards and they will create a conversation where the expressions taught are used. The context of the call should be related to customer service and they will need to collect data on the phone call.

PHONE CALLS
USEFUL EXPRESSIONS



Greeting and identification

1. **Standard Greeting:**
   - "Good [morning/afternoon/evening], thank you for calling [Company Name]. My name is [Your Name]. How may I assist you today?"
2. **Warm Welcome:**
   - "Welcome to [Company Name] customer service! This is [Your Name]. How can I make your day better?"
3. **Personalized Greeting:**
   - "Hello, [Customer's Name]. It's great to have you on the line. I'm [Your Name], and I'm here to help."
4. **Friendly Introduction:**
   - "Hey there, you've reached [Company Name] customer service. My name is [Your Name], and I'm excited to assist you. What can I do for you?"

Confirmation and clarification

1. **Restating the Customer's Information:**
   - "Just to confirm, you're calling about the recent order you placed for the X product, correct?"
2. **Confirming the Issue Details:**
   - "If I understand correctly, you're experiencing an issue with your account login. Is that right?"
3. **Summarizing the Customer's Request:**
   - "Let me make sure I have this right. You're looking to upgrade your subscription plan to include additional features. Is that accurate?"
4. **Seeking Additional Details:**
   - "Could you provide more information about the error message you're encountering? This will help us better understand the issue."
5. **Asking for Specifics:**
   - "When you mentioned 'slow performance,' were you referring to specific tasks or applications?"
6. **Requesting Examples:**
   - "Can you give me an example of the steps you've taken so far? This will help me tailor my assistance."

LET'S PRACTICE

a. Read the conversation and identify the different stages of it. Check the information above if necessary.

Customer Service: Welcome to Amazon customer service! This is Claire. How can I help you today?

Customer: Hi, Claire. I'm having trouble logging into my account. It seems I've forgotten my password. Can you assist me in recovering it?

Customer Service: Of course, I'd be happy to help you recover your password. May I please have your name and your username or email associated with the account?

Customer: I'm Leslie and my username is "Lie_2".

Customer Service: Thank you for providing your

Customer Service: When you initiate the password reset process, you'll typically be guided to create a new password. We recommend choosing a strong and unique password that includes a combination of letters, numbers, and symbols to enhance the security of your account.

Customer: Understood. I'll make sure to create a strong password. If I encounter any further issues or if the email doesn't arrive, can I reach out to you again?

Customer Service: Absolutely, Leslie! If you encounter any issues during the password reset process or if you don't receive the email, don't hesitate to reach out to us again. Our customer support team is here to assist you and ensure you regain access to

3.3.15 – Product evidence phone call

Writing and speaking activity where students create a conversation settled in customer service. The conversation needs to include the useful phrases learned in class, basic grammar structure, word order and good punctuation marks. In terms of speaking, students need to evidence intonation, rhythm, linking sounds and a good speech pace. Students will be in charge of providing feedback to their classmates based on the criteria included in the checklist.

PHONE CALLS

Create conversation between a customer and a customer service associate. Make sure you follow the requirements:

1. Choose the context of the phone call.
2. The conversation needs to last over **2 minutes.**
3. Use the **phrases** learned for each stage of the call flow.
4. Create the **script** of it and **list** the call flow.
5. Include **linking sounds and good intonation.**
6. **Record** the conversation and **upload** the audio and the script.
   Here is the link:
   https://drive.google.com/drive/folders/1BzL6cjG7V4tG5n-7G6v8oObOuWz95PGz?usp=share_link

- Billing discrepancy
- Shipping delay
- Damaged product
- Lost package



3.3.16 – Products and services

Students will be asked to develop a reading activity where they will paraphrase with their own words each paragraph, then they will identify the adjective used. After that, a listening activity with different ads will be played, so the students check their listening skills, especially the one related to details. The activity will be provided with feedback in class to encourage oral production and participation.



WHAT CUSTOMERS WANT

Shopping for new products is a very personal thing. Some of us are looking for **original** products that nobody else will have. Others want to have the same things as everybody else, so they are more attracted by **popular** products.

But it seems that we all have the same reasons for choosing one product or service over another. A recent online survey showed that the top five priorities for customers were:

1 VALUE

Most people want to be sure that they are getting **good value** when they buy a product. This doesn't always mean that the product is cheap; it means that it is the product we want and that we are happy with the price we are paying.

2 SERVICE

Most of us want to talk to people who know their job and can give us good advice. We want **helpful** staff who can deal with problems quickly and efficiently. This is true not only in shops, but also when we order by phone or online.

3 TRUST

Most customers want to buy from **reliable** companies that give them what they promise, every time. Companies that deliver late or that sell faulty products will soon lose our business.

4 QUALITY

We know that a Cartier watch is a quality product, but quality isn't only about price and expensive materials. A cheap watch that looks good and still tells us the right time after ten years is also a **high-quality** product.

5 SIMPLICITY

Most people want **user-friendly** products and services. We don't want to read a 200-page manual before we can use our mobile phone or other **high-tech** gadget.

3.3.17 – What a wonderful high-tech car

Students are shown different sentences where products and services are being described. Then, they are asked to identify the adjectives used and the order. Students will be required to come up with their own ideas regarding the order. Lastly, they will be explained adjective order and they will be provided with a list of adjectives used in customer service, as well as a practice workshop.

ADJECTIVE PLACEMENT AND ADJECTIVE ORDER

Adjectives are usually placed before the nouns they modify, but when used with linking verbs, such as forms of the verb "to be" or "sense" verbs, they are placed after the verb.

Attributive adjectives

Last week, I ordered online a pair of cutting-edge **earbuds** and a beautiful Italian wooden **table** for my mom's birthday.



Predicative adjectives

The desk I bought **is** very pretty and useful.
I would like Kindle for Christmas, it **looks** user-friendly and affordable as well.

Sense verbs - Look, seem, taste, sound, feel, smell

ADJECTIVE ORDER

When it comes to use a variety of adjectives to describe a noun, there is an order that needs to be followed to create natural sentences. Avoid using more than three adjectives together to describe a noun; keep sentences simple.

N	O	S	C	A	S	C	O	M	P
Number	Opinion	Size	Condition	Age	Shape	Color	Origin	Material	Purpose

What a great state-of-the-art portable charger!
I saw online a stylish black office chair, I'll buy it on Black Friday.
I am looking for an affordable German blender, my sister needs one right away.

I would like to get a high-performance **and** intuitive smartphone.
Use "and" or commas to separate adjectives from the same category.

MOST COMMON ADJECTIVES TO DESCRIBE PRODUCTS AND SERVICES

GENERAL

Reliable
Efficient
Versatile
Outstanding
Responsive
Dependable
Exceptional
Stylish
Elegant
Exceptional
World-class
Exemplary
Powerful
Remarkable
Intuitive
Fast
Trustworthy

SPECIFIC

Premium
Easy-to-use
Sustainable
User-friendly
Customizable
Durable
Eco-friendly
Secure
Convenient
Advanced
Cost-effective
High-quality
Affordable
Tailored
High-performance
Top-notch

We need to get an intuitive and cost-effective software.

Emily has bought an efficient and sustainable car.



3.3.18 – Sell it up

Students are shown an example of a description of a product using the adjective learned and using assumption language, such as appealing to their own experience and the customer's purchases. Then, they will be asked to choose a product from the best-sellers of Amazon and to describe it.





3.3.19 – Persuasive language using ads techniques

Students will be explained how ads works and the strategies used. Examples will be given and students will be asked to share their point of view to encourage speaking and vocabulary. Then, they will be shared some videos of ads where they will identify the strategies used and the way they felt when watching them.





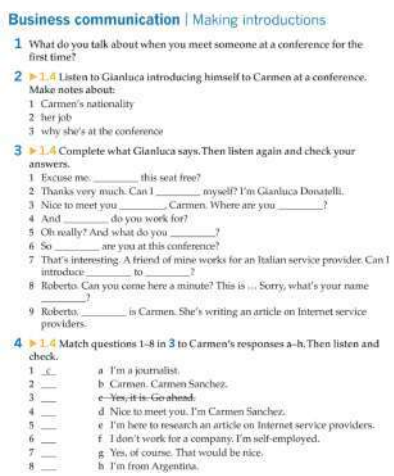


Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

3.4 Knowledge transfer activities

3.4.1 - Business communication Making introductions

Students are asked to provide ideas of what they say when they meet someone new. Then, they will be required to think of how people should introduce themselves in a business context and what should not be said. Continuing with the activity, students will listen to a conversation and they will identify the prompts mentioned in the dialogue. Lastly, students will take notes of useful expressions when making introductions. Based on the activity, students will create their own profile for a speaking activity which includes full name, nationality, job, company and a reason to be in the conference. Students will be divided into groups of 4 to create a conversation where the vocabulary and grammar studied is included. Each group will perform the conversation and the other teams will provide feedback of their role play in the Jamboard.



Business communication | Making introductions

1 What do you talk about when you meet someone at a conference for the first time?

2 ▶1.4 Listen to Gianluca introducing himself to Carmen at a conference. Make notes about:
1 Carmen's nationality
2 her job
3 why she's at the conference

3 ▶1.4 Complete what Gianluca says. Then listen again and check your answers.
1 Excuse me. _____ this seat free?
2 Thanks very much. Can I _____ myself? I'm Gianluca Donatelli.
3 Nice to meet you _____, Carmen. Where are you _____?
4 And _____ do you work for?
5 Oh really? And what do you _____?
6 So _____ are you at this conference?
7 That's interesting. A friend of mine works for an Italian service provider. Can I introduce _____ to _____?
8 Roberto. Can you come here a minute? This is ... Sorry, what's your name _____?
9 Roberto. _____ is Carmen. She's writing an article on Internet service providers.

4 ▶1.4 Match questions 1–8 in 3 to Carmen's responses a–h. Then listen and check.
1 _c_ a I'm a journalist.
2 ___ b Carmen. Carmen Sanchez.
3 ___ ~~c Yes, it is. Go ahead.~~
4 ___ d Nice to meet you. I'm Carmen Sanchez.
5 ___ e I'm here to research an article on Internet service providers.
6 ___ f I don't work for a company. I'm self-employed.
7 ___ g Yes, of course. That would be nice.
8 ___ h I'm from Argentina.



Key expressions

Introducing yourself
Can I introduce myself?
My name's / I'm ...

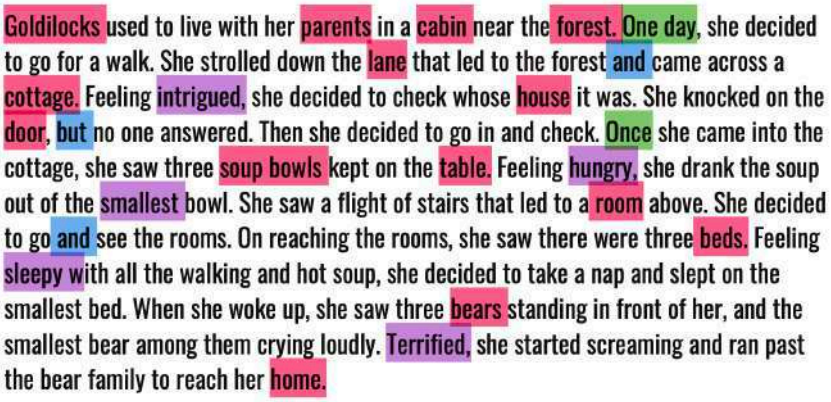
Introducing others
Can I introduce you to ...?
This is ...

Responding
Nice to meet you. / How do you do?
Nice to meet you, too.

Asking about person/job/company
What's your name (again)?
Where are you from?
Who do you work for?
What do you do?
Why are you here?
What/How about you?

3.4.2 – Can you check my text?

Students will be asked to find a short text related to customer service. Then, they will identify 4 parts of speech (nouns, adverbs, adjectives and conjunctions) and they will use a different color for each. A copy of the same will be delivered to another partner who will identify the words for the 4 categories. Lastly, students will paired up to grade their partners and to discuss the words highlighted. The idea is to create awareness of the parts of speech and the importance of the topic when it comes to customer service.



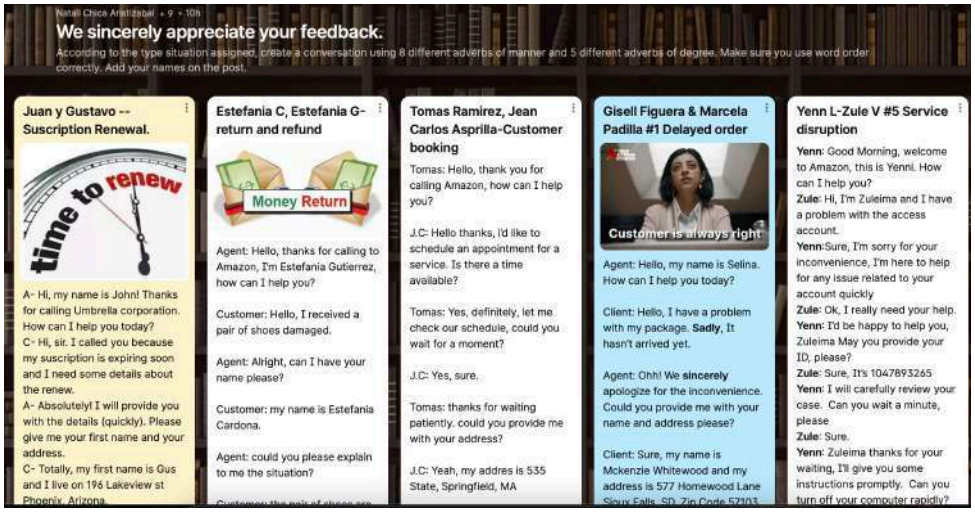
Goldilocks used to live with her parents in a cabin near the forest. One day, she decided to go for a walk. She strolled down the lane that led to the forest and came across a cottage. Feeling intrigued, she decided to check whose house it was. She knocked on the door, but no one answered. Then she decided to go in and check. Once she came into the cottage, she saw three soup bowls kept on the table. Feeling hungry, she drank the soup out of the smallest bowl. She saw a flight of stairs that led to a room above. She decided to go and see the rooms. On reaching the rooms, she saw there were three beds. Feeling sleepy with all the walking and hot soup, she decided to take a nap and slept on the smallest bed. When she woke up, she saw three bears standing in front of her, and the smallest bear among them crying loudly. Terrified, she started screaming and ran past the bear family to reach her home.

3.4.3 - We sincerely appreciate your feedback.

According to the type situation assigned to each pair of students related to customer service, students will create a conversation using 8 different adverbs of manner and 5 different adverbs of degree. They will need to make sure they use word order correctly. After that, each pair of students will be asked to grade and provide feedback to one of the pair's conversation. The idea is to check understanding while correcting mistakes and discussing the situation with the partner.

Situations

- Return and refund
- Service disruptions
- Subscription renewal
- Technical support
- Delayed order
- Booking service



3.4.4- Read it out and follow the rhythm

Students will be shared a reading called " The importance of good customer service" and they will read it while they listen to it. Then, the class will be split in two groups and each team member, will be assigned a paragraph that will be read and record it by each of them. Then, a different student will be asked to check their partner's recording to revise the pronunciation, intonation, stress and rhythm based on a rubric.

2.Read and listen to the text. Make sure you underline contents words and highlight the stress syllables.



The Importance of Good Customer Service

Customer service is a crucial aspect of any business. It involves the interaction between a company and its customers before, during, and after a purchase. Good customer service can lead to customer satisfaction, repeat business, and positive word-of-mouth referrals. Let's explore why excellent customer service matters and how it can benefit both customers and businesses.

1. Clear Communication: Effective customer service involves clear communication. When customers have questions or concerns, they appreciate representatives who can provide accurate and concise information. Using appropriate language and explaining complex terms in a simple manner can make customers feel valued and understood.

2. Problem Resolution: Sometimes, issues may arise with products or services. Good customer service means addressing these problems promptly and finding solutions. Skilled customer service representatives listen actively to customers, empathize with their concerns, and work to resolve the issues to the best of their ability.



RHYTHM AND STRESS

Rubric

Criteria	1	2	3	4	5	Comments
Fluency • Produces pace as in the original recording. • Speaks smoothly with little hesitation and doesn't interrupt the flow of the paragraph. • Respects punctuation marks while reading.						
Stress and intonation • Follows the stress pattern of content words accurately. • Respects the intonation of words according to the intention of the paragraph.						

3.4.5 – Could you spell that for me?

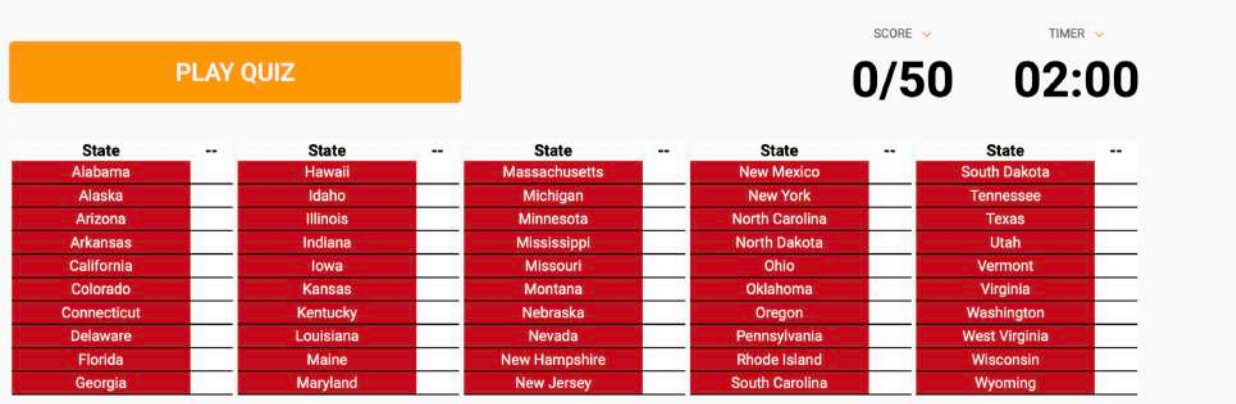
Students will be divided into 4 groups. Each team will be given a list of words in which each member will take turn to spell the words said by their teammates. In case a word is misspelled, students will provide feedback to their partner.

- Corporation
- Investment
- Marketing
- Finance
- Brand
- Trade

- Management
- Commerce
- Invoice
- Market
- Budget
- Accounting
- Inventory
- Stock
- Purchasing
- Leverage
- Mergers and acquisitions
- Asset
- Balance sheet
- Board of directors
- Wage
- Startup company
- Partnership
- Entrepreneur

3.4.6 – What state is it?

Students will practice the abbreviations of the states in couples, so they can provide feedback. The idea is to help each other learn the states with the corresponding abbreviation.



3.4.7 – Real-context calls

Students will access to Zoom for the activity. Based on the conversations they have created, students will perform the call while the other classmates take notes. Then, students will be asked to provide feedback on the phone call. Each pair of students will do the same.

3.4.8 – Performance evidence – Let's describe these products

Speaking activity where students do research on a company and describe two products/services using persuasive language. Students create a presentation to carry out in class while the classmates take notes and provide feedback in the end. Based on the comments and a checklist, each students will be graded.



Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

4. EVALUATION ACTIVITIES

Learning evidence	Assessment criteria	Evaluation Techniques and Instruments
Knowledge evidence All-skills test using the Versant methodology. The test includes collecting data, active listening, reading comprehension, parts of speech, word order, writing a company profile, basic grammar, open questions and stress and rhythm. The test is approved with 70 points.	**1**. Use basic BPO vocabulary according to context. **2**. Communicate at a basic level to interact with customers according to technical **3.** Generate conversations according to the work context.	**All-skills test** **Technique:** Written test **Instrument:** Questionnaire
Performance evidence Speaking activity where students do	**1**. Use basic BPO vocabulary according to context.	**Describing products/services** **Technique:** Oral presentation

research on a company and describe two products/services using persuasive language. Students create a presentation to carry out in class while the classmates take notes and provide feedback in the end. Based on the comments and a checklist, each students will be graded. **Product evidence** Writing and speaking activity where students create a conversation settled in customer service. The conversation needs to include the useful phrases learned in class, basic grammar structure, word order and good punctuation marks. In terms of speaking, students need to evidence intonation, rhythm, linking sounds and a good speech pace. Students will be in charge of providing feedback to their classmates based on the criteria included in the checklist.	**2**. Communicate at a basic level to interact with customers according to technical **3.** Generate conversations according to the work context. **1**. Use basic BPO vocabulary according to context. **2**. Communicate at a basic level to interact with customers according to technical **3.** Generate conversations according to the work context.	**Instrument:** Checklist **Phone call** **Technique:** Simulation **Instrument:** Checklist

5. GLOSSARY OF TERMS

5.1 – Daily Activities

What are some of the daily activities that you do at home?

I **wake up** at 7am every morning.
I **press the snooze button** five times every morning before I **turn off the alarm** and **get up**.
I **have a cup of coffee** and **make breakfast.** I usually **read the newspaper** while I **have breakfast**. My children like to **have a shower** after they have breakfast but I like to have a shower before I **get dressed.**
My wife **brushes her long hair**, and I have short hair so I **comb my hair**. How do you **do your hair** in the morning?
It is important to **brush your teeth**, and some women like to **put make-up on**.
After I have finished work, I **go home** to **cook dinner.** In my house I usually **make dinner.** The family eat dinner together at 7:30pm.
After dinner I make sure that my children **do their homework**, and then I **chill out on the sofa** and **watch television.**
On television I usually **watch the News.** My wife usually comes to tell me to **take the rubbish out,** or **wash the dishes.**
Our children **feed the dog and the cat** before they **go to bed** and I tell them to **go to the bathroom** too.
If I am sick I have to **take my medication,** but then I **get into my pyjamas** and **set the alarm** so I wake up in the morning.
The last things I do is **lock the door**, **turn off the lights**, and **go to bed**.

It doesn't take me long to **fall asleep**.

Daily Activities at Work

What are some daily activities that you do at work?

I **go to work** at 8.45am every morning.
I usually **drive to work**.
I always **check my emails** when I get to work, but I don't always **reply** to them immediately.
I **take a taxi** or **a train** if I have a **lunch meeting**. I never **take the bus** because it is too slow.
When I am at my desk I usually **work on the computer**, even during **morning tea**.
At 1pm most days I **have lunch**.
At 3pm we have **afternoon tea**, and that is when we usually talk and eat cake.
When you are in the office you probably have a lot of papers. It is important for you to **file your papers,** and so that you can find them again you need to **organise your files**.
When I work I have to **make telephone calls**. If an important issue happens I ask my secretary to **organise a meeting**.
Once a month I **report to my boss**, but maybe you have to report to your boss more often. I usually **write a document**that my boss can read.

Other Daily Activities

What are some other daily activities that you do?
I **exercise** at least three times a week.

I usually **go to the gym** before work, but sometimes I go after work.
I **meditate** every morning so that I feel less stressed during the day.

Weekly Activities

What are some weekly activities that you do?
I **go grocery shopping** once a week at the local supermarket.
My family **does the housework** together every Saturday morning.
I usually **do the washing** on Sunday morning and when the machine is finished I **hang the clothes out** to dry.
On Sunday morning we **go to church**, and if there is lots of noise coming from **next door**, sometimes we **fight with the neighbour**.
On Saturday night my parents **stay at home** and I **go out with friends**.
Even my friends that live at home **call their parents** each week.
Every evening, I **water the garden**.
I usually pay someone to **wash the car**, but my partner says I should do it, so sometimes I **argue with my partner** about that.
If we are angry at the neighbour, we **seek vengeance** by annoying his dogs.
I work in an important office, so I have to **shine my shoes** each day.
Sometimes we **hire a movie**, because we don't like to **illegally download music and films.** I make sure that **I synchronise my iPod** so I always have new music on it.
To get our shopping, we **go to the mall** in the car.
Last week I forgot to **recharge my travel card**, and I had to **argue with a bus driver.** I couldn't call the office because I forgot to **recharge my phone!**

5.2 – Making introductions

Beginning an Introduction

Below we've collected all the phrases you'll need to start a proper self-introduction. Have a look and get prepared for the next time you want to introduce yourself.

- Hello!
- How's it going?
- What's your name?
- My name is Steven.
- Nice to meet you. Pleasure to meet you. Pleasure.
- Nice to meet you too.
- Let me introduce myself. I'd like to introduce Sarah. This is my sister, Michelle. Have we met before?

Continuing an Introduction

After you learn somebody's name, it's a good idea to get to know them more. Here you'll nd useful questions that you can use to keep a conversation going after initial introductions.

What do you do?
Where do you work?
What brings you here?
Where are you from?
How old are you?
What do you do for fun?
What kind of hobbies do you have?

Ending an Introduction Not sure how to end your rst conversation with someone new? Below you'll nd lots of useful phrases to help you do this.

Let's keep in touch. It was mice meeting you.
Let's get together again some time.
Here is my number 584-2453.
Let's go for a coffee sometime.
Do you want to meet up again some time next week? Take care!
I hope to see you soon.
Here is my card.
It has been a pleasure, we'll speak again soon.

5.3 – Phonetic alphabet

Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Golf, Hotel, India, Juliett, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whiskey, X-ray, Yankee, Zulu.

5.4 – States and abbreviations

ALABAMA	AL
ALASKA	AK
AMERICAN SAMOA	AS
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
DISTRICT OF COLUMBIA	DC
FLORIDA	FL
GEORGIA	GA
GUAM	GU
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA

KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NE
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
NORTHERN MARIANA IS	MP
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PENNSYLVANIA	PA
PUERTO RICO	PR
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGINIA	VA
VIRGIN ISLANDS	VI
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI
WYOMING	WY

5.5 – Most common names in the US

1. Smith
2. Johnson
3. Williams
4. Brown
5. Jones
6. Garcia

7. Miller
8. Davis
9. Rodriguez
10. Martinez
11. Hernandez
12. Lopez
13. Gonzalez
14. Wilson
15. Anderson
16. Thomas
17. Taylor
18. Moore
19. Jackson
20. Martin
21. Lee
22. Perez
23. Thompson
24. White
25. Harris
26. Sanchez
27. Clark
28. Ramirez
29. Lewis
30. Robinson
31. Walker
32. Young
33. Allen
34. King
35. Wright
36. Scott
37. Torres
38. Nguyen
39. Hill
40. Flores
41. Green
42. Adams
43. Nelso

5.6 – Useful expressions used in customer service phone calls

Greeting and identification

1.Standard Greeting:
"Good [morning/afternoon/evening], thank you for calling [Company Name]. My name is [Your Name]. How may I assist you today?"

2.Warm Welcome:
"Welcome to [Company Name] customer service! This is [Your Name]. How can I make your day better?"

3.Personalized Greeting:
"Hello, [Customer's Name]. It's great to have you on the line. I'm [Your Name], and I'm here to help."

4.Friendly Introduction:
"Hey there, you've reached [Company Name] customer service. My name is [Your Name], and I'm excited to assist you. What can I do for you?"

Empathizing and assuring

1.Validate Their Feelings:
"I understand how frustrating it can be. I'm here to help you get through this." "I'm sorry you're facing this situation. I can imagine how annoying that must be."

2.Acknowledge Their Experience:
"It sounds like you've been having a tough time with it. I appreciate your patience as we work to resolve it."
"Thank you for sharing your experience. I want to assure you that we're committed to making things right."

3.Offer a Solution:
"I'm confident that we can find a solution for you. Let's work together to address this." "Rest assured, we have a plan in place to resolve this issue and get things back on track."

4.Share Expertise:
"You're in good hands. Our team is experienced in handling this type of situations, and we'll guide you through the process."
"We have a team of experts who specialize in situations like this. We'll make sure it's resolved accurately."

Confirmation and clarification

1.Restating the Customer's Information:
"Just to confirm, you're calling about the recent order you placed for the X product, correct?"

2.Confirming the Issue Details:
"If I understand correctly, you're experiencing an issue with your account login. Is that right?"

3.Summarizing the Customer's Request:
"Let me make sure I have this right. You're looking to upgrade your subscription plan to include additional features. Is that accurate?“

4.Seeking Additional Details:
"Could you provide more information about the error message you're encountering? This will help us better understand the issue."

5.Asking for Specifics:
"When you mentioned 'slow performance,' were you referring to specific tasks or applications?"

6.Requesting Examples: "Can you give me an example of the steps you've taken so far? This will help me tailor my assistance."

Problem resolution / offering a solution

1.Slow internet connection
"It looks like your internet speed is below the expected range. This might be due to signal interference. Let's schedule a technician to visit your location and ensure your setup is optimized."

2. Incorrect billing
“I've identified the error in the billing. It seems there was an accidental charge. I'll process a refund for that amount, and your next bill will reflect the correct total."

3. Forgotten password
“To reset your password, please visit our website and click on the 'Forgot Password' link. You'll receive an email with instructions on how to create a new password."

4. Shipping delay
"To address this, I can submit a request for expedited shipping on your order. This will ensure your package arrives as quickly as possible."

Summarizing and closing

Issue: Order Status Inquiry

1. Summarizing

"To summarize, we've confirmed that your order (Order ID: 123456) is currently in transit and expected to be delivered by September 10th. Is there anything else you'd like to know about your order?"

2. Closing
"Thank you for using our services, [Customer's Name]. If you have any more questions or need assistance in the future, feel free to reach out. We hope you enjoy your purchase. Have a wonderful day!"

Issue: Billing Inquiry

1. Summarizing

"To recap, we've reviewed your billing statement and identified an overcharge of $25. We've initiated a refund for this amount, which should reflect in your account within 3-5 business days. Is there anything else I can assist you with?"

2. Closing
"We appreciate your patience, [Customer's Name]. If you have any other concerns or questions, please don't hesitate to let us know. We value your business and are here to help. Have a great rest of your day!"

Thanking and farewell / Feedback

“Thank you for giving us the opportunity to assist you, [Customer's Name]. Your feedback helps us improve our service.”

It's our pleasure. If there's anything else you need, remember we're just a call away. Have a fantastic day!

Thank you for choosing our services, [Customer's Name]. We're glad we could assist you today.

You're welcome! Your satisfaction is important to us. Also, we value your feedback, which helps us improve. Would you be willing to take a brief survey about your experience today?

5.7 – Most common adjectives used in customer service

- Excellent
- Outstanding
- Exceptional
- Top-notch
- Superb
- Great
- Wonderful
- Fantastic
- Amazing
- Impressive
- Reliable
- Efficient
- Friendly
- Attentive
- Helpful
- Polite
- Responsive
- Timely
- Professional
- Courteous
- Knowledgeable
- High-quality
- Satisfactory
- Seamless
- Convenient
- Painless
- Hassle-free
- Outstanding
- Trustworthy
- Value-added

Compound adjectives

- **Well-known: widely recognized or famous.** Example: She is a well-known actress.
- **High-pitched: having a high frequency or tone.** Example: The high-pitched sound was irritating.
- **Open-ended: having no clear or definite limit or conclusion**. Example: The discussion was open-ended.
- **Hardworking: diligent and industrious.** Example: He is a hardworking student.
- **Self-confident: having confidence in oneself.** Example: Her self-confident attitude impressed everyone.
- **Fast-paced: characterized by a high rate of activity or speed**. Example: The movie had a fast-paced plot.
- **Cold-hearted: lacking empathy or compassion.** Example: His cold-hearted behavior shocked me.
- **Two-way: involving or affecting both directions or parties**. Example: The two-way communication was essential.
- **Low-cost: inexpensive or affordable.** Example: The airline offers low-cost flights.
- **Deep-seated: firmly established or deeply rooted**. Example: Her deep-seated beliefs were hard to change.
- **Brightly-colored: having vivid and intense colors.** Example: The artwork featured brightly-colored flowers.
- **Red-hot: extremely hot or heated.**Example: The metal became red-hot in the forge.
- **Short-tempered: easily irritated or angered.** Example: Be careful around him; he's short-tempered.
- **Heavy-handed: using excessive force or pressure.** Example: The boss's heavy-handed management style caused tension.
- **Full-time: involving or working for the entire day or week.** Example: She works as a full-time teacher.
- **Half-empty: describing a glass or container that is partially filled.** Example: Is the glass half-empty or half-full?
- **High-tech: utilizing advanced technology.** Example: The company specializes in high-tech gadgets.

- **Middle-aged: in the middle stage of life, typically referring to those in their 40s or 50s.** Example: Middle-aged adults often face unique challenges.
- **Self-employed: working for oneself and not for an employer.** Example: She is self-employed as a freelance writer.
- **Two-story: having two levels or floors.** Example: They live in a two-story house.

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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: Comercio y Turismo
Title of Training Program: Service Operation in Bilingual BPO Channels
Training Program Code: 137500

Apprentice Name: _____

ID number: _____ **Code:** _____

Instructor's name: Natalí Chica Aristizabal

Competence: Interaction with customers.

Learning Outcome: To express ideas orally and in writing in a second language in accordance with the occupational environment and business communication protocols.

Assessment Criteria:
1. Use basic BPO vocabulary according to context.

2. Communicate at a basic level to interact with customers according to technical

3. Generate conversations according to the work context.

Activity
All-skills test using the Versant methodology. The test includes collecting data, active listening, reading comprehension, parts of speech, word order, writing a company profile, basic grammar, open questions and stress and rhythm. The test is approved with 70 points.

Evidence:

- Knowledge

INSTRUCTIONS FOR COMPLETION:

In the development of this instrument, the evidence 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.

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KNOWLEDGE EVIDENCE

Competence: Interaction with customers.

Learning outcome:

1. To express ideas orally and in writing in a second language in accordance with the occupational environment and business communication protocols.

Assessment criteria:

1. Use basic BPO vocabulary according to context.
2. Communicate at a basic level to interact with customers according to technical knowledge.
3. Generate conversations according to the work context.

a. Listen to the phone call and choose the correct option (6 points).

1. The delivery hasn't arrived yet.	True	False
2. Andrea is having cash flow issues and needs a payment extension.	True	False
3. Andrea usually asks for an extension of the payment terms.	True	False
4. Andrea has a new order to place, even bigger than the last one.	True	False
5. Junko can extend the payment terms on the last order to 60 days.	True	False
6. Junko will send Andrea an email confirmation.	True	False

b. Listen to the phone call and answer the questions (8 points).

1. Why is it Andrea calling? Explain.

_____

2. What does it mean when Andrea says, "I promise this won't become the norm"?

_____



3. According to the phone call, who is the supplier and who is the customer?

_____

4. What is the meaning of invoice? Explain.

_____

c. Listen carefully and complete the missing the information. Don't forget to use capital letters and abbreviations when needed. (16 points)

Customer No. 1



Full name: _____ **Job:** _____

Nationality: _____ **Address:** _____

Age: _____ **Phone number:** _____

Birthdate: _____ **Email address:** _____

Customer No. 2



Full name: _____ **Job:**_____
Nationality: _____ **Address:**_____
Age:_____ **Phone number:** _____
Birthdate: _____ **Email address:** _____

d. Read the text about online shopping and answer the questions. (14 points)

Online shopping has become increasingly popular in recent years, with more and more people choosing to buy products and services online. The convenience and variety offered by e-commerce platforms have contributed to this trend. Let's explore some of the key aspects of online shopping.

Convenience: One of the primary reasons people prefer online shopping is the convenience it offers. Shoppers can browse products from the comfort of their homes, make purchases at any time of day, and have items delivered to their doorstep. This convenience has become especially important during the COVID-19 pandemic when many physical stores faced restrictions.

Wide Selection: Online stores often provide a wider range of products than traditional brick-and-mortar stores. Shoppers can access items from around the world, compare prices easily, and find unique or niche products that may not be available locally.

Customer Reviews: Many online retailers allow customers to leave reviews and ratings for products. These reviews can be valuable in helping shoppers make informed decisions and avoid products with negative feedback.

Shipping and Returns: Shipping options have improved, with many retailers offering fast and reliable delivery services. Additionally, most online stores have flexible return policies, making it easier for customers to return or exchange items if they are not satisfied.

Security: Online security measures have also advanced, making online transactions safer. However, it's essential for shoppers to be cautious and follow best practices to protect their personal and financial information.

Emerging Trends: Online shopping is continually evolving. New trends, such as virtual try-ons for clothing and augmented reality shopping experiences, are changing the way people shop online.

1.What are some of the reasons people prefer online shopping over traditional in-store shopping?

_____

_____

2.Why have online shopping trends been influenced by the COVID-19 pandemic?

_____

_____

3.How do customer reviews benefit online shoppers?

_____

_____

4.What has improved in terms of shipping and returns in online shopping?

_____

_____

5. How the term "brick-and-Mortar stores" can be changed?

_____

6. From the paragraph "Convenience", identify the **adjectives** and write them down.

_____

7. From the paragraph "Shipping and return", identify the **main verbs** and write them down.

_____

e. Put the words below in the correct categories (16 points)

shh him John old but in badly run and at she well on yum table ouch have hmm Canada hot useful so sing dog talk for although it easily oops good quickly me eat soup bad from slowly however week us loudly sad see by yuck or you

Verbs	Nouns	Adjectives	Adverbs

Interjections	Conjunctions	Prepositions	Pronouns

f. Read the conversation, highlight the 7 possible mistakes and fix them up (14 points).

Customer: Hello, I recently my order 592375 received, but unfortunately, the product arrived damaged.

Customer Service Associate: I apologize for the inconvenience. I'm here to help. Could you please describe the product to the damage?

Customer: The packaging was torn, and when I opened it, I noticed on the screen of the laptop a crack I ordered.

Customer Service Associate: I'm truly sorry to hear that. We take seriously this matter. To assist you further, could you provide me with your name and contact information, as well as any photos of the packaging damaged and product?

Customer: Sure, my name is Sarah Johnson, and my email is sarah46@email.com. I've taken some photos; I'll send you them to right away.

Customer: Sure, my name is Sarah Johnson, and my email is sarah46@email.com. I've taken some photos; I'll send you them to right away.

Customer Service Associate: Thank you, Sarah. We appreciate your prompt response. Please send the photos to support@email.com, and I'll escalate to our returns and replacements department this issue. They will get in touch with you within 24 hours to arrange for a replacement or a refund.

Customer: Alright, thank you for your help. I hope quickly we can resolve this.

Customer Service Associate: You're welcome, Sarah. We'll do our best to resolve this for you as quickly as possible. If you have any other questions or concerns, feel free to reach out. Have a great day!

1._____
2._____
3._____
4._____
5._____
6._____
7._____



g. Create an 80-word profile based on the information given. Check word order (10 points).

Name: Amazon
Founder: Jeff Bezos
Foundation date: 1994
Head office: Seattle, Washington
Type of company: Tech multinational and online retailer

Slogan: Work hard, have fun, make history
Products: Any type of goods online
Services: Cloud computing and web services
Competitors: Ebay, Target and Walmart
Number of employees: 1'.541.000

h. Read the questions and provide a one-minute answer. Make sure you follow the instructions. Explain and give examples (16 points)

1. How has technology impacted your life?
2. What steps can individuals take to protect the environment?
3. Share an environmentally friendly habit you practice.
4. Do you think children should be punished?
5. What are the benefits of working from home?
6. Why do you think humans treat their pets like human beings?





RESULTS: Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature

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Activity
Writing and speaking activity where students create a conversation settled in customer service. The conversation needs to include the useful phrases learned in class, basic grammar structure, word order and good punctuation marks. In terms of speaking, students need to evidence intonation, rhythm, linking sounds and a good speech pace. Students will be in charge of providing feedback to their classmates based on the criteria included in the checklist.

Evidence:

- Product

INSTRUCTIONS FOR COMPLETION:

In the development of this instrument, the evidence of product 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.

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PHONE CALLS

Create conversation between a customer and a customer service associate. Make sure you follow the requirements:

1. Choose the context of the phone call.
2. The conversation needs to last over **2 minutes.**
3. Use the **phrases** learned for each stage of the call flow.
4. Create the **script** of it and **list** the call flow.
5. Include **linking sounds and good intonation.**
6. **Record** the conversation and **upload** the audio and the script.

Here is the link:
https://drive.google.com/drive/folders/1BzL6cjG7V4tG5n-7G6v8oObOuWz95PGz?usp=share_link

- Billing discrepancy
- Shipping delay
- Damaged product
- Lost package



No.	ASPECTS	INDICATORS TO EVALUATE	COMPLIANCE		RECOMMENDATIONS
			YES	NO	
1	Approving attitude	The learner participates in didactic activities for the appropriation of knowledge.			
2	Approving attitude	The learner is punctual for the learning activities.			
3	Approving attitude	The learner wears the uniform appropiately during the learning process.			
4	Approving attitude	The learner demonstrate his/her interpersonal skills while working in pairs.			

5	Approving technical attitude	The includes the phrases learned as well as the call flow.			
6	Approving technical attitude	The learner uses grammar correctly and vocabulary related to customer service.			
7	Approving technical attitude	The learner creates a conversation which lasts over 2 minutes as instructed.			
8	Approving technical attitude	The learner has good pronunciation and includes linking sound, stress and rhythm to his/her speech.			

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

ASSESSMENT TOOL

Regional: Qundío
Training Center: Comercio y Turismo
Title of Training Program: Service Operation in Bilingual BPO Channels
Training Program Code: 137500

Apprentice Name: _____

ID number: _____ **Code:** _____

Instructor's name: Natalí Chica Aristizabal

Competence: Interaction with customers.

Learning Outcome: To express ideas orally and in writing in a second language in accordance with the occupational environment and business communication protocols.

Assessment Criteria:
1. Use basic BPO vocabulary according to context.

2. Communicate at a basic level to interact with customers according to technical

3. Generate conversations according to the work context.

Activity
Speaking activity where students do research on a company and describe two products/services using persuasive language. Students create a presentation to carry out in class while the classmates take notes and provide feedback in the end. Based on the comments and a checklist, each students will be graded.

Evidence:

- Performance

INSTRUCTIONS FOR COMPLETION:

In the development of this instrument, the evidence of performance 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 ⬭ PERFORMANCE ✓ PRODUCT ⬭

WHY SHOULD I BUY IT?

1. Choose a **company** which sells products or provides services.
2. **Create the profile** of the company with all the **relevant information** of it.
3. Choose **two products/services** and **describe them** using a correct adjective order and grammar.
4. Use **persuasive language** by mentioning the **benefits** of the products/services and using your **own experience.**
5. Create a **poster** as visual aid for the presentation **(just images and keywords).**
6. **Avoid reading** and make sure the presentation lasts **around 4 minutes.**
7. Upload your presentation and speech **on Territorium.**



No.	ASPECTS	INDICATORS TO EVALUATE	COMPLIANCE		RECOMMENDATIONS
			YES	NO	
1	Approving attitude	The learner participates in didactic activities for the appropriation of knowledge.			
2	Approving attitude	The learner is punctual for the learning activities.			
3	Approving attitude	The learner wears the uniform appropiately during the learning process.			
4	Approving attitude	The learner demonstrate his/her interpersonal skills while working in pairs.			

5	Approving technical attitude	The learner creates the profile of the company with all the relevant information of it.			
6	Approving technical attitude	The learner describes two products/services and uses a correct adjective order and grammar.			
7	Approving technical attitude	The learner uses persuasive language by mentioning the benefits of the products/services and using his/her own experience.			
8	Approving technical attitude	The learner has good pronunciation and includes linking sound, stress and rhythm to his/her speech.			
9	Approving technical attitude	The learner creates a poster as visual aid for the presentation with images and keywords.			
10	Approving technical attitude	The learner develops his/her speech in 4 minutes.			

RESULTS: Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature