REGISTRO DE ASISTENCIA Y APROBACIÓN DEL ACTA No-18 DEL DÍA 2 DEL MES DE OCTUBRE DEL AÑO 2023

OBJETIVO (S)	Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la segunda fase del proyecto.

No.	NOMBRES Y APELLIDOS	No. DOCUMENTO	PLANTA	CONTRATISTA	OTRO ¿CUAL?	DEPENDENCIA/ EMPRESA	CORREO ELECTRÓNICO	TELÉFONO/EXT.SENA	AUTORIZA GRABACIÓN	FIRMA O PARTICIPACIÓN VIRTUAL
1	Álvaro Guillermo Baena López	4376722		x		Centro de Comercio y Turismo	agbaena@sena.edu.co	3158089416	N/A	
2	Natalí Chica Aristizabal	1097400829		x		Centro de Comercio y Turismo	nchica@sena.edu.co	3203823381	N/A	

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ACTA No. 18		
NOMBRE DEL COMITÉ O DE LA REUNIÓN: Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la segunda fase del proyecto.		
CIUDAD Y FECHA: Armenia Quindío 2 de octubre de 2023	**HORA INICIO:** 3pm	**HORA FIN:** 5pm
LUGAR Y/O ENLACE: Biblioteca centro de Comercio y Turismo	**DIRECCIÓN GENERAL / REGIONAL / CENTRO**SENA Centro de Comercio y Turismo de Armenia, Regional Quindío	

AGENDA O PUNTOS PARA DESARROLLAR:

1. Revisar la planeación pedagógica del programa Service Operation in Bilingual BPO Channels para la segunda fase del proyecto.
2. Presentar el avance en redacción de las guías y el material de apoyo seleccionado y creado para el programa Service Operation in Bilingual BPO Channels.

OBJETIVO(S) DE LA REUNIÓN:
Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la segunda fase del proyecto.

DESARROLLO DE LA REUNIÓN

Se reunieron el instructor técnico Álvaro Baena y la instructora de inglés Natalí Chica para revisar en su totalidad la planeación pedagógica, las guías de aprendizaje, el material de apoyo y los instrumentos de evaluación para la primera fase del proyecto del programa de formación Service Operation in Bilingual BPO Channels.

1. **Revisar la planeación pedagógica programa Service Operation in Bilingual BPO Channels para la segunda fase del proyecto.**

Los instructores Álvaro Baena y Natalí Chica redactan la planeación pedagógica para la segunda fase del proyecto. Se incluyen las actividades a desarrollar y las evidencias acordes. Asimismo, se hace la lectura de las actividades propuestas por los instructores Jhon James Alzate y Adrián M. Artunduaga de las competencias transversales TIC y actividad física. Todas las actividades van de la mano con la actividad de proyecto y enfocadas al contexto de la industria BPO.

2. **Presentar el avance en redacción de las guías y el material de apoyo seleccionado y creado para el programa Service Operation in Bilingual BPO Channels.**

La instructora Natalí Chica presenta la guía No. 2 para la competencia “Interaction with customers”. Se explican los temas a desarrollar en la primera semana tales como, el uso del pasado simple y el pasado continuo en servicio al cliente y los negocios. Asimismo, se

inicia con la practica semanal para el examen Versant. Entre las actividades sugeridas, se encuentra el perfeccionamiento de la pronunciación de los vernos regulares ED, el contar historias de negocios en línea de tiempo y el uso de los dos tiempos para contar problemas de servicio al cliente. En cuanto a los materiales creados, se incluye los talleres de práctica, la explicación de los tiempo en servicio al cliente y actividades de producción escrita y oral. Con respecto a los instrumentos de evaluación, aún no se han creado.

El instructor Álvaro Baena presenta el avance de la guía No. 2 de la competencia "Customer service requirements". El instructor explica que el primera tema a desarrollar son las métricas usadas en la industria del servicio al cliente. Por ello, crea material de apoyo (presentación) donde se explicada cada métrica y la importancia que se tiene en el desempeño del agente. Además, socializa el juego de práctica creado para que los aprendices revisen las métricas generen dudas. Con respecto a los instrumentos de evaluación, aún no se han creado.

CONCLUSIONES

El programa Service Operation in Bilingual BPO Channels, precisa constante revisión por parte de los instructores para así asegurar una formación idónea que responda a las necesidades planteadas por los patrocinadores y los parámetros establecidos del diseño del programa y el proyecto formativo.

COMPROMISOS

ACTIVIDAD	RESPONSABLE	FECHA
Presentar el avance en redacción de las guías, los instrumentos de evaluación y el material de apoyo seleccionado y creado para el programa Service Operation in Bilingual BPO Channels.	Álvaro Baena Natalí Chica	23 de octubre de 2023

ASISTENTES: (Incorporar registro de asistencia)

Nota: Puede incluirse imagen o captura de pantalla de los asistentes, si se trata de una reunión virtual o, de los asistentes que participan a través de una plataforma virtual.

4TH QUARTER SCHEDULE

- CODE 2780893 - SERVICE OPERATION IN BILINGUAL BPO CHANNELS
- CODE 2854941 - SERVICE OPERATION IN BILINGUAL BPO CHANNELS
- CURRICULUM DESIGN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00	CUSTOMER SERVICE PRODUCT AND SERVICE SALES				CUSTOMER SERVICE PRODUCT AND SERVICE SALES
7:00					
8:00			REDACCIÓN GUÍAS DE APRENDIZAJE		
9:00	CREACIÓN MATERIAL DE APOYO	CUSTOMER SERVICE PRODUCT AND SERVICE SALES		CUSTOMER SERVICE PRODUCT AND SERVICE SALES	REDACCIÓN GUÍAS DE APRENDIZAJE
10:00			REVISIÓN INSTRUMENTOS DE EVALUACIÓN		
11:00	REDACCIÓN GUÍAS DE APRENDIZAJE				CREACIÓN MATERIAL DE APOYO
12:00					
13:00					
14:00					
15:00	*REUNIÓN SEMANAL	CUSTOMER SERVICE PRODUCT AND SERVICE SALES	CUSTOMER SERVICE PRODUCT AND SERVICE SALES	CUSTOMER SERVICE PRODUCT AND SERVICE SALES	CUSTOMER SERVICE PRODUCT AND SERVICE SALES
16:00					
17:00	REVISIÓN DE GUÍAS, MATERIALES E INSTRUMENTOS				
18:00					

ALVARO BAENA LOPEZ

CRONOGRAMA DE ACTIVIDADES

PROGRAMAS

- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2780893
- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2854941

TRIMESTRE: IV

INSTRUCTOR: ALVARO BAENA

HORAS DE DISEÑO CURRICULAR: 12 HORAS

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6:00					
7:00					
8:00			REDACCIÓN GUÍAS DE APRENDIZAJE		
9:00	CREACIÓN MATERIAL DE APOYO				REDACCIÓN GUÍAS DE APRENDIZAJE
10:00					
11:00	REDACCIÓN GUÍAS DE APRENDIZAJE		REVISIÓN INSTRUMENTOS DE EVALUACIÓN		CREACIÓN MATERIAL DE APOYO
12:00					
13:00					
14:00					
15:00	*REUNIÓN SEMANAL				
16:00	REVISIÓN DE GUÍAS, MATERIALES E INSTRUMENTOS				
17:00					
18:00					

***NOTA:** LOS LUNES DE CADA SEMANA SE REALIZA UNA REUNIÓN ENTRE EL INSTRUCTOR TÉCNICO Y LA INSTRUCTORA DE INGLÉS, CON EL FIN DE REVISAR EL PROGRESO SEMANAL DEL PROGRAMA Y VERIFICAR LOS CONTENIDOS CREADOS.

4TH QUARTER SCHEDULE

CODE 2780893 - SERVICE OPERATION IN BILINGUAL BPO CHANNELS

CODE 2854941 - SERVICE OPERATION IN BILINGUAL BPO CHANNELS

CURRICULUM DESIGN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00		ENGLISH BPO - AMAZON	ENGLISH BPO - AMAZON	ENGLISH BPO - AMAZON	
7:00					
8:00					REDACCIÓN GUÍAS DE APRENDIZAJE
9:00	ENGLISH BPO - AMAZON			REDACCIÓN GUÍAS DE APRENDIZAJE	
10:00					
11:00				CREACIÓN MATERIAL DE APOYO	REVISIÓN INSTRUMENTOS DE EVALUACIÓN
12:00	ENGLISH BPO - AMAZON	ENGLISH BPO - AMAZON	ENGLISH BPO - AMAZON	ENGLISH BPO - AMAZON	
13:00					
14:00					
15:00	*REUNIÓN SEMANAL	CREACIÓN MATERIAL DE APOYO	REDACCIÓN GUÍAS DE APRENDIZAJE		
16:00	REVISIÓN DE GUÍAS, MATERIALES E INSTRUMENTOS				
17:00					
18:00					

NATALÍ CHICA ARISTIZABAL

CRONOGRAMA DE ACTIVIDADES

PROGRAMAS

- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2780893
- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2854941

TRIMESTRE: IV

INSTRUCTOR: NATALÍ CHICA A.

HORAS DE DISEÑO CURRICULAR: 12 HORAS

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6:00					
7:00					
8:00					REDACCIÓN GUÍAS DE APRENDIZAJE
9:00				REDACCIÓN GUÍAS DE APRENDIZAJE	
10:00					
11:00				CREACIÓN MATERIAL DE APOYO	REVISIÓN INSTRUMENTOS DE EVALUACIÓN
12:00					
13:00					
14:00					
15:00	*REUNIÓN SEMANAL	CREACIÓN MATERIAL DE APOYO	REDACCIÓN GUÍAS DE APRENDIZAJE		
16:00	REVISIÓN DE GUÍAS, MATERIALES E INSTRUMENTOS				
17:00					
18:00					

***NOTA:** LOS LUNES DE CADA SEMANA SE REALIZA UNA REUNIÓN ENTRE EL INSTRUCTOR TÉCNICO Y LA INSTRUCTORA DE INGLÉS, CON EL FIN DE REVISAR EL PROGRESO SEMANAL DEL PROGRAMA Y VERIFICAR LOS CONTENIDOS CREADOS.

	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

	Versión: 01
	Código: GDOC-F-001

Proceso Gestión de Formación Profesional Integral

Formato Planeación Pedagógica del Programa Formativo

Nombre del Proyecto Productivo:	
Denominación del Programa de Formación:	SERVICIO DE OPERACIÓN DE BUS MASIVO - SITIO CHAMBELÍ
Modalidad de Formación:	PRESENCIAL
Código y versión del Programa:	117000
Nombre del Proyecto: (Diligenciar solo cuando corresponda a un programa de formación Titulada)	OPERACIONALIZAR CAMPAÑAS DE REPOSICIÓN AL CLIENTE EN PUNTOS Y MOMENTOS DE MITO
Código del Proyecto: (Diligenciar solo cuando corresponda a un programa de formación Titulada)	2756535

Instructor(es) que elabora la planeación pedagógica	**Nombre y o Apellidos** Angela Maria Arciniegas Ramirez	Regional y Centro de formación Cormacarena - Centro de Formación y Turismo
	Nombre y o Apellidos Jhon Jairo Rincon	Regional y Centro de formación Cormacarena - Centro de Formación y Turismo
	Nombre y o Apellidos Jorge Fernando Palomino Chaparro	Regional y Centro de formación Cormacarena - Centro de Formación y Turismo
	Nombre y o Apellidos Jhonny Alexander Pinto Arciniegas	Regional y Centro de formación Cormacarena - Centro de Formación y Turismo
	Nombre y o Apellidos Nestor Cortes Avila Ladino	Regional y Centro de formación Cormacarena - Centro de Formación y Turismo

FASES DEL PROYECTO FORMATIVO	RESULTADOS DE APRENDIZAJE	CAPACIDADES	RESULTADOS DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE Y EVIDENCIAS	HORAS ACTIVIDADES ACOMPAÑAMIENTO DIRECTO	HORAS TRABAJO INDEPENDIENTE	ESTRATEGIAS DE FORMACIÓN	RECURSOS DE APRENDIZAJE			ESTRATEGIAS DE EVALUACIÓN	RECURSOS PARA LA EJECUCIÓN DE LA FORMACIÓN	FECHA PLANEADA
								MATERIALES	EQUIPOS Y HERRAMIENTAS	AMBIENTES			
INDUCCIÓN	Identificar los componentes del programa de formación y el proceso de formación profesional integral.	Identificación Normativa	Ubicar los componentes del programa de formación y el proceso de formación profesional integral de acuerdo a la normatividad establecida.	**Actividad cognitiva** Identificación de componentes del programa de formación y el proceso de formación profesional integral. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de componentes del programa de formación Profesional Integral.	4H	2H	Mesa Redonda Mesa Redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Computadores Tableros y marcadores Video beam Televisores Sillas Mesas Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	1. Participa en el ambiente de formación en la identificación de componentes del programa de formación. 2. Identifica los componentes del proceso de formación profesional integral. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de protección** Elementos de protección personal (EPP Básico, botas, antiparras) **Ambiente de formación** **Personal:** Instructor Formación	
FASE 1 ANÁLISIS **• Resultado de aprendizaje asociado a la competencia: Identificar los componentes del programa de formación y el proceso de formación profesional integral.**	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la inducción del programa de formación. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
FASE 2 PLANEACIÓN **• Resultado de aprendizaje asociado a la competencia: Identificar los componentes del programa de formación y el proceso de formación profesional integral.**	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	
	Identificar, interpretar, aplicar y comunicar	Identificación Normativa	Identificar la normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	**Actividad cognitiva** Identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente. **Actividad para la Calidad** Encuesta de satisfacción de formación del SENA. **Actividad alternativa Evidencia** Cuestionario de identificación de normatividad aplicable a la operación del sistema de transporte masivo, teniendo en cuenta los requisitos establecidos en la normatividad vigente.	4H	2H	Trabajo colaborativo Mesa redonda Mesa redonda Trabajo colaborativo Mesa redonda Trabajo colaborativo Mesa redonda Mesa redonda Mesa redonda Mesa redonda	Ambientes especializados con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza.	Video beam Computadores Televisores Sillas Mesas Tablero Software especializado para el sector Elementos de protección personal Extintores Botiquines Señalización Elementos de primeros auxilios Elementos de aseo y limpieza	Instructor Técnico	1. Asiste a la actividad de aprendizaje. 2. Identifica la normatividad aplicable a la operación del sistema de transporte masivo. 3. Diligencia la encuesta de satisfacción de formación del SENA.	**Ambiente de Aprendizaje** Ambiente especializado, de salud con botiquín y elementos de primeros auxilios, con acceso a internet, televisores, computadores, video beam, tableros, sillas, mesas, software especializado para el sector, elementos de protección personal, extintores, botiquines, señalización, elementos de primeros auxilios, elementos de aseo y limpieza. **Ambiente de Formación** **Personal:** Instructor Técnico	

EJECUCIÓN	**3. Desarrollar propuesta de campaña para el cliente a través del canal Contact Center según requerimientos de la organización.**	240201050 - Interaction with customers	To understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.	**Actividad cognitiva** Identificar la gramática y los temas principales del nivel principiante intermedio de inglés como lengua extranjera según las competencias lingüísticas requeridas para la industria BPO. **Actividad procedimental** Demostrar las competencias comunicativas de inglés como lengua extranjera por medio de discursos guiados de acuerdo a la industria de servicio al cliente. **Actividad valorativa/actitudinal** Integrar las habilidades blandas en el desarrollo de actividades interactivas en inglés como lengua extranjera según los parámetros requeridos por la industria BPO y contact center.	132	48	Trabajo colaborativo. Ilustraciones. Videos interactivos. Philipps 66. Juego de roles. Gamificación. Debates. Lectura comentada. Mapas mentales. Estudio de caso. Canciones guiadas. Representaciones gráficas.	Laboratorio especializado de contact center. Ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 30 personas, con sillas ergonomicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa.	Computadores. Marcadores Borrables. Borrador para tablero. Cable HDMI Borrador para tablero.	Instructor de técnico	1.Interpret complex information based on customer's culture. 2. Pronounce in english language to support the communication process according to technical vocabulary. 3.Organize their queries by using linking words, when talking to customers according to technical guide.	**Evidencia de conocimiento** Prueba digital donde se evaluan las 4 habilidades del idioma aplicadas a la industria BPO y contact center. **Técnica:**Interrogación **Instrumento:** Prueba escrita/digital **Evidencia de desempeño** Presentación de un producto sostenible usando los temas aprendido en clase **Técnica:**Exposición **Instrumento:** Rúbrica **Evidencia de producto** Simulacro de llamada en clase usando lenguaje persuasivo y realizando retroalimentación colectiva **Técnica:**Simulaciones **Instrumento:** Lista de chequeo	
		260102029 - Processing customer requirements	To process customer requirements according to technical guide. To validate registration of customer data according to technical guide.	**Actividad cognitiva** Usar los conceptos inherentes a la industria del BPO con certeza y claridad **Actividad procedimental** Categorizar la información obtenida a partir de la aplicación de manejo de herramientas informáticas Realizar la caracterización de los clientes teniendo en cuenta herramientas tecnológicas de la información y la comunicación **Actividad valorativa/actitudinal** Desarrollar las tareas en equipo -o de forma individual- demonstrando capacidad de resiliencia, seguimiento de instrucciones y empatía.	66	30	Trabajo colaborativo. Ilustraciones. Videos interactivos. Philipps 66. Juego de roles. Gamificación. Debates. Lectura comentada. Mapas mentales. Estudio de caso. Canciones guiadas. Representaciones gráficas.	Laboratorio especializado de contact center. Ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 30 personas, con sillas ergonomicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa.	Computadores. Marcadores Borrables. Borrador para tablero. Cable HDMI Borrador para tablero.	Instructor técnico	1. Classify customer requirements according to technical guidance. 2. Use tools and equipment according to technical guidance. 3. Verify proper functioning of contact center equipment according to technical guidance. 4. Prioritize customer requirements according to service protocols. 5. Verify the user's identity according to filter question protocols. 6. Confirm that the information recorded is in accordance with the characteristics of the data request.	**Evidencia de Conocimiento** Conocimiento de metricas **Técnica**: Cuestionario **Instrumento**: Escala de valoración **Evidencia de Producto** Grabación de una llamada siguiendo protocolos de calidad **Técnica**: Práctica de campo **Instrumento**: Lista de chequeo **Evidencia de Desempeño** Se registran hallazgos en herramienta Shadowing **Técnica:**Práctica de campo **Instrumento**: Formato Shadowing	
		220501046 - Use of computer tools according to information management needs.	To select information and communication technology (ICT) tools, according to the identified needs. To use ICT tools, in accordance with the requirements, operating manuals, procedures and standards. To verify the results obtained, according to the requirements. To implement good practices of use, according to the technology used.	**Actividad cognitiva** Reconocer las herramientas informaticas propias de las TIC según el contexto laboral de la industria BPO. **Actividad procedimental** Realizar talleres de apropiación de las herramientas TIC, métodos abreviado de teclado, comandos de Windows y manejo de teclado. **Actividad valorativa/actitudinal** Implementar prácticas de trabajo en equipo enfocadas en el uso correcto de las TIC según los requisitos establecidos para la industria BPO.	33	15	Lluvia de ideas. Trabajo colaborativo. Método de pregunta. Panel de discusión. Discusión guiada. Videos interactivos.	Laboratorio especializado de contact center. Ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 30 personas, con sillas ergonomicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa.	Computadores. Marcadores Borrables. Borrador para tablero. Cable HDMI Borrador para tablero.	Instructor transversal	1. Recognize characteristics of ICT equipment, types of software and internet services, according to with the technology to use. 2. Choose ICT tools, according to information and communication needs. 3. Apply good practices for the use of ICT technology, in accordance with the standards and recommendations. 4. Use word processing, spreadsheet, presentation software and specific computer software according to the functionalities of the programs. 5. Test the operation of the equipment, products or services obtained with the use of ict tools, according to the requirements made.	**Evidencia de Conocimiento** Conceptos claves de herramientas TIC **Técnica**: Cuestionario **Instrumento**: Escala de valoración **Evidencia de Desempeño** Talleres de herramientas TIC desarrollados en clase **Técnica:**Práctica de campo **Instrumento:**Lista de chequeo **Evidencia de Producto** Exposición interactiva innovación de herramientas TIC **Técnica**: Exposición **Instrumento**: Lista de chequeo	
		260101047 – Product and service sales	To present commercial proposal according customers' requests. To verify that negotiation conditions comply with service guidelines and sales process.	**Actividad Cognitiva** Identificar los elementos que conforman la propuesta comercial de la campaña de acuerdo con las condiciones del mercado **Actividad Procedimental** Vender productos a partir de la segmentación, solicitudes y necesidades de los clientes y Elaborar propuesta de campaña teniendo en cuenta requerimientos de la organización **Actividad valorativa/actitudinal** Apropiar los misión, visión, principios y valores éticos como parte de una cultura de paz teniendo en cuenta políticas empresariales	66	30	Trabajo colaborativo. Ilustraciones. Videos interactivos. Philipps 66. Juego de roles. Gamificación. Debates. Lectura comentada. Mapas mentales. Estudio de caso. Canciones guiadas. Representaciones gráficas.	Laboratorio especializado de contact center. Ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 30 personas, con sillas ergonomicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa.	Computadores. Marcadores Borrables. Borrador para tablero. Cable HDMI Borrador para tablero.	Instructor técnico	1.Communicate to the client the commercial proposal in accordance with technical procedure. 2. Describe the portfolio to be offered keeping in mind the profile of the client. 3. Handle customer objections based on commercial policy and communication protocols. 4. Validate that the customer's profile is in accordance with the offer offered based on the companies' policies. 5. Interact with the client according to technical procedure, sales technique, and commercial proposal. 6. Register in the information system what has been agreed with the client according to technical guidance. 7. Apply processes to download sales reports, according to	**Evidencia de Conocimiento** Documento comercial especificando políticas comerciales de una compañía de dropshipping. **Técnica**: Documento escrito **Instrumento**: Rubrica **Evidencia de Producto** Creación de CRM siguiendo protocolos de calidad y empresariales **Técnica**: Práctica de campo **Instrumento**: Lista de chequeo **Evidencia de Desempeño** Llamadas tipo Mock **Técnica:**Práctica de campo **Instrumento**: Rubrica	
		230101507 - Implement healthy habits through physical activity, compliance with the requirements of the ideal graduation profile.	Develop psychomotor skills in the productive and social context. Practice healthy habits by applying nutrition and hygiene fundamentals. Carry out fitness activities aimed at improving the physical condition in the productive and social contexts. Implement a plan of ergonomics and active pauses according to the characteristics of the productive function.	**Actividad cognitiva** Reconocer las habilidades básicas del movimiento, psicmotricidad, destreza motora, hábitos y estilos de vida saludable y fundamentos de anatomía. **Actividad procedimental** Indetificar las bases de una nutrición saludable teniendo en cuenta el contexto laboral en la industria BPO. **Actividad valorativa/actitudinal** Planear, ejecutar y evaluar una pausa activa con base en la naturaleza del trabajo desde casa.	33	15	Lluvia de ideas. Trabajo colaborativo. Método de pregunta. Panel de discusión. Discusión guiada. Videos interactivos.	Laboratorio especializado de contact center. Ambiente de aprendizaje con buena ventilación, iluminación , con capacidad para 30 personas, con sillas ergonomicas, computadores, televisor, ambientes físicos y virtuales para el desarrollo del programa.	Computadores. Marcadores Borrables. Borrador para tablero. Cable HDMI Borrador para tablero.	Instructor transversal	1. Identify the basic concepts of anatomy and physiology. 2. Perform physical exercise routines according to the needs of the work and social contexts. 3. Identify the motor coordination techniques related to their occupational profile. 4. Apply basic concepts of ergonomics and active pauses according to the nature of the productive function. 5. Discriminate specific exercises for the prevention of ergonomic risks according to their work activity.	**Evidencia de Conocimiento** Ensayo cicloomotricidad y ciclo de vida, conceptos y características **Técnica**: Trabajo escrito **Instrumento**: Lista de chequeo **Evidencia de Desempeño** Entrevista de hábitos saludables en la empresa y en la familia **Técnica**: Trabajo escrito **Instrumento**: Lista de chequeo **Evidencia de Producto** Informe planeación de la sesión y aplicación de la pausa activa **Técnica**: Trabajo escrito / Trabajo de campo **Instrumento**: Lista de chequeo	

Phase 1 and 2 Site	Site preparation and demolition of existing structures and excavation of foundations	Construction Contractor Mobilization	Site preparation work, including the construction of temporary access roads, laydown areas, and temporary construction facilities				Heavy construction equipment (excavators, bulldozers, cranes, dump trucks), surveying instruments, temporary fencing, signage, and safety barriers	Construction workers, site supervisors, safety officers, equipment operators, surveyors, civil engineers, environmental specialists, and local community members	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Services	• Noise, disturbance with nearby residents or wildlife during site preparation and demolition activities • Dust and pollution from demolition debris and construction activities • Impact on vegetation and habitats • Improper disposal of waste materials • Potential traffic congestion and disruptions		
		Site Operations Contractor	Excavation and demolition of existing structures, including the removal of debris and materials				Heavy construction equipment (excavators, bulldozers, cranes, dump trucks), demolition tools, safety barriers, temporary fencing, signage, and personal protective equipment (PPE)	Construction workers, site supervisors, safety officers, equipment operators, demolition specialists, waste management personnel, and environmental monitors	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Services	• Inhalation of harmful dust and debris generated during demolition activities • Exposure to hazardous materials, such as asbestos or lead-based paints, during demolition • Noise disturbance to nearby residents and wildlife • Improper disposal of demolition debris and waste materials • Potential for accidents and injuries during demolition activities		
		Excavation Contractor Hiring	Excavation and removal of soil and rock to create foundations				Heavy construction equipment (excavators, bulldozers, dump trucks, cranes), surveying instruments, safety barriers, temporary fencing, signage, and personal protective equipment (PPE)	Construction workers, site supervisors, safety officers, equipment operators, surveyors, civil engineers, geotechnical specialists, and local community members	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Services	• Soil erosion and sedimentation during excavation activities • Impact on groundwater and surface water quality • Noise and vibration disturbance to nearby residents and wildlife • Improper disposal of excavated soil and rock • Potential for accidents and injuries during excavation activities		
			Pouring and curing concrete foundations, including the placement of reinforcing steel and formwork	44	45		Heavy construction equipment (concrete mixers, pumps, cranes), formwork, reinforcing steel, concrete, and safety equipment	Construction workers, site supervisors, safety officers, concrete specialists, quality control inspectors, and local community members	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Contractor			
		Construction Subcontractor	Installation of underground utilities, including water, sewer, and electrical lines	44	45		Heavy construction equipment (excavators, trenchers, cranes), pipes, cables, and safety equipment	Construction workers, site supervisors, safety officers, utility specialists, and local community members	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Contractor			
		Construction Subcontractor	Erection of steel or concrete structural frames, including columns, beams, and floors	44	45		Heavy construction equipment (cranes, forklifts), steel or concrete structural components, and safety equipment	Construction workers, site supervisors, safety officers, structural engineers, and local community members	Temporary materials (e.g., concrete, steel, timber), fuel, water, and safety equipment	Construction Contractor			

REGISTRO DE ASISTENCIA Y APROBACIÓN DEL ACTA No-16 DEL DÍA 8 DEL MES DE SEPTIEMBRE DEL AÑO 2023

OBJETIVO (S)	Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.

No.	NOMBRES Y APELLIDOS	No. DOCUMENTO	PLANTA	CONTRATISTA	OTRO ¿CUAL?	DEPENDENCIA/ EMPRESA	CORREO ELECTRÓNICO	TELÉFONO/EXT.SENA	AUTORIZA GRABACIÓN	FIRMA O PARTICIPACIÓN VIRTUAL
1	Álvaro Guillermo Baena López	4376722		x		Centro de Comercio y Turismo	agbaena@sena.edu.co	3158089416	N/A	
2	Natalí Chica Aristizabal	1097400829		x		Centro de Comercio y Turismo	nchica@sena.edu.co	3203823381	N/A	

De acuerdo con La Ley 1581 de 2012, Protección de Datos Personales, el Servicio Nacional de Aprendizaje SENA, se compromete a garantizar la seguridad y protección de los datos personales que se encuentran almacenados en este documento, y les dará el tratamiento correspondiente en cumplimiento de lo establecido legalmente.

ACTA No. 16		
NOMBRE DEL COMITÉ O DE LA REUNIÓN: Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.		
CIUDAD Y FECHA: Armenia Quindío 08 de septiembre de 2023	**HORA INICIO:** 3pm	**HORA FIN:** 5pm
LUGAR Y/O ENLACE: Biblioteca centro de Comercio y Turismo	**DIRECCIÓN GENERAL / REGIONAL / CENTRO**SENA Centro de Comercio y Turismo de Armenia, Regional Quindío	

AGENDA O PUNTOS PARA DESARROLLAR:

1. Revisar la planeación pedagógica programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.

2. Presentar guías de aprendizaje, material de apoyo e instrumentos de evaluación creado para el programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.

OBJETIVO(S) DE LA REUNIÓN:
Revisar la planeación pedagógica, las guías de aprendizaje, los materiales de apoyo y los instrumentos de evaluación del programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.

DESARROLLO DE LA REUNIÓN

Se reunieron el instructor técnico Álvaro Baena y la instructora de inglés Natalí Chica para revisar la planeación pedagógica, las guías de aprendizaje, el material de apoyo y los instrumentos de evaluación del programa de formación Service Operation in Bilingual BPO Channels.

1. **Revisar la planeación pedagógica programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.**

Los instructores Álvaro Baena y Natalí Chica revisan que hasta la fecha, las actividades propuestas en la planeación pedagógica se estén desarrollado, puesto que la formación del a primera fase del proyecto se encuentra a un 85%. Asimismo, se revisa las actividades propuestas por el instructor transversal José Fernando Palomino de la competencia de Comunicaciónla instructora transversal Angela Maria Vanegas de la competencia Ética y paz.

2. Presentar guías de aprendizaje y material de apoyo creado para el programa Service Operation in Bilingual BPO Channels.

La instructora Natalí Chica presenta las actividades a realizar para alcanzar el resultado de aprendizaje “interaction with customers”. Por ello, se comparte el material creado acerca de “Phone calls – call flow” “Adjective order”, el cual tiene adjuntos los talleres de práctica y las actividades de producción enfocadas en servicio al cliente. Por otro lado, se realizan actividades de producción oral enfocadas en el examen Versant para ayudar a

los aprendices a familiarizarse con la metodología usada. Asimismo, se aplica el segundo instrumento “phone calls”, en donde se tiene en cuenta el la interacción de los aprendices utilizando las expresiones y la estructura adecuada de llamada. Por último, se comparte la guía de aprendizaje con las nuevas actividades adjuntas, al igual que el glosario de vocabulario. La información mencionada se encuentra en la carpeta “supporting material” en OneDrive.

El instructor Álvaro Baena presenta la guía de aprendizaje de sales, en la cual se muestran las actividades de activación y transferencia del conocimiento enrutadas en los conceptos claves de venta de productos por canales BPO. De igual modo, se inician actividades relacionadas con el leguaje persuasivo y técnicas básicas de venta. En cuanto a material de apoyo, el instructor adjunta las presentaciones e infografías creadas para explicar los temas, al igual que el instrumento de desempeño, donde se evalúa la capacidad de los aprendices para describir productos que terminen en venta.

CONCLUSIONES

El programa Service Operation in Bilingual BPO Channels, precisa constante revisión por parte de los instructores para así asegurar una formación idónea que responda a las necesidades planteadas por los patrocinadores y los parámetros establecidos del diseño del programa y el proyecto formativo.

COMPROMISOS

ACTIVIDAD	RESPONSABLE	FECHA
Resumen de la planeación pedagógica del programa Service Operation in Bilingual BPO Channels para la primera fase del proyecto.	Álvaro Baena Natalí Chica	22 de septiembre de 2023
Presentar las guías de finalizadas al igual que el material de apoyo y los instrumentos de evaluación seleccionado para el programa Service Operation in Bilingual BPO Channels.	Álvaro Baena Natalí Chica	22 de septiembre de 2023

ASISTENTES: (Incorporar registro de asistencia)

Nota: Puede incluirse imagen o captura de pantalla de los asistentes, si se trata de una reunión virtual o, de los asistentes que participan a través de una plataforma virtual.

CRONOGRAMA DE ACTIVIDADES

PROGRAMAS

- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2780893
- OPERACIONES DE SERVICIOS EN CONTACT CENTER Y BPO - 2690665

TRIMESTRE: III

INSTRUCTOR: ALVARO BAENA

HORAS DE DISEÑO CURRICULAR: 12 HORAS

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6:00					
7:00					
8:00			REDACCIÓN GUÍAS DE APRENDIZAJE CREACIÓN MATERIAL DE APOYO	REDACCIÓN GUÍAS DE APRENDIZAJE CREACIÓN MATERIAL DE APOYO	REVISIÓN INSTRUMENTOS DE EVALUACIÓN CREACIÓN MATERIAL DE APOYO
9:00					
10:00					
11:00					
12:00					
13:00					
14:00	REDACCIÓN PLANEACIÓN PEDAGÓGICA REDACCIÓN GUÍAS DE APRENDIZAJE				*REUNIÓN SEMANAL REVISIÓN DE GUIAS Y PLANEACIÓN PEDAGÓGICA
15:00					
16:00					
17:00					
18:00					

***NOTA:** LOS VIERNES DE CADA SEMANA SE REALIZA UNA REUNIÓN ENTRE EL INSTRUCTOR TÉCNICO Y LA INSTRUCTORA DE INGLÉS, CON EL FIN DE REVISAR EL PROGRESO SEMANAL DEL PROGRAMA Y VERIFICAR LOS CONTENIDOS CREADOS.

CRONOGRAMA DE ACTIVIDADES

PROGRAMAS

- SERVICE OPERATION IN BILINGUAL BPO CHANNELS - 2780893
- OPERACIONES DE SERVICIOS EN CONTACT CENTER Y BPO - 2690665

TRIMESTRE: III

INSTRUCTOR: NATALI CHICA

HORAS DE DISEÑO CURRICULAR: 12 HORAS

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6:00					
7:00	REDACCIÓN PLANEACIÓN PEDAGÓGICA REDACCIÓN GUÍAS DE APRENDIZAJE CREACIÓN MATERIAL DE APOYO				
8:00			REDACCIÓN GUÍAS DE APRENDIZAJE CREACIÓN MATERIAL DE APOYO REVISIÓN INSTRUMENTOS DE EVALUACIÓN		
9:00					
10:00					
11:00					
12:00					
13:00					
14:00				REDACCIÓN GUÍAS DE APRENDIZAJE REVISIÓN INSTRUMENTOS DE EVALUACIÓN	*REUNIÓN SEMANAL REVISIÓN DE GUIAS Y PLANEACIÓN PEDAGÓGICA
15:00					
16:00					
17:00					
18:00					

***NOTA:** LOS VIERNES DE CADA SEMANA SE REALIZA UNA REUNIÓN ENTRE EL INSTRUCTOR TÉCNICO Y LA INSTRUCTORA DE INGLÉS, CON EL FIN DE REVISAR EL PROGRESO SEMANAL DEL PROGRAMA Y VERIFICAR LOS CONTENIDOS CREADOS.

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 proyecto (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		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

1st quarter
Start date: July 26, 2023
End date: September 22, 2023
Classes: 35
Days: Tuesday, Thursday and Friday
Learning outcome: Express ideas orally and in writing in a second language in accordance with the occupational environment and business communication protocols.

Knowledge evidence	September 5 - Collecting information / Grammar and vocabulary
Performance evidence	September 21. Product description linked with a campaign.
Product evidence	September 15. Phone call recap using past simple and useful expres

June 27	June 29	June 30	July 4	July 6	July 7	July 11	July 13	July 14
Learning styles - Getting to know each other			The importance of Bilinguism / Diagnostic Tes			Introduction week		
July 18	**July 21**	**July 24**	**July 27**	**July 28**	**August 1**	**August 3**	**August 4**	**August 8**
Companies - Verb be, present simple tense for customer service, vocabulary for companies, making introductions,dictations, typing and customer service strategies.							Practice workshop of the topics seen. Parts of speech, explanation practice activities.	
August 10	**August 11**	**August 15**	**August 17**	**August 18**	**August 22**	**August 24**	**August 25**	
Peer-to-peer workshop parts of speech. Basic word order. Explanation and practice.		Stress and rhythm. Explanation and practice workshop and production.			Describing your job. - present continuous, jobs			
August 29	**August 31**	**September 1**	**September 5**	**September 7**	**September 8**	**September 12**	**September 14**	**September 15**
Collecting personal information. spelling numbers and names using the phonetic alphabet for customer service, making phone calls.				Describing services and products, past simple verbs ED, adjective position,reporting past events in customer service.			Company departments vocabulary, wh questions, discovery questions for customer service (campaigns).	
September 19	**September 21**	**September 22**						
Persuasive speech to describe products. Time to develp evidence.								

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

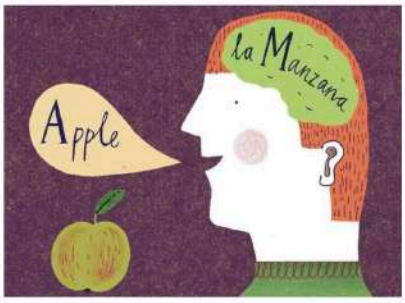
are divided into two groups to create a coherent definition of the concept using all the words. Then, each group will be asked to read the definition created.

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.

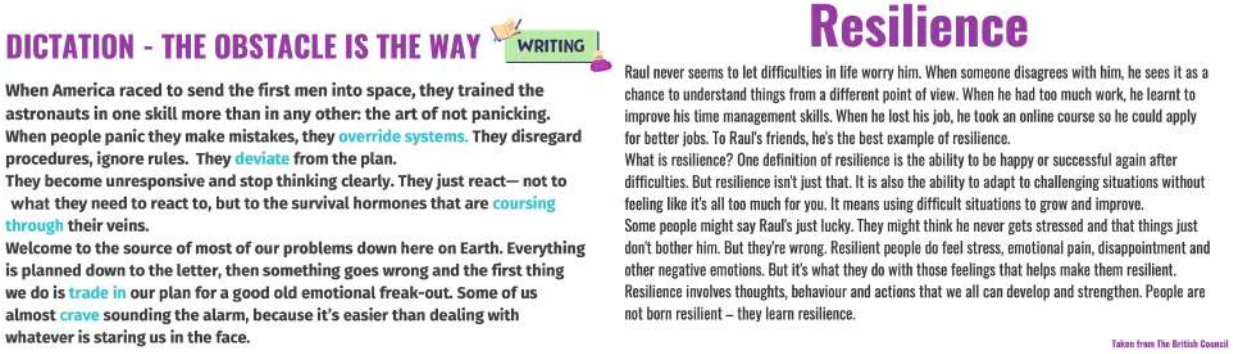


After-workshop: Students will be divided into 4 groups to play a trivial in Baambozzle with the questions from the workshop. Each group will have ofur chances to answers the questions orally. After each questions, students will be provided with feedback about their speaking. The groups which scores the 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

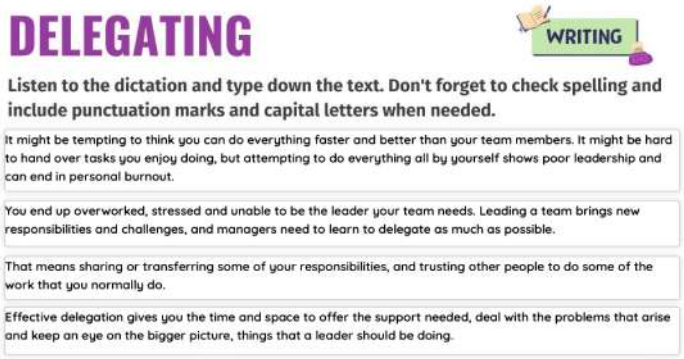
WRITING

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.

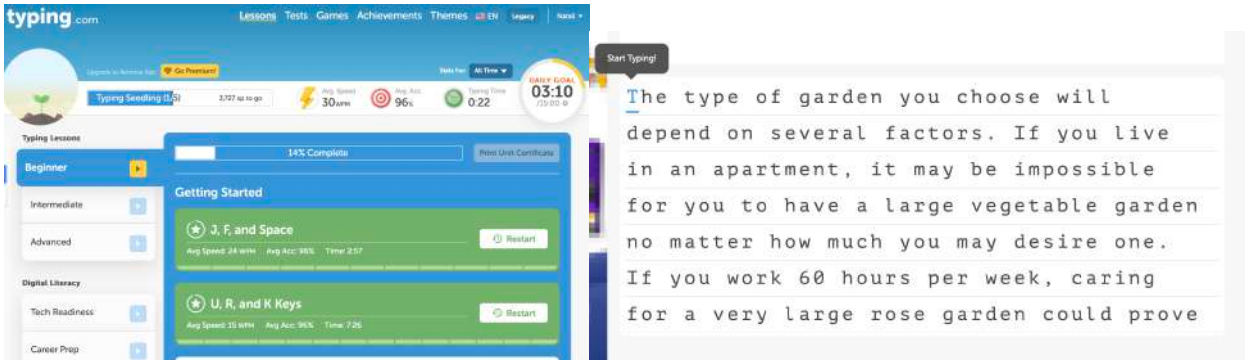
You end up overworked, stressed and unable to be the leader your team needs. Leading a team brings new responsibilities and challenges, and managers need to learn to delegate as much as possible.

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

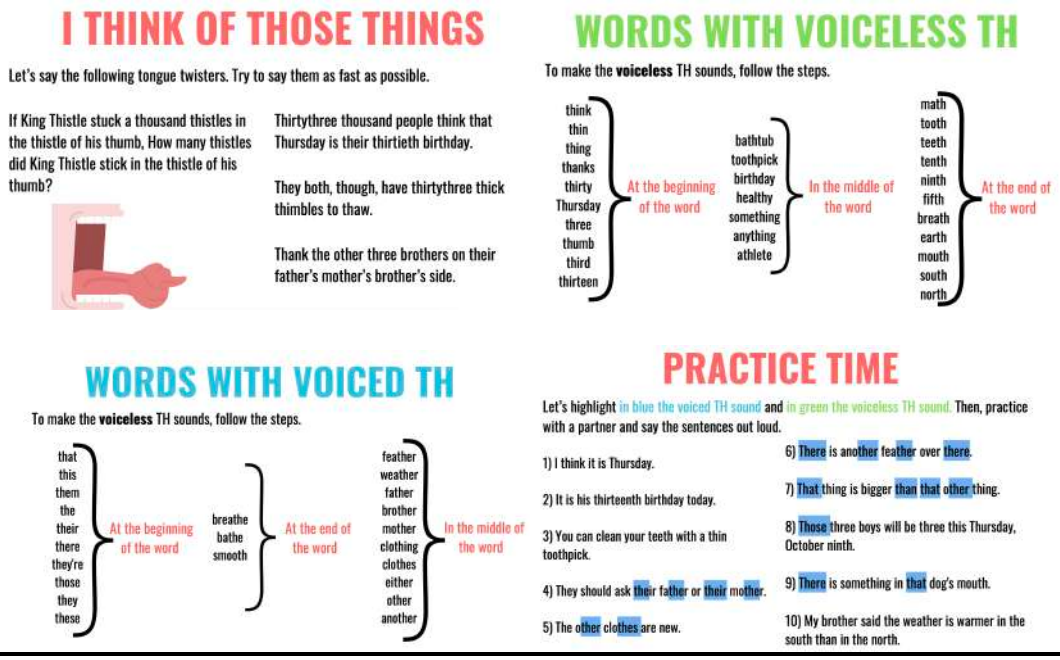
Students will be shown an image and they will come up with the idea por the activity. Then, they will be explained the importance of making small talk in customer service. Each person will choose a UNO card from a bag. Each number has a topic assigned. Students will be given 10 minutes to search information 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.

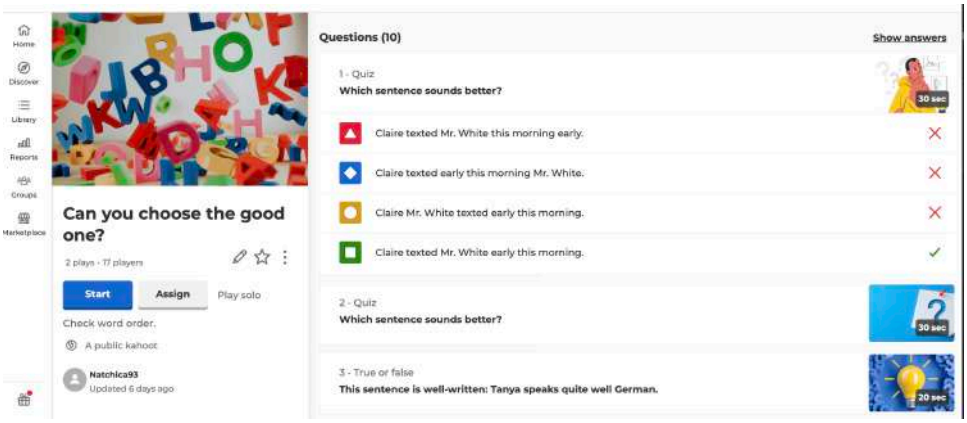
3.2.3 – What are these words for?

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?

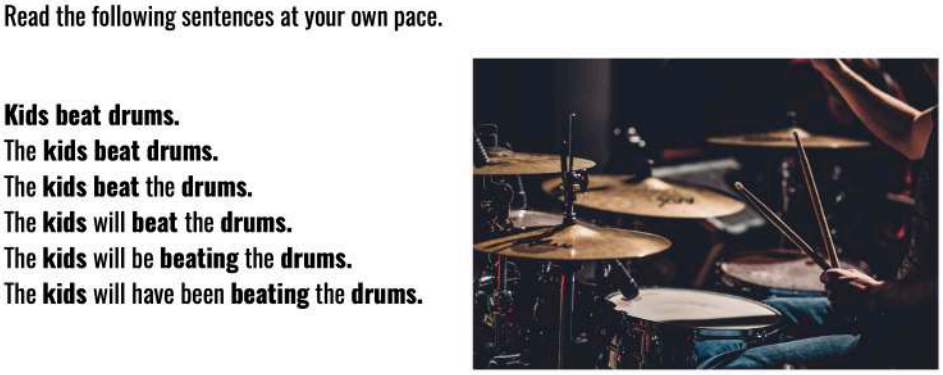
Students will play a game individually where different sentences will be shared, but there is just a good one. After each questions, students will explain the reason for their choices. The goal of the activity is to check basic word order in English.



3.2.5 – Can you sing it?

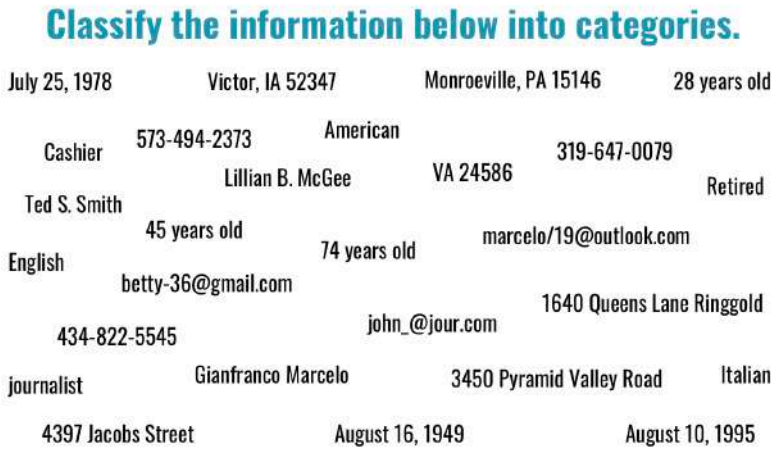
Students will be team up to develop the activity. Some chant will be displayed on the TV and the students will be asked to sing them based on the example given. Then, they will be asked if they know why some words are in bold while the other ones are not. After that, they will be asked to come up with

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.



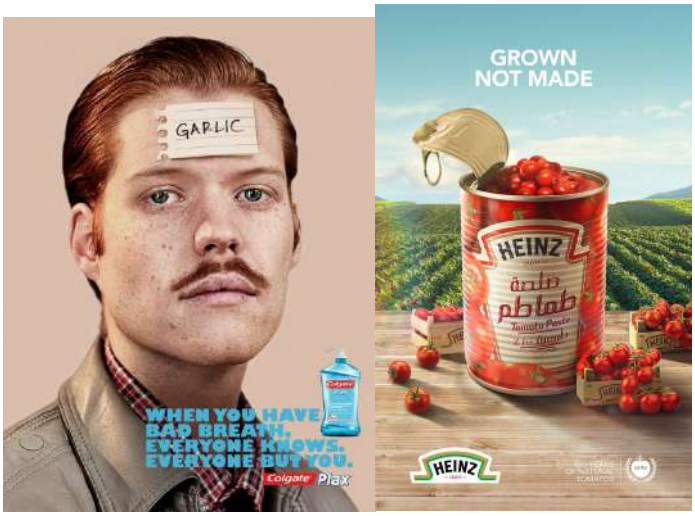
3.3.8 – Customers needs vs Customes wants vs Customers demands

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/



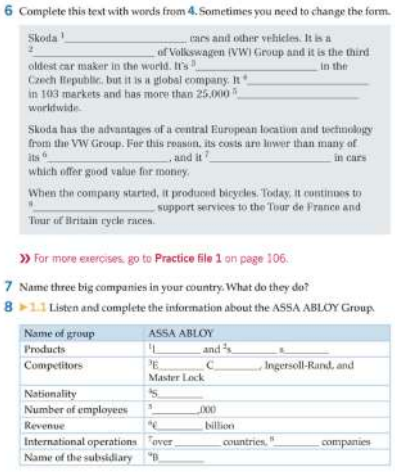
Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

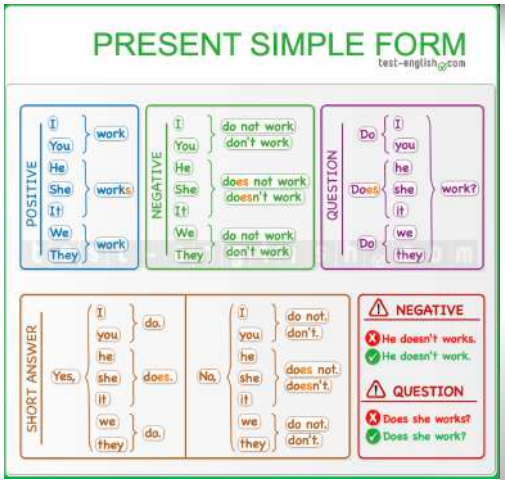
3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

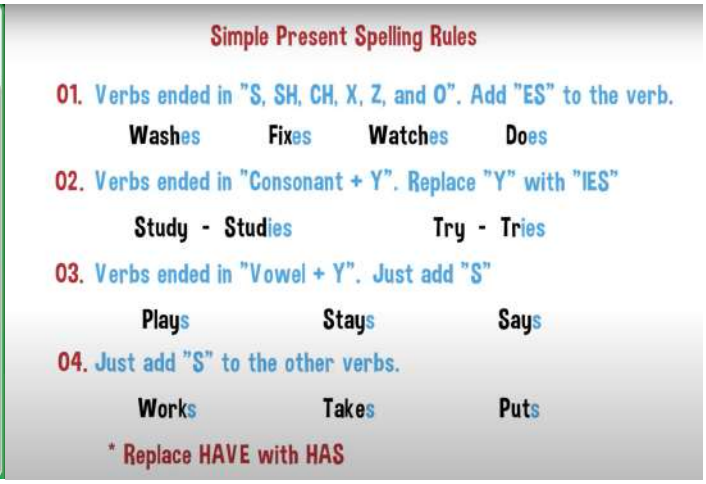
3.3.1 - I work for a retailer company

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.

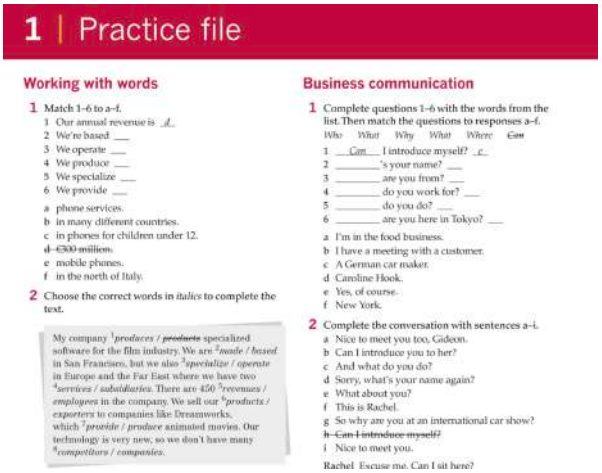
Production task

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.

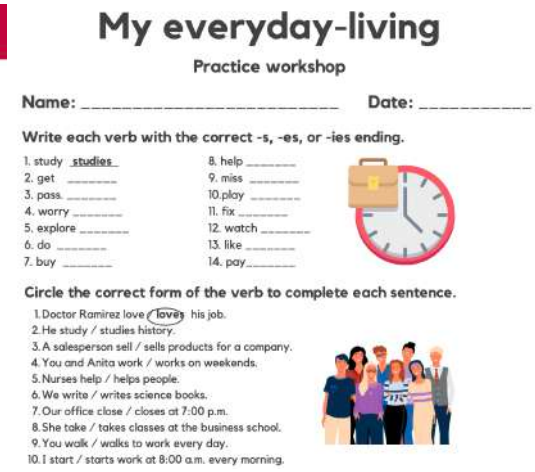
2 Choose the correct words in *italics* to complete the text.

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.

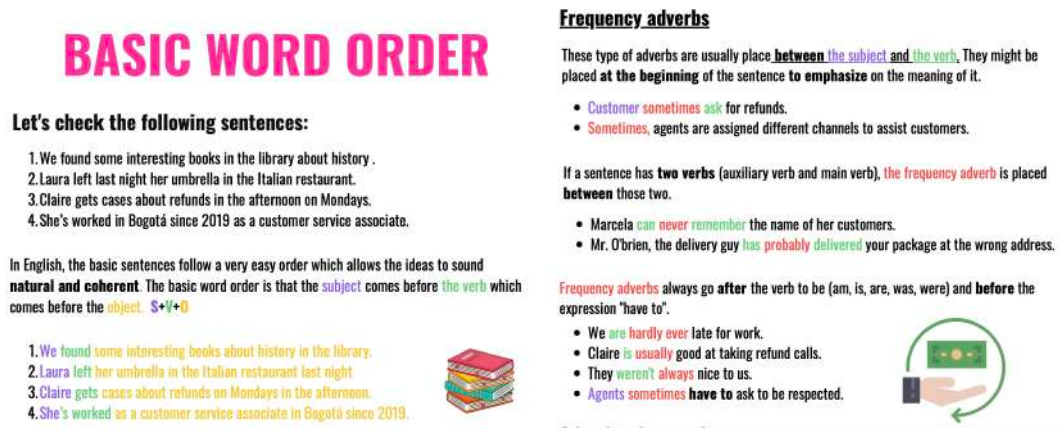


d. Fill the blanks with correct pronouns.

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.



BASIC WORD ORDER

Let's check the following sentences:

1. We found some interesting books in the library about history .
2. Laura left last night her umbrella in the Italian restaurant.
3. Claire gets cases about refunds in the afternoon on Mondays.
4. She's worked in Bogotá since 2019 as a customer service associate.

In English, the basic sentences follow a very easy order which allows the ideas to sound **natural and coherent**. The basic word order is that the subject comes before the verb which comes before the object. S+V+O

1. We found some interesting books about history in the library.
2. Laura left her umbrella in the Italian restaurant last night
3. Claire gets cases about refunds on Mondays in the afternoon.
4. She's worked as a customer service associate in Bogotá since 2019.

Frequency adverbs

These type of adverbs are usually place **between** the subject and the verb. They might be placed **at the beginning** of the sentence **to emphasize** on the meaning of it.

- Customer sometimes ask for refunds.
- Sometimes, agents are assigned different channels to assist customers.

If a sentence has **two verbs** (auxiliary verb and main verb), the frequency adverb is placed **between** those two.

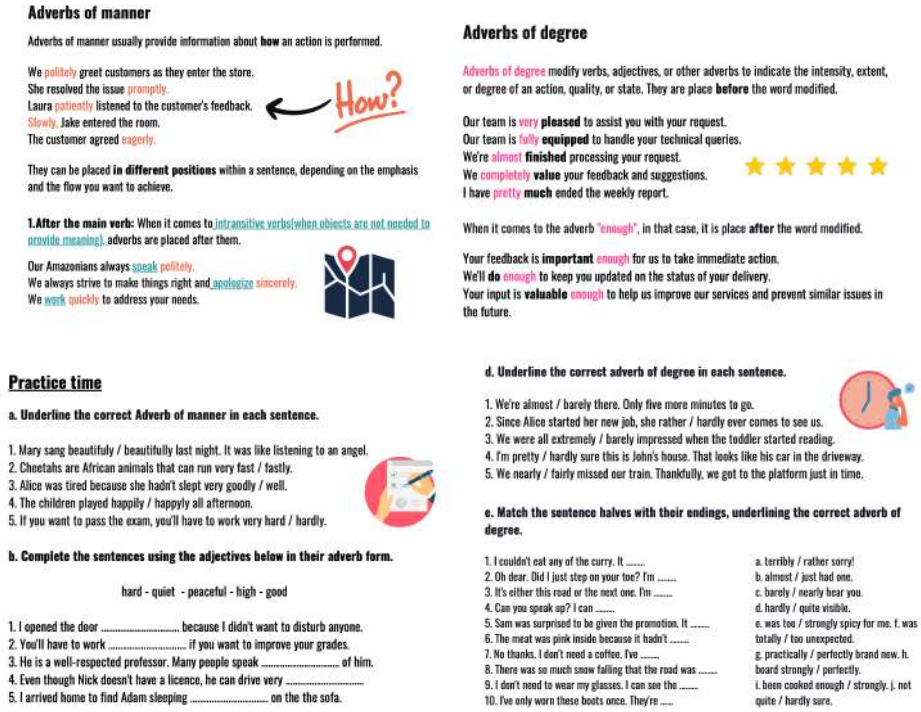
- Marcela can never remember the name of her customers.
- Mr. O'brien, the delivery guy has probably delivered your package at the wrong address.

Frequency adverbs always go **after** the verb to be (am, is, are, was, were) and **before** the expression "have to".

- We are hardly ever late for work.
- Claire is usually good at taking refund calls.
- They weren't always nice to us.
- Agents sometimes **have to** ask to be respected.

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.



Adverbs of manner

Adverbs of manner usually provide information about **how** an action is performed.

We politely greet customers as they enter the store.
She resolved the issue promptly.
Laura patiently listened to the customer's feedback.
Slowly, Jake entered the room.
The customer agreed eagerly.

How?

They can be placed **in different positions** within a sentence, depending on the emphasis and the flow you want to achieve.

1.After the main verb: When it comes to intransitive verbs(when objects are not needed to provide meaning), adverbs are placed after them.

Our Amazonians always speak politely.
We always strive to make things right and apologize sincerely.
We work quickly to address your needs.

Adverbs of degree

Adverbs of degree modify verbs, adjectives, or other adverbs to indicate the intensity, extent, or degree of an action, quality, or state. They are place **before** the word modified.

Our team is very **pleased** to assist you with your request.
Our team is fully **equipped** to handle your technical queries.
We're almost **finished** processing your request.
We completely **value** your feedback and suggestions.
I have pretty **much** ended the weekly report.

When it comes to the adverb "enough", in that case, it is place **after** the word modified.

Your feedback is **important** enough for us to take immediate action.
We'll **do** enough to keep you updated on the status of your delivery.
Your input is **valuable** enough to help us improve our services and prevent similar issues in the future.

Practice time

a. Underline the correct Adverb of manner in each sentence.

1. Mary sang beautifuly / beautifully last night. It was like listening to an angel.
2. Cheetahs are African animals that can run very fast / fastly.
3. Alice was tired because she hadn't slept very goodly / well.
4. The children played happily / happyly all afternoon.
5. If you want to pass the exam, you'll have to work very hard / hardly.

b. Complete the sentences using the adjectives below in their adverb form.

hard - quiet - peaceful - high - good

1. I opened the door ..... because I didn't want to disturb anyone.
2. You'll have to work ..... if you want to improve your grades.
3. He is a well-respected professor. Many people speak ..... of him.
4. Even though Nick doesn't have a licence, he can drive very .....
5. I arrived home to find Adam sleeping ..... on the the sofa.

d. Underline the correct adverb of degree in each sentence.

1. We're almost / barely there. Only five more minutes to go.
2. Since Alice started her new job, she rather / hardly ever comes to see us.
3. We were all extremely / barely impressed when the toddler started reading.
4. I'm pretty / hardly sure this is John's house. That looks like his car in the driveway.
5. We nearly / fairly missed our train. Thankfully, we got to the platform just in time.

e. Match the sentence halves with their endings, underlining the correct adverb of degree.

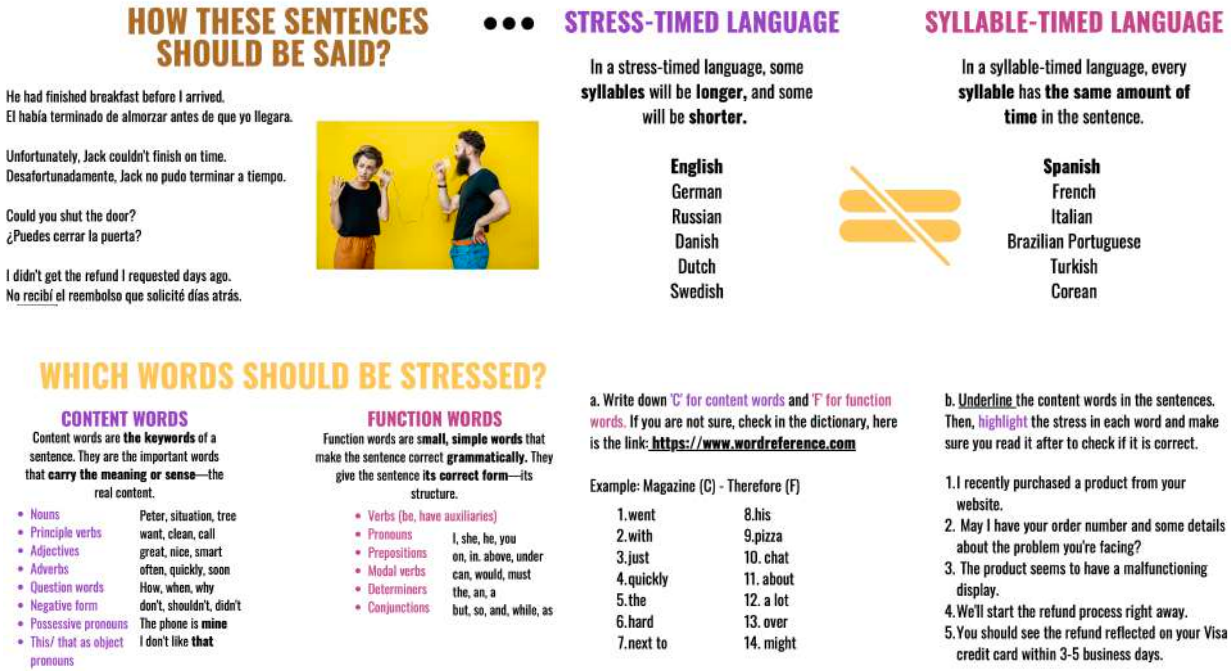
1. I couldn't eat any of the curry. It .....
2. Oh dear. Did I just step on your toe? I'm .....
3. It's either this road or the next one. I'm .....
4. Can you speak up? I can .....
5. Sam was surprised to be given the promotion. It .....
6. The meat was pink inside because it hadn't .....
7. No thanks. I don't need a coffee. I've .....
8. There was so much snow falling that the road was .....
9. I don't need to wear my glasses. I can see the .....
10. I've only worn these boots once. They're .....

a. terribly / rather sorry!
b. almost / just had one.
c. barely / nearly hear you.
d. hardly / quite visible.
e. was too / strongly spicy for me. f. was totally / too unexpected.
g. practically / perfectly brand new. h. board strongly / perfectly.
i. been cooked enough / strongly. j. not quite / hardly sure.

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

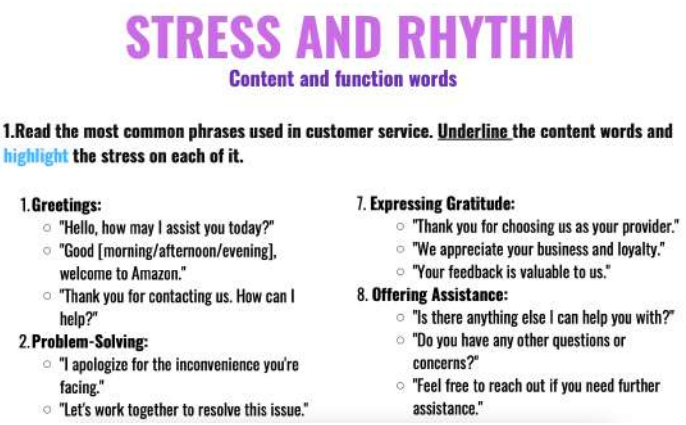
words are and some activities will be shared to check understanding. Feedback will be provided to solve doubts regarding the parts of speech and the stress of words in the sentences.



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.

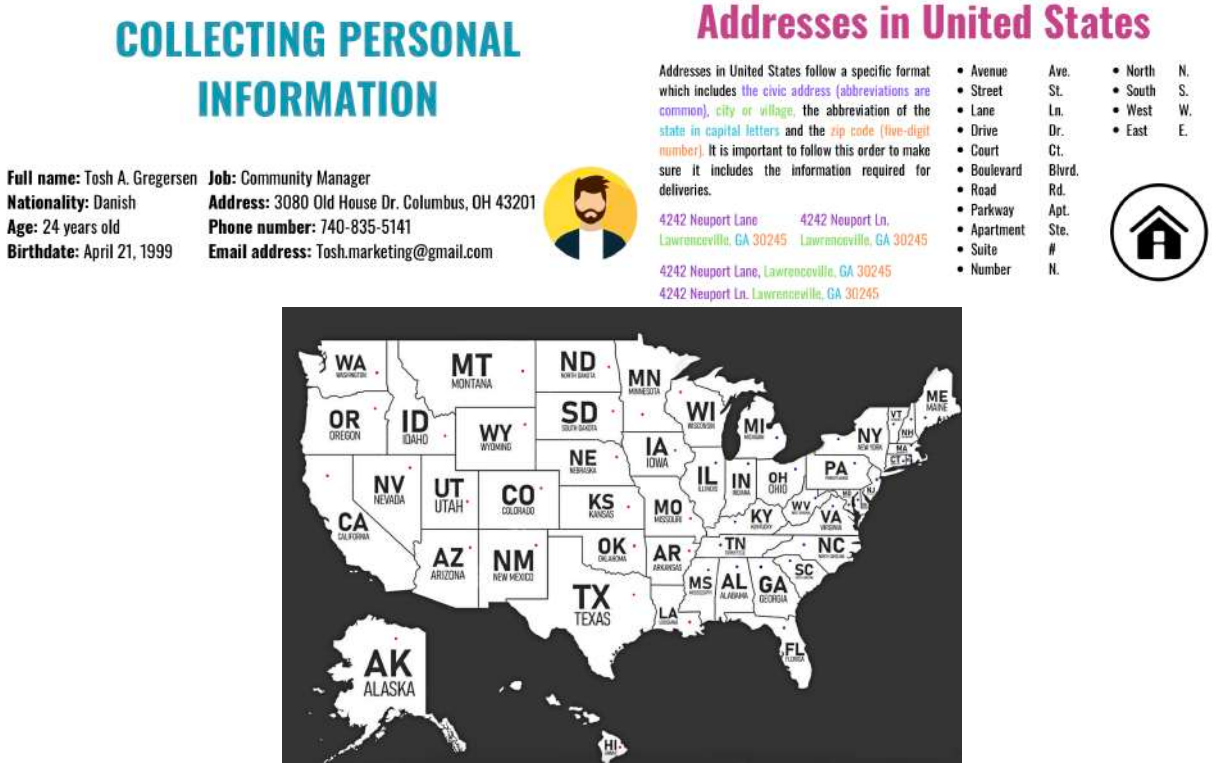




3.3.11- Could you spell that for me?

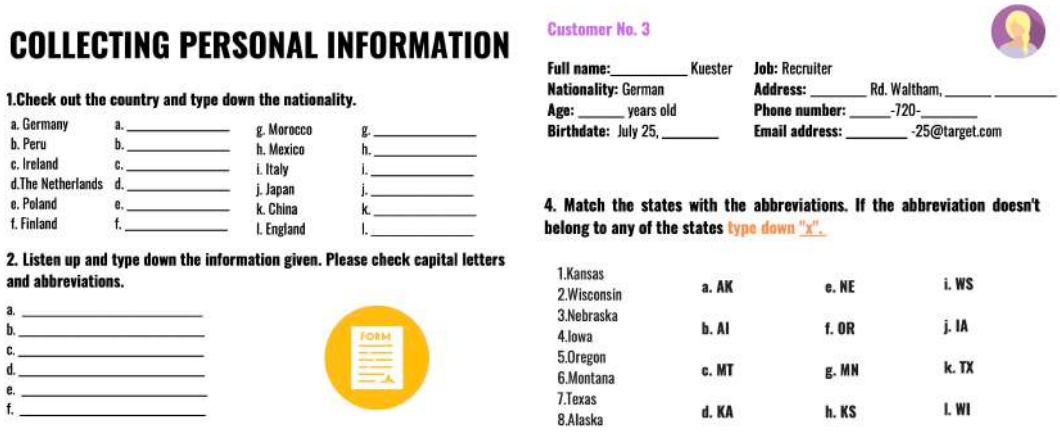
Students will be shown how personal information should be collected in customer service. They will identify the type of information that is required and the corresponding format to collect it. Students will learn what the phonetic alphabet it, address abbreviations, nationalities, jobs, email address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

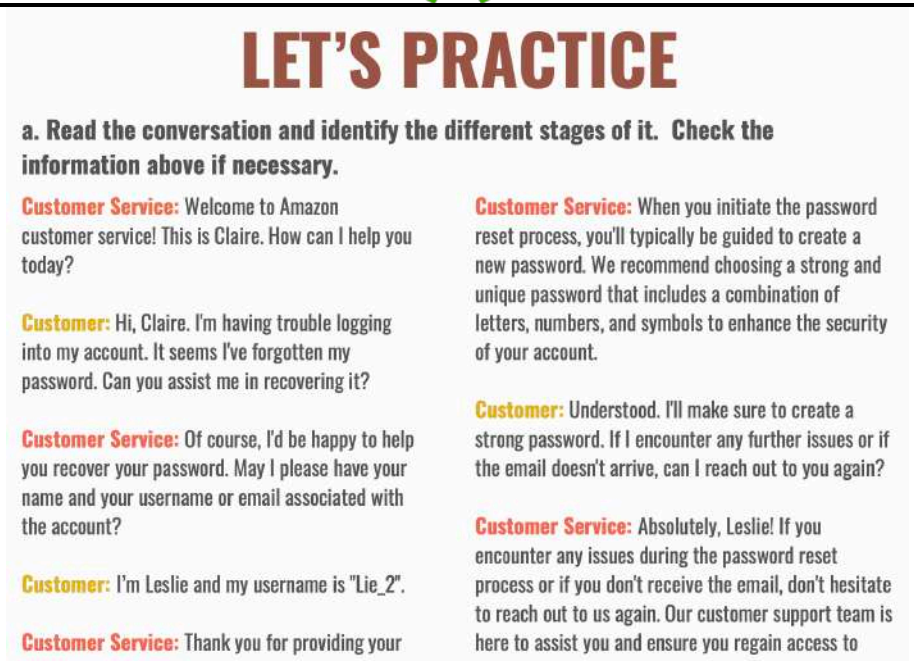


Greeting and identification

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

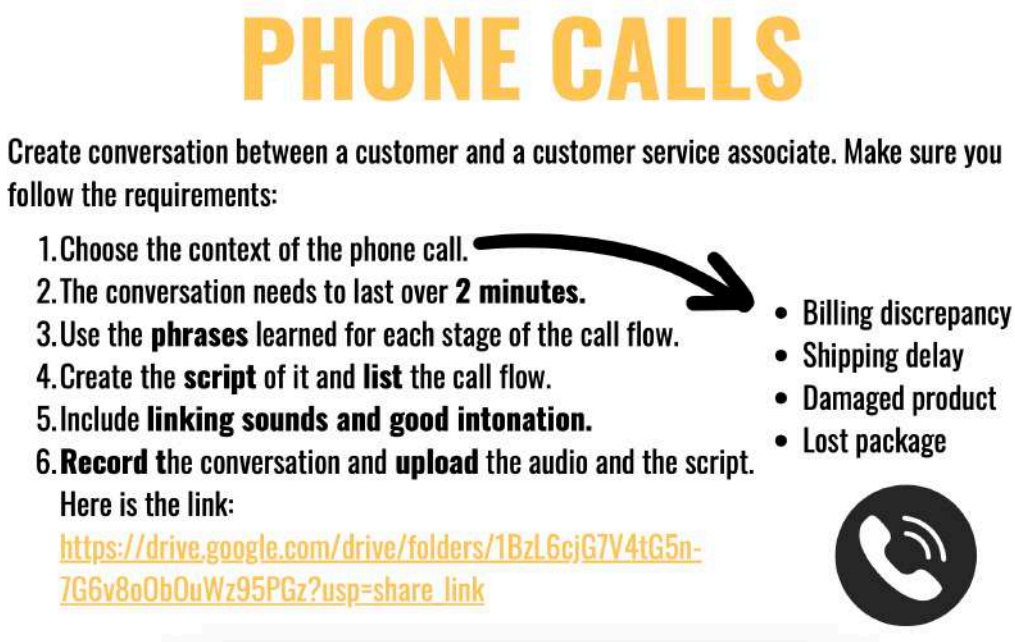
Customer Service: When you initiate the password reset process, you'll typically be guided to create a new password. We recommend choosing a strong and unique password that includes a combination of letters, numbers, and symbols to enhance the security of your account.

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.



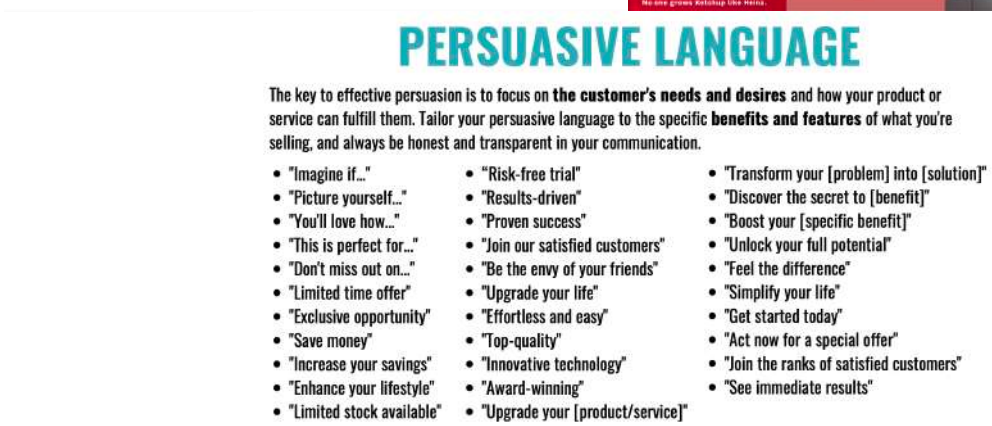


3.3.19 – Persuasive language using ads techniques

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.





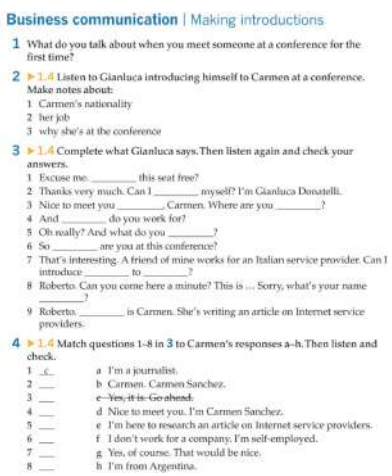


Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

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 ...

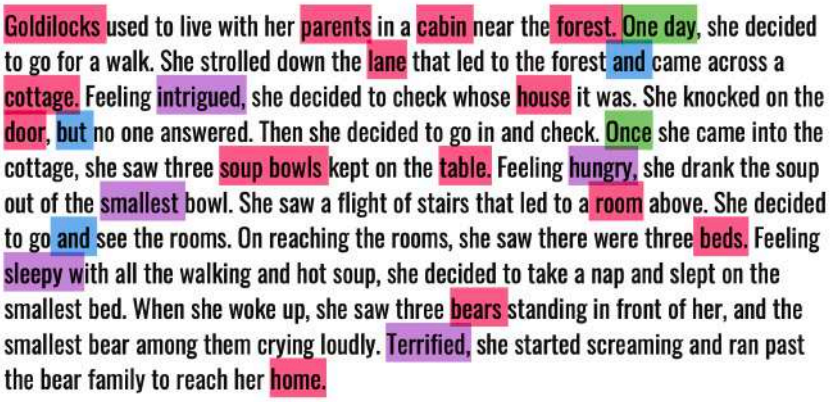
Introducing others
Can I introduce you to ...?
This is ...

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.



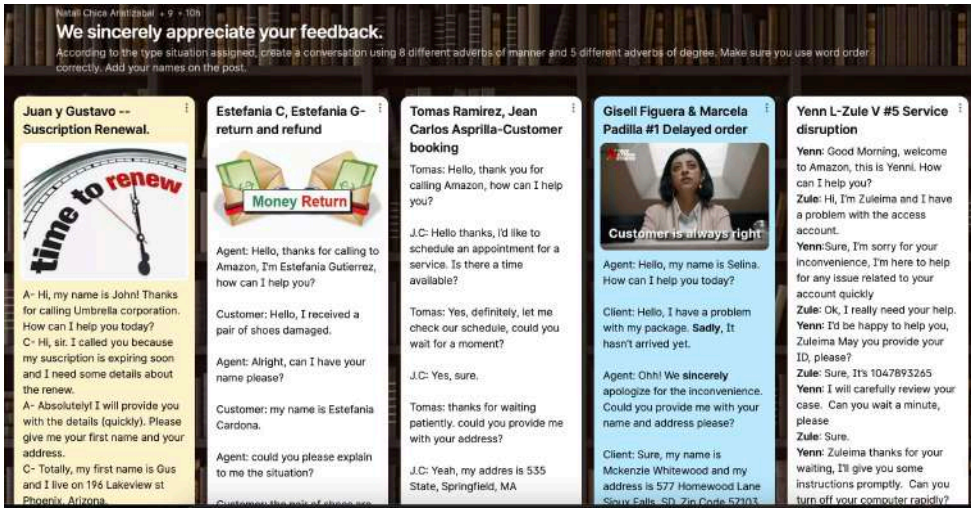
Goldilocks used to live with her parents in a cabin near the forest. One day, she decided to go for a walk. She strolled down the lane that led to the forest and came across a cottage. Feeling intrigued, she decided to check whose house it was. She knocked on the door, but no one answered. Then she decided 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?

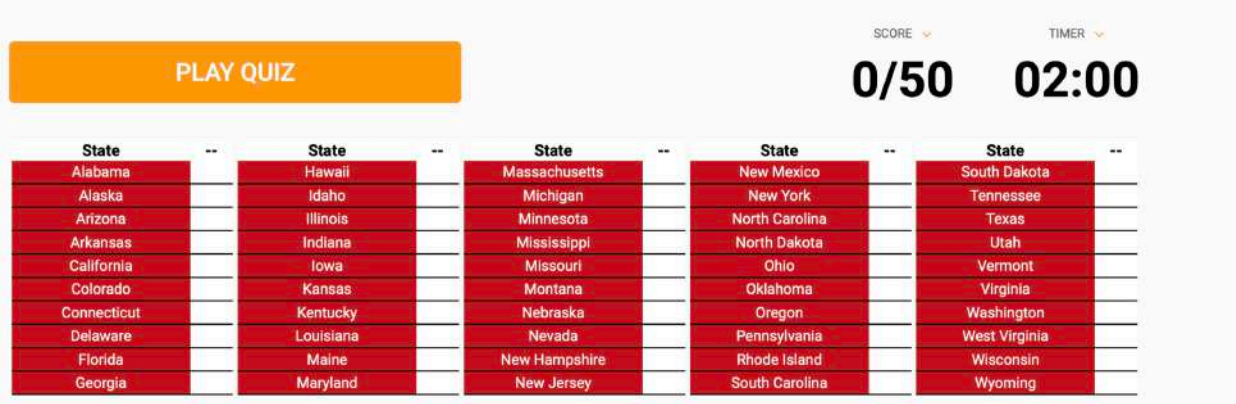
Students will be divided into 4 groups. Each team will be given a list of words in which each member will take turn to spell the words said by their teammates. In case a word is misspelled, students will provide feedback to their partner.

- 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.

KNOWLEDGE ✓ PERFORMANCE ⬭ PRODUCT ⬭

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

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
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.

KNOWLEDGE ⬭ PERFORMANCE ⬭ PRODUCT ✓

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
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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