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

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

2. PERFIL IDÓNEO DE EGRESO

2.1 PERFIL OCUPACIONAL

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

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.1.2 PRINCIPALES PRODUCTOS DEL TRABAJO DEL EGRESADO

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

2.1.3 COMPETENCIAS QUE DESARROLLARÁ

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.2 PERFIL PROFESIONAL

Código del campo ocupacional	Ocupación
1375	Operadores Telefónicos

2.3 PROYECCIÓN DEL EGRESADO

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

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

2.4 DESCRIPCIÓN GENERAL DEL PERFIL DEL EGRESADO

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

3. PERFIL IDÓNEO DE INGRESO

3.1 REQUERIMIENTOS

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

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

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

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

3.2 ASPECTOS ACTITUDINALES, MOTIVACIONALES Y DE INTERÉS

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

3.3 COMPETENCIAS A EVALUAR EN EL PROCESO DE INGRESO

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

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

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

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

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

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

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

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

4.8.3 Competencias:

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

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

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

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

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

TO USE BASIC TEXTUAL STRUCTURES IN THE ELABORATION OF TEXTS.

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

4.6.2 CONOCIMIENTOS DEL SABER

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

4.7 CRITERIOS DE EVALUACIÓN

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

4.8.2 Experiencia laboral y/o especialización:

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

-ANALYZE THE RELATIONSHIP BETWEEN WORK AND HUMAN DEVELOPMENT

-IDENTIFY THE NATURE OF HUMAN AND FUNDAMENTAL RIGHTS AT WORK

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

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

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

-DIMENSION THE EXERCISE OF THE RIGHT TO STRIKE.

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

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

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

DENOMINACIÓN

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

4.8.2 Experiencia laboral y/o especialización:

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

4.6.2 CONOCIMIENTOS DEL SABER

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

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

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

4.8.2 Experiencia laboral y/o especialización:

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

-TO PRESENT A ORGANIZATION AND ITS PRODUCTS.

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

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

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

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

RAP 4

4.7 CRITERIOS DE EVALUACIÓN

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

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

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

ALTERNATIVE 1.

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

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

4.8.3 Competencias

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

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

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

DEGREE IN MATHEMATICS OR ENGINEER RELATED TO THE TRAINING PROGRAM

4.8.2 Experiencia laboral y/o especialización:

MINIMUM 12 MONTHS OF TEACHING EXPERIENCE

4.8.3 Competencias:

TRAINING BY PROJECTS
PEDAGOGICAL PROCESSES
CREATIVITY AND ARTISTIC SKILLS
LEADERSHIP

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

4.8.2 Experiencia laboral y/o especialización:

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

4.8.3 Competencias:

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

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

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

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

4.5 RESULTADOS DE APRENDIZAJE
DENOMINACIÓN
APLICAR EN LA RESOLUCIÓN DE PROBLEMAS REALES DEL SECTOR PRODUCTIVO, LOS CONOCIMIENTOS, HABILIDADES Y DESTREZAS PERTINENTES A LAS COMPETENCIAS DEL PROGRAMA DE FORMACIÓN ASUMIENDO ESTRATEGIAS Y METODOLOGÍAS DE AUTOGESTIÓN

4.6 CONOCIMIENTOS
4.6.1 CONOCIMIENTOS DE PROCESO
4.6.2 CONOCIMIENTOS DEL SABER

4.7 CRITERIOS DE EVALUACIÓN

4.8 PERFIL DEL INSTRUCTOR
4.8.1 Requisitos Académicos:

4.8.2 Experiencia laboral y/o especialización:

4.8.3 Competencias:

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

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

- TO VERIFY THE IDENTITY OF THE USER.

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

FUNCTIONING OF CONTACT CENTER EQUIPMENT ACCORDING TO TECHNICAL GUIDANCE.

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

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

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

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

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

4.8.3 Competencias:

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

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

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

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

4.7 CRITERIOS DE EVALUACIÓN

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

4.8.2 Experiencia laboral y/o especialización:

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

4.8.3 Competencias:

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

4. CONTENIDOS CURRICULARES DE LA COMPETENCIA

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

4.5 RESULTADOS DE APRENDIZAJE

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

4.6 CONOCIMIENTOS

4.6.1 CONOCIMIENTOS DE PROCESO

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

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

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

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

4.6.2 CONOCIMIENTOS DEL SABER

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

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

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

MANAGEMENT WITH CUSTOMERS, PERSONAL PRESENTATION, ASSERTIVENESS.

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

4.7 CRITERIOS DE EVALUACIÓN

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

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

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

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

4.8 PERFIL DEL INSTRUCTOR

4.8.1 Requisitos Académicos:

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

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

4.8.2 Experiencia laboral y/o especialización:

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

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

4.8.3 Competencias:

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

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

4.9 MATERIALES DE FORMACIÓN

Tipo Material	Descripción del Material	Codificación ORIONS	Unidades	Cantidad

4.10 REFERENTES BIBLIOGRÁFICOS PARA LA COMPETENCIA DE FORMACIÓN

6. CONTROL DEL DOCUMENTO

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

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

CONTROL DE CAMBIOS

	NOMBRE	CARGO	DEPENDENCIA / RED	FECHA

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

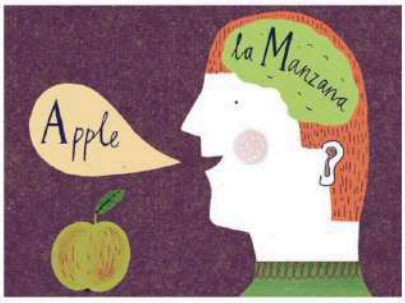
are divided into two groups to create a coherent definition of the concept using all the words. Then, each group will be asked to read the definition created.

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.

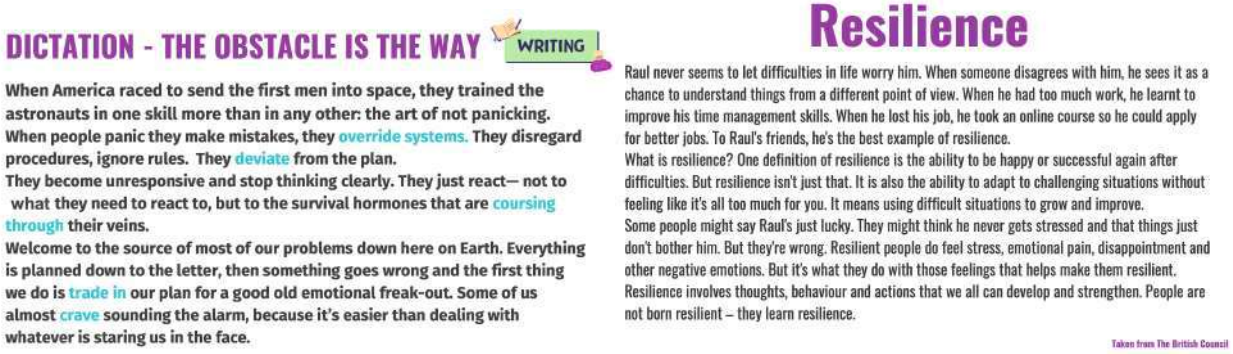


After-workshop: Students will be divided into 4 groups to play a trivial in Baambozzle with the questions from the workshop. Each group will have ofur chances to answers the questions orally. After each questions, students will be provided with feedback about their speaking. The groups which scores the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

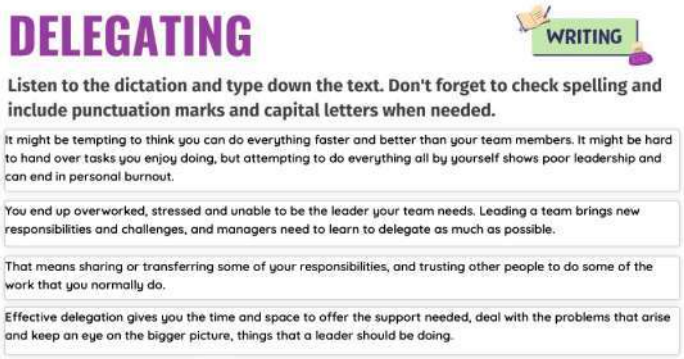
WRITING

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.

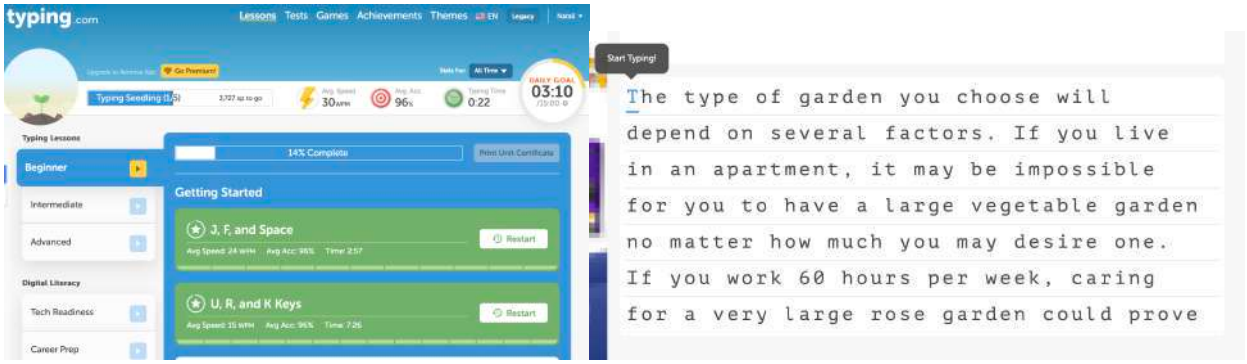
You end up overworked, stressed and unable to be the leader your team needs. Leading a team brings new responsibilities and challenges, and managers need to learn to delegate as much as possible.

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

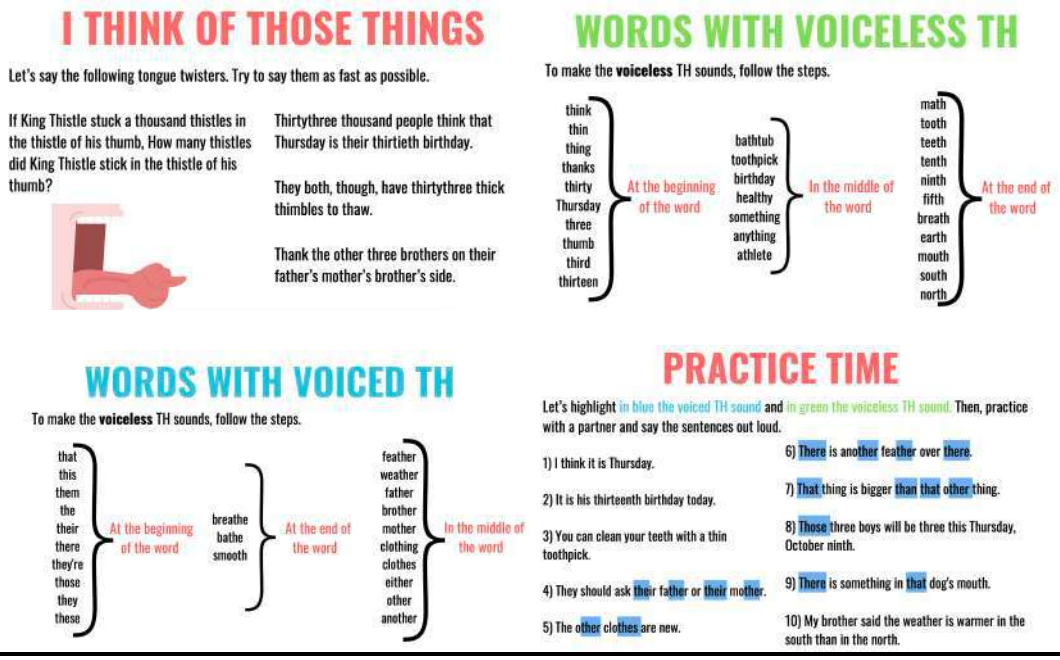
Students will be shown an image and they will come up with the idea por the activity. Then, they will be explained the importance of making small talk in customer service. Each person will choose a UNO card from a bag. Each number has a topic assigned. Students will be given 10 minutes to search information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

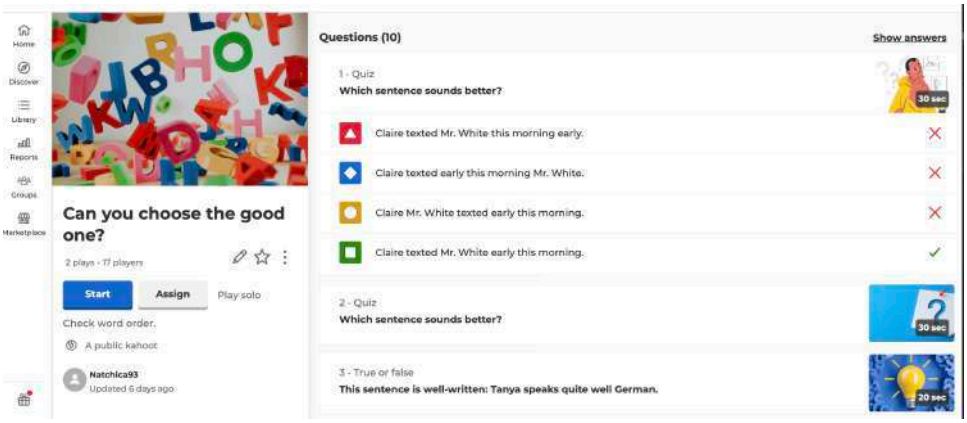
3.2.3 – What are these words for?

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?

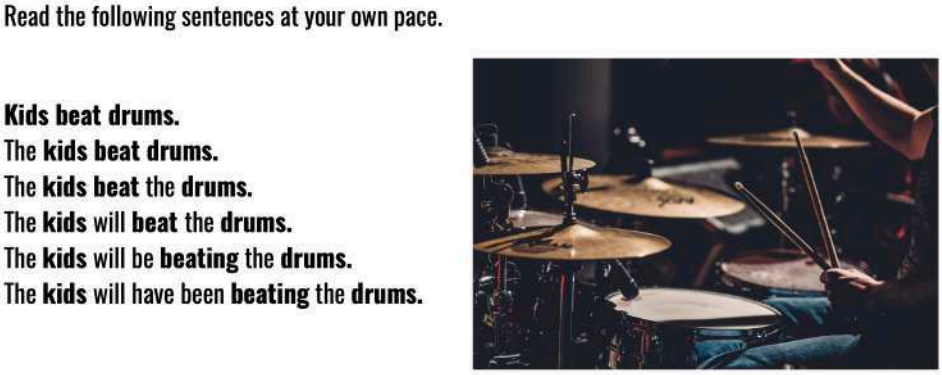
Students will play a game individually where different sentences will be shared, but there is just a good one. After each questions, students will explain the reason for their choices. The goal of the activity is to check basic word order in English.



3.2.5 – Can you sing it?

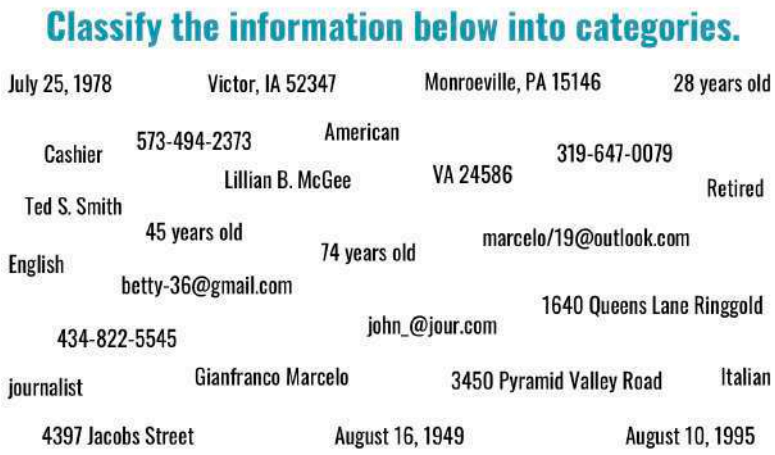
Students will be team up to develop the activity. Some chant will be displayed on the TV and the students will be asked to sing them based on the example given. Then, they will be asked if they know why some words are in bold while the other ones are not. After that, they will be asked to come up with

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 short 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/





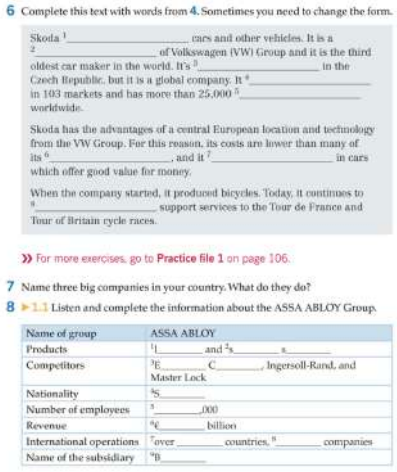
Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

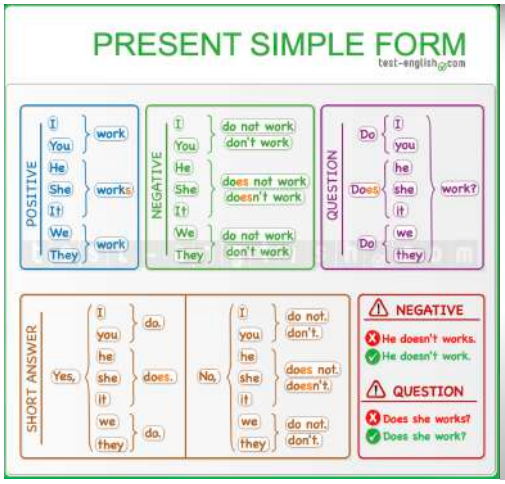
3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

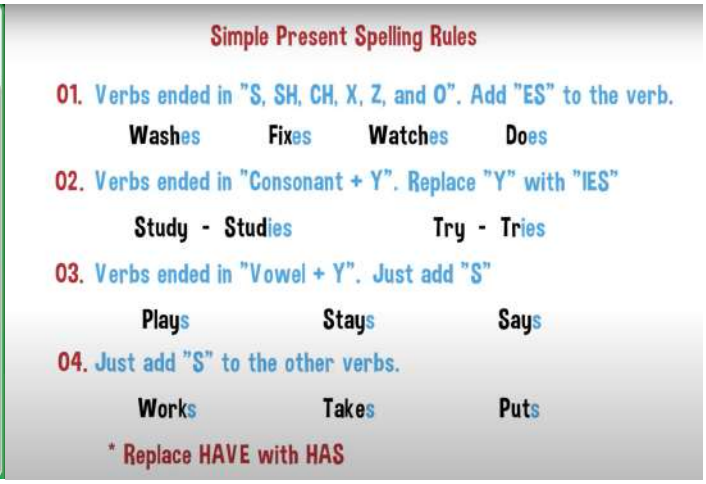
3.3.1 - I work for a retailer company

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.

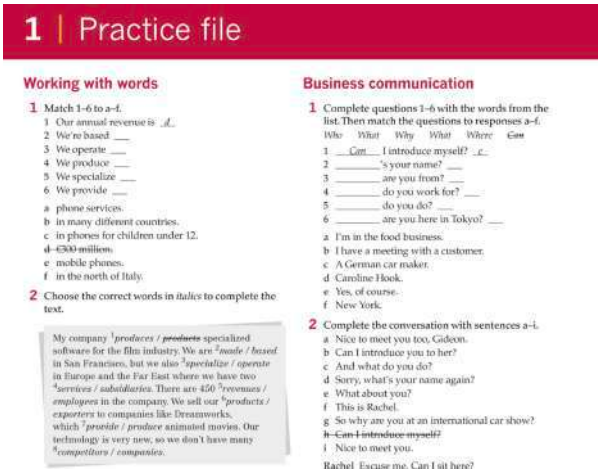
Production task

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.

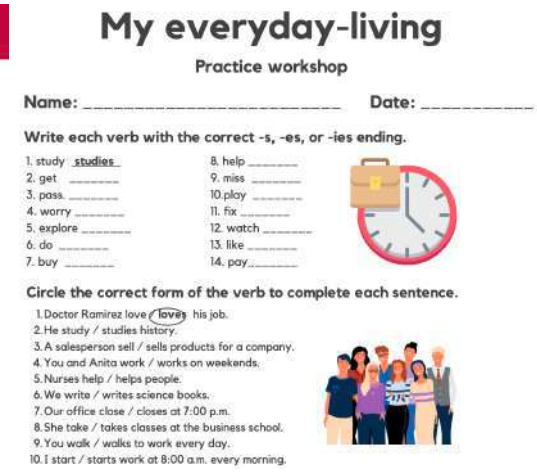
2 Choose the correct words in *italics* to complete the text.

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 short story where all parts of speech are identified. Then, they will need to develop 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.

Let's identify the parts of speech

The quick brown fox jumped over the lazy dog, who was napping peacefully under the shade of the tall oak tree, while birds chirped happily in the bright blue sky. Wow, nanny! I liked the story.

Noun: fox, dog, tree, birds, sky, nanny, story
Verb: jumped, was, napping, chirped, liked
Adjective: quick, brown, lazy, tall, bright, blue
Adverb: peacefully, happily
Pronoun: who, I
Preposition: over, under, in
Conjunction: while
Article: the
Interjection: Wow

PARTS OF SPEECH

Click on the following video: https://youtu.be/A7Xs5ClnTB8



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

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

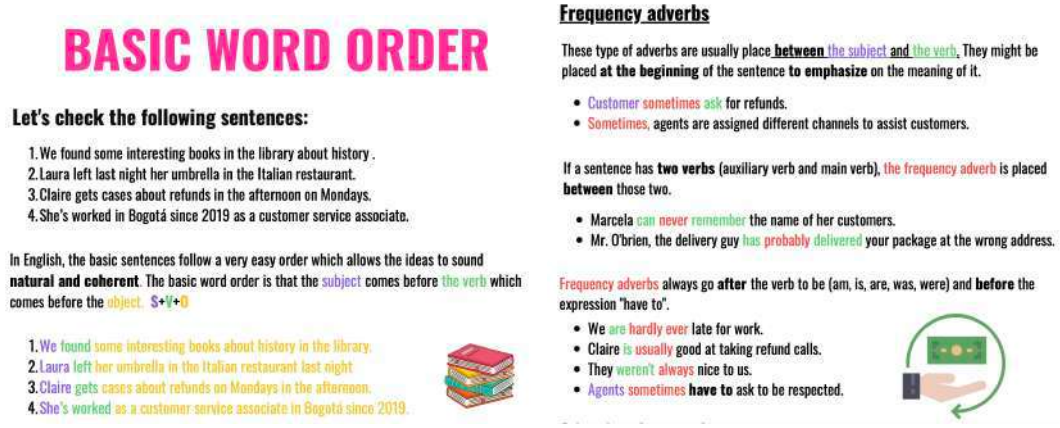


d. Fill the blanks with correct pronouns.

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

3.3.7 – Basic word order in English

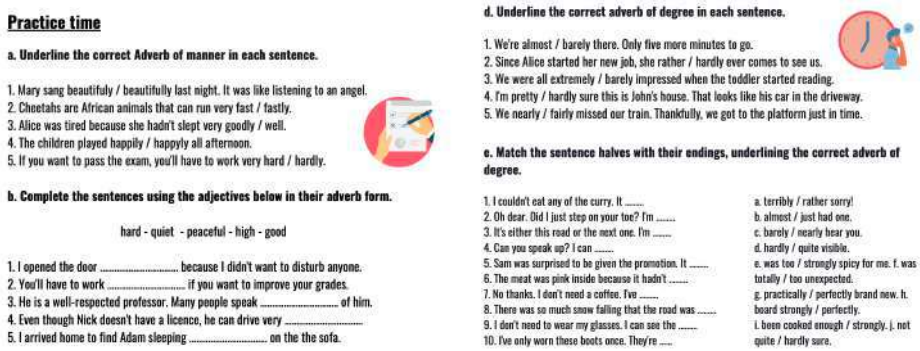
Students will be explained the basic word order through different examples used in customer service. They will be explained the place of adverbs of place and time in a sentence, as well as adverbs of frequency. After solvind doubts, students will develop a workshop in pairs where they will be able to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



3.3.8 – How do yo do things?

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





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 / tastly.
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.

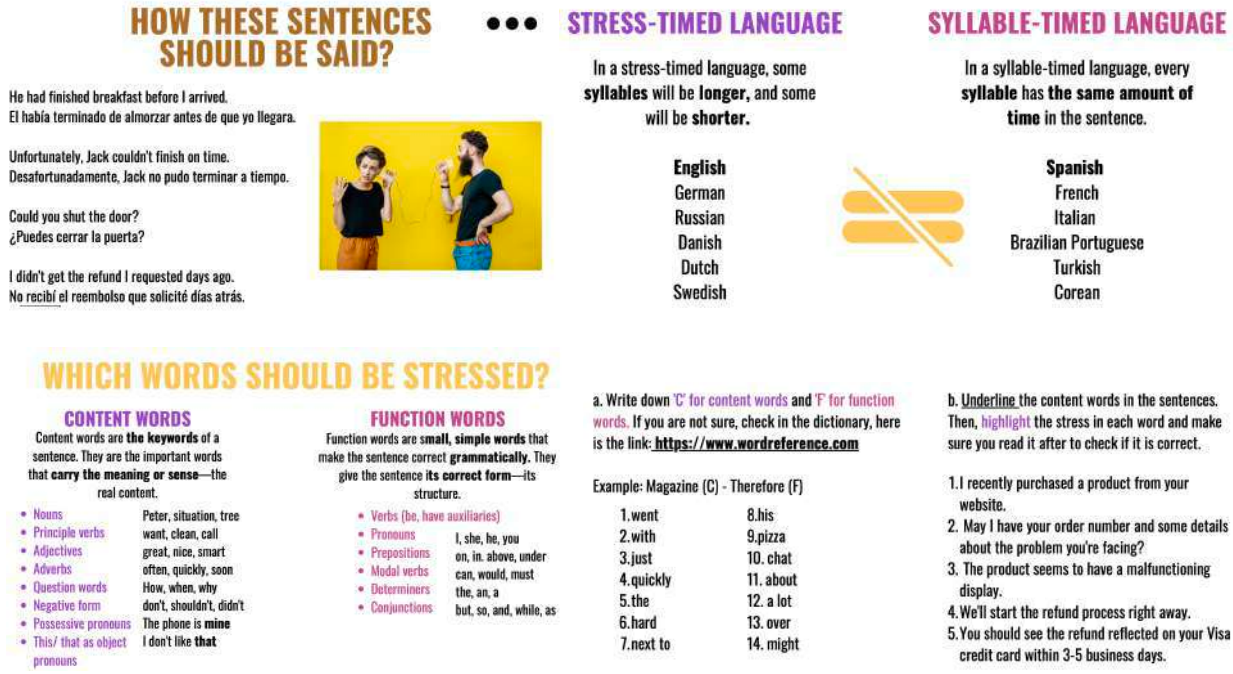
e. Match the sentence halves with their endings, underlining the correct adverb of degree.

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.



HOW THESE SENTENCES SHOULD BE SAID?

He had finished breakfast before I arrived.
El había terminado de almorzar antes de que yo llegara.

Unfortunately, Jack couldn't finish on time.
Desafortunadamente, Jack no pudo terminar a tiempo.

Could you shut the door?
¿Puedes cerrar la puerta?

I didn't get the refund I requested days ago.
No recibí el reembolso que solicité días atrás.

STRESS-TIMED LANGUAGE

In a stress-timed language, some **syllables** will be **longer,** and some will be **shorter.**

English
German
Russian
Danish
Dutch
Swedish

SYLLABLE-TIMED LANGUAGE

In a syllable-timed language, every **syllable** has **the same amount of time** in the sentence.

Spanish
French
Italian
Brazilian Portuguese
Turkish
Corean

WHICH WORDS SHOULD BE STRESSED?

CONTENT WORDS

Content words are **the keywords** of a sentence. They are the important words that **carry the meaning or sense**—the real content.

- Nouns — Peter, situation, tree
- Principle verbs — want, clean, call
- Adjectives — great, nice, smart
- Adverbs — often, quickly, soon
- Question words — How, when, why
- Negative form — don't, shouldn't, didn't
- Possessive pronouns — The phone is **mine**
- This/ that as object pronouns — I don't like **that**

FUNCTION WORDS

Function words are **small, simple words** that make the sentence correct **grammatically.** They give the sentence **its correct form**—its structure.

- Verbs (be, have auxiliaries)
- Pronouns — I, she, he, you
- Prepositions — on, in. above, under
- Modal verbs — can, would, must
- Determiners — the, an, a
- Conjunctions — but, so, and, while, as

a. Write down 'C' for content words and 'F' for function words. If you are not sure, check in the dictionary, here is the link: **https://www.wordreference.com**

Example: Magazine (C) - Therefore (F)

1. went
2. with
3. just
4. quickly
5. the
6. hard
7. next to
8. his
9. pizza
10. chat
11. about
12. a lot
13. over
14. might

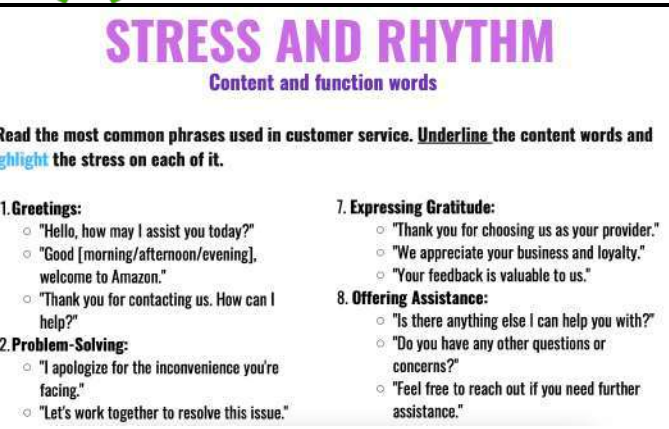
b. Underline the content words in the sentences. Then, highlight the stress in each word and make sure you read it after to check if it is correct.

1. I recently purchased a product from your website.
2. May I have your order number and some details about the problem you're facing?
3. The product seems to have a malfunctioning display.
4. We'll start the refund process right away.
5. You should see the refund reflected on your Visa credit card within 3-5 business days.

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.

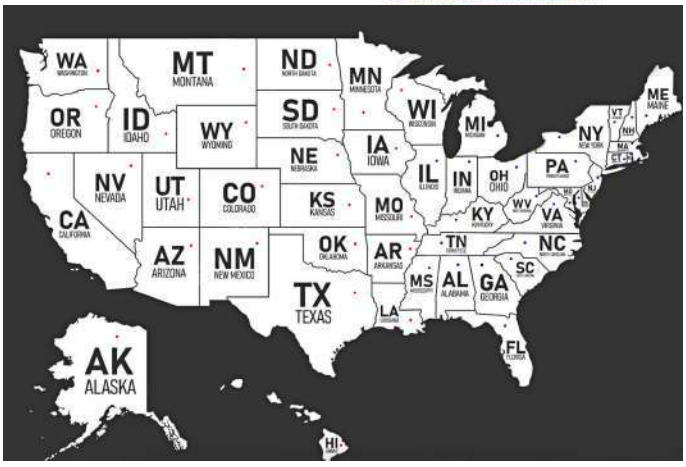




3.3.11- Could you spell that for me?

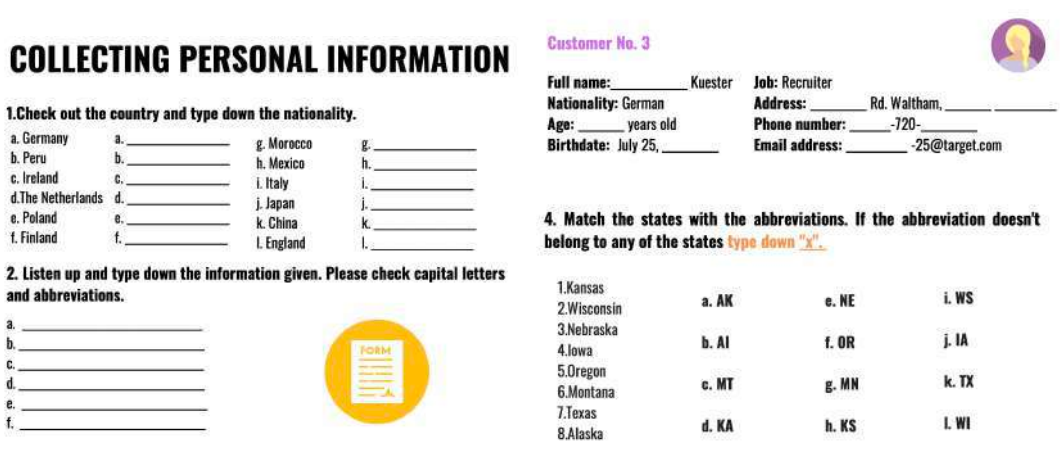
Students will be shown how personal information should be collected in customer service. They will identify the type of information that is required and the corresponding format to collect it. Students will learn what the phonetic alphabet it, address abbreviations, nationalities, jobs, email address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



COLLECTING PERSONAL INFORMATION

1.Check out the country and type down the nationality.

a. Germany	a. _____	g. Morocco	g. _____
b. Peru	b. _____	h. Mexico	h. _____
c. Ireland	c. _____	i. Italy	i. _____
d.The Netherlands	d. _____	j. Japan	j. _____
e. Poland	e. _____	k. China	k. _____
f. Finland	f. _____	l. England	l. _____

2. Listen up and type down the information given. Please check capital letters and abbreviations.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

Customer No. 3

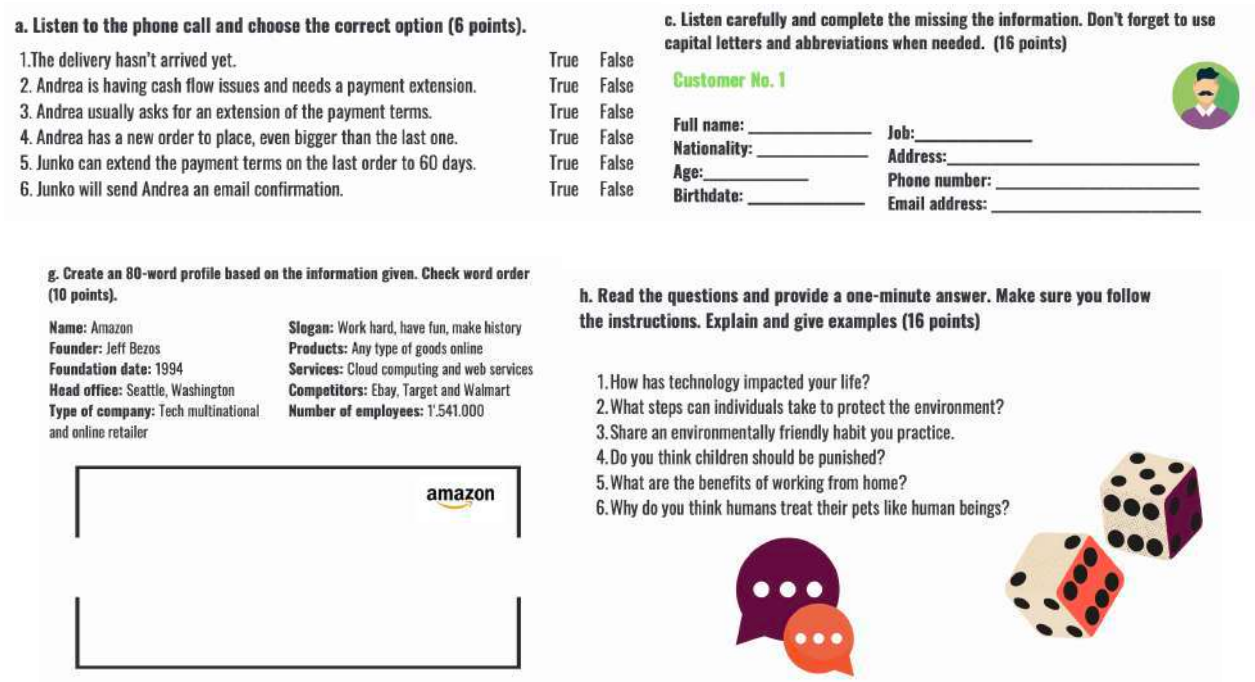
Full name:_____ Kuester
Nationality: German
Age: _____ years old
Birthdate: July 25, _____
Job: Recruiter
Address: _____ Rd. Waltham, _____ _____
Phone number: _____-720-_____
Email address: _____ -25@target.com

4. Match the states with the abbreviations. If the abbreviation doesn't belong to any of the states type down "x".

1.Kansas 2.Wisconsin 3.Nebraska 4.Iowa 5.Oregon 6.Montana 7.Texas 8.Alaska	a. AK	e. NE	i. WS
	b. AI	f. OR	j. IA
	c. MT	g. MN	k. TX
	d. KA	h. KS	l. WI

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: _____
Nationality: _____
Age:_____
Birthdate: _____
Job:_____
Address:_____
Phone number: _____
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

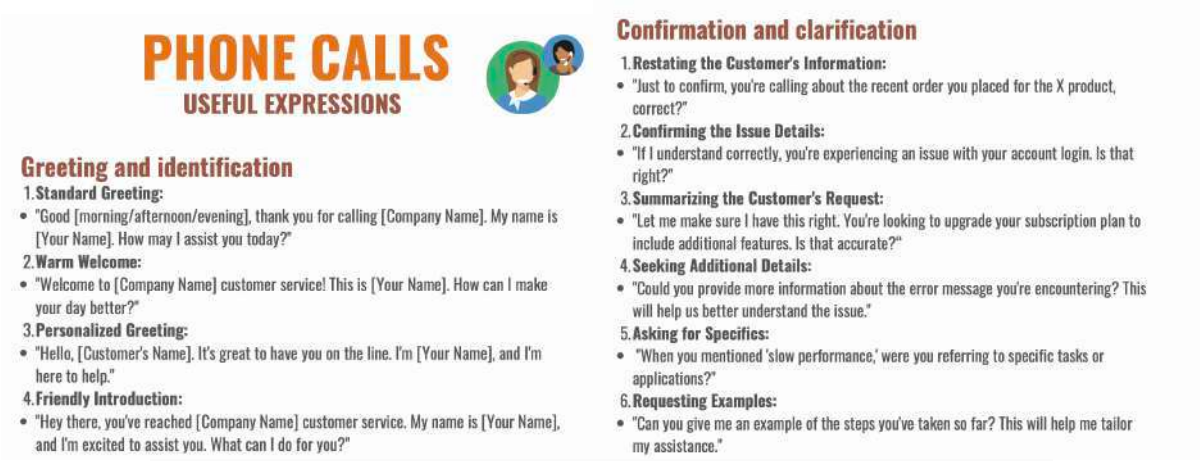
h. Read the questions and provide a one-minute answer. Make sure you follow the instructions. Explain and give examples (16 points)

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.



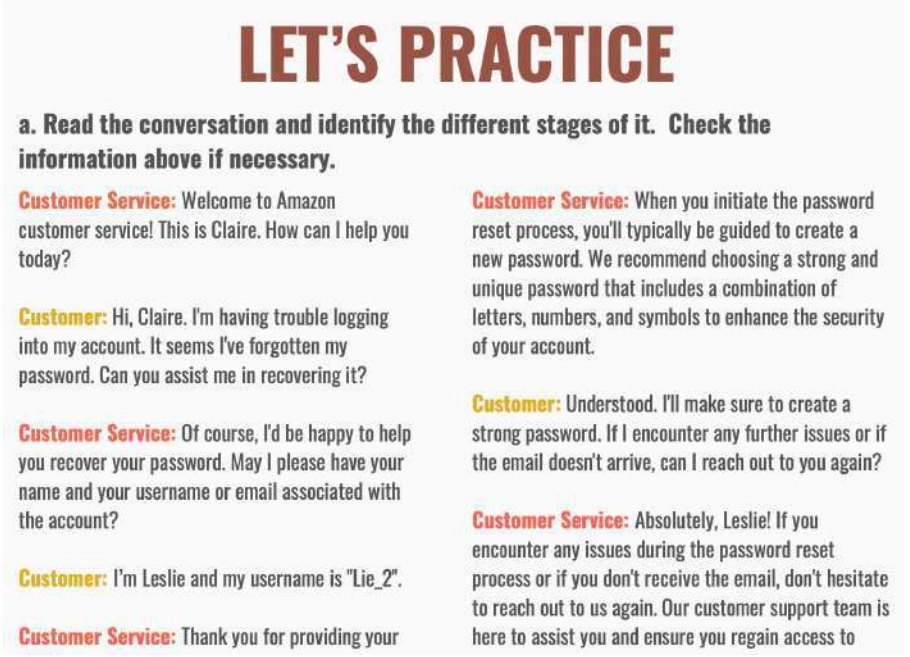
PHONE CALLS
USEFUL EXPRESSIONS

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.





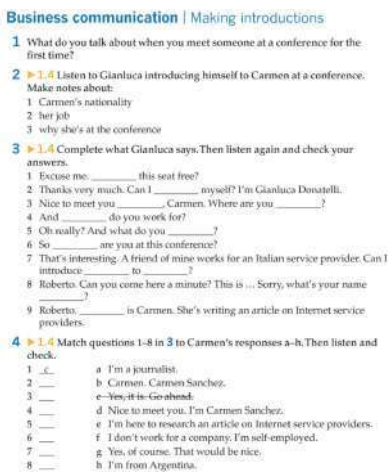


Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

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 ...

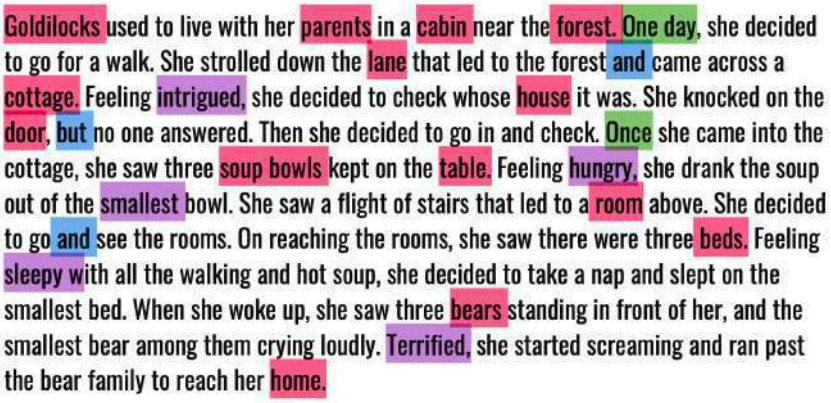
Introducing others
Can I introduce you to ...?
This is ...

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.



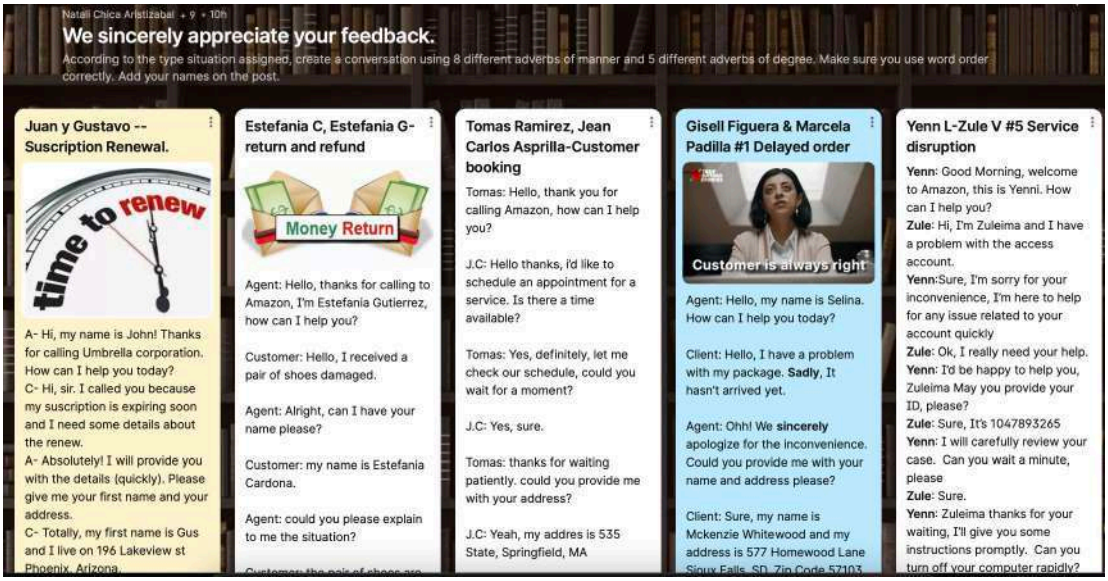
Goldilocks used to live with her parents in a cabin near the forest. One day, she decided to go for a walk. She strolled down the lane that led to the forest and came across a cottage. Feeling intrigued, she decided to check whose house it was. She knocked on the door, but no one answered. Then she decided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

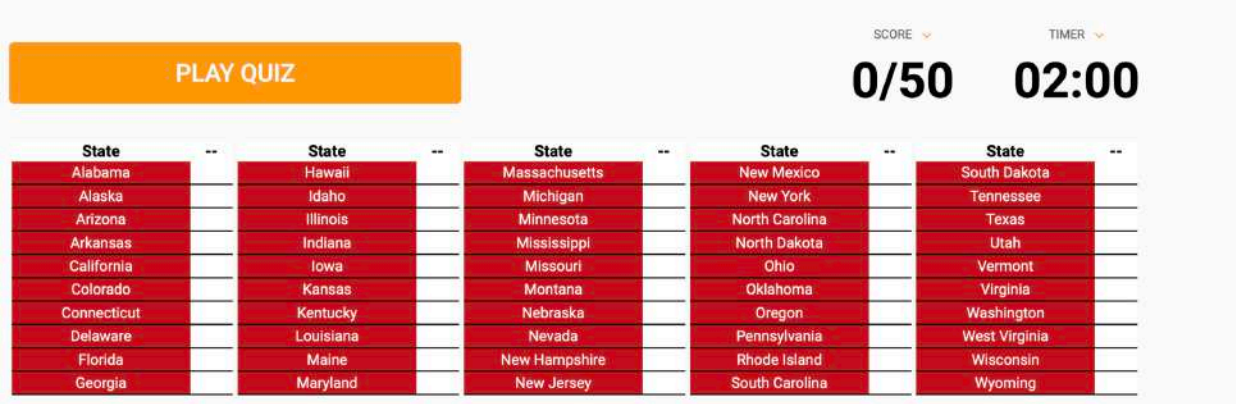
Students will be divided into 4 groups. Each team will be given a list of words in which each member will take turn to spell the words said by their teammates. In case a word is misspelled, students will provide feedback to their partner.

- 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.

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.**



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 research on a	**1**. Use basic BPO vocabulary according to context. **2**. Communicate at a basic level to interact with customers according to technical	**Describing products/services** **Technique:** Oral presentation **Instrument:** Checklist

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.	**3.** Generate conversations according to the work context.	
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.	**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.	**Phone call** **Technique:** Simulation **Instrument:** Checklist
Writing and speaking activity where students create a conversation settled in customer service. The conversation needs to include the call flow studied in	**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.	**Conversation in class** **Technique:** Simulation **Instrument:** Rubric

class as well as useful expressions. 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.		

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.

5.8 Parts of speech

Noun - A noun is a word that names a person, place, concept, or object. Basically, anything that names a "thing" is a noun, whether you're talking about a basketball court, San Francisco, Cleopatra, or self-preservation.

Pronouns - Pronouns are words you substitute for specific nouns when the reader or listener already knows which specific noun you're referring to. You might say, "Jennifer was supposed to be here at eight," then follow it with "She's always late; next time I'll tell her to be here a half hour earlier."

Adjectives – Adjectives are the words that describe nouns. Think about your favorite movie. How would you describe it to a friend who's never seen it? You might say the movie was funny, engaging, well-written, or suspenseful. When you're describing the movie with these words, you're using adjectives.

Verbs - Verbs are words that describe specific actions, like running, winning, and being amazing. Not all verbs refer to literal actions, though. Verbs that refer to feelings or states of being, like to love and to be, are known as nonaction verbs.

Adverbs – An adverb is a word that describes an adjective, a verb, or another adverb.

I entered the room quietly. Quietly is describing how you entered (verb) the room.

Prepositions – Prepositions tell you the relationships between other words in a sentence. You might say, "I left my bike leaning against the garage." In this sentence, against is the preposition because it tells us where you left your bike.

Conjunctions – Conjunctions make it possible to build complex sentences that express multiple ideas. I like marinara sauce and alfredo sauce, but I don't like puttanesca sauce.

Articles – Articles come in two flavors: definite articles and indefinite articles. And similarly to the two types of nouns, the type of article you use depends on how specific you need to be about the thing you're discussing.

Interjections – It is a word or phrase that is grammatically independent from the words around it, and mainly expresses feeling rather than meaning.

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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 call flow studied in class as well as useful expressions. 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

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
Writing and speaking activity where students create a conversation settled in customer service. The conversation needs to include basic word order and all the different adverbs studied in class. In terms of speaking, students need to evidence intonation, rhythm, linking sounds and a good speech pace. Students will post the conversation in Padlet and they will perform it in fron of the class. Students pass the evidence with more that 75 points according to the criteria of the rubric.

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 ✓

CRITERIO	ESCALA			
	Low performance	Basic performance	Outstanding performance	Excellent performance
Answer Quality	The conversation lacks some accuracy, and the order of the events is a bit messy to follow. **6 puntos**	The conversation is accurate and concise in some parts, it follows an order, but it lacks of some logic in some sections. **9 puntos**	The conversation is accurate and concise most of the time, and it follows a logical order. **15 puntos**	The conversation is accurate and concise and it follows a logical order. **20 puntos**
Content	The conversation barely includes the adverbs studied, and the context assigned isn't well-evidenced. **6 puntos**	The conversation includes some of the adverbs, and the context assigned is a bit lost. **9 puntos**	The conversation most of the type of adverbs, and it is settled in the context assigned. **15 puntos**	The conversation includes all type of adverbs, and it is settled in the context assigned. **20 puntos**
Grammar	Sentence order isn't well-used, and some verbs aren't well-conjugated according to the tense used. Also, false cognates and redundancy are frequently present in the conversation **10 puntos**	Some tenses are correctly used (sentence order) and some verbs are well-conjugated according to the tense used. Also, false cognates and redundancy are present in some cases. **20 puntos**	Most of the tenses are correctly used (sentence order) and the majority of verbs are well-conjugated according to tense used. Also, false cognates and redundancy are almost absent. **25 puntos**	Tenses are correctly used (sentence order) and verbs are well-conjugated according to tense used. Also, false cognates and redundancy are absent. **35 puntos**
Speaking	Speech isn't fluent enough. Some chopped ideas are evidenced due to the lack of linking sounds. A lot of pronunciation mistakes are detected. **8 puntos**	Speech is sometimes fluent with average use of intonation and rhythm. Some chopped ideas due to the lack of linking sounds. Some pronunciation mistakes are detected. **12 puntos**	Fluent speech with good intonation and rhythm. Linking sounds are sometimes used. Pronunciation mistakes are most of the time absent. **20 puntos**	Speech is fluent with good intonation and rhythm. Also, linking sounds are used. Pronunciation mistakes are absent. **25 puntos**

RESULTS: Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature

PROCESS MANAGEMENT OF INTEGRAL PROFESSIONAL TRAINING

LEARNING GUIDE FORMAT

LEARNING GUIDE IDENTIFICATION

Name of the training program: 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 understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.

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

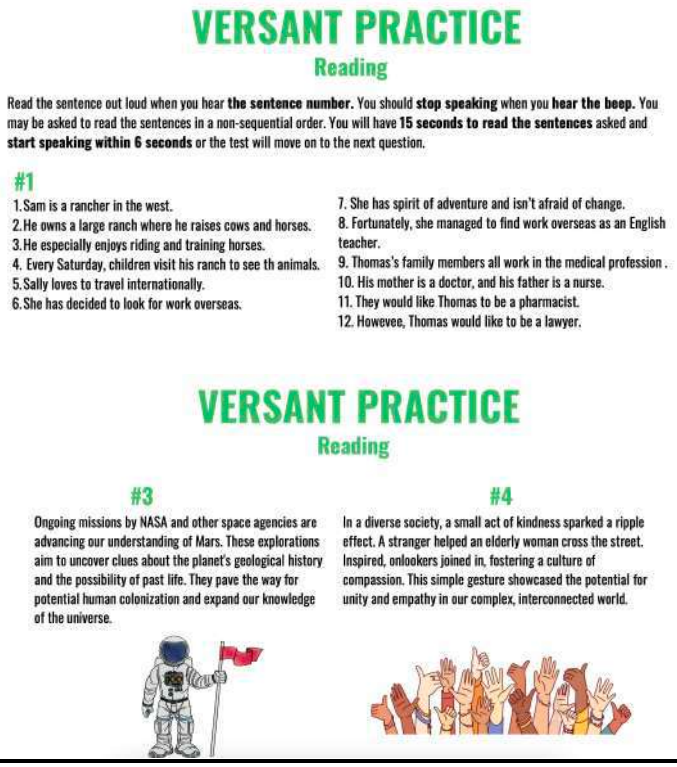
3.1.1 - Create stronger connections
Students will watch a video from TEDTalks and list the 5 different ways to build stronger connections among your classmates. Then, discuss about the video and choose one of the strategies to implement it

in the classroom. The idea is to help students identify the importance of creating good relationships at work and make them last.



3.1.2 – Versant practice # 1 Reading

Students will be asked to read different sentences in a non-sequential order. This is the first part of the exam. Students will check their intonation, linking sounds, and rhythm. Each students will practice and will be provided with feedback. The main idea is to expose students to the methodology of the exam to enhance their commitment when working for the sponsoring company.



VERSANT PRACTICE

Reading

Read the sentence out loud when you hear **the sentence number.** You should **stop speaking** when you **hear the beep.** You may be asked to read the sentences in a non-sequential order. You will have **15 seconds to read the sentences** asked and **start speaking within 6 seconds** or the test will move on to the next question.

#1

1. Sam is a rancher in the west.
2. He owns a large ranch where he raises cows and horses.
3. He especially enjoys riding and training horses.
4. Every Saturday, children visit his ranch to see th animals.
5. Sally loves to travel internationally.
6. She has decided to look for work overseas.
7. She has spirit of adventure and isn't afraid of change.
8. Fortunately, she managed to find work overseas as an English teacher.
9. Thomas's family members all work in the medical profession .
10. His mother is a doctor, and his father is a nurse.
11. They would like Thomas to be a pharmacist.
12. Howevee, Thomas would like to be a lawyer.

VERSANT PRACTICE

Reading

#3

Ongoing missions by NASA and other space agencies are advancing our understanding of Mars. These explorations aim to uncover clues about the planet's geological history and the possibility of past life. They pave the way for potential human colonization and expand our knowledge of the universe.

#4

In a diverse society, a small act of kindness sparked a ripple effect. A stranger helped an elderly woman cross the street. Inspired, onlookers joined in, fostering a culture of compassion. This simple gesture showcased the potential for unity and empathy in our complex, interconnected world.

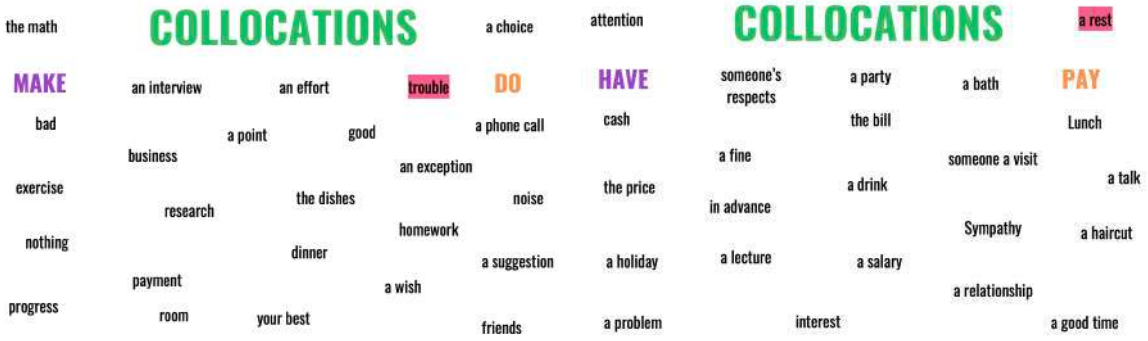
3.1.3 – Versant practice # 2 Repeat

Students will be explained how this sections works. They will hear 16 sentences and they will need to start speaking within the 6 seconds after the sentences is said. Students will be advised to repeat each sentence word-by-word. Good memory is required for this section of the exam. This sections tests rhythm, pauses and intonation. Aside form that, students will be provided with tips to improve their memory and active listening. Two audios will be played to check students performance.



3.1.4 – Collocations

Students will be shown some sentences where they will need to choose the words that sound better to them. Then, they will be explained that collocations are two or wrods that often go together. Taking into account the topic, students are divided in 4 groups. Groups 1- 2 will be ask to compete with each other just as 3-4. They will be displayed a list fo words and two main verbs. They will need to match the words with the verbs in a way that it makes sense, when they have it ready, they will need to write them down on the board. Then, feedback will be provided. The groups that wins in each round, will participate in the last activity where they will match the words with Do and Make. Lastly, students will be asked why it is important to knoe colloctation in customer service.



3.1.5 – Versant practice conversations

Students will be explained how this section of the Versants works. They will listen to 12 conversations and one question per conversation will be asked. A practice activity will br shared and then the group

will be divided into two groups of 8 where they will listen to different conversation and the questions will be played so each students raises one's hand and answer.

VERSANT PRACTICE

Conversations

You will hear **12 short conversations.** For each conversation you will be asked a question, answer by saying a single word or a short phrase. **Start speaking within 8 seconds.** This question assesses listening skills including your ability to extract information. Speak clearly.

Example of conversations

Conversation 1

Question No. 1
Where are the speakers?

Question No.2
Why is the traffic jam expected?

Question No. 3
What time will the speakers leave?

Conversation 2

Question No. 1
What is the purpose of the call?

Question No.2
According to the woman, what was the problem?

Question No. 3
What will the man probably do next?

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 – Versant tips and methodology

Students will be shared two PDF files where the Versant is explained, the speaking assessment and the placement test. Students will be teamed up in groups of three, so they can choose a number from the flascards displayed on the Tv. Each flashcard has two sections of the Versant. The idea is that each group presents them including the instructions and the different strategies to take the exam.Then, each group will propose an interactive activity where the sections are implemented, so the other classmates can practice and learn from it.



3.2.2 – Best inventions of all time?

Students will be shown different images and they will be asked to guess what the topic is about. Students will make small teams ad create a list of the best five inventions of all time then present it to the class and explain why those inventions where chosen.









3.2.3 – Departments in a company – Company's structure

Students are asked to do some research about the different ways a company is structured. Then, they will create a chart to explain each and to identify key concepts on each structure. After that, students will be asked to a make a list of the different departments that can be found in a company. Then, they will be asked to provide information on what each department does and some of the most common jobs found in each department. Lastly, students will be explained how Amazon is structured. Based on their list, they will be asked to choose the most important departments and to provide reasons for their choice.

Asset Management	Business Unit
Creative Services	Engineering
Functional Structure	Human Resources
Marketing	Operations
Org Structure	Product Management
Production	Quality Assurance
Risk Management	Sales
Technology	

\

Amazon's Hierarchical Organizational Structure

Amazon is an example of an organization with a hierarchical structure, **largely due to its size**. As the largest internet retailer, the company currently employs approximately 560,000 people around the world. With the hierarchical structure, all of Amazon's employees report up to the founder and CEO, Jeff Bezos.

Under Bezos, there are several levels of management across many departments, such as:

1. Software development
2. Information technology
3. Legal operations
4. Human resources
5. Finance and administration
6. Business operations
7. Product management
8. Customer Service



3.2.4 – Can you tell me where the manager's office is?

Students will be asked to listen to a job interview and to answers some questions. Then, they will identidy the questions asked by the interviewer. Students will be explained that indirect questions are use to sound more polite an to avoid uncomfortable situations when asking directly.

Listen to a job interview. Answer the following questions.

1. Which ones were the duties of the interviewee in the previous job?
2. Why did he quit?
3. Identify one question asked by the interviewer.



Interviewer: Let's talk about your previous job. Could you describe what your responsibilities were?

Interviewee: Well, my duties included answering the phone, dealing with customers and organizing meetings for the director.

Interviewer: And, can you tell us why you quit?

LET'S PRACTICE

1. Switch the questions into indirect questions. Don't forget to follow the corresponding order.

- Where do you live?
- What type of plan do you have?
- Do you want to trade-in your device?
- Have you made a down payment?
- How much did you pay last time?
- Would you like to change your payment method?
- When does my billing cycle start?
- Why does my daughter pay more?
- Are you okay with that?



2. Write down five indirect questions to use in a Cx service context.

2. Match the question beginnings to their endings.

• I'm not sure if	• me when you are back home?
• I wonder whether you have	• Mr. O'Brien moved to the UK?
• Could you tell me what	• in what you'd like for dinner tonight.
• Do you any idea why	• your shipping address is?
• Would you mind telling	• he's attending tomorrow's meeting.
• I'm interested	• enjoyed our service.

3. Use the prompts to complete the polite indirect questions.

- Where is the customer service desk?

I'd like to know _____

- Does this bus go to Unicentro?

Would you mind telling me _____

- What's your name?

Can you please tell me _____

- What's the name of the park near Mocawa Hotel?

I was wondering _____

- How old is our boss?

Do you have any idea _____

4. Write down 5 indirect questions that can be used in customer service.



3.2.5 – The pursuit of happiness

Students will be required to watch a scene from a movie and they will identify the context, the questions asked as well as the unkown vocabulary. Students will share their ideas and they will provide their opinion fo the video. Taking into account the questions, they will mention what the topic is about.



3.2.6 – Boarding a plane

Pre-video: Students will be asked if they know what is required to board a plane. Students will share their thoughts.

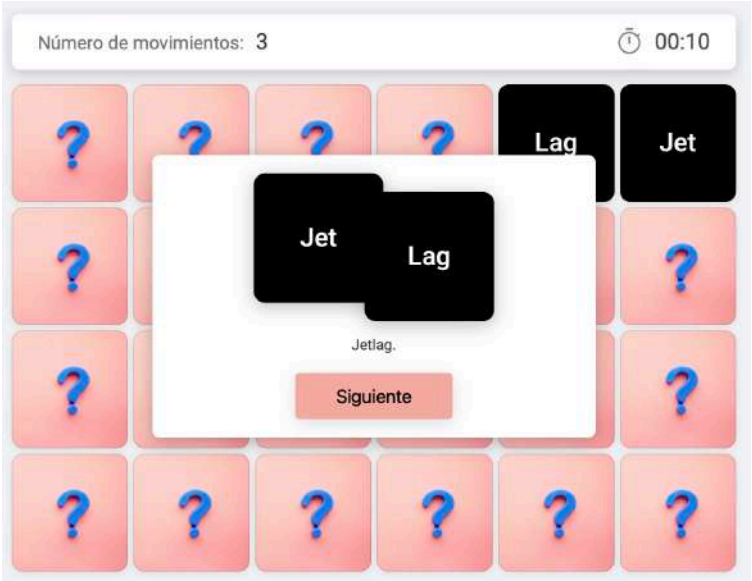
During-video: Students will watch the video “Boarding a plane shouldn’t be that hard” and they will take notes of the order of passangers called. Also, they will write down their opinion about the customer service experience.

After-video: Students will share their ideas and they will be asked to identify the topic chosen for the week.



3.3.7 – Can you find the pairs?

Students will be sent a link where a memory game will be displayed. The idea is to find the pairs, but they will need to discover what pairs they are. The person who finished first, will be given a reward. Then, students will be asked to share the pairs found and they will be asked to check the parts of soeech used snd if they know what they are. Some students may say “compound words”. Students will be explained that it is essential to identifu compound words to improive vocsbulary and avoid odd sentences.

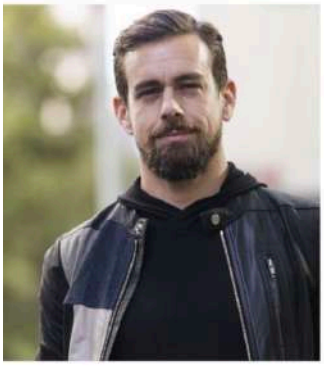


Note:The links for the activities are found at the end of the learning guide, and the material needed is uploaded in the "Supporting material" folder on Territorium.

3.3 Knowledge appropriation activities (Conceptualizing and Theorizing).

3.3.1 - Twitter was co-founded by Jack Dorsey

Students will be asked to listen to a radio programme about the creator of Twitter. They will be asked to organize the list fo events and to take notes. Then, they will listen to each section again to paraphrase the ideas using their own words. After that, they will be shown the transcript to read it while listening to it, so the students can check pronunciation and unknown words. Based on it, they will be explain the use of the past simple using different examples on the Jamboard. Also, they will be explained what regular and irregular verbs are, so they can identify them on the script. Students will be shown the way regular verbs should be pronounced and they will create four columns to classify the verbs from the script and the irregular ones. Then, they will practice with online resources and games to check understanding (wordwall, online grammar activities, bingo).

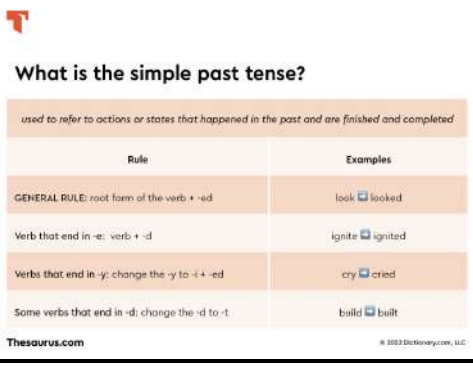


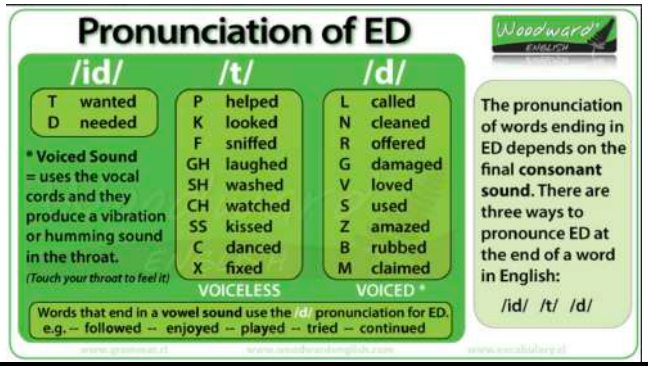
5 ▶3.3 Listen to the story of Jack Dorsey and Twitter and put the events in the right order.

___ People don't understand why Twitter is necessary
___ Starts a new company with two other people
___ Goes to New York University
___ Doesn't finish his studies
10 Presidential candidates use Twitter
___ Studies in Missouri
___ Sells software online
___ Moves to California
1 Produces software for taxi drivers
___ Creates a website in two weeks

6 Use the information in **5** to tell the story of Jack Dorsey. Change the verbs to the past simple and add any other details you remember.

Example: *He produced software for taxi drivers.*





Presenter Neil, how did it all start?

Neil Well, Jack Dorsey became interested in digital communications at a very early age. He was particularly interested in the communication problems of taxi drivers and delivery trucks. In fact, all companies with vehicles that needed to stay in contact in real time. When he was 15, he produced some communication software that is still used by some taxicab companies today.

Presenter That's interesting. So he started very young. Did he go to university?

Neil Yes, he did. First he studied at the University of Science and Technology in Missouri, then he went to New York University. But he didn't finish his degree, like many other high-tech entrepreneurs before him – Bill Gates, Steve Jobs, Mark Zuckerberg. The list is very long. Instead, he moved to Oakland, California.

Presenter And is that when he started Twitter?

Neil No, not immediately. In fact, he started a company to sell his communication software and he sold it online. But then he had an idea for a different type of communication service – one where you could exchange short messages with all your friends in real time. He found two partners who were interested, and started a new company with them. And then, immediately after, he created a simple, user-friendly website where users could post short messages of 140 characters or less. It took him just two weeks!

3.3.2 – Past simple in customer service

Students are asked to provide situations where the past simple tense is used in customer service. Then, they will be explained that in customer service, the use of the past simple tense is often employed when discussing past actions, events, or interactions with customers. It is used to convey that something has already occurred and is no longer happening. Examples will be provided to show the students how to use it. After that, Students will be asked to check the structure of questions using the past simple tense and they will create a list of possible questions used in customer service. Continuing with the activity, students will be told to create a chart of 4 columns on their notebooks or on the computer, so they classify the verbs based on pronunciation for regular verbs and irregular verbs.



3.3.3 – I once bought a laptop and the screen was cracked.

Students will be asked to list the most common reason for people to call customer service. Then, they will be shown a short story of a customer who had a bad experience in customer service. Students will be asked to read and to check the grammar used. Since the past simple is being explained they will be asked to identify the other tense used. When students check the use of the past continuous, they will be required to say when and how it is used. Students will be explained both and they will practice with a short workshop.



LET'S PRACTICE

Past Simple and Past Continuous

Write the past simple form of these regular and irregular verbs:

1 cry	_____	8 chat	_____
2 travel	_____	9 happen	_____
3 send	_____	10 say	_____
4 enjoy	_____	11 know	_____
5 stop	_____	12 try	_____
6 break	_____	13 cut	_____
7 fall	_____	14 turn	_____

Complete the sentences with the past simple form of the verbs in Exercise 1.

1 Last summer, my friend and I _____ around the south of France. We really _____ ourselves.
2 _____ you _____ at the end of the film? I thought it was really sad.
3 Sarah is very angry. What _____ you _____ to her? You _____ to her yesterday.
4 I _____ my grandmother an email yesterday with a photo but she _____ (not) how to open the attachment!
5 My mobile phone _____ on the floor but the screen _____ (not). That was lucky!
6 I didn't see the accident. It all _____ very quickly.
7 My PC was making a strange noise so I _____ using it and _____ it off.
8 We _____ to open the box with a knife but my dad _____ himself. There was blood everywhere!

Take a look at the story and retell it with your own words.

Last summer, Jane embarked on a vacation of a lifetime, booking a flight with a reputable airline. On the day of her departure, she arrived at the airport excited but anxious about the long journey ahead.

As she approached the check-in counter, she noticed a long line of weary travelers. People were growing restless as the line barely moved. Jane began to feel frustrated, and her patience wore thin. The airline staff appeared overwhelmed and understaffed.

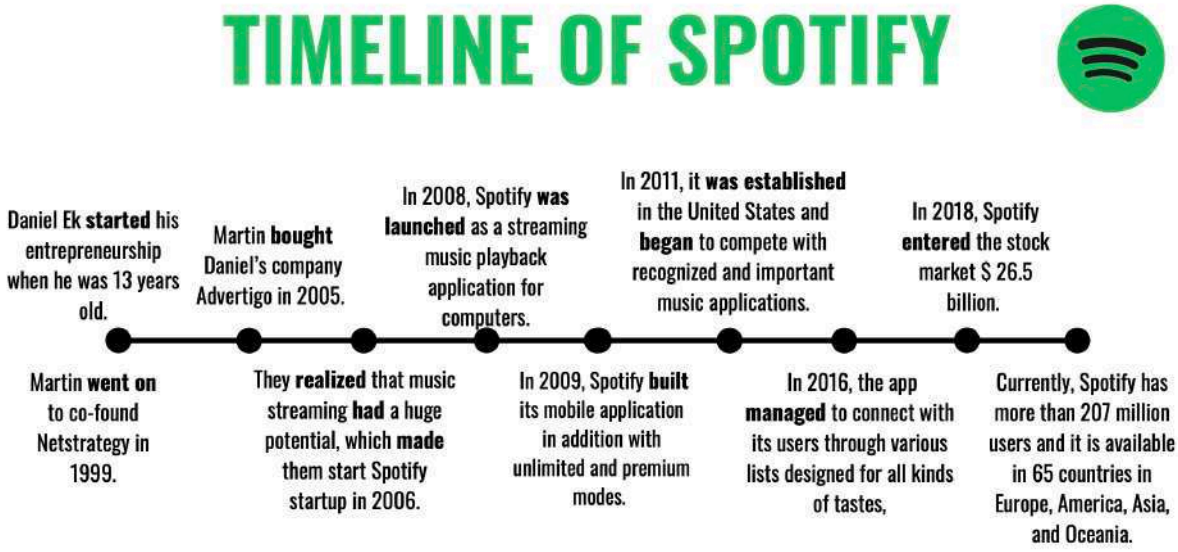
While she was waiting in line, she overheard a passenger complaining about a canceled flight. The airline employees were frantically trying to resolve the issue, but their efforts seemed disorganized. Passengers were left waiting with no clear communication.

Hours passed, and Jane missed her connecting flight due to the delays at the check-in counter. She tried to approach the airline's customer service desk, but the representatives there were swamped with complaints.

By the time Jane reached her destination, she was exhausted and disappointed with the airline's poor customer service. When she was unpacking her stuff, she vowed never to fly with them again, recalling the frustrating experience throughout her vacation.

3.3.4 – Timeline

Students will be shown the timeline of Spotify as it shows dates and the important dates of the story. Then, students will be told to choose a business and to create the timeline to present it in class. Students will need to use the past simple tense.



3.3.5 – Company structure

Students will be asked to read a short articles a to listen to three conversations. Based on it, students will develop the activities to check vocabulary, listening for details and reading comprehension. The workshop will be checked in class to encourage sutdents' participation. Then, students will be teamed up to search info of a department assigned and they will answers a set of questions. Each team will present the department suggested while the others take notes.

What's the most important department in your company?

This is the question I love to ask new clients. Management often focus their energy on the Sales and Marketing departments, because they **generate** money for the company. But many employees believe that it is their own department that is the most important.

Two departments point out that they save money for the company: the Finance Department, because it **controls** the spending of all the other departments, and the Purchasing Department, because it **buys** products at low prices. But in Accounts they say that money in the bank is more important: it is their department that **invoices** customers and collects the money.

Many employees believe that it is their own department that is the most important

The Production Department points out that if there is nobody to **manufacture** the products, there is nothing to sell. The Quality Control Department says that they **check** that every product leaves in perfect condition, and mistakes can be expensive. Two other departments think that they are important because they are in contact with customers all the time: Logistics, which has to **dispatch** and deliver products on time; and Customer Service, which has to **resolve** all kinds of problems to keep customers happy. The Human Resources Department highlights that their job is to **recruit** the best employees for all departments, and IT has to **maintain** the computer systems and IT infrastructure within the company.



The best answer, of course, is that all departments are equally important. Each department has to work *with* and *for* the others. If one department isn't working correctly, it can have a negative effect on everybody.

7 ▶4.1 Listen to three people receiving visitors from other departments in their company. Complete the table with the names of the departments.

Person	A 	B 	C 
Works in			
Usually works with			
Meeting today with			

5 Complete these sentences with the words in **bold** from the text in **3**.

1 The Logistics Department _____es the products to the customer.
2 The IT Department _____s the computer systems and software.
3 The Purchasing Department _____ products from suppliers.
4 The Sales Department _____s new business with customers.
5 The Customer Service Department _____s customer problems when they call.
6 The Quality Control Department _____s that there are no problems with the products.
7 The Production Department _____s the products in the factory.
8 The Accounts Department _____ customers for products that they have bought.
9 The Finance Department _____ budgets and other costs.
10 The HR Department _____s new people to work in the company.

Work with a partner. Ask and answer questions about your own job.

1 What exactly does your department do?
2 What are you responsible for in your department?
3 Who is in charge of your department?
4 Who do you report to?
5 Which department(s) do you have the most contact with? Why?

Customer service department

It is the one in charge of providing support to customers before, during or after the sale of a service or a product. I am responsible for supervising the customer service associates and their performance when assisting our customers. The boss of our department is the customer service manager, who trains and motivates the assigned teams and develops strategies to keep an outstanding service. Since I am a team leader, I report directly to her/him how the job is being done. We normally work hand in hand with the logistics department considering that the most common cases assisted by our associates are related to lost packages, delayed shipping and damaged items. Therefore, we constantly talk to the logistics supervisor and deliver guys to keep ourselves informed and assist our customer successfully.

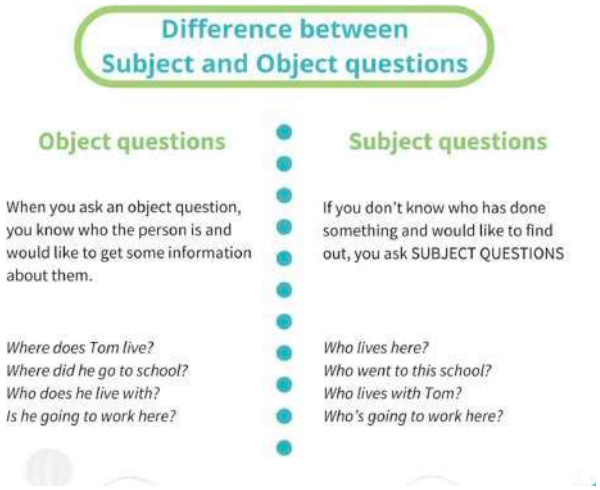
3.3.6 – Questions in business

Students will listen to a conversation of some visitors in a company. They will unscramble the questions asked and then they will answers those questions based on the information listened. Students will be provided with feedback and then they will take a look at the way questions are structured. Students will go to the Jamboard, and they will be explained wh- questions and closed questions. Aside from that, they will be explained the difference between object and subject questions, so they identify the structures used. Students will be asked to provide their own examples to make sure the topic is understood. Students will be shared a practice workshop to learn the structure of questions. Lastly, the workshop will be checked in class.

▶4.2 Put the words in the correct order to make questions. Then listen again and answer the questions.

1 this / often / work / How / does / office / he / in ?
2 from / does / he / come / Where ?
3 long / are / here / staying / How / you ?
4 work / many / in / Resources / How / Human / people ?
5 this / open / did / building / you / When ?
6 all / English / in / staff / fluent / Are / the ?
7 sales / Who / your / markets / chooses ?
8 your / Which / products / interested / countries / are / in ?
9 well / you / market / know / the / Polish / Do ?





4. Unscramble the following discovery questions used in customer service.

1. you / the / please / you/ have / describe / can / issue / or / question ?
2. provide / with / can / your / ID / account / reference / me / number / you / or customer / for ?
3. problem / you / first / when / this / did / or / concern / notice ?
4. walk / steps / can / me / this / through / walk / the / that / to / problem / led ?
5. own / troubleshooting / tried / any / on / your / have / you / steps ?
6. looking / you / on / pricing, / our / information / features, / or / terms / of / service / are / for ?
7. to / your / inquiry / details / provide / context / any / or / additional / that / may / be you / relevant / can ?
8. would / be / convenient / is / best / to / reach / the / you / and / most / what / way / at what time ?

5. According to the context given, create 3 questions (wh-questions and yes/no questions).

a. Lost package

_____?
_____?
_____?

d. Wrong item

_____?
_____?
_____?

b. Billing and payment questions

_____?
_____?
_____?

e. Faulty product

_____?
_____?
_____?

3.3.7 – A&Q and images

Students will be divided into 4 groups. A sentence will be shared on the screen and a team member will come to the front and will write down the questions to the sentence. The first part will be in a written way while the second part of it will be orally. Students will be able to practice sentence structure which is very important for customer service. The next activity is based on pictures. When the picture is displayed on the TV, a team member will write down as many questions as possible on the board using the structures learned.





3.3.8 – I wonder where the meeting is

Students will be shown the structure and the different introductory phrases that can be used and applied in customer service. To check understanding, students will be shared some questions written in the traditional way and they will make it more polite by using indirect questions.

2.Match the question beginnings to their endings.

• I'm not sure if	• me when you are back home?
• I wonder whether you have	• Mr. O'Brien moved to the UK?
• Could you tell me what	• in what you'd like for dinner tonight.
• Do you any idea why	• your shipping address is?
• Would you mind telling	• he's attending tomorrow's meeting.
• I'm interested	• enjoyed our service.

3. Use the prompts to complete the polite indirect questions.

• Where is the customer service desk?
I'd like to know _____

• Does this bus go to Unicentro?
Would you mind telling me _____

• What's your name?
Can you please tell me _____

• What's the name of the park near Mocawa Hotel?
I was wondering _____

• How old is our boss?
Do you have any idea _____



4. Write down 5 indirect questions that can be used in customer service.

3.3.9 – Employment

Students will be shared a reading, vocabulary and listening workshop which talks about LinkedIn and hoe people find jobs, especially in business. Students will pair up for the activity, and they will share their answers with the classmates to check understanding.

LinkedIn – the world's largest professional network

Today the Internet is making it easier and quicker for employers and employees to find each other.

One of the most popular websites for both employers and employees is LinkedIn, a social network service for professionals. The company has more than 400 million users in over 200 countries. Many of the world's top companies use LinkedIn to help them **recruit** new employees.

If you are looking for a job, it's very easy to join LinkedIn. Just post your profile on the site, including your **qualifications** from school or university, your **experience** in different jobs and the **skills** that you have learned, like managing a team or using different computer programs.

More than 3 million companies have pages on LinkedIn

Next, you begin to develop your contacts. On LinkedIn, you can search for people who you studied or worked with. Maybe an old university friend or ex-colleague is now with a company that you'd like to work for. That person can post a **reference** on the site, saying how good your work is.

More than three million companies have pages on LinkedIn, and many of them **advertise** new positions on the site. With one or two clicks, you can **apply for** the job, and attach your CV and covering letter. You can also discover the number of people interested in the position and know if you are one of the better **candidates**. And if the company decides to put you on its **shortlist** of candidates, you can find a lot of advice on the site about what to say in a job **interview**.

Two new people or companies join LinkedIn every second. So if you're thinking about a new job and you aren't already a member, now's the time to do it.

2 ▶6.2 Naomi Hasselin has an interview for a job as a team leader with a large non-profit organization. Listen to the extract. What experience does she have?



3 ▶6.2 Listen again and underline the verb forms you hear.

1 When *did you start / have you started* working in this field?
2 I *left / have left* university in 2009.
3 *Did you ever work / Have you ever worked* for a big organization?
4 No, I *didn't have / 've never had* the chance.
5 *Did you go / Have you been* to Africa?
6 I *spent / 've spent* some time in Tanzania.
7 Oh really? What *did you do / have you done* there?

3.3.10 – Job interviews in business

Students will be asked the most common type of questions asked in a job a interview. Then, they will be shown some questions and the way they can be answered to ensure getting the job. When questions are mentioned, students will be asked to focused on the following questions to come up with the best way to answer them.

- **How long have you worked as a customer service agent?**
- **What experience dou you have in the field?**

Students will be explained that the best way is using the Present Perfect Tense since it used to talk about experiences and activities that haven't finished in the present time.

- **How long have you worked as a customer service agent?**

I have been a customer service agent since 2020, which is almost 4 years.

- **What experience dou you have in the field?**

I have worked in the field for around 5 years. I have been a team leader twice, once in Amazon and the other one in Teleperformance. I have lead different campaigns, especially the ones related to sales and logistics.

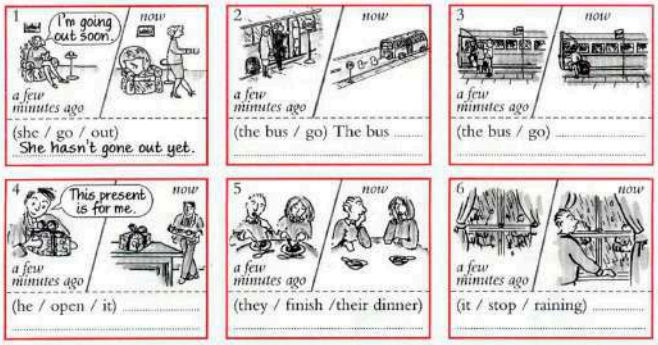
3.3.11 - We have started a new project

Students will be asked to listen to another job interview and to identify the questions. Then, they will be explained how the Present Perfect is used. Students will check the Jamboard to follow the explanation. Then, they will be asked to develop a grammar workshop to reinforce the topic. Continuing with the grammar point, students will be explained the different between the Present Perfect and the Past Simple.

Interviewer So when did you go to Tanzania?
Naomi Last year, in March. They asked me to go there for the start of construction.
Interviewer And how long did you stay there?
Naomi For four months. I came back in July, when the school was ready.
Interviewer So it went well.
Naomi Yes, we finished two months early. And we saved $10,000 on construction costs.
Interviewer That's great. So what other projects have you worked on?
Naomi I've done a lot of construction projects, but I've also helped to set up training programmes, giving local people the skills they need to manage their lives: farming, for example, or construction work.
Interviewer And have you ever managed a team?
Naomi No, not yet, but I've had very good bosses and I've learnt a lot about managing people. I know I'm ready to do this job.
Interviewer Yes, I'm sure you are. Tell me – why did you decide to work in this field?
Naomi My mother lived in Africa when she was a child. She's often talked to me about her life there. I wanted to discover it for myself.

Present Perfect Simple	Past Simple
Unfinished actions that started in the past and continue to the present: • I've known Julie for ten years (and I still know her).	Finished actions: • I knew Julie for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience): • My brother has been to Mexico three times.	A finished action in someone's life (when the person is dead): • My great-grandmother went to Mexico three times.
A finished action with a result in the present: • I've lost my keys! (The result is that I can't get into my house now).	A finished action with no result in the present: • I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): • I've seen John this week.	With a finished time word (last week, last month, yesterday): • I saw John last week.

Write a sentence with **just (They've just … / She's just …** etc.) or a negative sentence with **yet (They haven't … yet / She hasn't … yet** etc.).



Write questions with **yet**.

1 Your friend has got a new job. Perhaps she has started it. You ask her:
Have you started your new job yet?

2 Your friend has some new neighbours. Perhaps he has met them. You ask him:

3 Your friend must write a letter. Perhaps she has written it now. You ask her:

4 Tom was trying to sell his car. Perhaps he has sold it now. You ask a friend about Tom:

Past Simple and Present Perfect 3

Choose the past simple or the present perfect.

1. We _____ (go) to the theatre last week.
2. Yesterday I _____ (have) dinner with a friend.
3. I _____ (never / taste) champagne.
4. When I _____ (be) a child, I _____ (love) ice skating.
5. I _____ (not/ have) any coffee today – I feel very sleepy!
6. I _____ (not / drink) any coffee yesterday.
7. I _____ (read) all his books – I think he's a wonderful writer.
8. What _____ (do) at the weekend?
9. I _____ (always / love) tea – I drink it every day.
10. What subject _____ (she / study) at university?
11. John _____ (lose) his bus pass – can he borrow some money?
12. How long _____ (you / know) Susie for?

3.3.12 – it's common to 'wear many hats' and adapt to different tasks.

Students will be shown some images which describe idioms that can be used in job interviews. Students will create an examples for each idioms to make sure they understand how they are used.



3.3. 13 – You're hired – performance evidence

Students will be provided with a 10-question list which can be asked in a business job interview. The questions are mostly written in the past simple and the present perfect. The idea is that a pair of students will be called to be "interviewed", they will be asked 3 questions from the list. Students will be graded based on a rubric which includes content, answer quality, grammar and speaking. Students will pass the evidence with 15 points.

WHY SHOULD WE HIRE YOU?

Performance evidence

- The following **10 questions** will be included in the job interview activity. Make sure you practice how to answer each one in a minute.
- It is important to include some of the **idioms** studied in class to create a much natural speech.

1. Tell me about yourself.
2. Why would you like to work in this company?
3. Which projects have you worked on?
4. Why did you decide to work in this field?
5. Where do you see yourself in 5 years?
6. Have you ever faced a difficult situation at work? How did you handle it?
7. Have you traveled or worked in a different country as part of your job?
8. What are your strengths and weaknesses?
9. Can you share an achievement that you are particularly proud of?
10. Why should we hire you?



WHY SHOULD I HIRE YOU?

Performance evidence

Criteria	1	2	3	4	5	Comments
Answer quality The speaker looks comfortable and confident when speaking. The answers provided are coherent and concise.						
Content The answers include the idioms studied in class. The speaker uses a good range of vocabulary related to job interviews.						
Grammar Tenses are correctly used (word order). The Present Perfect Tense and the Past Simple Tense are well-used used (adverbs are included).						
Speaking Speech is fluent with good intonation. Pronunciation mistakes are absent. Pronunciation of regular verbs is adequate.						
Final Score						

3.3.14 – Can I have an aisle seat?

Students will be asked to read an article and to provide a short summary of each paragraph as well as a title. Then, they will look for compound words and to explain the parts of speech used. After that, they will develop some vocabulary, writing and listening activites. Students will be provided with feedback of the workshop and to encourage participation.

1 Here are some of the things that air travellers complain about. Which ones do you hear most often?

- Additional costs
- Long waits at the airport
- Other passengers
- Uncomfortable seats

2 Read the text and complete the headings with the words in **1**.

What do air travellers find most annoying?

A recent air travel survey shows that the experience of taking a plane is often not a pleasant one. Here are the top complaints.

1 _____

Often, there's very little room for your legs, and then the person in front of you decides to move his or her seat back. It's no surprise that 58% of passengers prefer the **aisle seat**, which offers a little more legroom, at least for one leg. Many passengers aren't prepared to pay more for a **seat upgrade** to a more comfortable part of the plane.

2 _____

Passengers are particularly annoyed about **airline charges**. Twenty years ago, you paid for your flight and everything was included. Today, **baggage allowances** are lower, and some airlines make you pay even for the first suitcase. Passengers often try to put everything in one small bag to take on the plane with them. However, some airlines now have **weight restrictions** which limit **hand baggage** to 8 kg or less. And if you want to choose your seat, or have a drink and something to eat on the plane, you may have to pay again.

3 _____

Even though airline passengers know that **security scans are** necessary, they would like more machines and employees to check their luggage more quickly. They also know that it is often bad weather or technical problems that cause a **delayed flight**. But they still complain about **missed connections** when their first flight arrives too late for the next one.

4 _____

The biggest complaint here is about noisy children. Maybe you can avoid waiting in line with a screaming baby if you use the airline's **self-service check-in** to get your boarding pass. But there's nothing you can do if you find that the same baby and its parents are **occupying** the seats next to you on the plane.

4 Match the words in **bold** in the text in **2** to definitions 1–10.

1 The reason it's not possible to take a heavy bag _____
2 A change to a more expensive seat _____
3 When your plane is late leaving _____
4 You might sit here to have a little more space _____
5 Bags that you put above or under your seat _____
6 When you get your flight document from a machine _____
7 The maximum number of suitcases you can take _____
8 When you pay more for services before or during your flight _____
9 They do this at airports to protect passengers _____
10 When your second plane leaves before the first one arrives _____

5 Work with a partner. What travel problems might these people have? What would the consequences be?

1 A business traveller flying to an important meeting
2 A family of four with two young children leaving for a 2-week holiday
3 A student flying abroad for a 9-month work placement

6 ▶ 7.1 Listen to conversations 1–3. Which passenger …?

a will have to pay more ___
b made a mistake at check-in ___
c will arrive late ___

7 Cross out the word in each group that can't combine with the word in **bold**. Then compare your answers with a partner.

1 middle / ~~hand-~~ / window	**seat**
2 online / priority / passport	**check-in**
3 free / First Class / electronic	**upgrade**
4 excess / hold / seat	**baggage**
5 connecting / airport / cancelled	**flight**
6 additional / delayed / extra	**charges**

3.3.15 – Weekend plans

Students will listen to a conversation and they will take notes to answers some questions. Then, they will need to write down some of the phrases from the conversation. Students will be shown three columns on the board and they will try to classify the sentences. After that, they will be explained how the future tenses are used and examples will be shown as well. Lastly, students will be told to come up with their own example used in customer service and they will be delivered a practice workshop to reinforce the topic. The workshop will be checked in class to solve doubts.



LET'S PRACTICE

Practice 1 - Future plans

Put the verb in brackets into the most suitable form, present continuous or 'will' + infinitive:

1. What _____ (you/do) on Saturday night? Would you like to go to a concert?
2. I think I _____ (stay) at home this evening. I'm feeling a bit ill.
3. I'm afraid I can't meet you for a coffee tomorrow afternoon. I _____ (have) lunch with a coworker.
4. We can meet on Sunday. I _____ (not/do) anything special.
5. The train _____ (probably/arrive) late again.
6. What time _____ (you/meet) Mike tomorrow?
7. Do you think it _____ (rain) tonight?
8. I _____ (travel) to Thailand next week. Maybe I _____ (send) you a postcard.
9. I _____ (work) late on Tuesday, so I _____ (probably/not/be) free till late evening.
10. Jack _____ (host) a party next Thursday. A lot of people _____ (come).

Practice 4 - Future tenses in customer service

According to the escenario, describe what you plan to do to help the customer. Don't forget to use business vocabulary.

a. Promotional offers and Discounts
Customers inquire about ongoing promotions, discounts, or eligibility for special offers.

b. Lost or Delayed Shipments
Customers report missing packages, delayed deliveries, or issues related to the shipping process.

c.Billing and Payment Questions
Customers have inquiries about billing statements, payment processing, or discrepancies in their invoices.

1.Spontaneous decisions in the future

I will call him when I finish the report. / I will do my best to solve this out.

2.Intention plans for the future

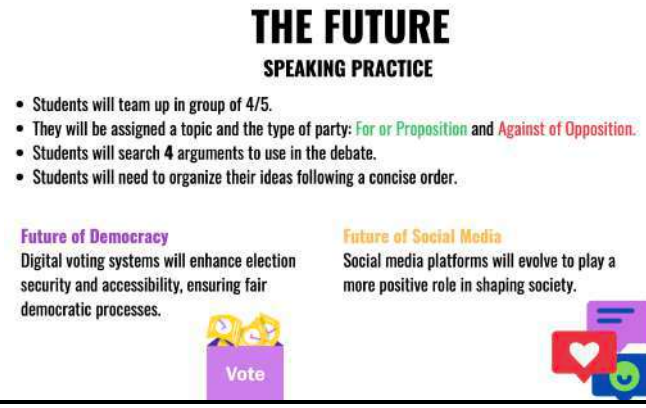
They are going to buy a TV next weekend / The agent is going to look into the matter.

3.Arranged or scheduled plans for the future

Claire is coming to dinner tonight. / You are meeting our technician tomorrow at 10am.

3.3.16- I'm in favor / I'm against - Performance evidence

Students will be asked if they know what a debate is and what it is for. Then, a short video will be displayed ans students will take notes of the key concepts mentioned. After the video, they will share their ideas and they will be shown the most useful phrases when developing arguments in debates. Then, 4 groups will be created and two groups will be in favor and the other against the topic assigned. Some of the requirements are related to the use future tenses and vocabulary about technology in the future. After that, students will be provided with time to check their arguments and organize their speech. Lastly, two debates will take place to check students speaking.



THE FUTURE

SPEAKING PRACTICE

- Students will team up in group of 4/5.
- They will be assigned a topic and the type of party: For or Proposition and Against of Opposition.
- Students will search **4** arguments to use in the debate.
- Students will need to organize their ideas following a concise order.

Future of Democracy
Digital voting systems will enhance election security and accessibility, ensuring fair democratic processes.

Vote

Future of Social Media
Social media platforms will evolve to play a more positive role in shaping society.

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 - Retelling stories

Students will be asked to write down a 80-word story about a bad or a good experience in customer service using the past simple tense and the past continuous tense.Then, students will read the story created and one the classmates will retell it including as many details as possible. Students will be provided with an example and they will be given some tips to gather the information.This activity will help the students measure their ability to listen and understand information in detail and to train holding information.

Emily was home and she was listening to music while surfing on the internet because she wanted to buy a new laptop. Suddenly, she jumped into the perfect one, it was a MacBook Pro with a 25% off. She couldn't believe it, so she placed the order right away, and she made sure that the price had the discount. When Emily finished with the payment, she checked on the website that the laptops were out of stock, she felt lucky!

People: Emily
Place: Emily's home
Emotion or Event: She found a laptop with a great discount, excitement
Outcome: Emily bought the laptop before it was out of stock

Emily was in her **house browsing the internet** because she wanted to get **a brand new** laptop. **All of a sudden**, she found one with 25% discount. She was so excited that she decided to buy it **on the spot.** When she finished with the placement of the order, she **noticed** that the **website ran out of laptops**, she knew she got lucky.



3.4.2 – Phone call – idioms and indirect questions – product evidence

Students will create a 3-minute phone call where indirect questions are used as well as business idioms shared in the previous classes. Each phone call will be performed in class using the platform Zoom. When each team finishes, each classmate will fill out a survey to provide feedback to the phone call listened.



CONVERSATION PRACTICE

Speaking rubric - Questions and idioms

Criteria	1	2	3	4	5	Comments
Answer quality The conversation is accurate and concise. The conversation follows a logical order.						
Content The conversation includes the questions studied in class. The vocabulary employed is focused on business. The conversation includes idioms related to the context. The conversation lasts more than 3 minutes.						
Grammar Tenses are correctly used (sentence order). Verbs are well-conjugated according to tense used. False cognates and redundancy are absent.						
Speaking Speech is fluent with good intonation and rhythm. Linking sounds are used. Pronunciation mistakes are absent.						

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 where the topics seen during this quarter will be graded based on the 4 main skills and grammar and vocabulary. Students will be required to	**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	**All-skills test** **Technique:** Digital Written test **Instrument:** Questionnaire

score above 75 to pass the evidence. **Performance evidence** Speaking activity where students will be provided with a 10-question list which can be asked in a job interview. The questions are mostly written **in the past simple and the present perfect.** The idea is that a pair of students will be called to be "interviewed", they will be asked 3 questions from the list. Students will be graded based on a rubric which includes *content, answer quality, grammar and speaking. Students will pass the evidence with 15 points.* Speaking activity where students participate in a debate. Each student will be assigned a party and a motion to defend or attack (proposition and opposition party). Students will need to search arguments to present in the debate and they will need to use the future tenses. The party which	customers according to technical guide. **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. **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.	**Job interview for business** **Technique:** Simulation **Instrument:** Speaking rubric **Debate – Future** **Technique:** Simulation **Instrument:** Checklist

presents the arguments accurately, it will be the winner. Students will be tested their speaking skills regarding vocabulary and coherence. **Product evidence** Writing and speaking activity where students create a conversation settled in business and performed in class using Zoom. The conversation needs to include questions learned in class, business idioms, 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 rubric. Students will pass the evidence with 15 points out of 20.	**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.	**Phone calls** **Technique:** Simulation **Instrument:** Rubric/Checklist

5. GLOSSARY OF TERMS

5.1 – Past simple tense used in customer service

Acknowledging a previous interaction:
"I received your email yesterday and investigated the issue."
"Last week, you called our support line for assistance."

Explaining what happened in the past:
"Our team fixed the technical problem you reported last month."
"We shipped your order on Friday, and it should have arrived by now."

Apologizing for a past mistake or inconvenience:
"I'm sorry that you had a negative experience with our service last time."
"We apologize for the inconvenience you experienced during your last visit."

Confirming a customer's previous request or decision:
"You requested a refund, and it was processed on October 1st."
"You chose the express shipping option for your previous order."

Reviewing past feedback or comments:
"We noticed your feedback from your last visit, and we've taken your suggestions into account."
"Thank you for your comments in our recent survey."

Describing a timeline or sequence of events:
"First, you contacted our support team. Then, we investigated the issue and resolved it."
"After you made the reservation, you received a confirmation email."

Confirming the completion of a past action or process:
"Your account has been upgraded to the premium membership level as you requested."
"The refund has already been processed, and you should see it in your bank statement soon."

Did you receive the email/confirmation/receipt we sent you?
Example: "Did you receive the confirmation email for your recent order?"

When did you make the purchase/reservation/request?
Example: "When did you make the reservation for your hotel stay?"

Did you speak with one of our representatives?
Example: "Did you speak with one of our customer service representatives regarding your issue?"

Was there a specific error message you encountered?

Example: "Was there a specific error message displayed when you tried to log in?"

Did you fill out a feedback/survey form after your last interaction with us?
Example: "Did you fill out a feedback form following your recent support chat?"
Did you provide your contact information during your previous interaction?
Example: "Did you provide your phone number when you contacted us?"

Were you informed about the refund/credit/upgrade process?
Example: "Were you informed about the refund process when you requested it?"

Did you experience any difficulties during your last visit/experience?
Example: "Did you experience any difficulties during your last visit to our website?"

Did you receive the resolution/assistance you were expecting?
Example: "Did you receive the assistance you were expecting when you called our support line?"

5.2 – Most common verbs used in customer service
Assist: To help or support customers with their inquiries or problems.
Example: "I am here to assist you with any questions you may have."

Resolve: To find a solution or fix an issue for a customer.
Example: "We will do our best to resolve the problem you are experiencing."

Answer: To provide responses to customer questions or concerns.
Example: "I can answer any queries you have about our products."

Listen: To pay close attention to a customer's needs or complaints.
Example: "Our customer service team is here to listen to your feedback."

Guide: To provide step-by-step instructions or advice to customers.
Example: "Let me guide you through the process of setting up your account."

Assure: To reassure customers and provide confidence in the resolution.
Example: "I assure you that we will take care of this issue promptly."

Confirm: To verify information or ensure customer understanding.
Example: "Can you please confirm your contact details for us?"

Explain: To provide clear and detailed explanations of products or procedures.
Example: "Let me explain how our warranty process works."

Apologize: To express regret for any inconvenience or problems experienced by the customer.
Example: "We sincerely apologize for the delay in your shipment."

Update: To provide the latest information or changes to a customer.
Example: "I wanted to update you on the status of your order."

Offer: To present options or solutions to customers.
Example: "May I offer you a discount as a gesture of goodwill?"

Transfer: To redirect a customer to another department or specialist.
Example: "I will transfer your call to our technical support team."

Follow up: To contact the customer after an interaction to ensure satisfaction or provide further assistance.
Example: "I'll follow up with you next week to see if the issue is resolved."

Request: To ask customers for necessary information or documents.
Example: "Could you please request a copy of your receipt for us?"

Escalate: To raise a customer issue to a higher level of support or management.
Example: "If the problem persists, we may need to escalate it to our senior team."

5.3 – Company departments vocabulary

Human Resources (HR)
Recruitment
Employee Relations
Training and Development
Compensation and Benefits
Performance Management

Finance
Accounting
Budgeting
Financial Analysis
Auditing
Taxation

Marketing
Advertising
Branding
Market Research
Digital Marketing
Public Relations
Sales:
Sales Forecasting
Customer Relationship Management (CRM)
Lead Generation
Sales Strategy
Sales Targets

Operations
Supply Chain Management
Logistics
Quality Control
Inventory Management
Production

Information Technology (IT)
Network Administration
Software Development
Cybersecurity
IT Support
Database Management

Customer Service
Helpdesk
Customer Support
Complaint Resolution
Customer Satisfaction
Service Improvement

Research and Development (R&D)
Innovation
Product Development
Prototype Testing
Research Projects
Technology Advancements
Legal:
Contract Negotiation
Compliance
Intellectual Property
Legal Counsel
Litigation

Administration
Office Management
Administrative Support
Facilities Management
Travel Coordination
Document Control

Executive Leadership
CEO (Chief Executive Officer)
CFO (Chief Financial Officer)
CTO (Chief Technology Officer)
COO (Chief Operating Officer)

CMO (Chief Marketing Officer)

Public Relations (PR)
Media Relations
Press Releases
Event Planning
Crisis Management
Brand Image

Quality Assurance (QA)
Testing
Quality Standards
Process Improvement
Compliance Testing
Quality Assurance Audits

Health and Safety
Occupational Safety
Emergency Response
Workplace Safety
Health and Safety Compliance
Safety Training

Environmental Sustainability
Green Practices
Sustainability Initiatives
Environmental Compliance
Eco-friendly Policies
Renewable Energy

5.4 – Most common indirect questions used in customer service

Product Inquiries
"Can you tell me what features you're looking for in a [product]?"

Service Requests
"Would you mind sharing more details about the issue you're experiencing with [service]?"

Feedback and Satisfaction
"Could you let us know what aspects of your experience with us you were satisfied with?"

Preferences
"Do you have any specific preferences in terms of [product/service] that we should consider?"

Problem Resolution
"Is there anything else we can assist you with in resolving [specific issue]?"

Customization
"Are there any particular specifications or customizations you would like for your [product/service]?"

Delivery and Shipping
"Could you confirm your preferred delivery address and any specific delivery instructions?"

Subscription Management
"Can you let us know if you would like to make any changes to your subscription, such as [modification]?"

Billing Queries
"Would you be able to provide more details about the charges you're inquiring about on your bill?"

Appointment Scheduling
"Is there a specific date and time that would be most convenient for you for [service]?"

Availability
"Could you share your availability so that we can schedule a suitable time for [activity/service]?"

Problem Identification
"Are there any specific error messages or issues that you've encountered with [product/service]?"

Policy Clarifications
"Would you like more information about our [policy/procedure] to better understand how it applies to your situation?"

Upgrades and Add-ons
"Have you considered any upgrades or additional features that might enhance your [product/service] experience?"

Customer Preferences
"Can you provide insights into your preferences so that we can better tailor our [product/service] to suit your needs?"

Timeline Expectations
"What timeline or deadline are you hoping for regarding the completion of [task/service]?"

Refund or Return Process
"Could you guide us through the details of the issue to initiate the refund/return process for [product/service]?"

5.5 – Business idioms

A Ballpark Figure
Meaning: An approximate or rough estimate.

Bite the Bullet
Meaning: To face a difficult or unpleasant situation with courage.

Cutting Corners
Meaning: To take shortcuts or do something in the easiest and quickest way, often sacrificing quality.

Throw in the Towel
Meaning: To give up on something; to surrender.

Hit the Ground Running
Meaning: To start a project or a job quickly and energetically.

Get the Ball Rolling
Meaning: To initiate or start a process.

Jump on the Bandwagon
Meaning: To adopt a popular activity or trend.

Behind the Eight Ball
Meaning: In a difficult or unfavorable situation.

On the Same Page
Meaning: In agreement or understanding.

Think Outside the Box
Meaning: To think creatively and unconventionally.

The Ball is in Your Court
Meaning: It is now your responsibility to make a decision or take action.

Blue Sky Thinking
Meaning: Creative thinking without constraints; thinking freely.

Burn the Midnight Oil
Meaning: To work late into the night or early morning hours.

Don't Cry Over Spilled Milk
Meaning: Don't dwell on past mistakes or misfortunes.

Cut to the Chase
Meaning: To get to the main point without wasting time.

Close the Deal
Meaning: To finalize a business agreement.

Back to the Drawing Board
Meaning: To start a task or project over again from the beginning.

In the Red
Meaning: Operating at a financial loss; in debt.

At the Drop of a Hat
Meaning: Without any hesitation; immediately.

Call it a Day
Meaning: To decide to stop working on something for the rest of the day.

Keep All Your Eggs in One Basket
Meaning: To risk everything on a single venture.

Cut the Mustard
Meaning: To meet the required standards or expectations.

Hit the Nail on the Head
Meaning: To describe exactly what is causing a situation or problem.

All Hands on Deck
Meaning: Everyone must help and work together to solve a problem.

Cost an Arm and a Leg
Meaning: To be very expensive.

5.6 – Most common questions asked in a job interview

Tell me about yourself.
What are your strengths and weaknesses?
Why do you want to work for this company?
Can you describe your previous work experience?
How did you hear about the position?
What do you know about the company?
Why should we hire you?
What motivates you?
Where do you see yourself in five years?
Can you describe a challenging situation you faced at work and how you handled it?
What are your salary expectations?

How do you handle stress and pressure?
What is your greatest professional achievement?
Tell me about a time you worked successfully in a team.

5.7 – The Present Perfect in customer service

- "I have already reviewed your account and identified the issue."
- "Our team has been working diligently to resolve this matter for you."
- "I have recently escalated your concern to our technical support team."
- "We have just updated our system, and it should address the issue you mentioned."
- "I have personally ensured that your refund is being processed."
- "Our team has successfully implemented a solution to improve your experience."
- "I have checked our records, and your order has been shipped."
- "Our support team has already investigated the situation and is actively working on a resolution."
- "I have verified your details, and your account is now upgraded to the premium service."
- "We have recently implemented new features based on customer feedback."

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7. DOCUMENT CONTROL

	Name	Position	Branch	Date
Author(s)	Natalí Chica Aristizábal	English instructor	Commerce and Tourism Center	September 15, 2023

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 understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.

Assessment Criteria:
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.

Activity
Writing and speaking activity where students create a conversation settled in business and performed in class using Zoom. The conversation needs to include questions learned in class, business idioms, 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 rubric. Students will pass the evidence with 15 points out of 20.
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 ✓



CONVERSATION PRACTICE

Speaking rubric - Questions and idioms

Criteria	1	2	3	4	5	Comments
Answer quality The conversation is accurate and concise. The conversation follows a logical order.						
Content The conversation includes the questions studied in class. The vocabulary employed is focused on business. The conversation includes idioms related to the context. The conversation lasts more than 3 minutes.						
Grammar Tenses are correctly used (sentence order). Verbs are well-conjugated according to tense used. False cognates and redundancy are absent.						
Speaking Speech is fluent with good intonation and rhythm. Linking sounds are used. Pronunciation mistakes are absent.						

RESULTS: Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature

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 understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.

Assessment Criteria:
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.

Activity
Speaking activity where students will be provided with a 10-question list which can be asked in a job interview. The questions are mostly written in the past simple and the present perfect. The idea is that a pair of students will be called to be "interviewed", they will be asked 3 questions from the list. Students will be graded based on a rubric which includes content, answer quality, grammar and speaking. Students will pass the evidence with 15 points out of 20.

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 ⬭

- The following **10 questions** will be included in the job interview activity. Make sure you practice how to answer each one in a minute.
- It is important to include some of the **idioms** studied in class to create a much natural speech.

1. Tell me about yourself.
2. Why would you like to work in this company?
3. Which projects have you worked on?
4. Why did you decide to work in this field?
5. Where do you see yourself in 5 years?
6. Have you ever faced a difficult situation at work? How did you handle it?
7. Have you traveled or worked in a different country as part of your job?
8. What are your strengths and weaknesses?
9. Can you share an achievement that you are particularly proud of?
10. Why should we hire you?



WHY SHOULD I HIRE YOU?

Performance evidence

Criteria	1	2	3	4	5	Comments
Answer quality The speaker looks comfortable and confident when speaking. The answers provided are coherent and concise.						
Content The answers include the idioms studied in class. The speaker uses a good range of vocabulary related to job interviews.						
Grammar Tenses are correctly used (word order). The Present Perfect Tense and the Past Simple Tense are well-used used (adverbs are included).						
Speaking Speech is fluent with good intonation. Pronunciation mistakes are absent. Pronunciation of regular verbs is adequate.						
Final Score						

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 understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.

Assessment Criteria:
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.

Activity
All-skills test where the topics seen during this quarter will be graded based on the 4 main skills and grammar and vocabulary. Students will be required to score above 75 to pass the evidence.

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

Full name: _____ **Date:**_____ **Grade:**_____

a. Listen to part of a radio programme where a manager is talking about dealing with staff and answer true or false (8 points).

1. Jenny has been managing staff for many years.	True	False
2. She worked for one other company before this job.	True	False
3. Jenny believes she interacts well with people.	True	False
4. She thinks it is important not to be too sensitive.	True	False
5. Jenny thinks that staff don't respect a manager who disagrees with them.	True	False
6. Jenny believes line managers can help staff develop and change.	True	False
7. Jenny feels uncomfortable when she has to deal with staff who are not working properly.	True	False
8. Jenny doesn't like the constant challenges involved in being a manager.	True	False

b. Listen to the radio programme again and answer the following questions (8 points).

1. Jenny works for a well-known firm of retailers. What is a retailer?

_____

2.What does it mean when Jenny says, **"You have to develop a thick skin"?** Explain.



_____

3. What is Jenny's general opinion in terms of managing staff? Explain.

_____

4. Replace the words **in bold** to keep the same meaning in the sentence: " if you **stick at it** long enough, people will still respect you".

_____

c. Read the text about negotiating and answer the questions.

Whether you're negotiating a multimillion dollar deal, agreeing on your role in a project or simply persuading your colleagues to go for Chinese food for lunch, effective negotiation skills can help you to motivate other people, get the best results and improve profitability.

According to Fisher and Ury in their best-selling book Getting to Yes, there is another way. They argue that collaboration is the key to negotiating successfully, and they illustrate this by telling the story of the **Orange Quarrel.** It goes like this:

Joey and Jenny are arguing over an orange. In a win–lose situation, Joey might simply take the orange from Jenny. Joey would then be satisfied, but Jenny would be upset and frustrated. Alternatively, Joey might find dishonest ways of convincing Jenny that she didn't want that orange after all. Using this method, Joey might get his way, but he might damage their relationship in the long run.

If they focus on compromise, Joey and Jenny might decide to cut the orange in half. Their effort to share means that each of them now has half of what they wanted but neither of them is fully satisfied.

However, if Joey and Jenny spent some time talking to each other, they might find out that Jenny, in fact, wants the orange peel to make a cake. Joey, on the other hand, loves eating oranges and doesn't want the peel. In this collaborative scenario, Joey and Jenny are both able to achieve 100 % satisfaction when they realize that Jenny can have all the peel and Joey all the fruit. Yet, according to Fisher and Ury, too many negotiations end up with half an orange for each side instead of the whole fruit for one and the whole peel for the other.

The first step to understanding the role of collaboration in negotiations is to realize that it is not always a competitive situation. One person's 'win' doesn't have to equal another person's loss. Exploring the interests and needs of both parties can help us see solutions we didn't consider before.

1.Based on the text, explain in 30 words each of the three different types of negotiation. Make sure you use your own words (9 points).

Win-lose: _____

_____

Negotiating by compromise: _____

_____

Collaborative negotiation: _____

_____



2. What's the purpose of the text? Explain in 40 words (3 points).

_____

_____

_____

i. Read the questions and provide a 1-minute answer. Make sure your ideas are concise and coherent (15 points).

1. How do you usually make new friends, and what qualities do you value in a friend?
2. How do you think individuals can contribute to making their communities better places to live?
3. How has social media influenced the way people communicate and connect in society?
4. What is your favorite piece of technology, and how does it enhance your daily life?
5. How can individuals and communities contribute to addressing the challenges of climate change?

d. Complete the story with the past simple tense or the past continuous tense (8 points).

Sometimes I hate computers! Once, when I [1]_____ (try) to do my English homework on my laptop, the battery [2]_____ (run out). I [3]_____ (lie) on my bed and I was listening to music on Spotify. It helps me to concentrate. I [4]_____ also _____ (chat) to my friend Daniel on *Facebook*. OK, so I [5]_____ (not concentrate) very hard on my homework and I [6]_____ (forget) to plug in my laptop!I didn't notice that the battery was getting low. I was just finishing the essay when the screen [7]_____ (go) black. I [8]_____ (lose) everything. I [9]_____ (scream) in frustration. My dad [10]_____ (come) running into my bedroom. I [11]_____ almost _____ (cry) so he [12]_____ (give) me his laptop. I [13]_____ (try) to remember everything in my essay – it [14]_____ (be) quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the WiFi stopped working. In the end it was probably better because I [15]_____ (manage) to finish the essay.

e. Write each verb in the past form (regular verbs) and identify the correct pronunciation /t/ /d/ /ld/ (15 points).

1.Try _____ __
2.Help _____ __
3.Miss _____ __
4.Update _____ __
5.Confirm _____ __
6. Need _____ __
7.Record_____ __
8.Solve _____ __
9.Provide_____ __
10.Update _____ __
11.Offer _____ __
12.Purchase _____ __
13.Admit _____ __
14.Apologize _____ __
15.Check _____ __



g. Turn the questions into embedded questions or traditional questions (8 points).

1.Do you need help with that?
_____

2.I wonder how long I will have to wait?
_____

3.What does Sarah mean?
_____

4.What time is it?
_____

5.What time does the bank close on Saturdays?
_____

6.What are you talking about?
_____

7. Has Helen texted you about the party?
_____

8.Do you know where he went last night?
_____



f. Complete the conversation with the present perfect, the past simple or the present simple form of the verbs in brackets (18 points).

A: [1]_____ you _____ (hear) anything from Julia in the last few weeks?
B: Yes, she's in Madrid. She [2]_____(be) there since Saturday.
A: Oh, yeah! I [3]_____ (forget) about that. [4]_____ she _____ (go) with her parents?
B: Yes, I think so. They [5]_____ (go) to Madrid every Christmas. I think her brother [6]_____ (live) there. He [7]_____(be) there for a couple of years.
A: I [8]_____ always _____ (want) to visit Madrid. It's such a beautiful city.
B: Do you think so? I've heard that it's really hot in summer and really cold in winter.
A: My parents [9]_____ (go) there last summer. I [10]_____ (not go) because I [11]_____ (have) exams.
B: Oh yes, I remember that. [12]_____ you _____ (pass) them all?
A: No, I [13]_____ (fail) Spanish so I decided to take extra classes. I [14]_____ (start) them in September.
B: So, [15]_____ your Spanish _____ (get) better since then?
A: Yes, I think so. I [16]_____ really _____ (improve) my vocabulary, especially since I met Pedro!
B: Pedro? Who [17]_____ (be) Pedro?
A: He's my new boyfriend. We [18]_____ (be) together for three weeks now!



h. Match the idioms with the corresponding meaning (8 points).

1.Off the hook	a.To understand the nuances of how something should be done.
2. In a jam	b. To escape from a difficult situation.
3. Hands are tied	c. To be in trouble.
4. Cut corners	d. To save money or time when doing something by not including some parts.
5. Get the sack	e. To say the truth about something, even if it is not polite or pleasant.
6. Call a spade a spade	f. Not free to behave in the way that you would like.
7. Know the ropes	g. Something that's undecided or unresolved.
8. Up in the air	h. To be dismissed of the job.





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 understand information in a second language according to the language and cultural structure, as well as business communication protocols with the customer.

Assessment Criteria:
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.

Activity
Speaking activity where students participate in a debate. Each student will be assigned a party and a motion to defend or attack (proposition and opposition party). Students will need to search arguments to present in the debate and they will need to use the future tenses. The party which presents the arguments accurately, it will be the winner. Students will be tested their speaking skills regarding vocabulary and coherence.

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 ⬭

THE FUTURE

SPEAKING PRACTICE

- Students will team up in group of 4/5.
- They will be assigned a topic and the type of party: For or Proposition and Against of Opposition.
- Students will search **4** arguments to use in the debate.
- Students will need to organize their ideas following a concise order.

Future of Democracy

Digital voting systems will enhance election security and accessibility, ensuring fair democratic processes.



Future of Social Media

Social media platforms will evolve to play a more positive role in shaping society.



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 presents one's arguments following the corresponding order.			

6	Approving technical attitude	The learner uses the Future Tenses in the argument.			
7	Approving technical attitude	The learner uses a proper word structure and implements good vocabulary.			
8	Approving technical attitude	The learner has good pronunciation and includes linking sound, stress and rhythm to the speech.			
9	Approving technical attitude	The learner has good body language and uses a very convincing tone of voice.			
10	Approving technical attitude	The learner replies to the counter-argument assertively.			

RESULTS: Approved ☐ Disapproved ☐

OBSERVATIONS - RECOMMENDATIONS

City and date of application of the instrument:_____

_____ _____

Apprentice's signature Instructor's signature