CLASIFICACIÓN DE LA INFORMACIÓN					
Pública	**x**	Pública Clasificada		Pública Reservada	

INFORME MENSUAL EJECUCIÓN CONTRACTUAL

Bogotá D.C; 31 de marzo de 2026

Señor(a)
Diego Alejandro Martínez Rojas
Supervisor Contrato No. **9201111 de 2026**
Coordinador académico
Coordinación de formación complementaria y bilingüismo
Bogotá

Asunto: Informe mensual de ejecución contractual Mes de marzo del año 2026

Referencia: No **CO1_PCCNTR_9201111 del año 2026**

Yo **JORGE EDUARDO MOSQUERA MOSQUERA, identificado con la cédula de ciudadanía No. 80108627 de Bogotá**, en mi calidad de contratista del SENA, en cumplimiento del Contrato de Prestación de Servicios de la referencia, a continuación, presento el Informe de actividades realizadas en el mes objeto de cobro.

Valor y forma de Pago: Se estima como valor total para cada contrato la suma de: CUARENTA Y NUEVE MILLONES SETECIENTOS CUARENTA Y TRES MIL SETECIENTOS DIECINUEVE PESOS M/CTE ($49.743.719). Esta suma será pagada por el SENA al contratista de la siguiente manera: a) Diez (10) pagos iguales correspondientes a los meses de febrero a noviembre de 2026 por valor de CUATRO MILLONES SETECIENTOS TREINTA Y SIETE MIL CUATROCIENTOS NOVENTA Y SIETE PESOS M/CTE ($4.737.497) cada uno; y b) un (01) pago final correspondiente al mes de diciembre de 2026 por valor de DOS MILLONES TRESCIENTOS SESENTA Y OCHO MIL SETECIENTOS CUARENTA Y NUEVE PESOS M/CTE ($2.368.749) cada uno incluido IVA, demás impuestos y/o tasas.

Plazo: Será hasta el 15 de diciembre de 2026.

Objeto: Prestar servicios personales temporales con autonomía técnica, administrativa, financiera y tecnológica, para apoyar los procesos de Formación Profesional Integral en competencias relacionadas con el área de inglés de los programas titulados y/o complementarios, en la modalidad presencial, según las necesidades de la oferta educativa del Centro de Servicios Financieros.

Ejecución mensual de actividades

Nro	Obligaciones	Acciones realizadas	Evidencias
1	Desarrollar las actividades de aprendizaje derivadas del programa de formación asignado, conforme a las necesidades del servicio que se prestan en cualquiera de las cinco (5) jornadas académicas (mañana, tarde, noche fin de semana y/o madrugada) establecidos por la demanda de las ofertas educativas presenciales del centro de formación.	Se realizó apoyo a la planeación de los procesos de los programas de formación, en las siguientes fichas: *3197835 ANÁLISIS Y DESARROLLO DE SOFTWARE (21 Aprendices, 60 hrs); *3230571 SERVICIOS COMERCIALES Y FINANCIEROS (11 Aprendices, 40 hrs); *3230558-3230554-3230530-3230533 CONTABILIZACION DE OPERACIONES COMERCIALES Y FINANCIERAS (26, Aprendices, 40 hrs)	Evidencia (guias y talleres) cargada en la carpeta que lleva mi nombre del sharepoint de la coordinación. Link: Evidencias Cuentas de Cobro
2	Documentar y entregar evidencias de las actividades de formación desarrolladas (listas de asistencia, productos de aprendizaje, actas, entre otros).	Se gestionó la correspondiente documentación solicitada de evidencias de formación asignada durante el trimestre en curso.	Evidencia (guias y talleres) cargada en la carpeta que lleva mi nombre del sharepoint de la coordinación. Link: Evidencias Cuentas de Cobro
3	Gestionar y Desarrollar acciones de formación complementaria conforme a las necesidades del servicio establecidas por el centro de formación	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.
4	Registrar los juicios de evaluación de cada uno de los aprendices asignados, de manera oportuna en el	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.

	aplicativo de administración educativa dispuesto por la entidad, esto conforme a los lineamientos y la normatividad vigente.		
5	Desarrollar acciones para favorecer la permanencia de los aprendices asignados, aplicando la ruta de atención para la prevención de la deserción, diligenciando los formatos correspondientes.	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.
6	Tramitar de manera oportuna las novedades académicas de los aprendices asignados, de manera oportuna conforme a lo establecido en el reglamento del aprendiz.	Se realizó seguimiento y evaluación de los aprendices en las siguientes fichas asignadas: *3197835 ANÁLISIS Y DESARROLLO DE SOFTWARE (21 Aprendices, 60 hrs); *3230571 SERVICIOS COMERCIALES Y FINANCIEROS (11 Aprendices, 40 hrs); *3230558-3230554-3230530-3230533 CONTABILIZACION DE OPERACIONES COMERCIALES Y FINANCIERAS (26, Aprendices, 40 hrs)	Informe de gestión contractual Evidencias Cuentas de Cobro
7	Apoyar y acompañar las actividades transversales requeridas en el marco del programa de formación asignado (tales como autoevaluación, registro calificado, SENNOVA, actividades de bienestar al aprendiz, entre otros), conforme a las necesidades del Centro de Formación.	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.
8	Derarrollar actividades vinculadas con el diseño y /o desarrollo curricular de los programas asociados	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.

	con la línea medular del Centro de Formación.		
9	Entregar los informes y soportes requeridos por el supervisor del contrato conforme a las necesidades del servicio.	Realicé y presenté los informes mencionados y los respectivos comprobantes de pago correspondientes al mes del presente pago	Informe de gestión contractual Reporte de Horas Sofia plus para el mes de Marzo de 2026. Planilla de pago de aportes Salud, Pensión y ARL, pago simple, N° 9500548283 del mes de Febrero 2026 Link: Evidencias Cuentas de Cobro
10	Participar y desarrollar los cursos de formación complementaria de la ruta pedagógica determinados por el supervisor del contrato.	No se ejecutaron actividades correspondientes a esta obligación.	No se ejecutaron actividades correspondientes a esta obligación.
11	Asistir a las reuniones programadas por la coordinación académica y/o subdirección de centro.	Se asistió a las reuniones programadas por la coordinación de Bilingüismo	Lista de asistencia y evidencia de participación, cargadas en la carpeta de Sharepoint. Link: Evidencias Cuentas de Cobro
12	Utilizar de manera adecuada los ambientes, equipos y recursos didácticos asignados a la formación, velando por su correcto uso durante el desarrollo de las sesiones.	Se realiza la respectiva entrega, gestión de ambientes de aprendizaje y su consecuente salida durante cada sesión de formación de las fichas asignadas.	Entrega de llaves, control remoto, cables, equipos de cómputo y/o demás elementos de cada ambiente de aprendizaje de formación según programación académica, días y horas asignadas.

A continuación, relaciono los desplazamientos que realicé previo a la presentación de este informe. Una vez finalizado cada desplazamiento presenté al ordenador del gasto el informe en el Formato para

legalización del desplazamiento, en el que se describieron las actividades desarrolladas y los resultados. Cada informe de legalización cuenta con el visto bueno del supervisor.

Se lista a continuación el soporte de la legalización de los desplazamientos realizados, los cuales forman parte integral del presente informe de ejecución contractual.

ÍTEM	NRO. DE LA ORDEN DE VIAJE	LUGAR DE DESPLAZAMIENTO	FECHA DE DESPLAZAMIENTO INICIAL	FECHA DE DESPLAZAMIENTO FINAL
1				
2				

Para el trámite de la cuenta me permito adjuntar: (i) Documentos electrónicos enunciados como evidencias del cumplimiento de las obligaciones contractuales, (ii) los desplazamientos realizados y (iii) el pago de la planilla de seguridad social y parafiscal nro. **9500548283 de Aportes en Línea** referente al mes de febrero.

Cordialmente,



Firma:
Nombres y apellidos: JORGE EDUARDO MOSQUERA MOSQUERA
Contratista
C.C. No. 80108627
Recibí a satisfacción:

Diego Alejandro Martínez Rojas
Supervisor Contrato 9201111 de 2026
Coordinador Académico
Coordinación de Formación Complementaria y Bilingüismo.

3197835 - ANALISIS Y DESARROLLO DE SOFTWARE
COMPRENDER TEXTOS

No.	ero de Docun	Nombre	Apellidos	Celular	Correo Electrónico	Estado
1	1010962170	NICOLAS	RODRIGUEZ BERMUDEZ	3113838140	rodriguezbermudeznicolas@gmail.com	
2	1013115777	BRANDON DAVID	OSORNO VARGAS	3114682447	brandonyt987@gmail.com	
3	1013116012	FELIPE	BELTRAN DUQUE	3003027895	fbeltranduque10@gmail.com	
4	1014596650	JOSE GABRIEL	GUTIERREZ RINCON	3212575103	joserinconxc2008@gmail.com	
5	1014862169	EDDIE ALEJANDRO	VARGAS APONTE		eddieavargasa@juandelcorral.edu.co	
6	1016951720	GABRIELA	CASTRO PEREZ	3204240399	gabrielaca2p3r3@gmail.com	
7	1019029739	JUAN SEBASTIAN	GUTIERREZ ROA	3013190047	juanchoguti011@gmail.com	
8	1028662710	JOHAN ALEXANDER	BAQUERO SOLER	3022454827	k6501188@gmail.com	
9	1028782716	LAURA VALENTINA	CAÑAVERAL GIRALDO	3133083642	lcanaveralgiraldo6@gmail.com	
10	1031645362	TOMAS ALFONSO	MERCADO MAYORIANO	3132965635	tomasalfonsomercadomayoriano@gmail.com	
11	1031809192	FRANCISCO JAVIER	ROJAS PINILLA	3502250689	rojaspinillaf09@gmail.com	
12	1033709822	ELIANA XIMENA	CIFUENTES PINZON	3212393185	cpximena221@gmail.com	
13	1058669856	ALIS	URBANO VARGAS	3017909112	urbanovargasalis856@gmail.com	
14	1141115555	SANTIAGO	RAMIREZ MALDONADO	3054775009	santiago.raniraz14555@gmail.com	
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17	1013122856	CARLOS SAMUEL	SANCHEZ VARGAS	3103204466	carlossanchezvargass.f@gmail.com	
18	1021398586	JUAN ESTEBAN	RODRIGUEZ HERNANDEZ	3022492476	juanes.rodriguez1520@gmail.com	
19	1025534115	ALEJANDRA	CARRERO LUNA	3007743488	alejandracarreroluna0504@gmail.com	
20	1025537690	JORDAN ANDRES	CELY ROBERTO	3204910123	jordan.cely06@gmail.com	
21	1028486461	JUANA VALENTINA	TOVAR CELY	3208229539	jvalen133@gmail.com	
22	1028681566	TANIA MARCELA	CRUZ RODRIGUEZ	3215126877	tania.cruzrodriguez2008@gmail.com	
23	1141319718	RICARDO	PEÑA GIRALDO	3003228376	richilumbi@gmail.com	
24	1141321023	VALERY NICOLLE	SIERRA PINZON	3123691362	vaniko3006@gmail.com	

No.	ENERO J 29	V 30	S 31	FEBRERO D 1	L 2	M 3	M 4	J 5	V 6	S 7	D 8	L 9	M 10	M 11	J 12	V 13	S 14	D 15	L 16	M 17	M 18	J 19	V 20	S 21	D 22
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2		P				P		P				P		P		E				P		E			
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4		P				P		P				P		P		A				L		E			
5		P				P		P				P		P		P				P		P			
6		P				P		P				P		L		L				A		E			
7		P				P		P				P		E		P				P		E			
8		E				P		E				P		P		E				E		E			
9		P				P		P				P		A		P				P		E			
10		P				P		P				P		P		E				P		E			
11		P				P		L				P		P		L				L		E			
12		P				P		P				P		P		E				L		E			
13		P				P		P				P		L		P				A		E			
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24		P				P		P				P		P		P				P		P			

No.	L 23	M 24	M 25	J 26	V 27	S 28	MARZO D 1	L 2	M 3	M 4	J 5	V 6	S 7	D 8	L 9	M 10	M 11	J 12	V 13	S 14	D 15	L 16	M 17	M 18	J 19	V 20	S 21	D 22
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9	P				P				P		P		E		P		P		P									
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11	A				P				E		L		A		P		L		L									
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22	L				L				P		L		A		L		L		P									
23	P				L				P		L		E		P		L		P									
24	P				P				L		P		P		L		L		A									

No.	M 24	M 25	J 26	V 27	S 28	D 29	L 30	M 31	ABRIL M 1	L 6	M 7	M 8	J 9	V 10	S 11	D 12	L 13	M 14
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Cambio de jornada
Deserción

Se retira de la lista por encontrar novedad

1016833828	SEBASTIAN FELIPE	GUERRERO SANCHEZ	
1028883471	MIGUEL ANGEL	SANABRIA RIVERA	
1025143322	JOSE LUIS	JARA FIGUEROA	
1028863306	SHARON NATALY	BELTRAN ZAPATA	condicionado

3230558 3230554 3230530 3230533- CONTABILIZACION DE OPERACIONES COMERCIALES Y FINANCIERAS.
COMPRENDER TEXTOS

No.	ero de Docum	Nombre	Apellidos	Celular	Correo Electrónico	Estado
1	1122922936	ANA LIZETH	CASTAÑO MALDONADO	3204950882	analizethcastanomaldona@gmail.com	3230558
2	1058969838	ASTRID JOHANA	DORADO SOLARTE	3228302510	astridsolarte01@gmail.com	3230558
3	1007646018	PAULA ANDREA	BARRETO GONZALEZ	3116134265	paulabarreto0410@gmail.com	3230554
4	1016069615	ANILLI VIVIANA	ORTIZ LOPEZ	3212344736	anlli72@yahoo.com.co	3230554
5	1019152113	ESNEIDER FABIAN	UBAQUE ZABALA	3102203052	esneider_zabala@hotmail.com	3230554
6	1023363458	FABIAN DAVID	NIÑO PALACIO	3114845037	fabiannino0125@gmail.com	3230554
7	1033712428	LUISA FERNANDA	RICO RAMIREZ	3203585598	luisa527764@gmail.com	3230554
8	1063952249	WENDY PAOLA	MARTINEZ ROJANO	3147834231	wendymart2112@gmail.com	3230554
9	1193556224	NATALIA PAOLA	ACOSTA ZABALA	3222058134	nataliapacostaz@gmail.com	3230554
10	1000695483	DANIEL FELIPE	ESPITIA TORRES	3025125596	danielespitiatl22@gmail.com	3230530
11	1016066417	KAROL TATIANA	SANABRIA BERNAL	3014393418	karol066417@gmail.com	3230530
12	1031147954	ANGIE CATHERINE	NIÑO VARGAS	3215443158	katerine2006_m@hotmail.com	3230530
13	51767715	LUZ MARINA	ROMERO LATORRE	3194899162	luzmarinaromero375@gmail.com	3230530
14	1029281139	NICOL ESTEFANIA	RODRIGUEZ TRIANA	3245724422	triananicolrodriguez@gmail.com	3230530
15	1014479403	YEIMY KATHERIN	PARRA ACEVEDO	3125951349	katherinparra07118@gmail.com	3230530
16	1025535110	ESTEFANIA	ORTEGA CUPITRA	3106144815	estefaniacupitra14@gmail.com	3230530
17	1019002852	JUAN SEBASTIAN	FLOREZ HERNANDEZ	3014432267	juansefh13@email.com	3230533
18	1074813258	BRYITH JAZLEIDY	AYALA HERNANDEZ	3006656951	jazleidyayala@email.com	3230533
19	1141317430	ALISSON FABIANA	RIOS AVENDAÑO	3219818417	alissonfabianarios@gmail.com	3230533
20	1001280772	NATALIA	ARIAS DIAZ	3193640092	nataarias92@gmail.com	3230533
21	1020821068	JEISSON ANDRES	GARZON GARCIA	3227588516	jeissonnfc638@gmail.com	3230533
22	1032483072	MICHAEL JEAN PAUL	VILA VIÑA	3184804667	vilavinamichael@gmail.com	3230533
23	52810800	LEISLY JARLEY	ORTEGA AVILA	3134635057	leislyortega01@gmail.com	3230533
24	53032568	LUISA FERNANDA	PEREZ	3115800320	faniusa@hotmail.com	3230533
25	1025534712	CARLOS MANUEL	PIZA REYES	3004304952	carlosalzaapael@gmail.com	3230533
26	1000687894	LAURA VALENTINA	HERRERA HOYOS	3229248041	lauravalentinaherrera590@gmail.com	3230533

Se retira de la lista por encontrar novedad

1000129815	DANIELA ISABEL	MOSQUILLON LEON
1026277440	LUZ YINET	BORJA MELO
1031649394	ANDERSON STEVEN	RODRIGUEZ VANEGAS
1012399244	ERICA YAMILE	QUITIAN MURCIA
1023907540	YESICA YERALDIN	PEREZ CARDENAS
1141116090	NICOLAS ANDRES	FONSECA VELANDIA
1013267681	JUANA VALENTINA	DIAZ CASTILLO
1078926724	SOL TATIANA	CALLEJAS SEGURA
1020834854	LAURA DANIELA	GUACANEME LUGO

3230571 - SERVICIOS COMERCIALES Y FINANCIEROS
COMPRENDER TEXTOS

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1	1065897717	OSCAR FERNANDO	VANEGAS CARDO	3165257837	vecholanvanegas@gmail.com	
2	1021670304	BRAYAN ALEXANDER	GUARNIZO RODRIGUEZ	3223180894	brayang9417@gmail.com	
3	1026307029	CAMILO EDUARDO	GONZALEZ RODRIGUEZ	3243456374	kmilitho06@gmail.com	
4	1028881530	KATYA JUDITH	GUTIERREZ CASTILLO	3123202698	kattyajgutierrez22@gmail.com	
5	1033793879	ADRIANA ELIZABETH	NAVARRETE DURAN	3202122983	adri1939@hotmail.com	
6	1087109748	JANETH	VALVERDE QUIÑONES	3122287383	Valverdejaneth21@gmail.com	
7	1104699156	LAURA DANIELA	GONZALEZ RIOS	3192445578	Ldanisgonzalezrios0306@gmail.com	
8	1120955898	ARNOLD JULIAN	ZAMUDIO LEON	3223633077	zamudioleonarnoldjulian@gmail.com	
9	1121718811	YELI	VELASQUEZ MUÑOZ	3209012133	velasquezgarridoyeli@gmail.com	
10	1016952906	NICOLAS	NAVARRETE NARVAEZ	3112322160	nicolasnavarrete0317@gmail.com	
11	1019764561	HANILETH	GUERRA PEREZ	3243787626	hanileret2008@gmail.com	
12	1031542166	KAREN VANESSA	SUAREZ SUAREZ	321859067 5	suarezsuarezkarenvanessa@gmail.com	
13	1071889151	CRISTIAN ANDRES	ARIAS RUIDIAZ	3157145361	eoliveroperluz@gmail.com	
14	1147485171	JAROL ALEXIS	SERNA RODRIGUEZ	3115169563	jarolserna3@gmail.com	

DESERTION

Regional Distrito Capital
Centro de Servicios Financieros

PLAN DE TRABAJO APRENDICES
Competencia Interactuar 1 - UTI

FICHA. 3197835	**PROGRAMA. Programación de Software**		**COORDINACION. COMPLEMENTARIA Y BILINGUISMO**
NO. DE APRENDICES. 22	**FECHA DEL TRIMESTRE. Enero 29 a abril 14 de 2026**	**TRIMESTRE DE LA FICHA. VI B**	
COMPETENCIA. 240202501 - INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS			
INSTRUCTOR. JORGE EDUARDO MOSQUERA	**JORNADA Y HORARIO. TARDE 12 a 18**		**SEDE Y AMBIENTE. SALITRE, AMBIENTE 54**

					EVIDENCIA 1							**EVIDENCIA 2**							**EVIDENCIA 3**						
					RAP1. 560654 - 01- COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA.							**RAP2. 560657 - 02- PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS**							**RAP3. 560703 - 03- DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.**						
					Fecha de Ejecución. Enero 29 a febrero 20							**Fecha de Ejecución. Febrero 23 a marzo 20**							**Fecha de Ejecución. Marzo 23 a Abril 13**						
					GUIA 1. Introduction to Software Engineering / Actividad: Learning What the Main Concepts of Software Engineering Are **GUIA 2. Software Engineering** Main Concepts / Actividad: Get ready to be a software engineer!							**GUIA 3. Software Engineering: The Interface /** Actividad: The Interface, a Bridge to the World Wide Web! **GUIA 4. Software Engineering vs. Compute Science** /Actividad:Software Engineering vs. Computer Science							**GUIA 5. Basics on Systems Theory and Cybernetics** / Actividad: Understanding cybernetics and the systems theory. **GUIA 6. Systems Theory** History/ Actividad:Systems Theory Timeline						
					Actividad	*Evidencia*		*Fecha de Entrega*	*Entrega Evidencia*		*Actividad Adicional*	*Actividad*	*Evidencia*		*Fecha de Entrega*	*Entrega Evidencia*		*Actividad Adicional*	*Actividad*	*Evidencia*		*Fecha de Entrega*	*Entrega Evidencia*		*Actividad Adicional*	
NO.	**Nombre Aprendiz**	**Identificacion**	**Celular**	**Correo**		*F*	*D*		*si*	*no*	*plan mejora* / *fecha entrega*		*F*	*D*		*si*	*no*	*plan mejora* / *fecha entrega*		*F*	*D*		*si*	*no*	*plan mejora* / *fecha entrega*	
1	NICOLAS RODRIGUEZ BERMUDEZ	1010962170	3113838140	rodriguezbermudeznicolas@gmail.c	Reading exercise	X		F	X			Introducing about	X		M	X										
2	BRANDON DAVID OSORNO VARGAS	1013115777	3114682447	brandonyt987@gmail.com	Jobs in tech,	X		e	X			concepts realted	X		a	X										
3	JOSE GABRIEL GUTIERREZ RINCON	1014596650	3212575103	joserinconxc2008@gmail.com	workshop	X		b	X			to Systems	X		r	X										
4	EDDIE ALEJANDRO VARGAS APONTE	1014862169		eddieavargasa@juandelcorral.edu.c	117/02/2026;	X		r	X			Theory.	X		c	X										
5	GABRIELA CASTRO PEREZ	1016951720	3204240399	gabrielaca2p3r3@gmail.com	Reading, listening	X		u	X			_ Reading	X		h	X										
6	JUAN SEBASTIAN GUTIERREZ ROA	1019029739	3013190047	juanchoguti011@gmail.com	and speaking	X		a	X			practice: Take new	X			X										
7	JOHAN ALEXANDER BAQUERO SOLER	1028662710	3022454827	k6501188@gmail.com	activity about	X		r	X			vocabulary and	X		1	X										
8	LAURA VALENTINA CAÑAVERAL GIRALDO	1028782716	3133083642	lcanaveralgiraldo6@gmail.com	engineer positions,	X		y	X			main ideas about	X		3	X										
9	TOMAS ALFONSO MERCADO MAYORIANO	1031645362	3132965635	tomasalfonsomercadomayoriano@g	gadgetsd &	X			X			thetarget words	X			X										
10	FRANCISCO JAVIER ROJAS PINILLA	1031809192	3502250689	rojaspinillaf09@gmail.com	devices, solving	X		2	X			and reading.	X		t	X										
11	ELIANA XIMENA CIFUENTES PINZON	1033709822	3212393185	cpximena221@gmail.com	problems and	X		0	X			__Practice	X		h	X										
12	ALIS URBANO VARGAS	1058669856	3017909112	urbanovargasalis856@gmail.com	software slang	X		t	X			conversation	X			X										
13	SANTIAGO RAMIREZ MALDONADO	1141115555	3054775009	santiago.raniraz14555@gmail.com		X		h	X			solving problem at	X			X										
14	NICOLAS ALEJANDRO SILVA ESPINOSA	1146124327	3107600710	elnicolas785@gmail.com		X		2	X			the office	X		2	X										
15	CARLOS SAMUEL SANCHEZ VARGAS	1013122856	3103204466	carlossanchezvargass.f@gmail.com		X		0	X			_ Software	X		0	X										
16	JUAN ESTEBAN RODRIGUEZ HERNANDEZ	1021398586	3022492476	juanes.rodriguez1520@gmail.com		X		2	X			Engineer functions	X		2	X										
17	JORDAN ANDRES CELY ROBERTO	1025537690	3204910123	jordan.cely06@gmail.com		X		6	X			Mind Map.	X		6	X										
18	JUANA VALENTINA TOVAR CELY	1028486461	3208229539	jvalen133@gmail.com		X			X				X			X										
19	TANIA MARCELA CRUZ RODRIGUEZ	1028681566	3215126877	tania.cruzrodriguez2008@gmail.com		X			X				X			X										
20	RICARDO PEÑA GIRALDO	1141319718	3003228376	richilumbi@gmail.com		X			X				X			X										
21	VALERY NICOLLE SIERRA PINZON	1141321023	3123691362	vaniko3006@gmail.com		X			X				X			X										
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Regional Distrito Capital
Centro de Servicios Financieros

PLAN DE TRABAJO CONCERTADO
Competencia Comprender

FICHA. 3230530-3230533-3230554-3230558	**PROGRAMA.** CONTABILIZACION DE OPERACIONES COMERCIALES Y FINANCIERAS.	**COORDINACION.** COMPLEMENTARIA Y BILINGUISMO
NO. DE APRENDICES. 26	**FECHA DEL TRIMESTRE.** Enero 29 a Abril 14 de 2026	**TRIMESTRE DE LA FICHA.** III
COMPETENCIA. 240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA		
INSTRUCTOR. JORGE EDUARDO MOSQUERA	**JORNADA Y HORARIO.** LUNES A VIERNES DE 18 A 22H	**SEDE Y AMBIENTE.** SALITRE AMBIENTE 17

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EVIDENCIA 1
RAP1. 272807 - COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

Fecha de Ejecución. Enero 29 a a Febrero 6

*Guia de Aprendizaje: customer service unit 1 - workshop 1 - evidences 1 / 2 / **3.1***

Actividad	Evidencia F	Evidencia D	Fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	Actividad Adicional plan mejora	Actividad Adicional fecha entrega
SPEAKING. practice your oral skills and perform a small personal presentation in groups. Suppose you are a new employee at a company and you will introduce yourself to the team. Switch roles and get to know each other. Ask and answer questions about everybody in the group.	X		February 6th, 2026	X			

EVIDENCIA 2
RAP2. 272811 - COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO

Fecha de Ejecución. Febrero 9 a Febrero 20

*Guia de Aprendizaje: math unit 2- workshop 1 - evidences 1/2.2/2.3/ **2.4***

Actividad	Evidencia F	Evidencia D	Fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	Actividad Adicional plan mejora	Actividad Adicional fecha entrega
SPEAKING. Make a presentation about different currencies of the world.			February 20th, 2026				

EVIDENCIA 3
RAP3. 272808 - LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

Fecha de Ejecución. Febrero 23 a Marzo 6

Guia de Aprendizaje: problem solving unir 4 - workshop 1 - evidences 3.1/3.2/3.3

Actividad	Evidencia F	Evidencia D	Fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	Actividad Adicional plan mejora	Actividad Adicional fecha entrega
WRITING. Prepare a 5 why's analysis to a problem from your model company. Discuss the problem, use the 5 whys techniques, make notes, identify the root of the problem and set some main ideas such as: responsibilities and roles and some alternatives to solve the problem.			March 7th, 2026				

EVIDENCIA 4
RAP4. 272809 - ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC

Fecha de Ejecución. Marzo 9 a Marzo 20

Guia de Aprendizaje: ICT unit 3 - workshop 1 - evidences 1.2 / 1.3/1,1

Actividad	Evidencia F	Evidencia D	Fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	Actividad Adicional plan mejora	Actividad Adicional fecha entrega

EVIDENCIA 5
RAP5. 272806 - ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS

Fecha de Ejecución. Marzo 23 a Abril 1

*Guia de Aprendizaje: accounting unit 5 - workshop 2 - evidences 2/3,1/ **3,4***

Actividad	Evidencia F	Evidencia D	fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	Actividad Adicional plan mejora	Actividad Adicional fecha entrega

EVIDENCIA 6
RAP6. 272805 - COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

Fecha de Ejecución. Abril 6 a Abril 10

*Guia de Aprendizaje: startup unit 8 - workshop 2 - evidence **2,1** **evidencia trabajo final***

Actividad	Evidencia F	Evidencia D	fecha de Entrega	Entrega Evidencia si	Entrega Evidencia no	actividad adicional plan mejora	actividad adicional fecha entrega

Regional Distrito Capital
Centro de Servicios Financieros

PLAN DE TRABAJO CONCERTADO
Competencia Comprender

FICHA. 3230571	**PROGRAMA.** SERVICIOS COMERCIALES Y FINANCIEROS	**COORDINACION.** COMPLEMENTARIA Y BILINGUISMO
NO. DE APRENDICES. 11	**FECHA DEL TRIMESTRE.** Enero 29 a Abril 14 de 2026	**TRIMESTRE DE LA FICHA.** III
COMPETENCIA. 240201501 - COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA		
INSTRUCTOR. JORGE EDUARDO MOSQUERA	**JORNADA Y HORARIO.** LUNES A VIERNES DE 18 A 22H	**SEDE Y AMBIENTE.** SALITRE AMBIENTE 04

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EVIDENCIA 1
RAP1. 272807 - COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

Fecha de Ejecución. Enero 29 a a Febrero 6

Guia de aprendizaje: unit 1 Customer Servce - activities 3,1/3,3/ ***3,4speaking***

Actividad	*Evidencia* F	*Evidencia* D	*Fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega
SPEAKING. practice your oral skills and perform a small personal presentation in groups. Suppose you are a new employee at a company and you will introduce yourself to the team. Switch roles and get to know each other. Ask and answer questions about everybody in the group.		X	February 6th, 2026	X			

EVIDENCIA 2
RAP2. 272811 - COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TECNICO

Fecha de Ejecución. Febrero 9 a Febrero 20

Guia de aprendizaje: unit 2 - Global and Colombian financial services - activities 3/3,2reading/ ***3,3writing***

Actividad	*Evidencia* F	*Evidencia* D	*Fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega
Writing. Infographics time – Talking about the Colombian financial system • Identify the general facts of the Colombian financial system based on the contents and knowledge acquired from your technical sessions • Create an infographics describing the most important elements. Also name some of the main financial institutions in Colombia. SPEAKING. Make a presentation about different currencies of the world.		X	February 20th, 2026	X			

EVIDENCIA 3
RAP3. 272808 - LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

Fecha de Ejecución. Febrero 23 a Marzo 6

Guia de aprendizaje: unit 3 Marketing, history and strategies- activities 1vocabulary / 2reading / ***3speaking***

Actividad	*Evidencia* F	*Evidencia* D	*Fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega
WRITING. Create an infographic summarizing your understanding about the evolution of marketing throughout the years from the previous timeline. Prepare a PowerPoint presentation about the five generations, using the information from the writing assignments		X	March 6th, 2026	X			

EVIDENCIA 4
RAP4. 272809 - ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC

Fecha de Ejecución. Marzo 9 a Marzo 20

Guia de aprendizaje: unit 4 Financial services, portfolio and negociate instruments - activities 3,2/ ***3,3writing***

Actividad	*Evidencia* F	*Evidencia* D	*Fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega

EVIDENCIA 5
RAP5. 272806 - ENCONTRAR INFORMACION ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS

Fecha de Ejecución. Marzo 23 a Abril 1

Guia de aprendizaje: unit 6 math, basic accounting and financial - activities vocabulary practice (accounting basics) / listening / ***writing***

Actividad	*Evidencia* F	*Evidencia* D	*fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega

EVIDENCIA 6
RAP6. 272805 - COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

Fecha de Ejecución. Abril 6 a Abril 10

guia de aprendizaje: unit 7 - sales techniques and communication channels - activities listening 3 boxes strategies/ ***speaking role play***

Actividad	*Evidencia* F	*Evidencia* D	*fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*actividad adicional* plan mejora	*actividad adicional* fecha entrega

EVIDENCIA 7
RAP7. 272810 - REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS

Fecha de Ejecución. junio 20 al 30

Guia de Aprendizaje: math unit 2 - workshop 2 - evidence ***2,3***

Actividad	*Evidencia* F	*Evidencia* D	*Fecha de Entrega*	*Entrega Evidencia* sí	*Entrega Evidencia* no	*Actividad Adicional* plan mejora	*Actividad Adicional* fecha entrega

English Learning Guide
Competency 1
Unit 2: Exploring Programming Software
Workshop 2
Centro de Servicios Financieros- CSF

EXPLORING PROGRAMMING SOFTWARE

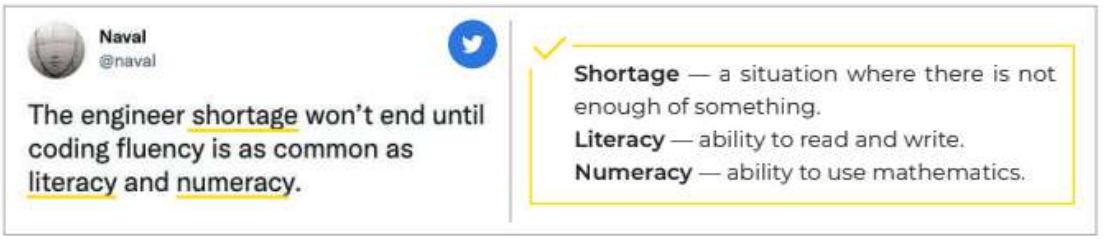
As professionals in the digital age, understanding programming software and computer systems is essential. Effective communication about these topics often requires the use of comparatives and superlatives to explain similarities and differences. For example, you might compare two software programs to recommend the most efficient option, or describe which system is faster or more secure.

OBJECTIVE: Students will be able to identify some of the most important programming languages using simple and progressive present tenses, comparatives and superlatives.

- **Reading practice**

A. PROGRAMMING LANGUAGES

1. Read the tweet. Do you think there is a shortage of software engineers in the modern world? Why / why not?[1]



2. Before you read the text, try to complete the sentences with the prepositions below.

*up *for *on *out *at *of * to *into *in *by

1. I'm looking _____ a new job in technical recruiting.

2. You need to back _____ your opinions with facts.

[1] Activity retrieved and adapted from the E-book "English for Tech" Anna Gandrabura, founder of English For IT, 2021.

3. The number of programming jobs is growing _____ the day.

4. You will need to change your work routine _____ some point.

5. I've heard that PHP is going _____ of use.

6. You have a natural talent for logical thinking that you can tap _____ .

7. It is up _____ you what you decide to do.

8. She can easily take advantage _____ this situation.

9. He's an amazing coder, _____ top of being a great guy.

10. He coded the entire application _____ C++.

3. Mark the statements **True (T)** or **False (F)**.

- The majority of web browsers are programmed in C++.
- The number of C# jobs is 75% higher than C++ jobs.
- PHP is famous for its elegance.
- Python's syntax is a little complicated.
- Java remains a viable programming language.
- JavaScript can be used for a wide range of projects.

4. There are 6 programming languages that are far above the rest and there is data to back it up. To give you a detailed understanding, we are going to look at 4 major dimensions:

1. Number of jobs.

2. Number of learning resources.

3. How many people use it at work.

4. Popularity (is the language trending up or down?).

Then, we're going to give each language a score and rank them relative to each other.

Let's jump into it!



#6 C++

C++ is the fastest performing language. If you're going to write software where every millisecond counts, then C++ is the language you're looking for. Fun fact: most browsers (such as Chrome, for instance) are programmed in C++. Overall, there are only 10,000 remote C++ dev jobs on Indeed (popular job search site). It also has the lowest use at 24 % of developers reporting that they code in C++ on a daily basis. But this doesn't mean that it's going to go out of use in the near future. It just means that this language is used for very specific low-level tasks.

#5 C#

If you want to work with the Microsoft. NET framework, you're going to need C#. You can also use C# for Unity game development and a variety of other different things. C# has double the amount of jobs of C++ at 20,000. There's also some demand for this language on the freelance market which you can take advantage of. About 30% of the development community use it at work. The trend line for this language is kind of flat.

#3 Python

Many people say that Python is the best language for beginners to learn because of its straightforward syntax. It's also very popular for trendy Machine Learning and Artificial Intelligence. 44% of people use Python at work which is really high, it's almost half of all developers. Chances are, you're going to have to learn Python at some point in your career no matter what so it's not a waste of time to learn it.



#4 PHP

The language most developers hate. PHP is notorious for being a cumbersome language but honestly, it's not THAT bad. PHP is the traditional language of the web. These days, it has two big competitors, namely Python and JavaScript which are becoming more popular by the day. This is the major reason why PHP is declining in popularity. That said, this is the exact reason to learn it. Because so many people want to program in any other language other than PHP, there is a demand for PHP developers that you can tap into if you're a PHP expert.



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#1 JavaScript

No surprise there. JS is the go-to language for front-end which runs in the browser. You can also use it on the backend with runtimes such as Node and Deno. Knowing JavaScript and being familiar with its ecosystem definitely opens a huge door of opportunity for you. Over 65% of developers use JS at work and the market share for this language keeps growing. On top of that, JavaScript is an extremely versatile language that can be used to program many things: from dynamic web pages to apps and video games.



Answer the question.

Which of these 6 languages do you want to learn this year and why? Which do you already know?

- **Listening and speaking practice**

5. Pronunciation Practice p.g 73

Listen to the following recording, then simulate the pronunciation as an English native speaker and record it in the Vocaroo application.

https://drive.google.com/file/d/15vEq5dPR7j3kXqrWfpuGMe5lqjuJXfB3/view

6. Complete the speech with connective phrases from the text.

*on top of that *chances are *that said * overall

Can you tell me about the most interesting course you've ever taken?

-Sure. It was a web development course that I took last October. _____ I was very happy with how the course was structured. _____, there were certain parts that were very difficult and not explained in enough detail. What made this course stand out to me were the useful and practical project sections. _____, there were also plenty of quizzes and gamification features. _____, if you've ever googled "web development course", you've seen on the first page, that's how popular it is.

7. In pairs, debate about two programming languages of your choice. As well,answer the following questions together. At last, briefly summarize your conversation to the whole class.

1. Which language is more popular / more widely used?
2. Which language is more versatile (meaning one is more multi-purpose)?
3. Which language is older
4. Which one is easier to learn for a beginner?
5. Which language is less complex?
6. Which kinds of projects are these two languages more appropriate for?

[2]B. CODING Vs. PROGRAMMING

1. Read the following text and do the exercises given after it.

[2] Activity retrieved and adapted from the E-book "Professional English for Software Developers" АИ. В. КИРСАНОВА, Уфа, 2022.

Computer science is not the study of programming. Programming, however, is an important part of what a computer scientist does. Programming is often the way that we create a representation for our solutions. Therefore, this language representation and the process of creating it becomes a fundamental part of the discipline. Programming involves tasks such as: analysis, generating algorithms, profiling algorithms' accuracy and resource consumption, and the implementation of algorithms in a chosen programming language (commonly referred to as **coding**).



The source code of a program is written in one or more languages that are intelligible to programmers, rather than machine code, which is directly executed by the central processing unit. The purpose of programming is to find a sequence of instructions that will automate the performance of a task (which can be as complex as an operating system) on a computer, often for solving a given problem. Proficient programming thus often requires expertise in several different subjects, including knowledge of the application domain, specialized algorithms, and formal logic.

Tasks accompanying and related to programming include: testing, debugging, source code maintenance, implementation of build systems, and management of derived artifacts, such as the machine code of computer programs. These might be considered part of the programming process, but often the term software development is used for this larger process with the term programming, implementation, or coding reserved for the actual writing of code. Software engineering combines engineering techniques with software development practices. Reverse engineering is a related process used by designers, analysts and programmers to understand and re-create/re-implement.

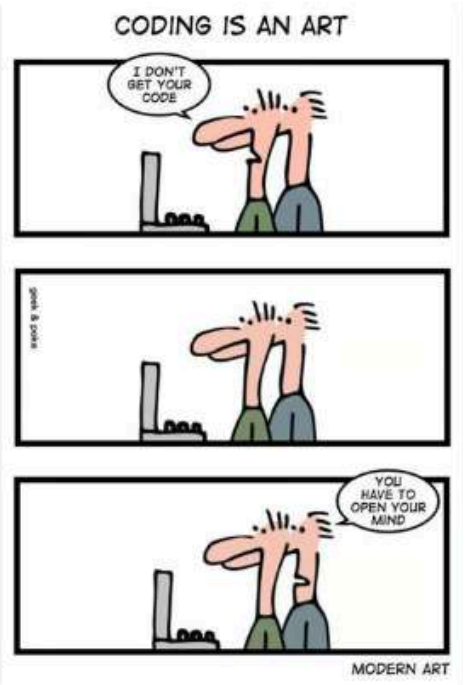
Coding is vital to the way our modern world operates, yet many people don't realize it. If you're on any webpage, just right click your mouse pad and click on 'View Page Source,' scroll through, and see if you can understand anything. There's a lot of information about the webpage there, which you probably don't know, but this is your first experience with coding basics (HTML, CSS, etc.).

Techopedia defines coding as "assigning a code or classification to something." This is essentially the way that humans communicate with machines. And, it all started in the 1950s, when the invention and development of coding languages was in full swing. Many of the coding languages created then are still used today, like FORTRAN, LISP and COBOL.

Key differences between coding and programming

How do coding and programming fit into the software development industries? There are a few key differences to know between the two:

Skills needed: Coders don't necessarily have to be skilled in programming, but programmers should be knowledgeable with the bigger picture and should understand coding. Programmers not only have to write code, they also have to understand algorithms to ensure that the code they write is optimized in the best possible way.



Difficulty: If you want to be a coder, you need to learn all about programming language. As a programmer, you'll need to know this as well as how various algorithms work.

Work scope: When putting together software, as a coder, you're responsible for putting together a specific piece of code for part of the program. As a programmer, you have more responsibility as you need to look at the bigger picture and ensure that the software runs smoothly on all fronts.

2. Complete the information in this chart from providing a brief summary of the key differences between coding and programming.

Key points	**Coding**	**Programming**
Skills	It is a process to convert a set of instructions into a language that the computer can understand	
Scope		As a programmer, you need high-level thinking and analytical skills apart from coding skills

Tools	Eclipse, Bootstrap, Delphi, ATOM and many more	
Outcome		The whole application, a software product or a website
Support	Extensive developer community support is available	

[https://www.lighthouselabs.ca/en/blog/coding-vs-programming]

1.2. Using suffixes -al, -able, -ory, ive, etc., give adjectives which are related to the following verbs. Use them in your own sentences.

*to change *to program *to create *to regulate *to value

*to structure *to expense *to control

1.3 Match the terms with their definitions

1. API	a) a set of rules for grammar and spelling. In other words, it means using character structures that a computer can interpret.
2. Software	b) a collection of binary digits or bits that the computer reads and interprets.
3. Syntax	c) a collection of instructions that enable the user to interact with a computer, its hardware, or perform tasks.
4. Machine code	d) a process of analyzing a computer program and removing its logical or syntactical errors.

5. Implement	e) achieve or complete successfully
6. Accomplish	f) put into effect
7. Debugging	g) a document with information required by an individual or organization to apply for a position, financial grant, or another limited resource.
8. Application	h) a set of routines, protocols, and tools for building software applications. APIs allow programmers easier entry into another company's program or service.



1.4. Answer the following questions:

1) What are the key differences between coding and programming?

2) Do people realize the importance of programming in our modern world? Why?

3) How is the code program written?

1.5 Research programming codes and explain their differences.

Student's name: _____ cohort: _____
Program: _____date: _____
Teachers's name: _____

PROGRAMMING LANGUAGES

READING

EXERCISE 1A

Read the tweet. Do you think there is a shortage of software engineers in the modern world? Why / why not?



EXERCISE 1B

Before you read the text, try to complete the sentences with the prepositions below. Read the text in Exercise 1C and check your answers.

up • for • on • out • at • of • to • into • in • by

1. I'm looking _____a new job in technical recruiting.
2. You need to back _____ your opinions with facts.
3. The number of programming jobs is growing _____ the day.
4. You will need to change your work routine _____ some point.
5. I've heard that PHP is going _____ of use.
6. You have a natural talent for logical thinking that you can tap _____ .
7. It is up _____ you what you decide to do.
8. She can easily take advantage _____ this situation.
9. He's an amazing coder, _____ top of being a great guy.
10. He coded the entire application _____ C++.

EXERCISE 1C

Mark the statements True (T) or False (F).

1. The majority of web browsers are programmed in C++.
2. The number of C# jobs is 75% higher than C++ jobs.
3. PHP is famous for its elegance.
4. Python's syntax is a little complicated.
5. Java remains a viable programming language.
6. JavaScript can be used for a wide range of projects.

There are 6 programming languages that are far above the rest and there is data to back it up. To give you a detailed understanding, we are going to look at 4 major dimensions:

1. Number of jobs.
2. Number of learning resources.
3. How many people use it at work.
4. Popularity (is the language trending up or down?).

Then, we're going to give each languagea score and ***rank*** them ***relative*** to each other. Let's jump into it!



#6 C++

C++ is the fastest performing language. If you're going to write software where every millisecond counts, then C++ is the language you're looking for. Fun fact: most browsers (such as Chrome, for instance) are programmed in C++. Overall, there are only 10,000 remote C++ dev jobs on Indeed (popular job search site). It also has the lowest use at 24 % of developers reporting that they code in C++ on a daily basis. But this doesn't mean that it's going to go out of use in the near future. It just means that this language is used for very specific low-level tasks.



#5 C#

If you want to work with the Microsoft. NET framework, you're going to need C#. You can also use C# for Unity game development and a variety of other different things. C# has double the amount of jobs of C++ at 20,000. There's also some demand for this language on the freelance market which you can take advantage of. About 30% of the development community use it at work. The trend line for this language is kind of flat.



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Now that you have this basic overview, it is up to you to decide which language you want to learn this year.

EXERCISE 1D

Answer the following question:

Which of these 6 languages would you be most interested in learning? Which do you already know?

EXERCISE 1E

Complete the speech with connective phrases from the text.

on top of that	•	chances are
that said	•	overall

- Can you tell me about the most interesting course you've ever taken?

- Sure. It was a web development course that I took last October. _____, I was very happy with how the course was structured. _____ ,there were certain parts that werevery difficult and not explained in enough detail. What made this course stand out to me were the useful and practical project sections.

_____, there were also plenty of quizzes and gamification features. _____, if you've ever googled "web development course", you've seen on the first page, that's how popular it is.

Name:	Cohort:	Date:
Training program:	Instructor:	

PROBLEM SOLVING
DEFINITION/IDENTIFICATION OF ROOTS-CAUSES/ROLES AND RESPONSIBILITIES

This workshop attempts to help you improve your knowledge about problem solving and some general skills a good problem solver has.

Objective: From the development of these activities, you will be able to understand what a problem is and generate strategies to solve workplace problems.

1. Work in groups and **discuss the following questions**:

   - In your opinion, what is a problem?
   - How do you describe a problem?
   - Why do you think people have "problems"?
   - What kind of problems do you think exist in a company?

2. Individual work:
   -Answer the quiz: **How Good Are You at Solving Problems?** Visit the following web site https://www.mindtools.com/pages/article/newTMC_72.htm
   -Read the score interpretation
   -Share the results with your classmates

3. **Skills practice**: Do the following activities to practice the learnt vocabulary and English structures.

3.1. Listening Practice: the 5 why's technique

To solve problems, it is very important to think and reflect about some definitions, the following concepts help you to have a better understanding of the topic.

Look for the definition of the following words:

Problem: _____
Analysis: _____
Root: _____
Role: _____

Your instructor will introduce to you a short video[1], https://www.youtube.com/watch?v=SrlYkx41wEE watch it and answer the questions below:

- Do you know what is a strategy?
- Mention strategies you know to **solve problems**.
- What is the main objective of the **5 whys technique**?
- What steps do you have to follow to do a **5 why's** analysis?
- Did you use this **technique** before?
- Do you consider this is **appropriate** for all situations?

Prepare a 5 why's analysis to a problem from your model company. Discuss the problem, use the 5 whys techniques, make notes, identify the root of the problem and set some main ideas such as: responsibilities and roles and some alternatives to solve the problem.

3.2. **Reading Practice: Reading about problem solving skills**

Before reading the text, make a list of ten skills you consider you have as a person.

Look for the definition and translation of **the words and expressions in bold,** for a better understanding of the text.

The skills of problem solving[2]

Problem solving requires two distinct types of **mental skill,** analytical and creative.

Analytical or **logical** thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. It provides a logical framework for problem solving and helps to **select** the best **alternative** from those available by **narrowing down** the range of possibilities (a convergent process)… Analytical thinking often predominates in solving **closed problems**, where the many possible causes have to be identified and analyzed to find the real **cause**.

Creative thinking is a **divergent process**, using the imagination to create a large range of ideas for solutions. It requires us to look beyond the obvious, creating ideas which may, at first, seem

[1] Taken from https://www.youtube.com/watch?v=SrlYkx41wEE used by SENA for academic purposes, exclusively.
[2] Text adapted from https://www.itseducation.asia/article/the-skills-of-problem-solving used by SENA for pedagogical purpose, exclusively.

unrealistic or have no logical connection with the problem. There is a large element of creative thinking in solving **open problems**.

The creative thinking skills can be divided into several key elements:

- **fluency** - producing many ideas
- **flexibility** - producing a broad range of ideas.
- **originality** - producing uncommon ideas
- **elaboration** - developing ideas.

Effective problem solving requires a controlled mixture of analytical and creative thinking.

Research has shown that, in general terms, each side or hemisphere of the brain is specialized to serve one of these groups of skills. The degree of specialization of each hemisphere varies from person to person, but it has given rise to the terms **right-brain** thinking and **left-brain** thinking. Left-brain thinking is more logical and analytical and is predominantly verbal. Right-brain thinking is more **holistic** and is concerned with feelings and impressionistic **relationships**.

To be a good problem solver you need to be able to **switch** from one group of skills to the other and back again, although this is not always easy. Traditional education gives far greater **encouragement** to the development and use of left-brain thinking. This is reinforced in the way we are required to work, where emphasis is placed on **rational**, **logical** analysis of **data** in **drawing conclusions**.

Some other terms which are often used in discussions of creativity include:

Intuition - the ability to draw conclusions based on **impressions** and feelings rather than hard **facts**. It is a characteristic of right-brain thinking and some people rely on it more than others.

Incubation - the period between stopping conscious work on a problem and the time when we become aware of a solution or part solution. People **struggling** with problems often suddenly become aware of a solution after a period of incubation, during which the mind is occupied by other things.

Invention - the creation of new, **meaningful** ideas or concepts.

Innovation - putting new ideas or concepts to a practical use, as in the development of a new product or service.

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According to the text complete the following chart, classifying the words that correspond

Concept	Analytical thinking	Creative thinking
Definition		
Characteristics		
Skills		
Brain hemisphere		

Read the text again and answer the following questions, share your answers with the class.

What is the difference between closed and open problems?

_____
_____
_____

According to the article, what is a good problem solver?

_____
_____
_____

What role should education play in the development and use of left-brain thinking?

_____
_____
_____

3.3. **Writing Practice: proposing alternatives to solve a problem**

Part 1: Read the following problem[3]

Lawrence has just gotten a promotion at work. He is a team manager for a group of six employees. Lawrence really wants to be a success in his new job, but his group isn't really a team. Two of the people in his group don't like each other and argue a lot. There is one team member who talks all the time and another one who never says a word. The team members are from six different countries, and two of the countries they come from don't get along. Lawrence doesn't know what to do.

Part 2: Write down at least three solutions to the problem

Solution 1:

[3] Taken from https://calpro-online.org/documents/Prob%20Solv%20Handout.pdf used by SENA for academic purposes, exclusively.

Solution 2:
Solution 3:

Part 3: Design a survey in which, with the help of your classmates, you are going to find out the best solution to the problem.

You can use the following template

Participant number: _____

Proposed solutions	Strongly agree 5	Agree 4	Neither agree nor disagree 3	Disagree 2	Strongly disagree 1
Solution 1:					
Solution 2:					
Solution 3:					
Solution 4:					

3.4. **Speaking Practice: carrying out a survey**

Part 1: Carry out the survey.

-Ask, to at least nine classmates, what they think about the solutions you proposed. Use the previous template.
-Consolidate the results, you can use the following chart
P=Participant
S=Solution
SC=Score

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	Total
S1	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	
S2	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	
S3	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	
S4	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	

Ask and answer your partner questions about the solutions suggested. Make notes in the given chart.

Part 2: Make an oral report to the class.

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You will talk about *the best solution to the problem* and the reasons that support it. You can use a Power Point Presentation to support your report.

4. **Extension activities:** the extension activities will help you improve your performance in the topics. You need to reach at least **five hours** of practice on your own.

For practicing the English structure (Past Simple), visit:
https://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php
https://en.islcollective.com/video-lessons/job-interview-20-irregular-verbs-past-simple
http://www.ompersonal.com.ar/ELEMENTARY/unit16/page3.htm

For practicing the English structure (Adverbs of Frequency), visit
https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/adverbs-frequency

For practicing the English structure (Modals), visit
http://www.learnenglish-online.com/grammar/modals/advice.html

For more about the 5 whys, visit:
https://www.youtube.com/watch?v=zvkYFZUsBnw
https://www.youtube.com/watch?v=SckACO-pzoM

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

WORKSHOP 2 GLOBAL AND COLOMBIAN FINANCIAL SERVICES

- **Denominación del Programa de Formación:** TL en Servicios Comerciales y Financieros.
- **Código del Programa de Formación:** 133303 v.1
- **Nombre del Proyecto:** Gestión en la relación con el cliente apoyado de herramientas digitales, como estrategia para consolidar la lealtad en las entidades financieras.
- **Fase del Proyecto:** Análisis del contexto y entorno financiero, identificando necesidades del cliente y de información reduciendo riesgos asociados, bajo principios éticos
- **Actividad de Proyecto:** Establecer las necesidades, productos, servicios e información para atención al cliente.
- **Competencia:** 240202501- Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.
- **Resultados de Aprendizaje Alcanzar**: RAP 1: Comprender información básica oral y escrita en inglés acerca de sí mismo, de las personas y de su contexto inmediato en realidades presentes e historias de vida.
- **Duración de la Guía**: 24 horas (19 horas presencial / 5 horas de trabajo autónomo)

2. PRESENTACIÓN

This workshop attempts to help apprentices to understand and improve their basic knowledge about financial systems in Colombia and to identify general differences and similarities considering keywords to talk about the topic related to the local context and personal experience**.**

OBJECTIVE: From the development of these activities you will be able to identify and describe the main characteristics of financial systems and compare them to the local context.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

Introduction activity: Work in groups and discuss the following questions, then share your answers.

- What do you think a financial system is?
- Why is the financial system a key concept for the economy of a country?
- Which do you think is the institution regulating financial systems in a global context?

Individual work: Read the definition of the words in the box to complete the crossword.

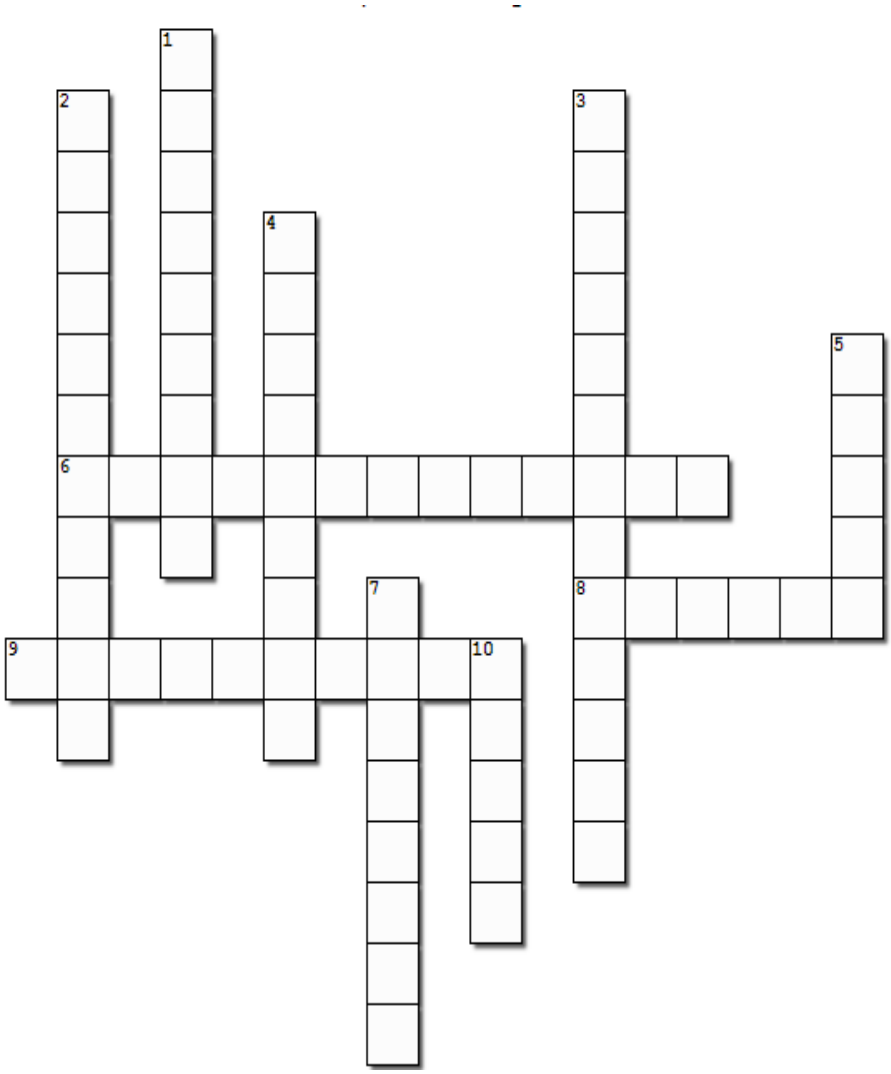
Politics / legal agreements/ Financial Capital / flow / Globalization / investment/ Trade/ Currency / Economy / development/ Money market/ profitability/ assets /liability/ cash flow/ goods & services.

Across

6. Investment to ensure financial success

8. The total resources of a person or business.

9. Spending money in order to make a profit of it.



Down

1. The movement of money into and out of a business

2. Synonym of progress.

3. The emergence in 1980s of a single world market dominated by multinational organizations.

4. Considered a financial obligation

5. Articles of commerce and merchandise

7. These are mainly intangible and usually consumed concurrently with their production

10. The process of buying, selling, or exchanging goods.

3.1. **Skills practice : D**o the following activities to practice the vocabulary and English structures learnt.

LISTENING PRACTICE: video about the financial system and financial institutions.

Before watching the videos, match the vocabulary with the correct and corresponding definition.

The particular market where shares and bonds are traded	**Shares /stocks**
This is a rescue from financial distress	**Stock Market**
An agent in business who buys or sells for another person or	**Capital**
It's the wealth owned or used in business by an individual or a company	**Bailout**
This is one of the equal parts into which the capital stock of a corporation or company is divided.	**Broker**

Now, watch the video "The financial system[1]" make some notes, and mark the following statements as true or false:

- The financial system is important because it is possible to get a bailout. **T/F**
- Financial system is composed of institutions and markets in general. **T/F**
- The main role of financial systems is being a broker for those who has and gets capital . **T/F**
- The capital is owned exclusively by the government and public institutions. **T/F**
- Companies and government need more money for personnel recruitment. **T/F**
- The broker is done when shares and bond issues are purchased. **T/F**
- When a company sells shares, the investors gets dividends of profits of it. **T/F**
- All efforts are focused on havig collapse of financial system and financial institutions. **T/F**

[1] Video taken from: https://www.youtube.com/watch?v=MsPgw4FodgE&ab_channel=rolincorporation used by SENA for pedagogical purpose, exclusively.

Make a brief description of what the financial system is including at least three main ideas from the video.

_____

_____

_____

Group work: based on your previous knowledge, discuss:

- What is a financial institution?
- What kind of financial services does a financial institution provide? Name some of them.
- Share your answers.

Watch the video "Financial institutions[2]", make notes, and answer the following questions:

- How many types of banks and financial institutions are there?

_____

- What is the main role of the Federal Reserve?

_____

- What is a credit union? How different is it from a bank?

_____

- What are the savings and loans institutions recognized for?

_____

Make a mind map including the characteristics of each type of financial institution described in the video. Use some technological tools and hand it to your instructor.

READING PRACTICE: Before reading the text, define the following vocabulary:

Word / expression	Definition
Centralization	
Issuance of currency	
Wealth	

[2] Video taken from: https://www.youtube.com/watch?v=yv73io7b5VA&t=3s&ab_channel=AndrewDavis used by SENA for pedagogical purpose, exclusively.

Unbank	
Financial literacy	
Remittance	
Fee	
Deploy	
Household	
Paychecks	
Bonds	
Mutual Funds	
Subprime mortgage	
Blockchain	

Read the text and make some notes to complete the activities below.

THE 7 MAJOR FLAWS OF THE GLOBAL FINANCIAL SYSTEM[3]



Since the invention of banking, the global financial system has become increasingly **centralized**. In the modern system, central banks now control everything from interest rates to the **issuance of currency**, while government regulators, corporations, and intergovernmental organizations wield unparalleled influence at the top of this crucial food chain.

There is no doubt that this centralization has led to the creation of massive amounts of **wealth**, especially to those properly connected to the financial system. However, the same centralization has also a considerable contribution to many global challenges and risks we face today.

[3] Text and image adapted from https://www.visualcapitalist.com/7-major-flaws-global-financial-system/ used by SENA for pedagogical purposes, exclusively.

Flaws of the Global Financial System

1. Billions of people globally remain unbanked: To participate in the global financial sector, whether it is to make a digital payment or manage one's wealth, one must have access to a bank account. However, 1.7 billion adults worldwide remain **unbanked**, having zero access to an account with a financial institution or a mobile money provider.

2. Global financial literacy remains low: For people to successfully use financial services and markets, they must have some degree of **financial literacy**. According to a recent global survey, just 1-in-3 people show an understanding of basic financial concepts, with most of these people living in high income economies.

Without an understanding of key concepts in finance, it makes it difficult for the majority of the population to make the right decisions – and to build wealth.

3. High intermediary costs and slow transactions: When a person has access to financial services, sending and storing money should be **inexpensive** and fast. However, just the opposite is true. Around the globe, the average cost of a **remittance** is 7.01% in **fees** per transaction – and when using banks, that rises to 10.53%. Even worse, these transactions can take days at a time, which seems quite unnecessary in today's digital era.

4. Low trust in financial institutions and governments: The financial sector is the least trusted business sector globally, with only a 57% level of trust according to Edelman. Meanwhile, **trust** in governments is even lower, with only 40% trusting the U.S. government, and the global country average sitting at 47%.

5. Rising global inequality: In a centralized system, financial markets tend to be dominated by those who are best connected to them. These are people who have:

- Access to many financial opportunities and **asset** classes
- Capital to **deploy**
- Informational advantages
- Access to financial expertise

In fact, according to recent data on global wealth concentration, the top 1% own 47% of all **household** wealth, while the top 10% hold roughly 85%.

On the other end of the spectrum, the vast majority of people have little to no financial assets to even start building wealth. Not only are many people living **paycheck** to paycheck – nor have access to assets that can create wealth, like **stocks**, **bonds**, **mutual funds**, or **ETF**s.

6. Currency manipulation and censorship: In a centralized system, countries have the power to manipulate and **devalue** **fiat** currencies, and this can have a devastating effect on markets and the lives of citizens.

In Venezuela, for example, the government has continually devalued its currency, creating runaway hyperinflation as a result. The last major currency manipulation in 2018 increased the price of a cup of coffee by over 772,400% in six months. Further, centralized power also gives governments and financial institutions

the ability to financially **censor** citizens, by taking actions such as freezing accounts, denying access to payment systems, removing funds from accounts, and denying the **retrieval** of funds during bank runs.

7. The build-up of systemic risk: Finally, centralization creates one final and important **drawback**. With financial power concentrated with just a select few institutions, such as central banks and "*too big too fail*" companies, it means that one undesirable failure can decimate an entire system.

This happened in 2008 as U.S. **subprime mortgages** turned out to be an **Achilles Heel** for bank **balance** sheets, creating a **ripple effect** throughout the globe. Centralization means all eggs in one basket – and if that basket breaks it can possibly lead to the destruction of wealth on a large scale.

According to the information given by the text, i) identify key words for each flaw and place the main ideas in the graphic organizer below.



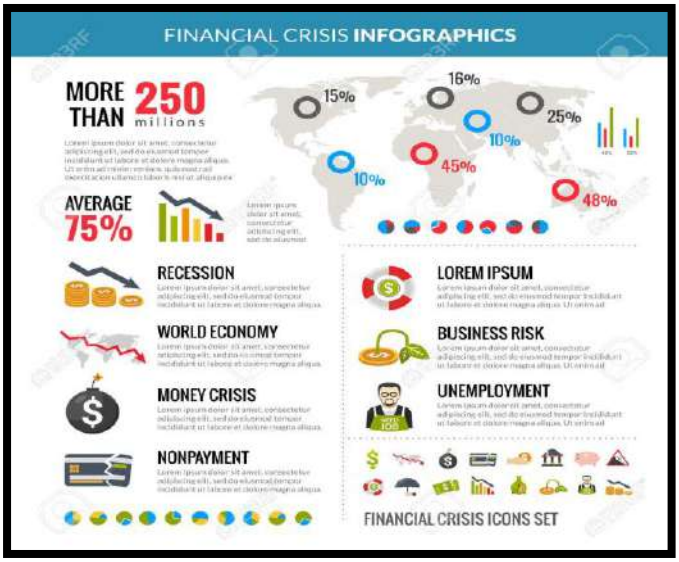
Work in pairs and answer the following questions:

- Do you consider that the social issues are involved in the flaws of financial systems? Why?
- How is it possible to sort out the unbanking problem at this moment? Provide some ideas.
- Using your own words explain, How can the government censor citizens about currency management?
- How is it possible to sort out problems about financial literacy? Provide some ideas.
- What is the most remarkable flaw of the Global Financial system that you consider difficult to solve? Why?

For a better understanding of the text and vocabulary, look for more definitions to the underlined and bold words.

3.3. WRITING PRACTICE: Infographics time – Talking about the Colombian financial system[4]

- Identify the general facts of the Colombian financial system based on the contents and knowledge acquired from your technical sessions
- Create an infographics describing the most important elements. Also name some of the main financial institutions in Colombia.
- You can use free websites or platforms to create your infographics such as: Canva, infograpia, Genialy, Visme, Infogram and Piktochart.



- Share your infographics with your classmates and get some feedback.

[4] Image retrieved from https://www.123rf.com/photo_50339361_world-global-financial-crisis-and-business-risk-reduction-in-recession-statistic-analysis-with-diagr.html used by SENA for pedagogical purposes, exclusively.

3.4. Speaking practice: Financial system in our daily life. [5]

Work in groups. Choose one of the situations below to Prepare a **role-play**:



- A person opening a bank account for the first time.
- A broker working at the stockmarket.
- A shareholders meeting in a company making important decisions.
- An entrepreneur getting a bank loan for his/ her business.

EXTENSION ACTIVITIES

This extension activities will help you improve your performance in the topics. You need to reach at least five hours of practice on your own.

- Simple present (+/-/?): https://www.liveworksheets.com/za26318ec https://www.liveworksheets.com/to1253224mh
- Frequency adverbs: https://www.liveworksheets.com/it99581nj
- Un/countable nouns: https://www.liveworksheets.com/kx176rx
- Present continuous: https://www.liveworksheets.com/np875994qd
- Quantifiers: https://www.liveworksheets.com/uq351996ul

To learn more about the Global Financial System

- How is the financial system safer, simpler and fairer than before? https://www.youtube.com/watch?v=gS7TH7ICMRk
- Committee on the Global Financial System: https://www.bis.org/about/factcgfs.htm
- Colombian financial system: https://repositorio.banrep.gov.co/handle/20.500.12134/9996

[5] Image retrieved from https://www.abc.es/juegos-logica/20150527/abci-juego-logica-puzzle-201505261606.html used by SENA for pedagogical purpose, exclusively.

4. ACTIVIDADES DE EVALUACIÓN

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento. • Main characteristics of Global Financial system. **Evidencia de Desempeño:** • Financial system in our daily life. **Evidencias de Producto:** • Colombian financial system	Reconoce el vocabulario necesario para describir el sistema financiero global y lo aplica al contexto colombiano. Describe situaciones cotidianas en relación con el sistema financiero, haciendo uso del vocabulario y expresiones relacionadas. Emplea organizadores gráficos como infografías emplemando vocabulario y conceptos relacionados con el sistema financiero colombiano.	**Lista de cheqeo** **Workshop activities** **Role play** **Poster infographics**

5. GLOSARIO DE TÉRMINOS

Politics, Legal agreements, Economic actors, Financial capital, Flow, Investment, Trade financing, Currency, Economy, Impact, Globalization, Money market, Financial crises, Capital flow, Central bank, Financial services, Trade, Payments, Profitability, Consumer, Need, Basic consumer goods, Assets, Liability, Cash flow, Sustainable development, Financial panic, Stock market, Collapse, Bailout, Broker, Capital, Capital markets, Household, Purchase, Recruitment, Securities, Bonds, Shares, Stake, Shareholder, Ownership, Loan, Interest, Allocate, Brokerage, Government, Companies, Infrastructure, Growth, Banking, Funds, Lender, Borrower, Refinance, Creditworthy, Uncreditworthy, Income, Money laundering, Tax haven, Mortgage, Brokerage, insurances.

6. REFERENTES BIBLIOGRÁFICOS

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7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**Norma Clemencia Rodriguez Arroyave**	**Instructor de bilingüismo**	**Bilingüismo**	**Diciembre 21 de 2020**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	**Yelitza Yaniver Parra Guerrero**	**Profesional Grado 08**	**Escritorio de Idiomas CSF**	**Abril de 2022**	**Revisión de contenidos y metodología en inglés**

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- **Denominación del Programa de Formación:** Técnico Laboral en Servicios Comerciales y Financieros.
  Código del Programa de Formación: 133303 v1
- **Nombre del Proyecto**: Gestión en la relación con el cliente apoyado de herramientas digitales, como estrategia para consolidar la lealtad en las entidades financieras.
- **Fase del Proyecto**: Planeación
- **Actividad de Proyecto**: Establecer las necesidades, productos, servicios e información para atención al cliente
- **Competencia**: 240202501 Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.
- **Resultados de Aprendizaje Alcanzar: RAP 5 -** Comunicarse de manera sencilla en inglés en forma oral y escrita con un visitante o colega en un contexto laboral cotidiano.

- **Duración de la Guía**: 24 Horas

  Trabajo directo: 19

  Trabajo autónomo: 5

2. PRESENTACIÓN

This guide attempts to provide apprentices an overview of marketing with emphasis on marketing history, marketing strategies, market research, and costumer behavior. **Objective:** From the development of these activities, you will be able to identify, describe the needs of customers and markets, and select the marketing strategies that suit the customers and companies.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

MARKETING

WARM-UP Activity

"Good marketing makes the company look smart. Great marketing makes the costumer feel smart"[1]
Joe Chernov

1. According to the quote above, what do you think is the role of customers in marketing?
2. Describe the following situations and talk about the customer's experience

Ie: The customer is asking….
The salesperson is explaining how it works...






[2]

[1] Retrieved from 6 Sales and Marketing Quotes to Fire You Up Today (showcaseworkshop.com)
[2] Images retrieved from https://www.google.com/customerservice

VOCABULARY

I Complete the exercise with the correct prepositions[3]: ***on, at, of, in, with, for***

McDonald's

1. The first McDonald's restaurant was opened __Dick and Mac McDonald __ the 15th __ May 1940.
2. The best-selling products __ their restaurant were hamburgers.
3. So, the McDonald brothers thought __ a way to produce hamburgers more quickly.
4. This was introduced __ 1948 and became known ___the Speedee Service System.
5. The first franchised McDonald's restaurant was opened __ 1953, and today you can find McDonald's restaurants __ more than 100 countries.
6. The meats __ the burgers vary ____ the culture ___the country.
7. Franchisees and future managers __ McDonald's restaurants are trained ___Hamburger University, which is located __ Oak Brook, a suburb ___Chicago.
8. McDonalds is also known __ its sponsorship __ various international sport events.

LISTENING PRACTICE: Definition, Benefits, & Strategies of marketing

I Watch the video, look up vocabulary you don't understand, and make some notes to answer the following questions. https://youtu.be/rWhvuK5hhRw

1. What is Marketing?
   _____
   _____
2. How different are advertising and Marketing?
   _____
   _____
   _____
3. Mention and define the 4 P's of marketing
   _____
   _____
   _____
   _____
4. Mention the five steps to define a marketing plan
   _____
   _____
   _____

[3] Retrieved from https://www.ego4u.com/en/cram-up/grammar/prepositions/exercises?16 and adapted by SENA

_____
_____
_____

READING PRACTICE: reading about the history of marketing and the difference between inbound/outbound marketing

I Read the following article to understand how Marketing has evolved through the years.

The History of Marketing[4]

Not too long ago, marketing mostly consisted of outbound marketing, which meant chasing potential customers with promotions without really knowing if that person was interested in purchasing. Thanks to the digital transformation and the rise of new communication channels, marketing has drastically changed over the years.

1450-1900: Printed Advertising

- **1450**, Gutenberg invents the printing press. The world of books and mass copies is revolutionized.
- **1730**, the magazine emerges as a means of communication.
- **1741**, the first American magazine is published in Philadelphia.
- **1839**, posters become so popular that it becomes prohibited to put them in London properties.

1920-1949: New Media

- **1922**, radio advertising begins.
- **1933**, more than half of the population in the United States (55.2%) has a radio in their home.
- **1941**, television advertising begins. The first advertisement was for Bulova watches and reached 4,000 homes that had television.
- **1946**, more than 50% of the homes in the United States already had a telephone.

1950-1972: Marketing is Born and Grows

- **1954**, for the first time revenue from television advertising surpasses revenue from radio and magazine ads.
- Telemarketing grows as a means of contacting buyers directly.
- **1972**, print media suffers an exhaustion of the outbound marketing formula.

[4] Retrieved from What Is Marketing? Definition, Benefits, and Strategies (cyberclick.net) and adapted by SENA

1973-1994: The Digital Era Flourishes

- **1973**, Martin Cooper, a Motorola researcher, makes the first call through a cell phone.
- **1981**, IBM launches its first personal computer.
- **1984**, Apple introduces the new Macintosh.
- **1990-1994**, major advances in 2G technology, which would lay the foundation for the future explosion of mobile TV.
- **1994**, the first case of commercial spam through e-commerce is produced.

1995-2020: The Era of Search Engines and social media

- **1995**, the Yahoo! and Altavista search engines are born.
- **1995-1997**, the concept of SEO is born.
- **1998**, Google and MSN launch new search engines.
- **1998**, the concept of blogging arises. By mid-2006, there are already 50 million blogs worldwide.
- **2003-2012**, the era of inbound marketing begins.
- **2003-2004**, three social networks are launched: LinkedIn, Myspace and Facebook.
- **2005,** the first video is posted on YouTube
- **2006**, Twitter is born.
- **2009**, Google launches real time searches.
- **2010**, 90% of all American households have a cell phone. Instagram is created in October 10.
- Young people between the ages of 13 and 24 spend 13.7 hours on the Internet, compared to 13.6 hours watching television.
- **2011**, Snapchat is created, driving even more young users to their phones, and fueling the social media app craze.
- **2012**, there are already 54.8 million tablet users.
- **2014,** the rise of influencer marketing begins. Users and brands alike begin to realize the power of social media users with large followings. Marketing tools for Instagram and other platforms abound
- **2014**, for the first time ever mobile usage outweighs desktop usage. More users are checking social media, reading emails, and making purchases on their phones.
- **2015-2016**, big data and marketing automation are explored and used more robustly to advertise to users.
- **2018**, video marketing continues to grow, especially with Instagram's launch of IGTV. Video content is no longer just limited to YouTube and Facebook.
- **2019-2020**, Move over millennials! Gen Z is the new focus, and they have a hot new app: TikTok.

II Create an infographic summarizing your understanding about the evolution of marketing throughout the years from the previous timeline. Share and compare.

III Read the following article to understand the difference between inbound and outbound marketing strategies.

Understanding Inbound vs Outbound Marketing[5]

Have you ever been tasked with producing or updating your company's marketing strategy? It's easy to get overwhelmed with information and advice — should you focus on making splashy signage, talking to potential leads at an industry event, or developing an exclusively digital strategy?

Fortunately, there are two universal marketing concepts that can help you limit your scope: inbound and outbound marketing. These are two of the most common overarching marketing strategies, and they each have distinct applications, benefits, and challenges. In this article, we'll explore an overview of inbound and outbound marketing, give examples of how to apply each strategy, and provide the pros and cons of each method.

Inbound Marketing

Inbound marketing is focused on attracting customers to your products and services. Your best prospects are searching for products online — up to 63% of consumers begin their shopping journey online. They begin by searching for products, services, or content to fulfill a need or solve a problem. As such, your content should explain how your products or services will resolve their issues, answer key questions in their niche industry, or satisfy their needs.

There are many ways to do this, including blogs, video content, guidebooks, and more. Each of these content pieces can also serve as a way to differentiate your product from the competition. Embed product comparisons, amazing testimonials, competitive pricing, and outstanding reviews into your podcast, social media posts, or reports. Keep in mind that prospective customers should receive thoughtful content at various points throughout their buying journey that is varied in material but consistent in messaging.

The Benefits of Inbound Marketing

There are several benefits to inbound marketing that can help you determine if it's the right strategy for your company:

- Inbound marketing is non-invasive — prospects can read your blog posts or attend a webinar on their own time.
- Inbound marketing content is educational — it's specifically designed for each stage in the sales funnel.
- Inbound marketing is quantifiable — you can tie each part of your strategy to a metric that gets monitored over time.

[5] Retrieved from Understanding Inbound VS Outbound Marketing | Marketo Engage and adapted by SENA

- Your website and content are continuously being updated, so Inbound marketing continues drawing in qualified leads over time.

The Challenges of Inbound Marketing

Of course, inbound marketing isn't for every company. There are some drawbacks to focusing on digital content:

- Inbound marketing requires continuous maintenance, to ensure that content always speaks to consumers' evolving wants and needs.
- Inbound marketers spend a great deal of time and effort developing and testing out different content that will entice customers to convert.
- Inbound marketing demands a holistic strategy, meaning you'll need to buy tools to help you implement integrated, cross-channel campaigns.

Outbound Marketing

Outbound marketing sends a message to a massive amount of people in the hopes of making a sale. This strategy is rooted in the thought that the larger the group you message to, the larger the return. Outbound marketing is often associated with traditional marketing, like direct mail, events, billboards, cold calling, newspapers, and radio. However, outbound marketing can also be applied to more modern technology, like pay-per-click advertising and spam emails.

Frequently, consumers are not even aware of or looking for the product that's being advertised. Prospects could be watching TV or perusing a website and be interrupted by an ad illustrating why they should buy a certain product.

The Benefits of Outbound Marketing

Outbound marketing has a few perks that should not be overlooked:

- Outbound marketing promotes brand awareness, helping you reach people who haven't heard of your products or services before.
- Outbound marketing can yield immediate results — people interested in your products and services are likely to take action on your ads and make a purchase.
- Consumers are accustomed to outbound marketing — they know that there will be ads in the Sunday paper or on TV and may trust those ads more than the ones presented to them on newer technology

The Challenges of Outbound Marketing

Outbound marketing can be difficult to get right. Here are some disadvantages to going the outbound marketing route:

- It's difficult to make outbound marketing appealing and relevant to everyone, so outbound marketing is more generalized.
- It's easy for consumers to tune out outbound marketing — many people mute the TV during commercials or immediately throw out or recycle their junk mail.

- It's challenging to measure the effectiveness of some outbound marketing strategies like billboards.
- Outbound marketing is costly, traveling to trade shows, paying for banner ads, and purchasing billboard spaces add up.

Overall, outbound marketing is all about sending a message at scale, while inbound marketing has a very targeted approach. The likelihood that at least some people will convert from your outbound marketing efforts is high, but it is often associated with a high acquisition cost. Rather than shouting your product's name from the rooftops and hoping that a few people respond, inbound marketing content can be finely tuned to appeal to your best-fit prospects.

IV After reading, surf the net and find some examples of inbound and outbound marketing strategies of some companies, think about a new product or service, and set an inbound and outbound strategy on your own.

WRITING PRACTICE: Marketing to the Generations Project

Chart 1: An overview of the working generations

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" – entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	Automobile	Television	Personal Computer	Tablet/Smart Phone	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter	Telephone	E-mail and text message	Text or social media	Hand-held (or integrated into clothing) communication devices
Communication preference	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online — would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

*Percentages are approximate at the time of publication.

6

[6] Image retrieved from EPSN Workforce & International Recruitment / EPSN Workforce Group

1. **Check** the information in the previous chart to learn about the five target markets that have different backgrounds, needs, and spending habits. Make sure that you **locate** the most useful marketing information about each group.

2. **Design** a poster to represent each generation. Divide the poster into five parts—one for each generation. Each part should include pictures of people to represent each generation and ten facts about each generation, the list should include descriptive characteristics, needs, and buying habits.

3. Define and **describe** five products/services that each generation will purchase and why. Include this information in the poster.

SPEAKING PRACTICE: Five generations presentation

- Prepare a PowerPoint presentation about the five generations, using the information from the writing assignments, explain each generation.

EXTENSION ACTIVITIES: Extension activities will help you improve your performance in the topics. You need to reach at least five hours of practice on your own.

Visit the following links and do the activities you will find:

- Present continuous https://www.perfect-english-grammar.com/present-continuous-exercise-1.html
- Present continuous – description https://es.liveworksheets.com/gr933370ts
- Simple past https://es.liveworksheets.com/si1415308kv
- Prepositions https://www.perfect-english-grammar.com/preposition-exercises.html

Learn more about the topic:

- Definitions of marketing What is Marketing? — The Definition of Marketing — AMA
- Market segmentation 4 Types of Market Segmentation with Examples - Alexa Blog

4. ACTIVIDADES DE EVALUACIÓN

Tome como referencia la técnica e instrumentos de evaluación citados en la guía de Desarrollo Curricular

Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencias de Conocimiento: • The history of marketing and its evolution through time. • Inbound vs outbound marketing strategies. **Evidencias de Desempeño:** • Five marketing generations power point presentation. **Evidencias de Producto:** • Marketing to the Generations Project	Reconoce y describe el marketing en relación con su historia, evolución y características principales. Describe diferentes estrategias de marketing en contextos específicos. Elabora un estudio de marketing catalogando las generaciones de consumidores con relación a sus necesidades y comportamiento. Hace una presentación sobre su estudio de marketing en el que describe las generaciones de consumidores, sus necesidades de acuerdo con contextos determinados.	**Lista de chequeo** **Taller** **Presentación –** **Escrito – Lista de chequeo**

5. GLOSARIO DE TÉRMINOS

Marketing, market, needs, strategies, suit, fundamentals, achieve, goals, advertising, product, price, distribution, sell, store, price, profit, promotion, benefits, service, solve, problem, brand, competition, metrics, optimize, outbound, Telemarketing, Surpass, Flourish, E-commerce, Launch, Network, Household, Brand, Desktop, Inbound marketing, Outbound marketing, Challenges, Overwhelmed, Billboards, Spam, Purchase, promotion, commercial spam, industry, fulfill, entice, best-fi.

6. REFERENTES BILBIOGRÁFICOS

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- What Is Marketing? Definition, Benefits, and Strategies retrieved from https://blog.hubspot.com/marketing/what-is-marketing
- What is Marketing, and What's Its Purpose? Retrieved from https://blog.hubspot.com/marketing/what-is-marketing
- Types of Marketing retrieved from https://www.economicsdiscussion.net/marketing-management/types-of-marketing/31959

- Understanding Inbound VS Outbound Marketing retrieved from Understanding Inbound VS Outbound Marketing | Marketo Engage
- Exercise on Prepositions – McDonald's retrieved from Exercise on Prepositions - 16 - English Grammar (ego4u.com)

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)	**Liliana Castillo**	**Instructora de bilingüismo**	**Escritorio de Idiomas CSF**	**Diciembre de 2021**

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	**Yelitza Yaniver Parra Guerrero**	**Profesional Grado 08**	**Escritorio de Idiomas CSF**	**Enero de 2022**	**Revisión de contenidos y metodología en inglés**

TIEMPO ACT. APOYO A LA FORMACION

INSTRUCTOR: JORGE EDUARDO MOSQUERA MOSQUERA

CENTRO DE FORMACIÓN: CENTRO DE SERVICIOS FINANCIEROS

FECHA INICIAL: 01/03/2026 00:00:00

FECHA FINAL: 31/03/2026 23:59:59

ACTIVIDADES ACADÉMICAS

FICHA DE APRENDIZAJE: 3197835 - ANALISIS Y DESARROLLO DE SOFTWARE.

• COMPETENCIA DE APRENDIZAJE:	APLICACIÓN DE CONOCIMIENTOS DE LAS CIENCIAS NATURALES DE ACUERDO CON SITUACIONES DEL CONTEXTO PRODUCTIVO Y SOCIAL.
• COMPETENCIA DE APRENDIZAJE:	APLICAR PRÁCTICAS DE PROTECCIÓN AMBIENTAL, SEGURIDAD Y SALUD EN EL TRABAJO DE ACUERDO CON LAS POLÍTICAS ORGANIZACIONALES Y LA
• COMPETENCIA DE APRENDIZAJE:	Controlar la calidad del servicio de software de acuerdo con los estándares técnicos
• COMPETENCIA DE APRENDIZAJE:	DESARROLLAR LA SOLUCIÓN DE SOFTWARE DE ACUERDO CON EL DISEÑO Y METODOLOGÍAS DE DESARROLLO
• COMPETENCIA DE APRENDIZAJE:	DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.

• COMPETENCIA DE APRENDIZAJE:	Diseñar la solución de software de acuerdo con procedimientos y requisitos técnicos
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.
• COMPETENCIA DE APRENDIZAJE:	Establecer requisitos de la solución de software de acuerdo con estándares y procedimiento técnico
• COMPETENCIA DE APRENDIZAJE:	Estructurar propuesta técnica de servicio de tecnología de la información según requisitos técnicos y normativa
• COMPETENCIA DE APRENDIZAJE:	Evaluar requisitos de la solución de software de acuerdo con metodologías de análisis y estándares
• COMPETENCIA DE APRENDIZAJE:	GENERAR HÁBITOS SALUDABLES DE VIDA MEDIANTE LA APLICACIÓN DE PROGRAMAS DE ACTIVIDAD FÍSICA EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES.
• COMPETENCIA DE APRENDIZAJE:	Gestionar procesos propios de la cultura emprendedora y empresarial de acuerdo con el perfil personal y los requerimientos de los contextos productivo y social.
• COMPETENCIA DE APRENDIZAJE:	Implementar la solución de software de acuerdo con los requisitos de operación y modelos de referencia

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

01 COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA.

02 INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS.

03 DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y

1. COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

• COMPETENCIA DE APRENDIZAJE: Orientar investigación formativa según referentes técnicos

• COMPETENCIA DE APRENDIZAJE: Razonar cuantitativamente frente a situaciones susceptibles de ser abordadas de manera matemática en contextos laborales, sociales y personales.

• COMPETENCIA DE APRENDIZAJE: Resultado de Aprendizaje de la Inducción.

• COMPETENCIA DE APRENDIZAJE: RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

• COMPETENCIA DE APRENDIZAJE: Utilizar herramientas informáticas de acuerdo con las necesidades de manejo de información

HORAS DEDICADAS EN LA FICHA :	59,80

FICHA DE APRENDIZAJE: 3230571 - SERVICIOS COMERCIALES Y FINANCIEROS

• COMPETENCIA DE APRENDIZAJE:	APLICAR PRÁCTICAS DE PROTECCIÓN AMBIENTAL, SEGURIDAD Y SALUD EN EL TRABAJO DE ACUERDO CON LAS POLÍTICAS ORGANIZACIONALES Y LA
• COMPETENCIA DE APRENDIZAJE:	ASESORAR CONSUMIDOR FINANCIERO DE ACUERDO CON NORMATIVA Y GUÍA TÉCNICA
• COMPETENCIA DE APRENDIZAJE:	DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.
• COMPETENCIA DE APRENDIZAJE:	Fomentar cultura emprendedora según habilidades y competencias personales
• COMPETENCIA DE APRENDIZAJE:	GENERAR HÁBITOS SALUDABLES DE VIDA MEDIANTE LA APLICACIÓN DE PROGRAMAS DE ACTIVIDAD FÍSICA EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES.

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

01 COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA.

02 INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS.

03 DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y

1. COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

• COMPETENCIA DE APRENDIZAJE: Manejar recursos financieros de acuerdo con normativa y manual operativo

• COMPETENCIA DE APRENDIZAJE: Razonar cuantitativamente frente a situaciones susceptibles de ser abordadas de manera matemática en contextos laborales, sociales y personales.

• COMPETENCIA DE APRENDIZAJE: Resultado de Aprendizaje de la Inducción.

• COMPETENCIA DE APRENDIZAJE: RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

• COMPETENCIA DE APRENDIZAJE: Sistematizar datos masivos de acuerdo con métodos de analítica y herramientas tecnológicas

• COMPETENCIA DE APRENDIZAJE:	Utilizar herramientas informáticas de acuerdo con las necesidades de manejo de información

HORAS DEDICADAS EN LA FICHA : 44,00

FICHA DE APRENDIZAJE:	3230558 - CONTABILIZACION DE OPERACIONES COMERCIALES Y FINANCIERAS.
• COMPETENCIA DE APRENDIZAJE:	APLICAR PRÁCTICAS DE PROTECCIÓN AMBIENTAL, SEGURIDAD Y SALUD EN EL TRABAJO DE ACUERDO CON LAS POLÍTICAS ORGANIZACIONALES Y LA
• COMPETENCIA DE APRENDIZAJE:	Atender clientes de acuerdo con procedimiento de servicio y normativa
• COMPETENCIA DE APRENDIZAJE:	DESARROLLAR PROCESOS DE COMUNICACIÓN EFICACES Y EFECTIVOS, TENIENDO EN CUENTA SITUACIONES DE ORDEN SOCIAL, PERSONAL Y PRODUCTIVO.
• COMPETENCIA DE APRENDIZAJE:	Ejercer derechos fundamentales del trabajo en el marco de la constitución política y los convenios internacionales.
• COMPETENCIA DE APRENDIZAJE:	Enrique Low Murtra-Interactuar en el contexto productivo y social de acuerdo con principios éticos para la construcción de una cultura de paz.
• COMPETENCIA DE APRENDIZAJE:	Fomentar cultura emprendedora según habilidades y competencias personales

• COMPETENCIA DE APRENDIZAJE: GENERAR HÁBITOS SALUDABLES DE VIDA MEDIANTE LA APLICACIÓN DE PROGRAMAS DE ACTIVIDAD FÍSICA EN LOS CONTEXTOS PRODUCTIVOS Y SOCIALES.

• COMPETENCIA DE APRENDIZAJE: INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR

RESULTADOS DE APRENDIZAJE

01 COMPRENDER INFORMACIÓN SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES Y FUTURAS A TRAVÉS DE INTERACCIONES SOCIALES DE FORMA ORAL Y ESCRITA.

02 INTERCAMBIAR OPINIONES SOBRE SITUACIONES COTIDIANAS Y LABORALES ACTUALES, PASADAS Y FUTURAS EN CONTEXTOS SOCIALES ORALES Y ESCRITOS.

03 DISCUTIR SOBRE POSIBLES SOLUCIONES A PROBLEMAS DENTRO DE UN RANGO VARIADO DE CONTEXTOS SOCIALES Y

1. COMPRENDER INFORMACIÓN BÁSICA ORAL Y ESCRITA EN INGLÉS ACERCA DE SÍ MISMO, DE LAS PERSONAS Y DE SU CONTEXTO INMEDIATO EN REALIDADES PRESENTES E HISTORIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS.

• COMPETENCIA DE APRENDIZAJE: Razonar cuantitativamente frente a situaciones susceptibles de ser abordadas de manera matemática en contextos laborales, sociales y personales.

• COMPETENCIA DE APRENDIZAJE: Reconocer recursos financieros de acuerdo con metodología y normativa

• COMPETENCIA DE APRENDIZAJE: Resultado de Aprendizaje de la Inducción.

• COMPETENCIA DE APRENDIZAJE: RESULTADOS DE APRENDIZAJE ETAPA PRACTICA

• COMPETENCIA DE APRENDIZAJE:	Utilizar herramientas informáticas de acuerdo con las necesidades de manejo de información

HORAS DEDICADAS EN LA FICHA : 36,00

TOTAL HORAS ACTIVIDADES ACADÉMICAS: 139,80

EVENTOS DE DIVULGACIÓN TECNOLÓGICA - EDT´s

FICHA	FECHA INICIO	FECHA FINAL	EVENTO	HORAS

TOTAL TIEMPO EDT´s: 0,00

ACTIVIDADES ADICIONALES

FECHA INICIAL	FECHA FINAL	ACTIVIDAD	HORAS

TOTAL ACTIVIDADES ADICIONALES: 0,00

INSTRUCTOR: JORGE EDUARDO MOSQUERA MOSQUERA

CENTRO DE FORMACIÓN: CENTRO DE SERVICIOS FINANCIEROS