THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

CURRICULUM GUIDE

OCCUPATIONAL ASSOCIATE DEGREE

IN

BUSINESS PROCESS OUTSOURCING

Acknowledgement

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1. Background

A country's global competitiveness is a function of the quality of its workforce and therefore, a skilled workforce is essential for sustainable and balanced growth. The Planning Institute of Jamaica, in the 2012 survey of living conditions, reported that the percentage of the Jamaican population aged14 and over without certification at any level was 69.6 per cent. 90.7 per cent or more of the poorest in the population had no certification while amongst the wealthiest, the figure was 53.5 per cent. Non-certification among the Prime Working Age (25–29 years) population was at 70.1 percent: males with no certification being 77.1 percent, and females, 64.0 percent. In the capital, Kingston, the percentage of people without formal certification was 39.4 percent. This data indicates a clear need for relevant and accessible educational and training opportunities designed to create a globally competitive workforce.

Industry sectors, through a needs analysis, have also clearly identified and defined the need for a workforce complemented by qualified employees. These employees must be equipped with applied knowledge and skills in selected areas of study to provide effective and efficient supervisory and leadership competencies. Additionally, there is need to align higher education with the emerging needs of the workplace and industry and to ensure that the country provides workers that are able competitive and capable of meeting international occupational certification standards.

2. Programme Rationale

Business Process Outsourcing (BPO) is the contracting of non-primary business activities and functions to a third-party provider. According to Jamaica Trade and Invest, “Jamaica has a long and proven track record in the outsourcing industry. Considered “Truly Nearshore “, Jamaica currently has over 50 companies operating in outsourcing industry; 16 have been in existence over 10 years.” The publication further adds that Jamaica is uniquely ideal for the BPO field. Jamaica, with its educated, service oriented, culturally aligned and cost competitive workforce, usually exceeds expectations within months of implementation.

According to the 2014 Business Process Outsourcing Sector Study conducted by the Research and Technical Services Department, within the Technical Services Division of the HEART Trust/NTA, “All employers anticipated growth in the global BPO Industry in the coming two years (2014- 2016). There was a projected increase in the current size of the workforce… Based on JAMPRO’s projection of 8,000 new jobs over a two-year period...” Since this study, the BPO sector has seen even greater growth, with several companies investing in business process management companies in Jamaica. Giving regard to these factors and the mandates of the Centre of Occupational Studies, the development of the Occupational Associate Degree in Business Process Management has been undertaken.

The aforementioned sector study also reported on the skill sets required in Business Process Management Companies, “Required skill sets - Coding Medical Claims Computer Literacy, Problem-Solving Skills, Sales Skills, Skills-sets in customer care similar to those in the airline industry, command of the English language, Typing skills of 45 wpm, IT Support, fluency in Foreign Language(s), Technical Support, Advance IT, Software development and Programming.” The Occupational Associate Degree in BPO is designed to develop competencies in some the mentioned skilled sets.

The Business Processing Outsourcing Sector is being targeted by the government as a major growth area of its economic growth strategies. It is anticipated that the sector is attractive to many overseas investors who are willing to infuse millions of dollars in the sector. There is also a national training initiative under the direction of the Ministry of Education, Youth, and Information to expand training interventions in Business Outsourcing Processing at the Tertiary Level of the Education System. Accordingly, it became necessary to develop the Occupational Associate Degree in Business Processing Outsourcing.

3. Programme Description

The Occupational Associate Degree Programme in Business Process Outsourcing is an Applied Associate Degree which is designed on workplace competencies with the intent to provide workforce solutions in the field of Business, with particular focus on the training and certification of persons at the noted level.

The duration of study is projected for two years across four administrative semesters and a summer internship/externship (work attachment component) component. The programme design combines related underpinning academic competencies with the practical occupational competencies. The programme allows for a “work-ready” and “employable” graduate who can contribute to and create/add value to their place of employment, the industry, and the nation. The development of these competencies is complimented by the professional development courses in this programme; aimed at developing an occupational and workplace competent individual, through application of critical employability skills; science, technology, engineering, arts, and mathematics (STEAM) skills and a general awareness of sensitivity to, and appreciation for human diversity. As such, the programme takes a learner-centered approach to instruction and considers the varied needs of students in the use of instructional and assessment strategies.

The programme is also designed at a level where graduates can not only earn an institutional certification, but in addition, professional and or industry recognitions including license required for professional practice. At the end of the programme, students who are deemed competent/successful in the specific requirements for this programme will be awarded an Occupational Associate Degree in Business Process Outsourcing.

4. Programme Goals

The Business Process Outsourcing programme addresses the growing need for competencies related to the occupational discipline. The programme seeks to produce more rounded graduates who will exhibit the abilities and competencies to function as junior supervisors with the capacity to grow and develop in the industry and continue on to higher levels of education.

Upon completion of this programme graduates should be able to:

1. Conduct a Telemarketing Campaign
2. Manage Inbound and Outbound Calls
3. Plan a Marketing Campaign
4. Monitor and Analyze Calls
5. Lead Teams
6. Plan and execute work schedules
7. Provide Quality Customer Services
8. Promote products and Services
9. Manage Clients' Portfolios
10. Use wide range of Computer Applications

5. Matriculation Requirements

For matriculation or entry into the Occupational Associate Degree programme applicants must meet/possess at least one of the requirements below:

- NVQJ or CVQ – Level 2 Certification
- Other Academic Entry Requirements – in accordance with CCCJ's entry requirements.
- Prior Learning Assessment Recognition
- Mature Entry

Applicants with relevant experience of service in the beauty and wellness sector may seek to pursue this programme. The mature entry status should be further specified and confirmed in accordance with the relevant policies and procedures established at the institution hosting this programme. Applicants who qualify under this category must pass a college readiness test of English and Mathematics and are required to submit a professional portfolio which will be used to determine eligibility. Mature entrants may be required to complete bridging courses prior to enrolment into this programme being guided by the institutional policies and procedures specific to same.

Entry Points

- Entry at the start of the programme: Candidates can enter this OAD Programme at the commencement, year 1 semester 1.
- Entry at the start of year two: Candidates can enter this OAD programme at the commencement of year 2 semester 1, provided the candidate satisfies the minimum proficiency rating of the demonstrated occupational outcomes of all prerequisite and prior sequenced courses in the year 1 or the Occupational Diploma programme, in accordance with the institutions' policy and procedures for matriculation.

Exemptions

- Prior Learning Assessment/Advanced placement may be sought by trainees who have successfully completed courses taken through a recognized technical vocational institution or recognized certifying body. Trainees may apply for credit transfer in accordance with the Transfer Policies and Procedures of the institution offering this programme, in consultation with the COS. Successful applicants will receive exemptions from eligible units of competency once requirements for obtaining credit transfer are satisfied.

6. Target Group

These are learners who would have met **Basic Matriculation Requirements** generally specify a minimum of **five (5)** passes in subjects at CSEC or GCE 'O' Level including English 'A' or English Language and Mathematics and are applicable to all programmes offered by the CCCJ and would have selected Pathway 1C to further their studies.

Learnings opting for this area of specialization will become employable in any functional areas within and organization including Human Resource Department, Accounting Department, Marketing Department, after successful completion of the programme. They would have also developed the knowledge, skills, and deposition to qualify them for Middle management.

7. Programme Duration

The programme may be offered as follows:

Schedule	Duration	Days Offered
Full-time	Four (4) semesters (2 years)	Weekdays, evenings, and weekends. Flexibility is applied based on preference of target group.
Part-time	Six (6) semesters (3 years or 2 summers)	

8. Programme Review Alignment Summary

Course Rationales	Course Rationales were prepared for all courses. Subsequent reviews necessary upon return.
Course Description	Amendments done to all course description to include the duration of the course, teaching modalities, unit titles and examples of formative and summative assessments.
Objectives	Objectives were reviewed, and modifications were made to account for the needs of learners who are in school and not employed. Subsequent reviews necessary upon return.
Course: Conversational Spanish	An additional unit (V) was added in the course Conversational Spanish in keeping with course rationale.
Suggested learning activities	Suggested learning activities were included using various strategies that can be adopted by the instructor.
Ongoing Assessments	Suggestions for ongoing assessments were created and included.
Programme Structure and Semesterisation plan	Revised Programme Structure and Semesterisation plan, to account for students pursuing the one-year diploma certification.
Overall Programme Document	The overall Programme Document was reviewed, and changes made to make it more accessible.
Additional References	Additional references were added to include books, journals/articles, and blogs.
Elective	Elective was introduced based on discussions with the owner of the course, the Arts and Science of Happiness.
Content and Objectives	Additional content and objectives needed in some courses to meet the expected number of hours allocated for the units.
Background of study	A Background was added to the document
Reference	Referencing statement and examples were included.
Target Group	A statement relating to the target group was included.

9. Programme Structure

Curriculum Courses/ Modules	Modules/ Course Codes	Number of Credits	Theory Hours	Lab/ Practical Hours	Pre-requisites
Management Customer Engagement	BPCE1100	3	42	3	None
Communication I	COMM1101	3	45		None
Applying Knowledge of Occupational Safety and Health	BPOH1101	3	45	-	None
Demonstrating Legal and Ethical Practices	BPLE1102	3	45	-	None
Demonstrating Internet Usage	BPIU1103	4	15	30	None
Applying Fundamental Mathematics for Business Processing Outsourcing (BPO)	BPFM1104	3	45	-	None
Foreign Language I	LANG2301	3	45		None
Applying Management Principles (Staff work processes and OB Team-work)	BPMP1205	3	45	-	None
Conducting a Telemarketing Campaign	BPCT1206	3	36	9	None
Managing Customer Account Process	BPCA1207	3	36	9	None
Applying Critical Thinking Techniques	BPCT1208	3	45	-	None
Elective		3	45	-	None

Curriculum Courses/ Modules	Modules/ Course Codes	Number of Credits	Theory Hours	Lab/ Practical Hours	Pre-requisites
Communication II	COMM1202	3	45		None
Managing Sales Solutions to Customers	BPMS2100	3	36	9	None
Using Multiple Applications and Information Systems	BPIS2111	1			None
Training and Developing Staff (Motivation: Awards, Rewards)	BPTD2111	3	45	-	None
Identifying and Applying Risk Management Process	BPRM2102	3	33	12	None
Oral Communication	COMM2301	3	45		None
Managing the Customer Service Process Flow (Inbound/Outbound calls)	BPCS2200	3	39	6	None
Providing ICT Support	BPIT2201	1		45	None
Demonstrating Marketing Strategies and Tactics	BPMS2202	3	45	-	None
Major Capstone Project	BPMC1100	3	45	-	None
Acquiring Professional and Industry Certification	BPPI2205	3	30	15	None
Internship/Externship (Work Experience)	BPIE1100	3	-	45	None

10. Programme Semester Tables (FULL TIME)

YEAR 1

Semester I

CODE	COURSE	CREDITS (HOURS)
BPCE1100	Managing Customer Engagement	3 (45)
COMM1101	Communication I	3 (45)
BPOH1101	Applying Knowledge of Occupational Safety and Health	3 (45)
BPLE1102	Demonstrating Legal and Ethical Practices	3 (45)
BPIU1103	Demonstrating Internet Usage	1 (45)
BPFM1104	Applying Fundamental Mathematics for Business Processing Outsourcing (BPO)	3 (45)
Total		16 (270)

Semester II

CODE	COURSE	CREDITS (HOURS)
LANG2301	Foreign Language I	3 (45)
BPMP1205	Applying Management Principles (Staff work processes and OB Team-work)	3 (45)
BPCT1206	Conducting a Telemarketing Campaign	3 (45)
BPCA1207	Managing Customer Account Process	3 (45)
BPCT1208	Applying Critical Thinking Techniques	3 (45)
	Elective	3 (45)
Total		18 (270)

YEAR 2

Semester III

CODE	COURSE	CREDITS (HOURS)
COMM1202	Communication II	3 (45)
BPMS2100	Managing Sales Solutions to Customers	3 (45)
BPIS2111	Using Multiple Applications and Information Systems	1 (45)
BPTD2111	Training and Developing Staff (Motivation: Awards, Rewards)	3 (45)
BPRM2102	Identifying and Applying Risk Management Process	3 (45)
COMM2301	Oral Communication	3 (45)
Total		16 (270)

Semester IV

CODE	COURSE	CREDITS (HOURS)
BPCS2200	Managing the Customer Service Process Flow (Inbound/Outbound calls)	3 (45)
BPIT2201	Providing ICT Support	1 (45)
BPMT2202	Demonstrating Marketing Strategies and Tactics	3 (45)
BPMC1100	Major Capstone Project	3 (45)
BPPI2202	Acquiring Professional and Industry Certification	3 (45)
BPIE1100	Internship/Externship (Work Experience)	3 (45)
Total		16 (270)

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11. Programme Profile

In addition to core content, there are some components that will be infused into the programme to promote holistic development of graduates. Infusion of these elements will be done through such strategies as presentations, seminars and workshops and will not affect the length of the programme. The programme features the following components: -

- **Work Experience/ Practicum** — Learners are required to complete six (6) weeks (240 hours minimum) of industry attachment/practicum or work experience during the training. The hands-on nature of the teaching and learning process ensures that learners complement their knowledge with practical skills. This will provide an opportunity for them to apply and strengthen the knowledge, skills and attitudes acquired during their training in the programme.

- **Entrepreneurship** — The programme aims to continue the development of entrepreneurial competencies of graduates, including their level of creativity and innovation to enable them to successfully operate a business venture and/or create new products/services, which should ultimately lead to the creation of employment and wealth for self and others. The focus of this component will be:
    - Applying knowledge of financial requirements for operating a business.
    - Demonstrating knowledge of production and operations management.
    - Outlining principles and practices of business law.

- **Employability Skills** The programme promotes development of the following critical employability skills:
  - Communication
  - Professionalism and Ethics
  - Teamwork
  - Problem Solving and Critical Thinking
  - Leadership
  - Planning and Organizing
  - Appreciation of Diversity

- **STEAM** The programme is designed to produce graduates of the highest caliber who are not only able to function effectively and efficiently in the workplace but are also able to make significant contributions to the growth and development of their workplaces and the industry. As such, the courses incorporate relevant aspects of Science, Technology, Engineering, Arts and Mathematics (STEAM) in real-world and problem-based contexts. This supports the development of graduates who possess critical 21st-century skills that drive innovation. The core STEAM Skills include the following:
  - Inquiry
  - Communication
  - Self-direction
  - Problem Solving
  - Creativity and Innovation
  - Collaboration
  - Analysis and Critical Thinking
  - Applications of technology

- **Foreign Language** The programme includes a conversational course in Spanish, or German, Mandarin or French. It is intended to introduce learners to the fundamentals of the foreign language (phonics, grammar, syntax, vocabulary, etc.) and culture. The focus of the course is conversational competence. This will equip graduates to communicate competently at this level in a foreign language in current and emerging labour markets.

- **Gender Sensitivity** The programme is designed to produce graduates who are conscious of the need to avoid gender stereotyping and making gender distinctions that limit the roles of men and women based on sex or gender.

- **Cultural Diversity/Sensitivity** The programme is designed to produce graduates who are sensitive to the cultural diversity within the wider society. Learners are encouraged to have an appreciation of the need to coexist in an institution with variations in religion, ethnicity, racial and socio-economic situations. Learners should understand how to be tolerant and to be accommodating to persons of other cultures.

- **Sustainable Environmental Practices** Learners are required to develop awareness of environmental issues and their correlation with sustainable development. Sustainability and current environmental practices must be infused in training and in practice. Examples of areas that should be included are: protection of the environment, optimizing use of resources and ensuring use of environmentally friendly products and methods of waste disposal.

12. Delivery and Learning Strategies

The methods of delivery or modes of instruction and learning are expected to deliver/facilitate content appropriate to the subject area and learning styles of students to ensure that course objectives are met. The teaching-learning strategies to be employed will incorporate relevant and current technologies and will also include but are not limited to:

- Interactive lectures
- Simulations
- Demonstrations
- Project-based learning
- Field-based learning
- Case studies and Analysis
- Role plays
- Research

Observations
Presentations
Laboratory exercises
Self-directed learning
Problem solving
Discussions
Guided practice
Guest Lectures

The delivery and learning strategies/modes of instruction are intended to:

1. increase the independence of the learner.
2. create critical thinkers.
3. equip learners to enter the corporate world or start their own business.
4. assist the learner to:
    a. develop research skills
    b. analyze and evaluate data
    c. plan, design and implement projects

Faculty members or teams will determine for themselves the appropriate teaching/learning strategies for each curriculum unit, based on the intended learning outcomes, the needs of their learners and the availability of resources. It is intended that teaching/learning strategies utilized are those which encourage the progressive development of the learners' independent learning skills in all courses.

13. Evaluation and Assessment Strategies

Evaluation of student learning is aligned with the stated intended learning outcomes for each course. This involves a multi-faceted approach which is used to assess students' critical thinking as well as attitudinal skills. For this reason, evaluation is a blend of practical and theoretical tasks divided in a pre-defined ratio[1]of coursework to end of semester examination[2]. In some cases, summative assessments will include both a skill assessment and knowledge assessment. The assessment strategies used will include, but are not limited to:

i. Tests	Performance Tasks
ii. Laboratory activities	Demonstrations
iii. Field based assessment	Portfolios
iv. Projects (individual or group)	Oral Reports and Presentations
v. Condensed or summary reports	Graphical Displays
vi. Self and peer evaluations	Interviews

a. **Final Examination**

In order to improve quality, all applicable General Education courses have a standardized examination. Within an academic year, there are typically three (3) examination sessions: December, May and August. The end-of-semester exam (Final Examination) will consist of a combination of the following**:**

i. Multiple Choice Questions (MCQs)
ii. Structured Questions (SQs)
iii. Practical Assignments (PAs)

[1] The applicable ratio of coursework to end of semester examination is found in the respective course outline [2]In reference to the end of semester examination (Final Examination), with duration of two (2) hours.

14. Grading Scheme

1. **Grading**

Typically, a student's final grade is calculated by the combination of the course work grade and the final examination grade. The specific course outline can be consulted regarding the applicable grading scheme.

A student who attains a combined grade of:

a. 50% or more is deemed to have passed the course.
b. at least 45% but less than 49% is deemed to have failed the course, and qualifies for a supplemental examination[3]
c. less than 44% is deemed to have failed the course and will be required to repeat the course in its entirety.

[3]The supplemental examination must be done at the next available sitting within the current academic year. The grade received therein shall be the student's final grade for the course. A student who fails a supplemental examination is required to repeat the course in its entirety.

Examination Grades, Points and Distribution

Effective Academic Year September 2014

Percentage Scale	Grade	Grade Point	Student Performance Description
90-100	A	4.00	
80-89	A-	3.67	**Excellent**
75-79	B+	3.33	
70-74	B	3.00	
65-69	B-	2.67	**Good**

60-64	C+	2.33	
55-59	C	2.00	
50-54	C-	1.67	**Satisfactory**
45-49	D+	1.33	**Marginal Fail – Re-sit**
40-44	D	1.00	**Fail – Redo**
0-39	U	0.00	**Unsatisfactory**

LEVELS OF AWARDS

BACHELOR OF SCIENCE		**ASSOCIATE OF ARTS ASSOCIATE OF SCIENCE**	
G.P. A	Classification	G.P. A	Classification
3.70 - 4.00	First Class Honours	3.70 - 4.00	Honours
3.30 - 3.69	Second Class Honours (Upper)	2.70 - 3.69	Credit
2.70 - 3.29	Second Class Honours (Lower)		
1.70 - 2.69	Pass	1.70 - 2.69	Pass

15. Graduate Profile

Graduates from the O.A.D. Business Processing Outsourcing programme should be:

1. Technologically competent
2. World-ready workers
3. Self-directed
4. Life-long learners
5. Critical-thinkers
6. Problem-solvers
7. Socially and culturally aware
8. Contributors to community and national development
9. Team players
10. Possess excellent communication skills
11. Entrepreneurial
12. Environmentally aware
13. Gender inclusive
14. Ethical and professional

16. Employment/Career Opportunities

The competencies and professional skills to be developed by this programme are the basis for an expanding variety of rewarding careers locally and internationally. Upon completion, graduates may be eligible for employment as:

1. Telemarketers
2. Trainers/Coach
3. Quality Analysts
4. Schedulers
5. Product Campaign Developers
6. Business Process Managers
7. Business Researchers
8. Interpreters

17. Course Descriptions

Acquiring Professional and Industry Recognitions (BPPI2205)

This Professional Recognitions Development Programme is designed to provide the students with the opportunity to pursue professional and industrial recognitions' programmes which will lead them acquiring professional and or industry certification, licenses' or licensure. These types of recognition will in addition to their educational and or training institutional certification gives them a high level of employment standing and competitiveness in their sector of employment and career paths.

The student should be assigned a workplace mentor and or programme advisor who will facilitate and guide the student's goal achievements towards professional recognitions. The students should be encouraged to commence these pursuits before the completion of their course of study.

Foreign Language I (LANG2301)

This course is planned for students with little to no familiarity to Spanish. It will offer them the opportunity to learn to converse in basic-to-intermediate Spanish about day-to-day situations. The course therefore introduces students to the communicative functions and structures of Spanish through exposure in the language domains of listening, speaking, reading, and writing. Students will also experience exposure to aspects of Hispanic and Spanish cultures. This course is organized around five units to facilitate the use of the target language to identify, describe and characterize people, objects, places and events, and expressions of feelings and ideas. Classes will include situational role-play and responses, reporting, mini dialogues, memorizing short poems, videos and film, songs, games, and other forms of artistic expression. Students will also create simple materials in the target language. In addition, the course presenters will use authentic materials in the form of magazines, brochures, videos, DVDs, cassettes, broadcasts from Spanish television stations and access to interactive online materials.

This course deals with the knowledge, skills, and attitudes required to conduct customer engagement operations, organize own work schedules, monitor, and obtain feedback on work performance and to maintain required levels of competence. It requires an understanding of organizational requirements, expectations, policies, and procedures. It applies to individuals who employ a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance.

Applying Critical Thinking Techniques (BPCT1208)

Within the Business Process Outsourcing (BPO) workers are faced with many challenges as it relates analyzing the quality of information they interface with on a daily basis. To analyze the information, it is important for workers within the industry to have training in the use of critical thinking techniques. The course is therefore, designed to include areas of critical thinking techniques that is relevant in understanding the essential principles involved in the practice of reasoned decision-making. Learners will therefore learn techniques aligned in reviewing and constructing arguments and analyzing problems in complex systems. There will be the use of questioning approaches that call on students to deep thinking and analysis before speaking.

The course covers six units which will be delivered over fifteen weeks (45 hours) using the face to-face modality. Learners will cover inductive and deductive reasoning, formal and informal fallacies of language, components of an argument, using verbal and written forms to create complex arguments, critical listening and writing and the ability to separate bad information from good. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Applied Foundation Mathematics for Business Processing Outsourcing (BPO) (BPFM1104)

The main emphasis of this course is on developing the ability of the students to start with a problem in non-mathematical form and transform it into mathematical language. This will enable them to bring mathematical insights and skills in devising a solution, and then interpreting this solution in real-world terms. Upon completion of the course, students will be able to utilize statistical information to make informed business decisions, perform basic arithmetic operations and solve problems that involve fundamental concepts of mathematics. The course covers eleven units, which will be delivered over fifteen weeks using a variety of learning activities.

Applying Management Principles (BPMP1205)

This course is designed to provide the learner with an introduction to range of decisions encountered by supervisors/managers in business organizations. Emphasis will be placed on the application of the theories of management with a view to highlight the managerial functions.
The course promotes knowledge, skills and attitudes which are necessary for applying the management processes, theories of management and behavioral approach to management. The course carries six units which will be delivered over fifteen weeks using the face-to-face modality. The units include principles of management, resolving issues in the workplace, modern management approaches, operational plan, change in organization and staff preference.
Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. They will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Applying Knowledge of Occupational Health and Safety (BPOH1101)

This course covers the major safety, health principles and practices, which includes personal safety, first aid, CPR, environmental issues, and handling of hazardous materials or substances at the workplace.

This course encompasses seven units and will be delivered over a fifteen-week period in a dual modality. Learners will be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

Identifying and Applying Risk Management Process (BPRM2102)

This unit deals with the knowledge, skills and attitude required to identify risk and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

The unit will cover four units which will be delivered over a fifteen weeks period using both online and face-to-face modalities. Learners will engage in identifying risks, analyzing and evaluating risk, treating risks, monitoring risks management. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

The Art and Science of Happiness (Elective)

This course introduces learners to the basic concept of happiness and what makes one happy. The aim is to help the learner better cope with the stresses of life, thus becoming less vulnerable to depression, anxiety disorders and suicide. The course will help students look how Positive Psychology can help them create changes in their lives, build healthy self-esteem, improved physical and spiritual well-being and an overall sense of success.

This course covers five units, which will be delivered over fifteen weeks using a blended modality. Learners will cover including happiness through self-understanding and purpose, happiness through positive relationships. They will be required to engage in critical thinking, effective communication, self-directed and practical principles learned.

Learners will be assessed using formative and summative activities including case studies, discussion boards, projects, and collaborative activities.

Communication I (COMM1101)

This course is designed to give the students the knowledge, skills, and aptitudes to develop and use standard communication and presentation skills that are important to and necessary in the industry and for their personal and professional development.

This course covers five units and will be delivered over a fifteen-week period in a dual modality. Learners will be exposed to communication process, styles, listening, speaking and writing techniques and how to communicate to influence and inspire. Learners will be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities, roles play.

Communication II **(COMM1202)**

This course aims to enhance students' communicative competence in the world of work. It includes a detailed look at the communication process, examining the intricacies of technical writing and promotes critical thinking skills that will allow the students to engage in informative discourse that would be beneficial to their field of expertise and by extension the wider society.

The course covers five units which will be delivered over (45 weeks) using the face-to-face modality. Learners will cover Organization's Communication Systems, how to build Professional Image, Preparing Business Documents, Preparing Correspondence for Meetings and Oral Communication. Learners are required to be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include projects, discussion, research and presentation, case study, and collaborative activities.

Demonstrating Legal and Ethical Practices **(BPLE1102)**

This course is designed to give students the skills, knowledge and attitudes required to understand the legal and ethical requirements of the BPO working environment. They demonstrate appropriate behaviour when engaging with clients and colleagues, as well as how to handle sensitive, legal and confidential information in the workplace. The course also encourages the modelling of organizational values, cultures, processes in promoting ethical leadership, confidentiality, security and moral decision-making at all levels of the organization. The course also exposes students to the requirements for working across economic, legal, and cultural borders. Application of these requirements is critical to ensure that businesses are operating within the parameters of the various laws, regulations, ethics, and security practices.

This course covers 12 units, which will be delivered over fifteen weeks using dual modalities. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, projects, and collaborative activities.

Conducting a Telemarketing Campaign **(BPCT1206)**

This unit deals with the knowledge, skills, and attitudes required to prepare, conduct, and review a telemarketing campaign, which may involve both inbound and outbound calls. It is relevant to individuals who would be required to apply a broad range of competencies in a varied BPO work context, using consistent discretion and judgment while applying relevant theoretical knowledge, and who may need to provide technical advice and support to a team.

This course covers five units, which will be delivered over fifteen weeks using a blended modality. Learners will cover: Preparation for a telemarketing campaign, executing strong telemarketing activity, appropriately addressing negative customer responses, executing and finalizing sales transactions, and documenting telemarketing campaign results. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learned.

They will be assessed using formative and summative activities including case studies, discussion boards, projects, and collaborative activities.

Demonstrating Internet Usage (BPIU1103)

This course deals with the knowledge, skills and attitudes required to connect to the Internet, securely send and receive emails, search the Internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites. The course exposes students to required and expected practices for safe and effective internet use.

Upon completion of the course, students will be able to utilize the digital skills developed to make proper use of the internet, search, select, access and use available information. The theoretical and practical elements of the course provide the framework to assist participants in being critical thinkers when using the internet and performing their duties.

This course covers five units, which will be delivered over fifteen weeks using a variety of learning activities. Learners will be assessed using formative and summative activities to include case studies, presentations, practical assignments and collaborative activities.

Demonstrating Marketing Strategies and Tactics (BPMS2202)

This course introduces students to a basic understanding of how the marketing functions help the organization to achieve its objectives. It also sensitizes the learner to the fact that the marketing function does not only deal with the production and distribution of products and services, but is also concerned with managing customer relationships profitably.

This course covers four units, which will be delivered over fifteen weeks using the online modality. Learners will cover creating customer value, analyzing the market value, conducting market environment, developing a customer driven marketing strategy, marketing products and services, pricing products, using marketing and distributions. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

Major Capstone Project (BPMC1100)

The major capstone experience is intended to give students the opportunity to integrate the total body of learning experiences gained throughout the program duration. Students will be required to use knowledge, skills and aptitude acquired to design, develop, and prepare implementation strategies for the project assignments indicated here under.

Managing Customer Account Process (BPCA1207)

This course deals with the knowledge, skills, and attitudes required to handle credit applications or arrangements for customers with no or poor credit ratings, and negotiation of various outcomes with customers. The course also deals with the knowledge, skills and attitudes required to handle difficult engagements relating to customer billing and accounting, primarily where the customer is defaulting. It applies to individuals who utilize a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge, and who may provide technical advice and support to a team.

This course covers eight units which will be delivered in fifteen weeks (45 hours) using the face-to-face modality. Learners will cover how to evaluate, process, and negotiate credit applications, and administrative arrangements, review customer enquiry, negotiate payment with defaulting customer and manage defaulting customers according to organizational procedures. Learners are required to engage in critical thinking, effective communication, self-directed, problem-solving, and practical applications to principles learned.

Learners will be assessed using formative and summative activities to include case studies, discussion board, research and presentation, project and collaborative activities.

Managing Customer Engagement (BPCE1100)

This course deals with the knowledge, skills and attitudes required to conduct customer engagement operations, organize own work schedules, monitor and obtain feedback on work performance and to maintain required levels of competence. It requires an understanding of organizational requirements, expectations, policies and procedures. It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance.

This course covers five units, which will be delivered over fifteen weeks using dual modalities. Learners will cover customer engagement, managing individual work performance, maintaining professionalism in the workplace, demonstrating teamwork in the organization and personal and professional development. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, projects, and collaborative activities.

Managing Sales Solutions to Customers (BPMS2100)

This course gives the learner the requisite competencies to coordinate and support the solutions given to a client within the Business Process Outsourcing industry. It will give an insight on industry appropriate strategies and techniques that can be used to address and monitor a client's enquiry.

The course deals with the knowledge, skills and attitude require to deliver and manage solutions for customers. It is designed to help students master the basic processes and requires an understanding of organizational requirements, expectations, policies and procedures. It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance from the facilitator.

The course spans over fifteen weeks and includes addressing customer enquiries, documenting customer complaints, providing solutions for disputes, provide service to customer and recommending appropriate products to customer. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. They will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Managing the Customer Service Process Flow (Inbound/Outbound calls) (BPCS2200)

This unit deals with the knowledge, skills and attitudes required to conduct outbound engagements in relation to enquiries or sales of products and services to meet both customer and business needs.

This course covers four units, which will be delivered over fifteen weeks using the online modality. Learners will cover preparing outbound calls, conducting engagements, arranging for products or survive, managing customer engagement. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Oral Communication (COMM2301)

This Voice and Speech for the Workplace Course is designed to give students a basic introduction to voice production and effective speaking. It will provide students with the opportunity to develop competency in using their voice successfully in their occupation. This course will expose students to the processes involved in speech and how they can use the speaking voice to best effect while taking care of their most valuable asset; introduce the skills and practices required to effectively prepare for and respond to inquiries related to their area of professional pursuit as well as aid students with the fundamental principles of communication by providing a forum for practice. This course will also give students a competitive edge in their sector of employment and career paths as a result of their acquisition of specific speaking and listening skills that will help them succeed on the job as they effectively integrate into the working environment.

Students will develop competency in adapting to the needs of people from different backgrounds and culture as well as develop confidence and reduce communication apprehension. Students will be equipped to use their voice effectively, organize meetings and deliver presentations confidently. They will display appropriate diction, projection and voice modulation, while eliminating common speech errors

The interactive voice and speech development model in this course will engage students in interviews, 'elevator' talks, quick response discussions and structured formal presentations which will enhance students' understanding of the importance of speaking with accuracy and using their voice to achieve success in the workplace. This course covers five units, which will be delivered over fifteen weeks using the online modality. Learners will cover: communication in the workplace, effective listening, non-verbal communication and voice quality, developing and delivering speech. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving and practical application of principles learnt. Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Providing ICT Support (BPIT2201)

This course deals with the knowledge, skills and attitudes required to provide information and communications technology (ICT) advice and support to clients, including the communication of comprehensive technical information. It applies to frontline technical support individuals who work under a level of supervision but have responsibility for providing technical support. ICT makes a business more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, distribution and sales.

Information technology fosters innovation in business. Innovation results in smarter apps, improved data storage, faster processing, and wider information distribution. Innovation makes businesses run more efficiently. Innovation increases value, enhances quality, and boosts productivity. Students studying ICT will not only be networking but will be analytic as well. They too will evolve as the opportunities for ICT evolve.

This course covers five units which will be delivered over fifteen weeks (45 hours). It is done in the third semester in year two, using the face-to-face modality. Learners will cover How to Respond Appropriately to Telephone Calls, conducting a Foreign Currency Transaction, Review Customer Support Issues, and Provide Advice on software, Hardware and Network. Learners are required to be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical applications of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

Training and Developing Staff (BPTD2111)

This unit deals with the knowledge, skills and attitudes required to train colleagues in the workplace. It includes the preparation, delivery and review of training in the workplace.

Staff trainings often focus on correct implementation procedures, data collection methods, and identifying behavioural function (Jahr, 1998). Training and development help companies gain and retain top talent, increase job satisfaction and morale, improve productivity and earn more profit.

This course includes six units and is covered over a fifteen-week span using the face-to-face modality. Learners will cover analyzing HRM and employee relations, training needs, preparing trainees, conducting training sessions, assessing training sessions and evaluating training sessions. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. They will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

Using Multiple Applications and Information Systems (BPIS2111)

This course deals with the knowledge, skills and attitudes required to develop word processing skills with speed and accuracy using touch-typing techniques. It applies to individuals operating in a range of environments who are required to enter text and data with speed and accuracy. Individuals may provide administrative support within an organization or may be technical/knowledge experts responsible for production of their own word-processed documents. The course also describes the skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information.

This course covers five units, which will be delivered over fifteen weeks using both face to face and online modalities. Learners will garner the knowledge and skills in word processing, to include checking the accuracy of documents, identifying and correcting errors in documentation and how companies utilize multiple information systems in their operations. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include laboratory tests, collaborative activities, and field trips.

Internship/Externship (Work Experience) (BPIE1100)

This Workplace Attachment Programme is designed to provide the students with industrial /business placement commensurate with their chosen career. The placement is 240 hours in duration and is intended to give students on-the-job experience appropriate to their occupational area(s) of study.

Students will develop ready-to-work attitudes/interview skills; financial literacy; knowledge of workplace safety and rights as workers; business operations; career decision making; making a career goal plan and much more.

During this period the students are to receive at least one visit from the Tutor and or the Programme Coordinator/Advisor. The student should be assigned a workplace mentor who will facilitate the student's integration into and work experiences in the organization.

18. Programme Requirements

Institutions seeking to offer this programme will have to demonstrate that they satisfy the minimum programme requirements indicated in the table below.

#	PREPARATORY PROGRAMME REQUIREMENTS FOR IMPLEMENTATION
1	**Required Facilities**
	Equipped Computer lab
	Equipped Skills training lab
	Adequate Classroom(s)
	Adequate Internet Access
	Equipped SEN facilities, with respect to target group
	Consider flexible learning options, where possible
2	**Learning/Training Resources Requirements (*Please indicate*)**
	Investigate the availability of curriculum, Learner guide, Facilitator's manual
	Investigate the availability of Library materials
	Investigate the availability of multimedia content
	Investigate the availability of repurposed content for flexible learning
	Investigate the availability of repurposed content for SEN
3	**Required training Equipment/Tools/Software/Hardware**
	Determine the delivery material requirements (e.g. Electrical wires)
	Determine the required computer software/hardware
	Determine the required tools/equipment
	Determine the required online simulation resources, if applicable
	Determine the required assistive technologies based on specific SEN
4	**Human Resources Requirements**
	Determine adequacy of skill Instructors
	Determine the Instructor qualification requirements
	Determine the need for Lab Assistants
	Determine the required Assessors
	Determine the need for additional tutors to support flexible learning modality (if required)
	Determine the need for trained Instructor to support selected SEN groups
5	**Required Assessment Strategies to be Approved with accrediting body**
	Determine the requirements for traditional assessment modes
	Determine the requirements for Blended / flexible Assessment modes
	Determine the requirements for Special Education Needs assessment strategies
	Required Delivery Modality

6	Determine the requirements for flexible learning/ Blended (Developed content)
	Determine the requirements for Face to Face (Developed delivery content)
	Determine the requirements for SEN Modified Delivery Content
#	**PREPARATORY PROGRAMME REQUIREMENTS FOR IMPLEMENTATION**
7	**Required Programme Budget/Costs/Fees**
	Calculate Programme delivery costs
	Calculate Student/Trainee fees
	Other costs

19. References

Hyles, S. (2013). *Amaze every customer every time 52 tools for delivering the most amazing customer service on the plant.* Austin, Texas: Greenleaf book group press.

Isson, J.P, (2018). Unstructured data analytics: How to improve customer acquisition, customer retention, and fraud. New Jersey: John Wiley & Sons.

Kandolkar, D. (2015). *Idaiil's innovative book on call center & B.P.O. (Business Partners in Outsourcing). Indiana: Author Solutions Incorporated*

Murray. (2013). *The Retail Value Proposition: Crafting Unique Experiences at Compelling Prices*. Rotman-UTP Publishing.

Oglesby, B. (2016). *Call center: A focus on customer service*. Dallas Texas: Browns books publishing group.

Verleye, Gemmel, P., & Rangarajan, D. (2014). *Managing Engagement Behaviours in a Network of Customers and Stakeholders: Evidence From the Nursing Home Sector. Journal of Service Research: JSR*, *17*(1), 68–84. https://doi.org/10.1177/1094670513494015

COURSE OUTLINES

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MANAGING CUSTOMER ENGAGEMENT
COURSE CODE:	BPCE1100
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	I

COURSE RATIONALE:

Customer service is of paramount importance to every organization especially those that thrive on customer satisfaction BPOs provide outsourced specialized services for many organizations that lack the internal capacity to competently provide these services. One such area is customer engagement. The managing customer engagement course provides the basic training for customer service agents enabling them to efficiently attend to the needs of customers while achieving personal and professional growth. Learners will develop communication and emotional intelligence skills, which are required to thrive not only in the BPO industry but also in any organization that requires the effective engagement of customers.

COURSE DESCRIPTION:

This course deals with the knowledge, skills and attitudes required to conduct customer engagement operations, organize own work schedules, monitor and obtain feedback on work performance and to maintain required levels of competence. It requires an understanding of organizational requirements, expectations, policies and procedures. It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance.

This course covers five units, which will be delivered over fifteen weeks using dual modalities. Learners will cover: customer engagement, managing individual work performance; maintaining professionalism in the workplace; demonstrating teamwork in the organization and personal and professional development. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, projects, and collaborative activities.

COURSE OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. identify the requirements for the role of customer engagement.
2. evaluate individual work performance in alignment with the organizations' core values.
3. assess the importance of professionalism in the workplace.
4. critique teamwork approaches in the organization.
5. asses the importance of personal professional development.
6. analyze the significance to value lifelong relationship with customers.
7. assess the impact of personal presentation and standards in the organization.

UNIT I - IDENTIFING THE REQUIREMENTS FOR THE ROLE OF CUSTOMER ENGAGEMENT (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. identify specific customer engagement procedures applicable to industry.
2. discuss the roles of customer engagement in the organization.
3. compare personal operations to organization's customer engagement objectives and infrastructure.
4. apply personal operations to customer engagement framework.

Content:

The content should include but is not limited to:

1. The roles and benefits of Customer Engagement and Customer Engagements Procedures.
2. Create and maintain a welcoming environment in accordance with organizational policies and procedures.

3. Acknowledge and greet customers courteously and politely according to organizational policies and procedures.
4. Responding appropriately to the various types of customer needs.
5. Communications with customers are clear, concise, and courteous: Communication may include:
    a. active listening
    b. using open and/or closed questions
    c. speaking clearly and concisely
    d. using appropriate language and tone of voice
    e. giving customers a full attention
    f. maintaining eye contact, for face-to-face interactions
    g. non-verbal communication e.g. body language, personal presentation, for face-to-face interactions clear and legible writing
6. Use appropriate communication channels in accordance with the organizations policies and procedures. This may include:
    a. telephone
    b. email
    c. letter
    d. face-to-face communication
    e. text messages
    f. voice messages
7. Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements.
    a. occupational health and safety legislations
    b. anti-harassment legislations
    c. privacy legislation
    d. codes of conducts
8. The impact of personal operations/personality in Customer Engagement.

SUGGESTED LEARNING ACTIVITIES:

1. Role play – utilizing appropriate communications modality to interact with customers.
2. Research – safety, anti-harassment, and privacy legislations.
3. Group discussions – roles and benefits of customer engagements and procedures within the organization.
4. Individual presentations – personal operations in customer engagement.

UNIT II - MANAGING INDIVIDUAL WORK PERFORMANCE (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. assess available resources, systems, and support to enhance individual performance.
2. assess key performance indicators aligned with organizational procedures and policies.
3. interpret organizational; legislative and regulatory requirements evaluate feedback on performance from colleagues and clients based on individual and group requirements.
4. summarize stressors and their effects on personal wellbeing and related interventions.

Content:

The content should include but is not limited to:

1. appraisal procedures.
2. alignment of organization KPI and expectations to personal growth and development plan.
3. utilize personal action plan for growth and development.
4. awareness of labour laws.
5. awareness of conflict management strategies.
6. effectively utilize Customer feedback form for personal and professional growth.
7. use self-confidence and appropriate communication to project a good image of the organization.
8. consider and make impact of the agent's presentation on the different types of customers according to the organizational policies

SUGGESTED LEARNING ACTIVITIES

1. Debate - Moot "appraisal procedures lead to ultimate work performance".
2. Small group discussion – alignment of organizational K.P.I and staff development.
3. Role play – types of customers and organizational responses to meet customer's needs.
4. Research – conflict management strategies.

UNIT III – MAINTAINING PROFESSIONALISM IN THE WORKPLACE (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss appropriate positive and ethical behaviour in the work environment.

2. outline career development objectives.
3. compare personal strengths and weaknesses to current position and career objectives.
4. evaluate characteristics of professional image in the work environment.
5. assess the impact of conveying to customers a positive image of the staff and organization.

Content:

The content should include but is not limited to:

1. Workplace professionalism and ethics.
2. Writing personal career objectives.
3. Steps in creating positive professional image.
    a. Create a positive atmosphere through verbal and non-verbal presentation according to organizational policies and procedures.
    b. Provide information to the public to maintain organization's image and accountability.
    c. Maintain professional ethics to enhance customer commitment and to build return customer base.
    d. Take all actions in keeping with the required organizational image.

SUGGESTED LEARNING ACTIVITIES

1. Critique video presentation – https://www.youtube.com/watch?v=DxWDtTIWdkE – Workplace ethics and code of conduct.
2. Jig-Saw – Professionalism: It's not the job you do, it's how you do the job" Anonymous.
3. Case study – personal career objectives.
4. Role play - https://www.youtube.com/watch?v=aucrAJzmNf4 – Professional image in the workplace: 5 Reasons why your professional image is important for your career.

UNIT IV - DEMONSTRATING TEAMWORK IN THE ORGANIZATION (12 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. define the term "teamwork" and its impact on the organization.
2. critique the advantages and disadvantages of working in teams and groups.
3. discuss the characteristics of an effective team and its contribution to the organization.
4. discuss the benefits of communicating in teams and its impact on the organization.
5. evaluate the impact of interacting cooperatively with team members based on

individuals’ roles and team structure.
6. assess the importance of establishing and achieving team objectives.
7. outline the strategies used to manage conflicts.
8. evaluate the significance of positive response to conflicts within the team.
9. evaluate effective feedback to improve team performance within the organization.

Content:

The content should include but is not limited to:

1. Stages of team development.
2. Characteristics of an effective team.
3. Advantages of working in teams.
4. Disadvantages of working in teams.
5. Team selection and roles.
6. Effective team - check list.
7. Strategies to manage Conflict.
8. Communicating in a Team.

SUGGESTED LEARNING ACTIVITIES

1. Group presentations – characteristics of effective team
2. Role play – advantages and disadvantages of working in teams
3. Article critique – https://bizfluent.com/about-5463612-benefits-team-communication.html - Benefits of Team Communication

UNIT V - PLANNING FOR PERSONAL PROFESSIONAL DEVELOPMENT (9 hours)

Learner Outcomes:
Upon successful completion of this unit, learners will be able to:

1. assess personal work performance through self-assessment, task achievement and compliance with Key Performance Indicators (KPI).
2. evaluate feedback related to individual and group performance requirements from colleagues and clients.
3. discuss stress techniques and resolution techniques related to the workplace.
4. review performance management, evaluation, and development processes according to organizational standards.
5. justify the importance of performance development in achieving personal growth.

Content:

The content should include but is not limited to:

1. Monitor work performance through appraisal, self-assessments, and compliance to KPI.
2. Strategies to obtain feedback:
    a. survey instruments
    b. telephone
    c. email
    d. letter
    e. face-to-face communication
    f. text messages
3. Stress management techniques and solutions.
4. Performance management.

SUGGESTED LEARNING ACTIVITIES

1. Critique of appraisals - https://www.youtube.com/watch?v=cEvOGhVStZE - good performance appraisal.
2. Critique of performance management - https://www.youtube.com/watch?v=oy-UZYDPvSs – Good vs Bad Performance management.
3. Role Play – strategies to obtain feedback.
4. Simulation – Stress Management techniques and solutions.

METHODS OF DELIVERY:

1. Lectures
2. Discussions
3. Research
4. Group Work
5. Individual Assessments
6. Presentations
7. Case Studies
8. Problem Solving

METHODS OF ASSESSMENT AND EVALUATION: Continuous assessment

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing

assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

ASSESSMENT & EVALUATION

On-going AssessmentRequirements

No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	**I, II -** Communicating with the different types of customers.	Oral Assignment	20%
2	**III** – Professionalism in the workplace case study with selected questions generated from the unit.	Written Assignment	20%
3	**IV –** Communicating effectively in teams	Group Presentation and Demonstration	30%
4	**V –** Planning for personal development**.**	Written – Final Assessment	20%
	Practical – learners are assessed for their deportment Theme: Dress for Success	Practical Assessment	10%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE MATERIAL:

Hyles, S. (2013). *Amaze every customer every time 52 tools for delivering the most amazing customer service on the plant.* Austin, Texas: Greenleaf book group press.

Isson, J.P, (2018). Unstructured data analytics: How to improve customer acquisition, customer retention, and fraud. New Jersey: John Wiley & Sons.

Kandolkar, D. (2015). *Idaiil's innovative book on call center & B.P.O. (Business Partners in Outsourcing). Indiana: Author Solutions Incorporated*

Murray. (2013). *The Retail Value Proposition: Crafting Unique Experiences at Compelling Prices*. Rotman-UTP Publishing.

Oglesby, B. (2016). *Call center: A focus on customer service*. Dallas Texas: Browns books publishing group.

Verleye, Gemmel, P., & Rangarajan, D. (2014). *Managing Engagement Behaviours in a Network of Customers and Stakeholders: Evidence From the Nursing Home Sector. Journal of Service Research: JSR*, *17*(1), 68–84. https://doi.org/10.1177/1094670513494015

<u>Other online resources:</u>

ARTICLES

Gopalakrishna, Malthouse, E. C., & Lawrence, J. M. (2019). Managing customer engagement at trade shows. *Industrial Marketing Management*, *81*, 99–114. https://doi.org/10.1016/j.indmarman.2017.11.015

Shawky, Kubacki, K., Dietrich, T. & Weaven, S. (2020). *A dynamic framework for managing customer engagement on social media. Journal of Business Research*, *121*, 567–577.

https://doi.org/10.1016/j.jbusres.2020.03.030

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	APPLYING KNOWLEDGE OF OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE:	BPOH1101
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	I

COURSE RATIONALE:

The significance of health and safety in the workplace cannot be underestimated. All industries have safety hazards of some nature; therefore, an understanding of occupational health and safety is of paramount importance. While accidents can happen at any time, employees are responsible to adhere to occupational health and safety practice that will reduce the risk of accidents and maintain a safe environment for themselves and the customers.

All employees including those in the Business Process Outsourcing (BPO) sectors are encouraged to provide information about hazards in the workplace, participate in the problem-solving process and assist in evaluating effectiveness of workplace improvement. Therefore, the students' awareness of internationally accepted regulations, principles and practices is essential to workplace health and safety.

The occupational safety and health course as part of the Occupational Studies provides critical foundational knowledge that is required for the BPO industries. This industry caters to clients and employees across international boundaries. Therefore, a knowledge of these standards would enable employees to function in the sector.

COURSE DESCRIPTION:

This course covers the major safety, health principles and practices, which includes personal safety, first aid, CPR, environmental issues, and handling of hazardous materials or substances at the workplace.

This course encompasses seven units and will be delivered over a fifteen-week period in a dual modality. Learners will be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical application of principles learnt.
Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

COURSE OUTCOMES:

Upon completion of this course, students are competent when they are able to:

1. assess local and international Occupational Safety and Health regulations (OSH).
2. identify effective safety procedures to prevent injury to self, clients, and colleagues at the workplace.
3. explain the safety precautions to be observed when engaged in the use of mechanical and electrical apparatus.
4. explain the safety precautions to be observed in the use of tools and equipment in the occupational environment.
5. evaluate the effectiveness of occupational health and safety drills.
6. explain the procedures to apply basic first aid and CPR.
7. assess facilities that provide care for Geriatric patients.
8. identify areas of risk where hazardous items are present and make recommendations for precautionary measures.
9. comply with OHS Laws. Regulations and Policies.
10. identify the important concepts of issues that affect diseases of older people.
11. evaluate nursing/care giving considerations in the geriatric environment.

UNIT I - ADHERING TO OHS REQUIREMENTS (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the importance of health and safety at the workplace.
2. outline the history of health and safety at the workplace.
3. compare and contrast applicable local and international legislations/regulations affecting the work environment.
4. identify causes of accidents and the types of hazards workers are exposed to at the workplace.
5. outline procedures to prevent injury in the occupational environment.

6. write a comprehensive accident report with the necessary recommendations aligned to policy.
7. identify safety procedures that can prevent injury to self and colleagues.
8. explain the importance of access to emergency services for employees and guests alike.
9. assess the importance of safe work practices when using tools, equipment, and materials/substances at work.
10. apply the appropriate techniques when lifting heavy objects.
11. evaluate the appropriateness of wearing the requisite Personal Protective Equipment (PPE) in the working environment.
12. comply with OHS requirements, laws, and regulations for Geriatric Care environment.
13. adhere to set and agreed workplace and professional standards to maintain OHS Laws.

<u>Content:</u>

The content should include but is not limited to:

1. Health and safety – its importance for the work environment.
2. Brief history of OSH in the workplace.
3. Local and international law/regulations on OSH – Factories Regulation, ILO, WHO etc.
4. Causes of accidents and workplace hazards: chemical, biological, accidents etc.
5. General accident prevention measures.
6. Preparation of an accident report.
7. Safety procedures to prevent injury to self and colleagues.
8. Accessing emergency services: fire, ambulance, natural disasters, and other services.
9. Employers' responsibilities towards the management of safety in the workplace and Employees ‘responsibilities.
10. Safe working practices when using tools, equipment, and consumable materials while working.
11. Lifting techniques and safety gears.
12. Features of safe work and healthy work environment.
13. BPO requirements for OHS.

SUGGESTED LEARNING ACTIVITIES:

1. Research - the history of OSH to include the regulations and legislations.
2. Role play – demonstration of likely workplace hazards, safety measures.
3. Whole class discussions - employers and employee’s responsibilities towards workplace and individual safety.

UNIT II - FOLLOWING ELECTRICAL AND MECHANICAL EQUIPMENT SAFETY REQUIREMENTS (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. identify electrical equipment and electrical hazards.
2. identify mechanical equipment hazards.
3. evaluate safety procedures with electrical equipment and electricity within the environment.
4. apply safe electrical practices and operation at work.
5. interpret electrical hazard safety signs correctly.
6. assess safe electrical installation of equipment, fixtures, and appliances.
7. evaluate first aid to treat electrical shocks.
8. discuss safety procedures in using geriatric procedures, tools, and equipment.

Content:

The content should include but is not limited to:

1. Electrical equipment and electrical hazards.
2. Safety precautions when using electrical equipment and electricity.
3. Electrical safety hazard signs.
4. Safety practices for electrical installations of equipment, fixtures, and appliances.
5. Treating electrical shocks – how to isolate an injured person and apply first aid.
6. Tools, equipment, and procedures specific to BPO industry.

SUGGESTED LEARNING ACTIVITIES

1. Role play – demonstration of safety precautions when dealing with electrical equipment and electricity.
2. Individual preparation of - Scrapbook with safety signs and symbols.
3. Group discussion – treating electrical shocks.

UNIT III – HANDLING HAZARDOUS MATERIALS/SUBSTANCES (7 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. identify various hazardous materials/substances related to the job or occupation.
2. assess hazardous situations in the delivery of geriatric care.
3. explain the various hazard signs and symbols used in the workplace.
4. identify correct safety precautions and procedures when handling hazardous materials.
5. evaluate personal hygiene, skin protection/care and use Personal Protective Equipment.
6. evaluate the handling and storage of hazardous materials/substances.
7. describe the procedures for the proper handling and disposal of hazardous materials/substances.
8. assess the impacts of hazardous materials and substances on the human and natural environment.
9. assess the procedures involved in reporting hazards and hazardous situations.

Content:

The content should include but is not limited to:

1. Types of hazardous materials/substances at the workplace: toxic. materials, flammable, corrosive, explosive, fumes gases, radioactive etc.
2. Hazard symbols and signage.
3. Appropriate safety precautions and procedures when using hazardous materials flammable gases, acids etc.
4. Effective Personal Protective Equipment (PPE) and the role of personal hygiene at work.
5. Safe storage and handling of hazardous materials/substances.
6. Procedures for disposal of hazardous materials.
7. Environmental and human effects of hazardous materials and substances.

SUGGESTED LEARNING ACTIVITIES

1. Critique video presentations - https://www.youtube.com/watch?v=RC47n165Pok – Handling.
2. Hazardous Materials - Hazwoper Safety Training.

3. Guest Presenter – precaution and procedures when using hazardous materials, flammable gases, etc.

UNIT IV - PRACTICING FIRE SAFETY AND HAZARDS MITIGATION (5 hours)

Learner Outcomes

Upon successful completion of this unit, learners will be able to:

1. identify the types of fire hazards common to the work environment and fire hazards symbols.
2. assess the appropriate selection and use of fire extinguishing equipment.
3. assess the proper location of fire extinguishing equipment at the workplace.
4. evaluate the appropriate procedures when extinguishing different types of fires at the workplace.
5. evaluate the planning and execution of fire drills in a lab setting or a work environment and write a report on the activity.
6. describe the safety procedures and precautions used to handle and store flammable materials.
7. explain the importance and use of an assembly point at the workplace.

Content:

The content should include but is not limited to:

1. Fire hazards at work and fire hazards symbols.
2. Fire extinguishers demonstration and selection and use of various types of fire extinguishers.
3. Appropriate fire extinguisher location at the workplace.
4. Procedures to use when approaching and extinguishing various types of fires.
5. Fire drills and Fire Drill Report: time; number of participants; fire drill plan, safety protocol etc.
6. Safety procedures and precautions in handling and storing of flammable materials.
7. Purposes of assembly points in the workplace, school, etc.

SUGGESTED LEARNING ACTIVITIES

1. Group discussion – appropriate fire extinguisher locations at work.
2. Role play – fire drills appropriate for the workplace.
3. Critique video presentation – https://www.youtube.com/watch?v=6oq3Ldk8xl4 – Precaution of fire hazards.

4. Research and group presentation – safety procedures and precautions in handling and storing flammable materials.
5. Guest Presenter – Fire extinguisher demonstration (Representative from Jamaica Fire Brigade Administration)

UNIT V - ADMINISTERING FIRST AID AND CPR (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the concept "first aid", CPR and the importance at the workplace (Geriatric Care).
2. outline the steps taken when an accident occurs.
3. assess the ABC Assessment for first aid.
4. evaluate the treatment for cuts and bruises with first aid (demonstration/simulation).
5. assess the use and appropriate location for first aid kits at the workplace.
6. analyze the application of first aid and CPR to injured colleagues (Simulation).
7. identify various emergency services available in the work community.
8. examine the role of having trained first-aider in the workplace.
9. comply with establish procedures to administer First Aid and CRP procedures to Clients/Colleagues.
10. explain the importance of professional certification in First Aid and CPR procedures.
11. assess the role of the Government Agencies and Professional Bodies in OHS compliance.
12. evaluate the significance for personal safety and safety of clients in one's own care.

Content:

The content should include but is not limited to:

1. First aid and its importance.
2. Steps to be taken when an accident occurs.
3. First aid – Airway, Breathing, and Circulatory assessments.
4. Treating cuts and bruises (simulation/demonstration).
5. First Aid Kit – its location and use.
6. Administering first aid and CPR to the injured.
7. Emergency services in the work community – ambulance, fire, police, accident, natural disaster organizations, etc.
8. Role of trained first-aider at the workplace.

9. Roles: Ministry of Labour, Labour Organizations, Nursing Council, Fire Brigade Service, Emergency, ODPEM.
10. Personal safety measures.

SUGGESTED LEARNING ACTIVITIES

1. Group presentation – first responders in light of selected accidents.
2. Guest Presenter – Administration of CPR and First Aid practices and principles.
3. Individual Written Assignment – one pager of CPR and First Aid presentation (reflection).

UNIT VI - PRACTICING ACCIDENT AND INJURY PREVENTION AND SAFETY (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the general principles of accident and injury prevention.
2. examine the role of OSH Committee in preventing injury at the workplace.
3. analyze the types of safety and security issues that will affect employees, clients, and the work environment.
4. assess appropriate occupational safety and health programmes across various industries.
5. describe how an emergency preparedness plan helps to prevent injury at the workplace.
6. contribute to the development of OHS policies, standards and procedures for the workplace and the profession.
7. evaluate measures to reduce the spread of diseases within the organization.

Content:

The content should include but is not limited to:

1. General principles of injury prevention: education, enforcement/enactment; engineering, economic incentives/penalties.
2. Role of OSH Committee: forum to discuss safety issues at work, recommendations regarding OHS.

3. Types of safety and security issues at work: health, confined space, slip, fall, fire, mal- functioning equipment, disgruntled customer/employee, human error, etc.
4. OHS Programme for a selected workplace.
5. Workplace safety Audit.
6. Workplace Emergency Preparedness plan.
7. Workplace Preparedness Plan and injury prevention.
8. Safety Culture development at work: safety processes, procedure manual, education and training, safety laws, rewards, scheduled equipment maintenance, use of personal protective equipment, etc.
9. Vector and Disease Control Measures within the Geriatric Facility.

SUGGESTED LEARNING ACTIVITIES:

1. Research and presentation – Vector and Disease Control Measures within the Geriatric Facility.
2. Group written Assignment – preparedness and injury prevention plan.
3. Guest Presenter - a representative from the JOSH committee to address formal workplace safety issues.

UNIT VII - CONDUCTING ASSESSMENT OF GERIATRIC ENVIRONMENT (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the importance of assessing the BPO environment.
2. identify types of facilities/environments.
3. identify range of clients/users of BPO facilities.
4. assess established policies, standards, and procedures to conduct BPO assessments.
5. Identify the qualities that distinguish the BPO Assessment Team.
6. evaluate the factors to be considered in conducting BPO assessments.
7. assess the importance of culture, ethnicity, class/status, diversity and education in conducting assessment of the BPO environment.

Content:

1. The content should include but is not limited to:
2. Environment: Homes, Nursing Homes, Infirmary, Public and Private Hospitals

3. Factors to Consider: Stairs, Bathrooms (Bathing and Toileting), Medications,
    a. Predetermined wishes of elderly, Family situations, Nutrition and Cooking, Falls, Smoke.
    b. detectors, Emergency Contacts, Utilities, Temperatures (Home and Water), Safety of Neighbourhood, Emergency Exists, Flooring, Financial Situations.
4. Impact of: Education, Status/Class, Diversity, Ethnicity, Culture in conducting BPO assessments.
5. Profile of Assessment Team.
6. Procedures for Assessment Conduct.
7. Analysis and Reporting Procedures.

SUGGESTED LEARNING ACTIVITIES:

1. Conduct an empathy self-assessment- learners engage in creating their own empathy checklist to consider whether they need to improve. (Impact of education, culture etc.).
2. Create Simulations- hearing impairment, arthritis, mobility, visual impairment. (Procedures for assessment conduct)
3. Research Activity – students to use devise to conduct short research on aging – (Predetermine wishes of elderly, family situations, etc.).

METHODS OF DELIVERY:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Guest Lecturers
7. Video Presentations
8. Research
9. Simulation
10. Role playing
11. Case Studies

METHODS OF ASSESSMENT AND EVALUATION: Continuous assessment

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing

assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going AssessmentRequirements

No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	**I, II –** Students will complete this sentence: Because of my learning I am ………… The knowledge acquired should relate to unit 1 and 11**. 5 minutes per students**	Oral Assignment / Presentation.	20%
2	**IV, V –** Journaling – students will capture from these two units 5 objectives that Wowed them from each unit in response to the following questions: 1. What skills and knowledge did you gain from this lesson. 2. How will you use this knowledge in your future job or role.	Written Assignment	20%
3	**VI, VII -** Case Study relating to accident and injury prevention from a BPO facility. Should include, pictures and demonstration, and assessment instruments**.**	Group Project	40%
4	**III –** Scenario on handling hazardous materials and substances. More pictorial in nature. Questions should stem across units examining procedures**.**	Written	20%

	○ Safety ○ Fire ○ Geriatric treatment ○ Assessment		
Total			**100%**

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE MATERIAL:

Recommended:

Benjamin, O.A. (2008) *Fundamental Principles of Occupational Health and Safety*, (2ed) International Labour Organization.

Goold, G. (latest edition) *First Aid in the Workplace.* Prentice Hall NJ, USA.

Koradecka, D. (2010) *Handbook of Occupational Safety and health*, CRC Publishers.

Other online resources:

Articles

Liebman, J.C., Reyes, A. K., Ninco Sánchez, I. A. C., Y. V., & Keifer, M. C. (2017). *Applying Learning Theory to Safety and Health Training for Hispanic Immigrant Dairy Workers. Health Promotion Practice*, 18(4), 505–515. https://doi.org/10.1177/152483991668366

Wheelwright. (2005). *Some care, little responsibility? Promoting directors' and managers' legal accountability for occupational health and safety in the workplace*. Deakin Law Review, 10(2), 470–497. https://doi.org/10.21153/dlr2005vol10no2art288

REFERENCES

Goetsch; David L. (2011). *Occupational Safety and Health for Technologists, Engineers, and Managers. (7 Ed.)* Prentice Hall NJ

International Labour Organization: Retrieved http://www.ilo.org/global/topics/safety-and-health-at-

The Health Hazard Evaluation Program at NIOSH reviews of research programs of the National Institute of Occupational Safety and Health. (2009). National Academies Press.

Occupational safety and health for federal employees. (2006). U.S. Dept. of Labour, Occupational Safety and Health Administration.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	DEMONSTRATING LEGAL AND ETHICAL PRACTICES
COURSE CODE:	BPLE1102
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	I

COURSE RATIONALE:

Knowledge of the laws is significant as it helps to guide individuals to operate ethically and legally in any given sphere. An understanding of the legal requirements in the Business Process Outsourcing Sector will make individuals aware of legal issues involving businesses. It will also address government regulations which outline how businesses relate to each other, customers, and society. It covers the knowledge of multinational organizations and the need to be aware of the legal, cultural, and ethical concerns in the environment in which they are operating.

The course provides an excellent platform for learners to acquire knowledge and skills that will empower them to become critical and creative thinkers. It equips learners with important skills in sound oral and written communication, high-level analytical, problem-solving skills applicable to both legal and business matters.

COURSE DESCRIPTION:

This course is designed to give students the skills, knowledge and attitudes required to understand the legal and ethical requirements of the BPO working environment. They demonstrate appropriate behaviour when engaging with clients and colleagues, as well as, how to handle sensitive, legal and confidential information in the workplace. The course also encourages the modelling of organizational values, cultures, processes in promoting ethical leadership, confidentiality, security and moral decision-making at all levels of the organization. The course also exposes students to the requirements for working across economic, legal, and cultural borders. Application of these requirements is critical to ensure that businesses are operating within the parameters of the various laws, regulations, ethics, and security practices.

This course covers 12 units, which will be delivered over fifteen weeks using dual modalities. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, projects, and collaborative activities.

COURSE OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. evaluate ethical values within the working environment and other spheres.
2. identify and incorporate ethical practices into the organization's culture.
3. assess acceptable organizational codes of conduct.
4. assess and follow appropriate rules of confidentiality established within the workplace.
5. assess and follow security guidelines within the workspace.
6. analyze Laws governing BPO Organization.
7. explain the Laws relating to Cross-Border Jurisdictions Trading.
8. assess the legal environment, its principles and procedures relating to the BPO industry.
9. examine how these legal principles impact the Business Process Sector.
10. evaluate the legal relationship between the various stakeholders in the industry.
11. assess the legal principles used to guide business decision making.
12. analyze organizational structure and business processes.
13. discuss international conventions relating to the Business Process Sector.
14. interpret the requisite sections of the Jamaican Company's Act related to the Business Process Sector.

UNIT I - DEMONSTRATING ETHICAL VALUES (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. assess ethical standards and practices within the organization.
2. identify appropriate professional standards in the workplace.
3. interpret ethical issues impacting the work environment.
4. examine approaches used to maintain confidentiality in reporting unethical behavior.

5. evaluate the social fabric within the organizational culture that promotes unethical conduct.

Content:

The content should include but is not limited to:

1. Definition of ethics and values.
2. Appropriate workplace behaviour.
3. Confidentiality in business.
4. Types of Ethics.
5. Impact of Ethics within the workplace.
6. Professionalism and Ethics.
7. Whistle blowing and ethical misconduct in the work environment.

SUGGESTED LEARNING ACTIVITIES:

1. Group discussion – professionalism and ethics.
2. Video presentation critique - https://www.youtube.com/watch?v=TEl3V7K2f8o - Unethical behaviour at the workplace Vs an appropriate workplace behaviour.
3. Role play – confidentiality in business.

UNIT II - APPLING ETHICAL PRINCIPLES (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss the purpose and role of ethics in the organization.
2. compare personal ethical standards with organizational standards.
3. describe socially acceptable ethical standards appropriate for the BPO industry and the importance of adhering to these standards.
4. outline policies and procedures in response to ethical considerations.
5. evaluate the relationship between cultural practices and ethics.
6. justify the ethical practices of other cross-border jurisdictions.

Content:

The content should include but is not limited to:

1. Principles of ethics –
   a. purpose

    b. importance
    c. role
    d. ethical standards
    e. policies and procedures
2. Impact of Culture – relationship between culture and ethics.
3. Business ethics.

SUGGESTED LEARNING ACTIVITIES

1. Video presentation critique - https://youtu.be/iLRJ4KNxp4Y - Becoming As Ethical As We Think We Are.
2. Research – ethical practices of cross -border activities.
3. Group discussion – socially acceptable ethical standards that governs BPO industry.

UNIT III – ADHERING TO ORGANIZATIONAL CODES OF CONDUCT (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. define the term organizational code of conduct.
2. analyze key elements in the organizational code of conduct and make recommendations.
3. assess appropriate procedures in providing feedback on workplace operations.
4. examine how teamwork in the organization promotes a culture of respect for team members and customers.
5. state how accountability promotes a culture of honesty and integrity within an organization.
6. discuss standards involved in closing customer engagement in accordance with relevant policy.

Content:

The content should include but is not limited to:

1. Organizational policies:
    a. Code of conduct
    b. Clients' relationship
    c. Dress code

2. Interpersonal relationship.
3. Workplace culture of honesty and integrity.
4. Types and sources of feedback in the workplace:
    a. Appraisal system
    b. Complaint system
    c. Customer focus group

SUGGESTED LEARNING ACTIVITIES:

1. Research - conducted on organizational code of conduct policies within the BPO industry.
2. Case study – workplace culture of honesty and integrity.

UNIT IV - PRACTICING CONFIDENTIALITY (3 hours)

Learner Outcomes

Upon successful completion of this unit, learners will be able to:

1. distinguish between confidential and non-confidential information.
2. discuss the importance of confidentiality in business.
3. assess the impact of non-confidentiality practices on an organization's operations.
4. discuss the application of discretion and good judgment in the use of all information.
5. discuss the possibly implication on the reputation of the organization divulging company related matters inappropriately on social media.
6. examine company policies in relation to confidential matters.

Content:

The content should include but is not limited to:

1. Company Policies on confidentiality.
2. Importance of Confidentiality in Clients relationships.
3. Impact on non-confidentiality on company.
4. The Data Protection Act 2020.
5. Maintain data confidentiality in the workplace.

SUGGESTED LEARNNG ACTIVITIES:

1. Role Play – importance of confidentiality in clients relationships.
2. Whole class discussion- https://www.herald.co.zw/importance-of-confidentiality-in-business - Importance of confidentiality in business.

UNIT V - ADHERING TO SAFETY AND SECURITY (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss the safety and security procedures of an organization.
2. examine the procedures involve in securing organizational assets, including information, documents as per workplace policy and procedures within the immediate work environment.
3. explain the importance of legislative requirements for the storage and disposal of documents consistent with company policy.
4. assess the established legislative and organizational policies as it relates to the creation and storage of data.
5. evaluate the security process and procedures for the handing over of documents, files, reports and other confidential information.
6. assess the relationship between safety, security, and organizational effectiveness.

Content:

The content should include but is not limited to:

1. Organization's policies relating to safety and security (BPO Industry).
2. Legal and Regulatory Requirements.
3. Personal Safety and Security.
4. Government of Jamaica, Records, and Information Management Policy.
5. Data Protection Act.
6. Relationships:
    a. Cost implications
    b. Productivity
    c. Resource Losses
    d. Time to Market
    e. Company Image

SUGGESTED LEARNING ACTIVITIES

1. Individual research – searching websites to identify companies' policies on security and safety. Compare and contrast any two companies policies.
2. Article critique - https://linfordco.com/blog/information-security-policies/ - Information Security Policies: Why they are important to your organization.
3. Group discussion - https://www.youtube.com/watch?v=5_IFz7FEZ9E - Safety Attitudes at Work.

UNIT VI - ANALYSING THE ORGANIZATIONAL STRUCTURE (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. evaluate the types of business formation within the BPO Sector.
2. interpret the requisite sections of the Company's Act of Jamaica that affect BPO organizations.
3. assess the effect of World Trade Organization (WTO) Conventions on the BPO Sector.
4. differentiate between Sole Proprietorships, Partnerships and Corporations/Company.
5. explain the importance of Sole Proprietorship.
6. discuss the types and benefits of Partnership.
7. discuss the types and benefits of Corporations / Companies.
8. interpret relevant legislation related to business formation and practices.

Content:

The content should include but is not limited to:

1. Sole Proprietorship
2. Partnership
3. Corporation
4. Types of Partnerships
5. Types of Capital Structure/Funding
6. Company Act of Jamaica:
    a. Companies
    b. Sole Trader

    c. Partnership
7. Funding structures:
    a. Sole Trade
    b. Partnership
    c. Company
8. Statutory Responsibilities
9. Role of the Companies office of Jamaica

SUGGESTED LEARNING ACTIVITIES

1. Group discussion - https://orinthiacampbellmarketing.com/ - How to start a Part-time Online Business in 2022, Step-by-Step Guide
2. Individual research – statutory requirements of business formation
3. Article critique- https://docs.google.com/presentation/d/1FnBcHJyZmJNd8v3kGpkOEkvbGW8cPkLNZF0aX4Cgwj4/htmlpresent - Legal Aspect of a Business in Jamaica

UNIT VII - ADHERE TO LAWS AND REGULATIONS (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. identify the requisite laws related to BPO Sector operation.
2. explain the importance of the duty of care which operators should demonstrate to stakeholder.
3. discuss the relevant legislations that provide the guiding principles for employees to operate in the employment.
4. discuss the impact of workplace discrimination and sexual harassment.
5. explain the requisite sections of the Disability Act apply to the BPO organizations.
6. analyze the types of discrimination outline in the Employment Act.
7. examine and apply the requirements of the Labor Laws.

Content:

The content should include but is not limited to:

1. Business /Trade Licenses
2. Professional Licenses
3. Permits
4. Employment related issues:

5. Recruitment:
    a. Selection and Hiring
    b. Unions
    c. Payroll Taxes
    d. Wage Payments/ Overtime
6. Statutory Deductions and Contributions
7. Harassment Prevention
8. Worker evaluation and Performance Management
9. Workplace discrimination
10. BPO Operations related issues:
    a. OSHA
    b. Fair Trading Act Working conditions
    c. Cross-border trading
11. Insurance requirements, including:
    a. Workers' Compensation Benefits
    b. Company Liability
    c. Personal Liability
12. Stakeholders
13. Customers
14. Suppliers
15. Shareholders
16. Regulatory bodies

SUGGESTED LEARNING ACTIVITIES:

1. Research individually conducted – laws related to BPO Sector.
2. Group discussion and presentation – workplace discrimination.
3. Case Study – payroll calculations.

UNIT VIII - INTERPRETING CONTRACTS (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. define the term contract and its application to the BPO Sector.
2. analyze and interpret the terms and conditions of contracts.
3. identify the elements of breaches and remedies of contract.
4. discuss the approaches used to terminate a contract.

5. explain the major tenets of Contract Law and its implications to the BPO Sector.
6. explain the term quantum meruit and its effect on the BPO Sector.

Content:

The content should include but is not limited to:

1. Definition of a Contract.
2. Essentials of a valid Contract (offer, acceptance, consideration, capacity, legality, etc.).
3. Types of Contracts (Specialty/Simple).
4. Classification of Contracts (Express, Implied, Bilateral, Unilateral, Void, Voidable, Unenforceable).
5. Terms in a Contract (Exemption, Clauses, Mistakes, Misrepresentation).
6. Breach of Contract.
7. Termination of a Contract – Frustration, Agreement, Performance.
8. Quantum meruit.

SUGGESTED LEARNING ACTIVITIES

1. Group discussion – https://ironcladapp.com/journal/contracts/elements-of-a-contract/ - Sis essential elements of a contract.
2. Critique of video presentation - https://youtu.be/rox7rOmh-ig?list=RDLVBi16zFjzBt8 – What is offer and acceptance.
3. Research – conducted on the term Quantum Meruit and it application to the BPO Sector.

UNIT IX - ADHEREING TO LAWS RELATED TO CUSTOMERS (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. interpret and apply the laws related to Customers.
2. assess how laws related to customers are executed by organizations.
3. examine the responsibilities related to the provision of services.
4. explain the term "product liability" and how businesses are held accountable.
5. evaluate established quality and customer service policies within the organization.

Content:

The content should include but is not limited to:

1. Duty of care, reasonable care.
2. Responsibilities to all customers.
3. Responsibilities related to serving food.
4. Responsibilities related to serving alcoholic beverages.
5. Product Liability – BPO Sector.
6. Quality and Customer Service Policies.

SUGGESTED LEARNING ACTIVITIES

1. Group discussion - laws related to customers.
2. Individual research – responsibilities of the customers.
3. Case study – consumer and organizations' responsibilities.

UNIT X – ADHERING TO CONSUMER PROTECTION ACTS (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. define the term "consumer" and "consumer protection".
2. explain the significance of consumers protection.
3. identify the roles of a variety of consumer protection agencies.
4. analyze the requisite legislations and regulations related to consumerism.

Content:

The content should include but is not limited to:

1. Definition of consumer and consumer protection.
2. Role and duties of the consumer protection agencies.
3. Consumer protection agencies.
4. Consumer Affairs Commission (CAC).
5. Consumer rights and protections.
6. Criminal implications of the law.
7. Defective goods and services.
8. Prevention and Criminal sanctions.
9. Enforcement.
10. Legislations and Regulations – Consumer Protection Act.

SUGGESTED LEARNING ACTIVITIES

1. Whole class discussion – definition of consumer and consumer protection.
2. Group Presentations – roles and duties of the consumer protection agencies
3. Individual Critique of video presentation - https://www.youtube.com/watch?v=KAGWjGzo-28 – Consumer rights and protections

UNIT XI - MEET STATUTORY AND ORGANIZATION INFORMATION REQUIREMENTS (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the importance of organizations being cognizant of statutory and organizational information.
2. evaluate the statutory and organizational informational needs.
3. examine the appropriate mechanisms to determine organization and statutory information requirements.
4. identify gaps or inadequacies in the organization's information system.
5. evaluate sources of information and make recommendations.
6. explain the impact of company policies in handling statutory and organizational information requirements.
7. evaluate the system to record and store information related to statutory and organizational needs.
8. describe the maintenance and quality management process of the organization's information system.
9. show respect to varying perspectives by listening and listing key points being shared.

Content:

The content should include but is not limited to:

1. Statutory Requirements:
    a. Government
    b. Local Government
    c. Government Agencies
2. Organization:
    a. Financial

    b. Customers/Clients
    c. Suppliers
    d. Clients' Accounts
    e. Systems
    f. Processes
    g. Products
    h. Services
    i. Staff
3. Informational Resources
4. Policies and Procedures
5. Types of information
6. Sources of information
7. Quality Assurance:
    a. Data Collection
    b. Recording Storage
    c. Dissemination

SUGGESTED LEARNING ACTIVITIES

1. Case Study - https://data.nsw.gov.au/IDMF/data-requirements/organisational-information-requirements - Organizational Informational Requirements.
2. Small Group discussion - https://www.youtube.com/watch?v=nNmmo5q3HFs - https://www.youtube.com/watch?v=nNmmo5q3HFs.

UNIT XII - COMPLY WITH LEGAL REQUIREMENTS FOR CROSS-BORDER TRADING (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the significance of Cross-Border Trading to the BPO Sector.
2. explain the impact of legal requirements of another jurisdiction on the BPO organization.
3. examine the legal requirements for Cross-Border Trading in a BPO context.
4. discuss international trading conventions and its relationship with the BPO Sector.
5. Share perspectives on Cross – Border Commerce

Content:

The content should include but is not limited to:

1. Definition of Cross-Border Trading.
2. International Trading Convention Agreements:
    a. WTO
    b. IMF
    c. GATT
    d. Geneva Convention
    e. Trading Blocks
    f. Trade Agreements
3. Legal Requirements for Cross – Border Trading:
    a. USA
    b. Canada,
    c. EU, and other countries
4. Cross-border trade is vital to economic recovery.

SUGGESTED LEARNING ACTIVITIES:

1. Whole class discussion – definition of Cross Border Trading.
2. Group discussion & presentations - https://www.youtube.com/watch?v=UkeGs5dZnoc – Introduction to Cross Border Commerce.
3. Individual readings and reflection - https://unctad.org/system/files/official-document/dtlstict2016d1_en.pdf - Trade Agreements (pp36-38).

METHODS OF DELIVERY:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Guest Lecturers
7. Video Presentations
8. Research
9. Simulation
10. Role playing
11. Case Studies

METHODS OF ASSESSMENT AND EVALUATION: Continuous assessment

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing

assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going AssessmentRequirements

No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	**I, II, III, -** Case Study relating to ethical dilemma and confidentiality and how it should be addressed.	Oral Assignment	20%
2	**IV, V –** Case Study pictorial in nature covering the two units. Multiple choice questions can be incorporated.	Written Assignment	20%
3	**VI, VII, VIII –** Display of the various types of business, including products, name of business, information, etc.	Group Project	40%
4	**IX, X XI-** Case Study pictorial in nature with questions from the various units. Limited to matching short answers etc**.**	Written	20%
Total			**100%**

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE MATERIAL:

Hodges, & Steinholtz, R. (2017). *Ethical Business Practice and Regulation: A Behavioural and Values-Based Approach to Compliance and Enforcement.* Bloomsbury Publishing Plc.

Lacity, M. & Willcocks, L. (2015). *Nine Keys to World-Class Business Process Outsourcing Hardcover.*

Legal Aspects of Competitive Business Practices. (1961). *Nestle Partners' Blend Case Study: Developing Ethical Business Practices*. (n.d.). Data monitor Plc.

<u>Other online resources:</u>

ARTICLE

Rubio-Navarro, Garcia-Capilla, D. J., Torralba-Madrid, M. J., & Rutty, J. (2019). Ethical, legal And professional accountability in emergency nursing practice: An Ethnographic Observational study. *International Emergency Nursing*, *46*, 100777–. https://doi.org/10.1016/j.ienj.2019.05.003

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	DEMONSTRATING INTERNET USAGE
COURSE CODE:	BPIU1103
CREDITS:	1
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	I

COURSE RATIONALE:

Globalization makes opportunities for learners the emphasis on information and communication technologies (ICTs) such as internet usages. Therefore, learners must be able to use the internet appropriately, safely, and effectively as it is crucial to everyone's daily lives as internet usage is increasing rapidly. Within the BPO industry, employees are required to have certain knowledge, skills, and competencies of internet usage to effectively complete their tasks. The experiences generated from interfacing with this course should assist the learners/employees in demonstrating competency-based skills in problem-solving, practical application, digital skills, and other critical thinking skills while using the internet.

COURSE DESCRIPTION:

This course deals with the knowledge, skills and attitudes required to connect to the Internet, securely send and receive emails, search the Internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites. The course exposes students to required and expected practices for safe and effective internet use.

Upon completion of the course, students will be able to utilize the digital skills developed to make proper use of the internet, search, select, access and use available information. The theoretical and practical elements of the course provide the framework to assist participants in being critical thinkers when using the internet and performing their duties.

This course covers five units, which will be delivered over fifteen weeks using a variety of learning activities. Learners will be assessed using formative and summative activities to include case studies, presentations, practical assignments and collaborative activities.

COURSE OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. explain the procedure required to connect to and access information from the internet.
2. create emails to be used for communication both personal and professional.
3. describe the protocols involved to search the internet for reliable information for business and personal use.
4. access and use consumer-specific sites on the internet.
5. access and undertake online transactions for business purposes.
6. explain the procedures to conduct advanced search using the internet.
7. evaluate and use information located via the websites for business purposes.

UNIT I - CONNECT TO AND ACCESS THE INTERNET (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the procedure to connect to the internet via existing internet connection and confirm functionality.
2. explain the process involved in opening internet browser.
3. explain the process involved in setting home page of personal choice by setting browser options.
4. describe the steps required to ensure internet browser software security by applying the suitable applications and best practices.
5. describe the procedure involved in adjusting the display of the internet browser to suit personal requirements.
6. explain the process involved in modify toolbar to meet user and internet browser needs.
7. access and use particular website on the internet.
8. discuss the privacy and other terms and conditions of use of different websites.
9. describe the process involved in retrieving data from a website using different mediums.
10. discuss and practice socially responsible behaviour when sharing information on the internet.

Content:

The content should include but is not limited to:

1. Connecting to the internet - 3G or high-speed downlink packet access (HSDPA) cellular network, 4G cellular network, broadband, cable, digital subscriber line (DSL), fibre to the 'x' (FTTx), high-speed digital subscriber line (HSDSL), integrated services digital network (ISDN) network terminating unit (NTU), satellite, wireless modem, worldwide interoperability for microwave access (WiMAX).
2. Open Web Browsers – Firefox, Galleon, Google Chrome, Internet Explorer, Konqueror, Lynx, Mozilla, Netscape Navigator, Opera, Phoenix.
3. Configuring browser options – history, setting home page, location of temporary files, privacy level, security level, type of connection.
4. Internet Browser software security - application enabling, cookie handling, pop-up.
5. blocking, privacy levels, security zones, trusted sites.
6. Adjust display – minimize, maximize, restore down, adjust font size, theme.
7. Modifying the toolbar – History, Plug-Ins.
8. Access a website - by typing in the uniform resource locator (URL) in the address line of internet browser, by clicking on a hyperlink.
9. Noting privacy and other terms and conditions of use of a website – review terms of conditions of the browser, accept/deny terms.
10. Retrieve data from a website – download, copy/paste, screenshot.
11. Socially responsible behaviour - not using obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language, not publishing information that, if acted upon, could cause damage to property or persons, nor publish deliberately false or defamatory information about a person or organization, not engaging in personal attacks, including prejudicial or discriminatory attacks, not harass (distress or annoy) another person, not accessing material that is profane, obscene, pornographic or paedophilic, that promotes illegal acts, or that advocates violence or discrimination, not sending inappropriate emails, taking responsibility for protecting personal information by not revealing personal information, including names, addresses, photographs, credit card details and telephone numbers

SUGGESTED LEARNING ACTIVITIES

1. Interactive demonstrations can be used to demonstrate configuring browser options and modifying the toolbar.
2. Small and larger group discussions for analyzing socially responsible behaviour and noting privacy and other terms and conditions of use of a website.

3. Conducting individual practical assessment for connecting to the internet, using web browsers, adjust display, access website etc.

UNIT II - USE EMAIL FOR COMMUNICATIONS (15 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the process involved in opening email application package.
2. create an email account for professional use.
3. create new email messages for professional use.
4. explain how to add addresses to an email message.
5. discuss the importance of spell check text of an email message.
6. explain the process in editing text as required.
7. create an automatic signature for the user to be included in an email.
8. evaluate the process involved in adding an automatic signature for the user.
9. explain the steps required to attach files to email message where required.
10. explain the steps involved in sending an email message.
11. assess the appropriate ways to respond to a received message using available features.
12. explain the process involved in opening an attachment sent via email.
13. explain how to save an attachment to the relevant folder on storage device.
14. describe the suitable ways to search for an email message.
15. explain the process involved in sorting email messages.
16. explain the process required to filter email messages to specific folders/labels in email application package.
17. describe the procedure required to adjust email accounts to restrict and quarantine possible email security problems.
18. explain the steps required to print email message as required.

Content:

The content should include but is not limited to:

1. Open email application package.
2. Create an email account – checking for existing accounts, professional email addresses, strong/weak passwords.
3. Create new email message.
4. Add addresses to an email message – typing an individual address, from contact list.
5. Compose text of an email message according to organisational guidelines.

6. Spell check text of an email message.
7. Edit text as required – formatting font (bold, underline, font style, font size, colour, bullet).
8. Create an automatic signature for the user.
9. Add an automatic signature for the user.
10. Attach files to email message where required – from internal/external storage media.
11. Determine and set priority of an email message.
12. Send an email message.
13. Respond to a received message using available features - Reply, Reply to all, CC, BCC.
14. Forward.
15. Open an attachment.
16. Save an attachment to the relevant folder on storage device.
17. Search for an email message.
18. Sort email messages.
19. Save email message using available settings.
20. Filter email messages to specific folders/labels in email application package.
21. Adjust email accounts to restrict and quarantine possible email security problems - taking steps to restrict malware, phishing, spam.
22. Print email message as required.

SUGGESTED LEARNING ACTIVITIES

1. Have students use either their personal or school emails to sort email messages.
2. Case study/scenarios to create a business email address, create new email message, add addresses to an email, compose text of an email message according to organisational guidelines, create and add an automatic signature for the user, attach file etc.
3. Critique emails for spell check and that the set priority of an email message are met.

UNIT III – SEARCHING THE INTERNET (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. evaluate and review organizational guidelines on internet access.
2. describe the process involved in opening internet application and locate and access a search engine on the internet.
3. define search expressions based on data required.

4. discuss and enter appropriate keywords into the search engine to locate desired information.
5. discuss how to refine a search depending on outcomes of original search.
6. explain the process involved saving search expression results and present them in a report according to information requirements.
7. create a bookmark within the internet browser or a link for the required web page for the key results.
8. describe the process required to save key results in a bookmark folder.
9. explain the process involved in modifying internet browser options for printing and print a web page.
10. explain the process involved in closing internet browser.

Content:

The content should include but is not limited to:

1. Analyze organizational guidelines on internet access - the content of emails, downloading information and accessing particular websites, opening mail with attachments, personal use of emails and internet access, virus risk (MS Windows OS and Mac OS only).
2. Open internet application and locate and access a search engine on the internet.
3. Define search expressions based on data required.
4. Enter appropriate keywords into the search engine to locate desired information.
5. Refine a search depending on outcomes of original search.
6. Save search expression results and present them in a report according to information requirements.
7. Create a bookmark within the internet browser or a link for the required web page for the key results.
8. Save key results in a bookmark folder.
9. Modify internet browser options for printing and print a web page.
10. Close internet browser.

SUGGESTED LEARNING ACTIVITIES:

1. Provide students with a sample of an organizational guidelines on internet access to be analyzed.
2. Provides students with topics to be researched for them to enter appropriate keywords into the search engine to locate desired information and refine the search depending on the outcomes of original search.

3. Using visual illustrations have students create a bookmark within the internet browser or a link for the required web page for the key results and save key results in a bookmark folder.

UNIT IV - ACCESS AND USE CONSUMER SPECIFIC SITES ON THE INTERNET (7 hours)

Learner Outcomes

Upon successful completion of this unit, learners will be able to:

1. access and review information-specific sites to gain consumer information.
2. explain the importance of using internet application sites to lodge details and gain access and information.
3. evaluate and use online forums on the internet.

Content:

The content should include but is not limited to:

1. Identify, access and review information-specific sites to gain consumer information - consumer: banking, shopping, education and training, government, health, interest groups, news, travel, restaurant.
2. Identify and use internet application sites to lodge details and gain access and information.
3. Access and use online forums on the internet.

SUGGESTED LEARNING ACTIVITIES:

1. Group presentation for each objective.
2. Guest presentation.

UNIT V - UNDERTAKE ONLINE TRANSACTIONS (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. access online transaction sites such as Amazon.
2. explain the procedure to ensure security of transaction site.
3. explain the process required to enter required information into fields on merchant's websites.

4. explain how the pop-up dialog boxes, prompts or feedback mechanisms can be completed.
5. evaluate the procedures to enter, check and make changes to preferred transaction options.
6. complete online transaction.
7. examine how receipts are recorded and archived according to business processes.
8. describe the procedure required to exit transaction process.

Content:

The content should include but is not limited to:

1. Access online transaction site
   – amazon.com, ebay.com, clickmarketonline.com, billexpressonline.com
2. Ensure security of transaction site – check the secure socket layer (SSL).
3. Enter required information into fields on merchant's website.
4. Ensure pop-up dialog boxes, prompts or feedback mechanisms are completed.
5. Enter, check and make changes to preferred transaction options - currency, delivery address, freight, invoice address.
6. Complete online transaction – proceed to checkout.
7. Record and archive receipts according to business processes.
8. Exit transaction process.

SUGGESTED LEARNING ACTIVITIES:

1. Research and conduct presentation on secure socket layer (SSL) (Panel discussion, etc.).
2. Simulation - Have students prepare and present on how to conduct transactions from initial stage to checkout. Including how to enter, check and make changes to preferred transaction options - currency, delivery address, freight, invoice address and exit transactions.

UNIT VI - CONDUCT AN ADVANCED SEARCH (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the procedure required to use search tools and advanced search features.
2. identify and use Boolean search techniques when required to enhance the search.
3. explain how to use multiple or meta-search tools with a range of keywords.
4. identify and use search engines particular to a field of knowledge to refine the outcome.

5. access related virtual community sites and newsgroups and note their objectives and operational arrangements.
6. conduct a search with domain names to refine the search.

Content:

The content should include but is not limited to:

1. Search tools and advanced search features ·- Wildcard terms/placeholders (?, *), Inclusion and exclusion operators (+, -), Hashtags (#), Word/phrase quotes for exact match (“ “).
2. Boolean search techniques (AND, OR, NOT, NAND, NOR, NE, GE, LE, GT, LT).
3. Search engines - Alexa Internet, AllTheWeb, AltaVista, Bing, Cuil, Excite, Galaxy, GigaBlast, Go.com, Google, HotBot, Live Search, Lycos, Search. AOL, specific search engines, Yahoo.
4. Use multiple or meta-search tools with a range of keywords (expedia.com, priceline.com).
5. Virtual community sites and newsgroups (CNN, Bloomberg).
6. Search operators – site: Search using top-level domains - .com, .edu, .gov, .mil, .net, .org.
7. Search operators – link: To link to certain web pages.

SUGGESTED LEARNING ACTIVITY

1. Discovery learning - Search operators – site: Search using top level domains - .com, .edu, .gov, .mil, .net, .org.
2. Group research - Virtual community sites and newsgroups (CNN, Bloomberg).

UNIT VII - USE INFORMATION THAT HAS BEEN LOCATED (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. evaluate the accuracy of information found by cross referencing information from several websites.
2. discuss and evaluate currency of information by checking the date that webpage was last updated or properties of webpage.
3. evaluate webpage authority by looking at copyright statements, privacy statements and organizational information.
4. explain the process involved in saving information found in different file forms.
5. explain the steps involved in printing information found in different file forms.

Content:

1. Determine accuracy of information found by cross referencing information from several websites.
2. Determine currency of information by checking the date that webpage was last updated or properties of webpage.
3. Determine webpage authority by looking at copyright statements, privacy statements and organisational information - Websites to avoid: wikepedia.com, blogs.
4. Save information found in different file forms - docx, xlsx, pptx, pdf, avi, mp3, mp4, flv, wav, jpeg, gif, png, bmp, txt, html.
5. Print information found in different file forms.

SUGGESTED LEARNING ACTIVITY:

1. Demonstration – Save information found in different file forms - docx, xlsx, pptx, pdf, avi, mp3, mp4, flv, wav, jpeg, gif, png, bmp, txt, html and print information found in different file forms.
2. Class discussion - Determine accuracy of information found by cross referencing information from several websites, determine currency of information by checking the date that webpage was last updated or properties of webpage and determine webpage authority by looking at copyright statements, privacy statements and organisational information - Websites to avoid: wikepedia.com, blogs.

METHODS OF DELIVERY:

1. Lab
2. Case Study
3. Simulation
4. Demonstration
5. Role Play
6. Research
7. Presentations

METHODS OF ASSESSMENT AND EVALUATION: Continuous assessment

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

Continuous Assessment

Oral Presentation Areas 1. Unit 1 – connecting to the internet ➢ socially responsible behaviour when sharing information on the internet ➢ privacy and other terms and conditions of use of different websites	10%
Lab Exercises (10% per unit) **(**From the seven units) Students should be given scripts to follow which will direct them on what to do. For example: 1. Unit 1 – Connect to and access the internet 10% Requirements: • open internet browser (choose from the different internet browsers) • set home page of personal choice by setting browser options • ensure internet browser software security by applying suitable applications and best practices • adjust display of the internet browser to suit personal requirements • modify toolbar to meet user and internet browser needs • retrieve data from a website using different mediums 2. Unit II - use email for communication 10%	70%

For example, the script would contain the title of the email (successful candidate), the content of the email (the position being offered, salary, etc.), and to who the email should be addressed (candidate name). Requirements: • create an email address for professional use • create new email messages for professional use • add addresses to an email message • compose the text of an email message according to organizational guidelines • editing text as required • create an automatic signature for the user to be included in an email • files to email message where required • set the priority of an email message • send the email message • Respond to a received message using available features - Reply, Reply to all, CC, BCC • Forward the email 3. Unit III – Searching the Internet 10% Requirements: • refine a search depending on outcomes of original search • save search expression results and present them in a report according to • information requirements • create a bookmark within the internet browser or a link for the required web page for key results • save key results in a bookmark folder	
Group Project Report	20%

Students will be required to visit an organization, where they will conduct research and observation. The students should be given a checklist with the areas of focus. They will be required to prepare a written report of their findings and write an individual reflection. Include (pictures and other artifacts, name of the organization, clear cover page, report of findings, clear introduction and conclusion) APA reference page, and individual reflection.) Individual reflection: including but not limited to: their contribution to the group project, and what they have learned from the experience.	

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE MATERIAL:

Anandarajan, Simmers, C., & Teo, T. (2015). *The internet and workplace transformation*. Routledge. https://doi.org/10.4324/9781315699530.

Vermaat, M. et. Al. (2016). Discovering Computers. Shelly Cashman.

<u>Other online resources:</u>

ARTICLES

Muhl. (2003). Workplace e-mail and Internet use: employees and employers beware. *Monthly Labor Review*, *126*(2), 36–45.

Shrivastava, Sharma, M., & Marimuthu, P. (2016). Internet use at workplaces and its effects on working style in Indian context: An exploration. *Indian Journal of Occupational and Environmental Medicine*, *20*(2), 88–94. https://doi.org/10.4103/0019-5278.197531.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	APPLIED FOUNDATION MATHEMATICS I
COURSE CODE:	BPFM1104
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	I

COURSE RATIONALE:

Acquiring basic business math skills provides the foundation of arithmetic, mathematics, and measurements used in common business and industry practices for profitable operations and accurate record keeping. The course is important for the development of individuals' problem-solving and reasoning abilities which allows employees to analyze and interpret numerical/statistical data to make informed decisions within the BPO organizations. Most importantly, the course provides a platform on which to build the related knowledge, skills, and competencies in converting the non-mathematical problem into mathematical language. The experiences garnered from interfacing with this course will assist the learners in demonstrating competency-based skills in problem-solving, practical application, and other critical thinking skills while using mathematical language in devising solutions to their day-to-day work assignments.

COURSE DESCRIPTION:

The main emphasis of this course is on developing the ability of the students to start with a problem in non-mathematical form and transform it into mathematical language. This will enable them to bring mathematical insights and skills in devising a solution, and then interpreting this solution in real-world terms. Upon completion of the course, students will be able to utilize statistical information to make informed business decisions, perform basic arithmetic operations and solve problems that involve fundamental concepts of mathematics. The course covers eleven units, which will be delivered over fifteen weeks using a variety of learning activities.

COURSE OUTCOMES:

Upon completion of this course, students will be able to relate to concepts, theories, and techniques, which are studied; develop and practice a range of technical competencies, personal competencies and social competencies; identify and develop career paths within their industry. It will also encourage students to develop important employability skills, make contacts with potential employers and construct work experience profiles commensurate with the demands of future employers and explore entrepreneurial opportunities.

Upon successful completion of this course, learners will be able to:

1. assess the importance of using data collection tool, organize and analyze data to make decisions.
2. assess the application of Mathematical Skills to inform research data needed for productive employment and life-long learning.
3. appropriately use suitable statistical language in written and oral presentations.
4. evaluate the importance of applications of Mathematics to individual roles.
5. assess the application of Mathematics to relevant problems encountered daily.
6. evaluate the effectiveness in using calculators and computers to enhance mathematical investigations.
7. develop a mathematical curiosity and creativity.
8. acquire relevant skills and knowledge to access advanced courses in Mathematics and its applications in other subject areas.

UNIT I - SOLVE ORDINARY DIFFERENTIAL EQUATIONS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the steps involved in solving simple equations.
2. discuss the steps involved in solving simultaneous equations.
3. explain the steps involved in solving quadratic equations.

Content:

The content should include but is not limited to:

1. Initial value problem – existence, uniqueness.
2. One-step methods for the numerical solution of the initial value problem – explicit and implicit schemes.
3. Numerical solution of nonlinear equations.
4. Stability and phase plane analysis, bifurcations.
5. Applications such as population models, epidemiology.
6. Boundary value problems; finite difference methods - numerical solution of banded linear systems.
7. Sturm-Lowville systems.

Suggested Learning Activities:

1. Individual problem solving – students will use worded problems to solve simultaneous equations, solve quadratic equations and solve simple equations.
2. Group demonstrate - students how to do numerical solution of nonlinear equations.
3. Tutorials -provide students with a worksheet when teaching boundary value problems; finite difference methods - numerical solution of banded linear systems.

UNIT II – APPLY FOURIER SERIES (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss and apply Discrete Fourier to solve problems.
2. interpret related formulae to Fourier series.
3. calculate Orthogonal expansion.

Content:

The content should include but is not limited to:

1. Fourier series
2. Orthogonal expansions
3. Discrete Fourier series and convolutions

Suggested Learning Activities:

1. Demonstration - students to apply Discrete Fourier to solve problems.
2. Group discussion – Discrete Frontier series and convolutions.

3. Tutorial -students to practise Orthogonal expansions questions.

UNIT III – SOLVE HEAT EQUATIONS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss and apply the Fick's Law when solving heat equations.
2. describe the concept of separating variables.
3. explain the scale Invariance concept.
4. accurately apply the Finite difference methods when solving heat equations.

Content:

The content should include but is not limited to:

1. Heat flow, Fick's law.
2. Separation of variables.
3. Fundamental solution from Fourier transforms; scale-invariance · Smoothing effect, maximum principle.
4. Finite difference methods for heat equation in 1-3 dimensions.

Suggested Learning Activities

1. Demonstrate to students how to correctly complete separation of variables.
2. Group presentation - Fundamental solution from Fourier transforms; scale-invariance · Smoothing effect, maximum principle.
3. Have students conduct research and present on Fick's Law.

UNIT IV - SOLVE QUASI-LINEAR AND BURGER'S EQUATIONS (4 hours)

Learner Outcomes

Upon successful completion of this unit, learners will be able to:

1. interpret Quasi-Leaner Equations.
2. explain the steps involved in solving Quasi-Linear Equations.
3. interpret Burger's Equations.

Content:

The content should include but is not limited to:

1. Quasi-linear first-order equations.
2. Characteristics: Burger's equation.
3. Quasi-Linear equations.

Suggested Learning Activities:

1. Provide students with tutorials on Quasi-linear first-order equations.
2. Use demonstration to show students how to solve Quasi-Linear Equations.
3. Have students work in groups to complete questions.

UNIT V - SOLVE WAVE EQUATION (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. interpret Wave Equations.
2. explain the steps involved in solving Wave Equations.
3. discuss the use of d'Alembert's formula.
4. apply the Hadamards Methods when solving mathematical equations.
5. apply the 2D and 3D Methods.
6. clarify Numerical Issues.
7. apply the energy Conservation Formula to solve equations.

Content:

The content should include but is not limited to:

1. 1D - d'Alembert's formula, initial-boundary value problems.
2. 2D, 3D: method of spherical means, Hadamard's method of descent.
3. Inhomogeneous equations via Duhamel's principle.
4. Domain of influence/dependence, Huygens's principle.
5. Conservation of energy.
6. Numerical issues.

Suggested Learning Activities:

1. Provide students with worksheets.
2. Have students work in groups to complete questions.
3. Provide students with tutorials and demonstrations on how to correctly solve wave equations.
4. Group and class discussions.

UNIT VI - USE DISTRIBUTIONS, DELTA, GREEN FUNCTIONS AND SOLUTIONS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the steps involved in solving Distributions Solutions equations.
2. apply Delta Solution.
3. apply the Green Functions method to solve equations.

Content:

The content should include but is not limited to:

1. Distributions
2. Delta Functions
3. Functions
4. Fundamental solutions

Suggested Learning Activities:

1. Mini lessons (Divide the class into groups. Have each group research and present on different areas of the content).
2. Provide students with worksheets for in class assignments.

UNIT VII - SOLVE LAPLACE AND POISSON EQUATIONS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. discuss the steps involved in solving Laplace Equations.
2. explain the steps involved in solving Poisson Equations.
3. calculate Mean Value Inequity.
4. apply the Dirichlet Formula to solve equations.
5. discuss the significance in separating variables when solving Laplace and Poisson equations.

Content:

The content should include but is not limited to:

1. Separation of **variables** for special geometries.
2. Green's representation for solution to Dirichlet problem, Poisson integral.
3. Mean value inequality, strong and weak maximum principles, uniqueness for Dirichlet problem.
4. Dirichlet Principle.
5. Issues in finite difference methods for Poisson equations.
6. A simple finite element method.

Suggested learning Activity:

1. Demonstrate to students how to solve Laplace Equations and Poisson Equations.
2. Think-peer-share (have students collaboratively to solve problems) from given work sheets.

UNIT VIII - CONDUCT DIMENSIONAL ANALYSIS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. conduct dimensional analysis.
2. interpret the findings of dimensional analysis.
3. correctly calculate scale dimensions.

Content:

The content should include but is not limited to:

1. Dimensional Analysis

2. Scaling

Suggested Learning Activities:

1. Have students complete worksheet on Dimensional Analysis.
2. Group presentation (have students conduct research on how to calculate scale dimensions and conduct dimensional analysis).
3. Whole class discussion on dimensional analysis.

UNIT IX - USE PERTURBATION THEORY, ODE'S, ASYMPTOTIC METHODS (5 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. define the term 'Perturbation Theory'.
2. interpret Perturbation Theory.
3. discuss and apply Perturbation Theory.
4. correctly calculate scale dimensions.

Content:

The content should include but is not limited to:

1. Dimensional Analysis
2. Scaling

Suggested learning Activity:

1. Provide students with tutorial on the applying Perturbation Theory.
2. Provide students with demonstrations on how to calculate scale dimensions.
3. Have students complete individual worksheets on.

UNIT X - USE PERTURBATION THEORY, ODE'S, ASYMPTOTIC METHODS (4 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. interpret Perturbation Theory.

2. Discuss and apply Perturbation Theory to questions.
3. explain and apply the Asymptotic Method to questions.

Content:

The content should include but is not limited to:

1. Regular perturbation
2. Asymptotic series
3. Multiple scales, secular terms
4. Boundary layers, matching
5. Asymptotic methods for integrals; Stirling's formula

Suggested Learning Activities:

1. Research and presentation
2. Group work on boundary layers, matching
3. Tutorials on Asymptotic methods for integrals; Stirling's formula

UNIT XI - USE DISCRETE MODELS (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learners will be able to:

1. explain the steps involved in solving Linear Difference Equations.
2. evaluate the importance of using Discrete Model to solve questions.
3. discuss the steps involved in solving population dynamics.
4. assess the significance of Discrete Model for Economics.

Content:

The content should include but is not limited to:

1. Examples from population dynamics, economics.
2. Linear difference equations.

Suggested Learning Activities:

1. Have students complete worksheets with linear difference equation.
2. Conduct research on the Discrete Model for Economics.

METHODS OF DELIVERY:

1. Interactive lectures
2. Class and group discussion/work
3. Peer evaluation
4. In class tests
5. Use of visual and audio-visual aids

METHODS OF ASSESSMENT AND EVALUATION: Continuous assessment

ASSESSMENT

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	**I -** Solve ordinary differential equations – Work sheet with 8 to 15 questions	Individual Assignment	20%
	I – VII • Discrete Fourier to solve problems • Heat flow • Quasi-Leaner Equations • Burger's Equations • d'Alembert's formula • Hadamards Methods • Laplace Equations • Poisson equations **VIII**	Group Project • Divide the class into 5 groups • Students are required to compile a **Portfolio** as they cover the content in class. • Students should use differential equation to model a real-life engineering problem, **showing diagram** representation, applications, and strategies for	40%

	• Conduct dimensional analysis **XI** • Use Discrete Models	solving the associated D.E. Prepare hard copy	
3	**I – VII, VIII, XI** Same as above	Individual Assignment • Individual presentation. • Students will choose one problem from the group project, demonstrating the setup and solution of problems • This will be graded against a rubric	**20%**
4	**I, II, III, VII, VIII**	Written Test • 2 ½ hours • Section A: 20 multiple choice questions. (Basic Theory and application) Section B: 5 questions choose 3	**20%**
	Total		**100%**

FEEDBACK:

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCE MATERIAL:

Basu, U. & Mandal, B. (2008). *Applied Mathematics*. New Delhi: Narosa Pub. House.

Bessot, & Ridgway, J. (2002). *Education for mathematics in the workplace*. Kluwer Academic Publishers.

Bostock, L. & Chandler, S. (1976). *Applied Mathematics*. Cheltenham (32 Malmesbury Rd, Kingsditch Estate, Cheltenham GL51 9PL): Stanley Thornes (Publishers) Ltd.

Brenner, & Moschkovich, J. N. (2002). *Everyday and academic mathematics in the classroom*. National Council of Teachers of Mathematic

<u>Other online resources:</u>

ARTICLES:

FitzSimons, & Björklund Boistrup, L. (2017). In the workplace mathematics does not announce itself: towards overcoming the hiatus between mathematics education and work. *Educational Studies in Mathematics*, *95*(3), 329–349. https://doi.org/10.1007/s10649-017-9752-9

Wood. (2012). Practice and conceptions: communicating mathematics in the workplace. *Educational Studies in Mathematics*, *79*(1), 109–125. https://doi.org/10.1007/s10649-011-9340-3

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	APPLYING MANAGEMENT PRINCIPLES
COURSE CODE:	BPMP1205
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	II

COURSE RATIONALE:

This course, Applying Management Principles is offered to students who are doing associate degree in Business Process Outsourcing in the third semester in year two. It is geared to help students to be more knowledgeable in employing the principles of management and finding solutions for issues that are prevalent in the workplace. Students will be more knowledgeable of the levels of managerial positions and the expectations. They will also develop the skills needed to plan budgets and how to develop SWOT analysis for organizations.

COURSE DESCRIPTION:

This course is designed to provide the learner with an introduction to range of decisions encountered by supervisors/managers in business organizations. Emphasis will be placed on the application of the theories of management with a view to highlight the managerial functions.

The course promotes knowledge, skills and attitudes which are necessary for applying the management processes, theories of management and behavioural approach to management. The course carries six units which will be delivered over fifteen weeks using the face-to-face modality. The units include principles of management, resolving issues in the workplace, modern management approaches, operational plan, change in organization and staff preference.

Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. They will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students are competent when they are able to:

1. demonstrate an ability to effectively communicate information related to workplace activities.
2. solve problems within the workplace according to industry standards.
3. demonstrate an ability to operate a culturally diverse environment.
4. implement an operational plan effectively according to industry standards.
5. discuss Innovation and Change within the workplace.
6. monitor and manage staff performance to achieve strategic targets.

UNIT I - EMPLOY THE PRINCIPLES OF MANAGEMENT (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term ‘management’.
2. differentiate between managerial and non-managerial employees within an organization.
3. indicate how managers are classified in the organization.
4. defend the importance of efficiency and effectiveness in the management of an organization.
5. analyze the main functions of management.
6. assess Mintzberg’s managerial roles.
7. evaluate the effectiveness of the contribution of management functions and roles to the organization.
8. examine the importance of at least six (6) managerial skill towards the success of an organization.
9. participate willingly in learning tasks.

Content:

To include but is not limited to:

1. Managers and non-managerial employees.
2. Levels of managers in organizations:
    a. Top Managers

   b. Middle Managers
   c. First line managers
   d. Non-managerial employees

3. Importance of efficiency and effectiveness.

4. The functions of management
   a. Planning
   b. Organizing
   c. Leading
   d. Controlling

5. Mintzberg's managerial roles
   a. Interpersonal
   b. Informational
   c. Decisional

6. The contribution of management functions and roles to the organization.

7. Managerial skills:
   a. Technical
   b. Human
   c. Conceptual

Suggested Learning Activities

1. Oral Presentation - Difference between managerial and non-managerial employees in an organization.
2. Group work - Efficiency and effectiveness in an organization.
3. Guest presenter- The roles of managers and middle managers / Mintzberg's managerial roles.

UNIT II - RESOLVE ISSUES IN THE WORKPLACE (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. assess techniques/strategies used to identify causes of common problems in the workplace.
2. outline the extent, cause, and nature of a problem within the workplace.
3. examine a range of possible options for the resolution of a problem within the workplace.
4. implement corrective action to resolve a problem in the workplace.
5. document details of the problem-solving process based on industry standards.
6. justify choices appropriately for resolution.

Content:

To include but is not limited to:

1. Deadlock Breaking Techniques:
    a. Resting the position
    b. Clarifying positions
    c. Deferring the decision
    d. Preparing a compromise
2. Problem solving tools and analytical techniques.
    a. Industry dispute settlement procedures
    b. Step-by step problem approach
3. Document problem-solving process.
4. Types of corrective actions.

UNIT III - APPLY MODERN MANAGEMENT APPROACHES (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine the historical background of management.
2. justify the contributions of theories to the practice of management in today's organization.
3. support the uses of the behavioural approach to management practices today.
4. evaluate the various theories in the contemporary approach to modern management.

Content:

To include but is not limited to:

1. Historical background of management.
    a. Egyptian pyramids and the Great Wall of China
    b. Adam Smith and the Industrial Revolution

2. Theories to the Practice of Management.

    a. Theory of Scientific Management
        i. Frederick Taylor
        ii. Frank and Lillian
        iii. Gilbreth
        iv. How today's managers use scientific management

b. General Administrative Theory
    i. Henri Fayol
    ii. Max Weber
    iii. How today's managers use general administrative theory

c. Behavioural Theory of Management
    i. Owen, Munsterberg and Follett (Hawthorne Studies)
    ii. How today's managers use the behavioural approach

3. Contemporary approaches to modern management:
    a. Systems Approach
    b. Team key Performance Indicator (KPI)
    c. Open, close
    d. Contingency Approach and variables

UNIT IV - IMPLEMENT AN OPERATIONAL PLAN (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the terms "Operational Plan". and "Key Performance Indicator "(KPI).
2. examine the inputs required to develop an operational plan for a Unit/Department.
3. Assess at least six (6) strategies that can be employed in the procurement, development and implementation of physical resources and services.
4. defend at least five (5) steps to eliminate/minimize resource inefficiencies while developing an operational plan.
5. produce a budget aligned to tasks indicated in an operational plan.
6. propose KPI's that can be developed to assess progress and identify areas on under performance.
7. recommend systems that can be implemented to improve operational performance.
8. discuss change management concepts and how to prepare and negotiate recommendations where necessary.

Content:

To include but is not limited to:

1. Definition of operational plan.
2. Components of an operational plan.
    a. Financial requirements

    b. Human capacity requirements
    c. Client services
    d. Business strategies
    e. Stock requirements and requisitions
    f. Marketing strategies
    g. Equipment and facility
    h. Organizational strategic plan
    i. Risk assessment and mitigation strategy
    j. Sustainability

3. Key Performance Indicators:
    a. Level of customer service
    b. Number of customers served
    c. Budgets
    d. Daily worksheets
    e. Product development
    f. Product marketing
4. eliminate/minimize resource inefficiencies.
5. Preparing an operational plan budget.
6. Systems to improve operational performance.
7. Change Management Concepts.

UNIT V - LEADING A CHANGE IN AN ORGANIZATION (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine enterprise policies, plans and procedures for goal setting and encouraging innovation.
2. develop a SWOT Analysis for an organization/department.
3. determine the development of innovative work practices in an organization.
4. evaluate strategies that can be used to implement new work programmes in an organization.
5. argue the role of mentoring and coaching support for change management.

Content:

To include but is not limited to:

1. Goal setting
2. SWOT

3. Mentoring and Coaching
4. Strategies to implement new work programmes
5. Innovative Practices in the Workplace

UNIT VI - MONITOR STAFF PERFORMANCE (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine industry appropriate strategies to monitor the performance of staff in an organization.
2. propose measures used to implement formal performance management systems in accordance with an organization's policy.
3. outline strategies that can be used to improve staff performance in an organization.
4. select appropriate ways of recognizing and rewarding achievements of staff within an organization.
5. construct a Performance Appraisal document.
6. conduct a performance appraisal of staff within an organization.

Content:

To include but is not limited to:

1. Strategies for monitoring performance:
    a. Performance reviews
    b. Performance appraisals
    c. Assessments
    d. Evaluations
2. Staff performance criteria
    a. Job knowledge
    b. Productivity
    c. Attendance
    d. Dependability
3. Performance Appraisal Document.
4. Procedures for conducting formal performance appraisals.
    a. Identifying job standards and responsibilities
    b. Using an appropriate appraisal instrument
    c. Giving employee adequate advance

d. Notice for interview
e. Reviewing employee's performance standards, achievements, and performance planning guide.

5. Recognizing and Rewarding Outstanding Performance:
   a. Praise
   b. Social privileges
   c. Choices of flexible time
   d. Schedules
   e. Vacations
   f. Tangible rewards (e.g. Money, gifts, plaques, etc.)

INSTRUCTIONAL METHODS

1. Lab Simulation
2. Practical Demonstrations
3. Workplace document exercises Project
4. Direct observation
5. Oral/written questioning

ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested unit /Unit Cluster**	**Assignment**	**Weight**
1	UNIT I	**Tes**t: Five short answer questions will be given to learners from management processes	10%
2	UNIT VI	**Simulation Exercises:** Monitor staff performance by using a variety of strategies. Include incentives, rewards, social privileges, and vacation.	60%
3		**Group Project capstone project:** Create a change in the organization as new managers. Ensure you include middle managers, organizational structure, goal setting, SWOT. Visit an institution with your checklist with a view of obtaining industry knowledge. Make use of pictures, and sketches.	30%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommend:

Daft, R. (2000). *Management study guide* (6th ed.). KY: South West College.

George, Jennifer M., & Jones, Gareth R. (2007) *Contemporary Management*, (5thed.). McGraw-Hill/Irwin.

Payne-Palacio, & Theis, M. (2012). *Foodservice management : principles and practices* (12th ed.). Prentice Hall.

Robbins, S. P., & DeCenzo, D. A. (2008). Fundamentals of management (6thed.). NJ: Prentice Hall.

Robbins, S. P., & Coulter, M. (2012). Management (11th ed.). NJ: Prentice Hall

Whetten, David A., & Cameron, Kim S. (2007). Developing management skills (7thed.). Pearson

Other online resources:

ARTICLE

Gillespie, & Parry, R. O. (2009). Students as employees: Applying performance management principles in the management classroom. *Journal of Management Education*, *33*(5), 553 576. https://doi.org/10.1177/1052562908315334

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	CONDUCTING A TELEMARKETING CAMPAIGN
COURSE CODE:	BPCT1206
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	II

COURSE RATIONALE:

This course provides a platform on which to build the related knowledge, skills, attitudes, and competencies of safe and effective telemarketing. Globalization makes opportunities for learners who are engaged in Business Processing Outsourcing (BPO). Telemarketing is the emphasis on selling goods and services directly to potential customers over the telephone, internet, or fax. Learners must be able to appropriately, safely, and effectively conduct telemarketing campaigns to gain customers' confidence and boost business by executing sale transactions. The experiences generated from interfacing with this course should assist the learners in demonstrating competency-based skills in problem-solving, practical application, digital skills, and critical thinking skills while using the internet for telemarketing campaigns.

COURSE DESCRIPTION

This unit deals with the knowledge, skills, and attitudes required to prepare, conduct and review a telemarketing campaign, which may involve both inbound and outbound calls. It is relevant to individuals who would be required to apply a broad range of competencies in a varied BPO work context, using consistent discretion and judgment while applying relevant theoretical knowledge, and who may need to provide technical advice and support to a team.

This course covers five units, which will be delivered over fifteen weeks using a blended modality. Learners will cover: Preparation for a telemarketing campaign, executing strong telemarketing activity, appropriately addressing negative customer responses, executing and finalizing sales transactions, and documenting telemarketing campaign results. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learned.

They will be assessed using formative and summative activities including case studies, discussion boards, projects, and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students are competent when they are able to:

1. carry out preparation for telemarketing campaign.
2. execute planned telemarketing activity to ensure credibility and success.
3. address negative customer responses appropriately.
4. create and finalize a sales transaction using an appropriate draft.
5. document telemarketing campaign results.

UNIT I - CARRY OUT PREPARATION FOR TELEMARKETING CAMPAIGN (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to

1. identify specific features and benefits of product or service that are being marketed online.
2. discuss telemarketing campaign details and engagement guides with team members.
3. analyze operational boundaries and targets with relevant personnel.
4. outline proficiency in using relevant technology.
5. develop strategies to achieve sales targets.
6. display a clear understanding of fulfilment processes.
7. implement relevant campaign and engagement guides to meet legislation, codes, regulations and standards.

Content:

To include but is not limited to:

1. Knowledge of organizational policies and procedures may include:

    a. adherence to scheduling

    b. scope of the services to be provided
    c. financial and decision-making delegations
    d. referral and escalation pat

2. Identify specific sources of information that will provide information on specific features and benefits of products or services being marketed. These will include the use of:

    a. brochures and pamphlets
    b. campaign briefs
    c. internet and intranet
    d. instruction or product manuals

Suggested Learning Activities:

1. Role Play- Operational boundaries and targets with relevant personnel strategies to achieve sale targets.
2. Research and presentation - Campaign and engagement guides to meet legislation, codes, regulations and standards.
3. Discussion- Telemarketing campaign details.

UNIT II - EXECUTE PLANNED TELEMARKETING ACTIVITY (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. relate to customers appropriately in accordance with the organizational standards.
2. engage customers according to the engagement guide, and organizational policies and procedures.
3. discuss customer queries with professional responses.
4. demonstrate features and benefits of products or services to customers.
5. apply engagement guide content appropriately to enhance customer needs.
6. convert sales responses from customers into sales opportunities.
7. assess sales opportunities for the organization.
8. refer customer queries to the relevant authority according to organizational standard.

Content:

To include but is not limited to:

1. Organizational standards for customers

2. Engagement guides
3. Addressing customer queries
4. Sales responses to sales opportunities

Suggested Learning Activities:

1. Role Play- Address customers queries with professional responses and engage customers using organizational policies and procedures.
2. Problem-solving scenarios - Apply engagement guide content appropriately to enhance customer needs.
3. Practical -Conduct sale responses to sale opportunity.

UNIT III - APPROPRIATELY ADDRESS NEGATIVE CUSTOMER RESPONSES (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. apply negative customer responses to product, service or organization with positive features and benefits.
2. communicate respectfully to negative customer responses.
3. demonstrate the organization's standards of handling negative customers challenges.
4. analyze negative customer responses appropriately in accordance with organizational standards.
5. evaluate strategies used to solve negative customer responses and remain positive for next engagement.

Content:

To include but is not limited to:

1. Addressing negative responses.
2. Negative responses to positive features and benefits.
3. Strategies to solve negative customer responses.

Suggested Learning Activities

1. Workplace Document Exercise – Strategies to solve negative customers.

2. Role Play - Communicate respectfully to negative customers.
3. Simulation – Customer response approach with organizational standards.

UNIT IV - EXECUTE AND FINALIZE A SALES TRANSACTION (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. prepare sales transactions according to organization standards.
2. discuss payment arrangements with the customer according to organizational standards.
3. inform the customer of payment procedures.
4. prepare credit card transactions with customers according to organizational standard.
5. discuss delivery arrangements with customers.
6. apply procedures to complete sale.

Content:

To include but is not limited to:

1. Sale Transactions
2. Payment Arrangements
3. Payment Procedures
4. Credit Card Transactions
5. Delivery Arrangements
6. Finalizing Sales

Suggested Learning Activities:

1. Groupwork and discussion – Payment arrangements and procedure.
2. Practical demonstration – Prepare transactions according to organizational standards (sales and credit card).
3. Roll play – Inform customers of the payment procedure.

UNIT V - DOCUMENT TELEMARKETING CAMPAIGN RESULTS (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. produce records according to organizational standards.

2. prepare documents of challenging situation.
3. analyze performance against agreed targets to improve future outcome.
4. solve databases errors.

Content:

To include but is not limited to:

1. Producing Records
2. Documents for challenging situation
3. Analyzing performance
4. Database Errors

Suggested Learning Activities:

1. Project – Producing records according to organizational standards and prepare documents of challenging situations.
2. Scenarios – Analyzing performance against agreed targets to improve future outcome.
3. Discussion - Analyzing performance.

INSTRUCTIONAL METHODS:

1. Lab
2. Simulation
3. Practical Demonstrations
4. Workplace document exercises
5. Project
6. Direct observation
7. Oral/written questioning

ASSESSMENT PROCEDURES:

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	**Suggested unit /Unite Cluster**	**Assignment**	**Weight**
1	**Unit I**	**Speed Test**: Address customer queries in a given time 5- 10 minutes, with professional responses and industry standards.	5%
2	**Unit IV**	**Lab Exercises**: use simulation to prepare and record sale transactions, credit card transaction and solve data base errors. Field trip to the BPO industry to observe workers in the field on how to carry out telemarketing campaign. Learners will use checklist and write reflection on return.	70%
3		**Group Project**: Document strategies to address negative customer responses and appropriate solutions. Write scenarios, use pictures/ cartoon to aid project	25%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Doescher. (2000). *The Dialamerica Teleservices Handbook: A Guide to Successful Inbound and Outbound Telemarketing*. NTC Business Books.

Jones, P.M. (2018). *Exactly How to Sell: The Sales Guide for Non-Sales Professionals Hardcover*

Stone, & Wyman, J. (1994). *Successful telemarketing* (2nd ed.). NTC Business Books

Walkup, R. & McKee, S. (2010). *Selling to Anyone Over the Phone Paperback*

Other online resources:

BLOG

https://calleridreputation.com/blog/making-the-most-out-of-your-nonprofit-telemarketing-campaign/

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MANAGING CUSTOMER ACCOUNT PROCESS
COURSE CODE:	BPCA1207
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	II

COURSE RATIONALE:

This course, Managing Customer Account Process is offered to students who are doing an associate degree in Business Process Outsourcing in the second semester in year one. It is geared to help students to be more knowledgeable in the process of managing customer accounts. It will increase students' ability and skills in analyzing defaulting customers and provide actions that are suitable to them according to organizational procedures. It will also help students to manage credit risks and to give suggestions for alternative arrangements.

COURSE DESCRIPTION:

This course deals with the knowledge, skills, and attitudes required to handle credit applications or arrangements for customers with no or poor credit ratings, and negotiation of various outcomes with customers. The course also deals with the knowledge, skills and attitudes required to handle difficult engagements relating to customer billing and accounting, primarily where the customer is defaulting. It applies to individuals who utilize a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge, and who may provide technical advice and support to a team.

This course covers eight units which will be delivered in fifteen weeks (45 hours) using the face-to-face modality. Learners will cover how to evaluate, process and negotiate credit applications, and administrative arrangements, review customer enquiry, negotiate payment with defaulting customer and manage defaulting customers according to organizational procedures. Learners are required to engage in critical thinking, effective communication, self-directed, problem-solving and practical applications to principles learned.

Learners will be assessed using formative and summative activities to include case studies, discussion board, research and presentation, project and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:

Upon completion of this course, students are competent when they are able to:

1. evaluate credit application for customers' satisfaction.
2. process credit application for customers with no credit rating.
3. negotiate credit application details.
4. complete administrative arrangements.
5. receive and review a customer default enquiry or case.
6. negotiate payment with defaulting customers.
7. inform defaulting customer of cancellation.
8. manage default actions according to organisational procedures.

UNIT I - EVALUATE CREDIT APPLICATION (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the term "credit application".
2. review application to determine customer details and amount of credit required.
3. check existing customer records for payment history and credit status.
4. obtain customer credit rating according to credit management procedures.
5. establish customer's credit rating and ability to repay credit advances.
6. describe credit risk and how to manage it.
7. diagrammatically represent application for customers to evaluate.
8. participate willingly in learning tasks.

Content:

To include but is not limited to:

1. Credit application
2. Payment history

3. Credit rating
4. Credit risks

Suggested Learning Outcomes:

1. Research and Presentation – Customer credit rating
2. Role play – Customer credit rating and ability to pay
3. Problem solving Scenarios – Credit risks

UNIT II - PROCESS CREDIT APPLICATION (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the concept of credit application.
2. identify and discuss the components of a credit application.
3. discuss the credit application process.
4. discuss the approval or declination of application according to organizational policy and relevant legislation, codes, regulations and standards.
5. discuss alternative arrangements as necessary if an application has declined.
6. discuss customer rights to appeal, where appeal provisions exist.

Content:

To include but is not limited to:

1. Credit application process
2. Components of credit application
3. Approval/Decline of application
4. Legislation/Codes/Regulations/Standards - Credit and finance accounts and codes, consumer credit code, Do Not Call Register, Equal employment opportunity and anti-discrimination legislation, freedom of information, hardship policies, industry specific codes, occupational health and safety legislation, Privacy Act, Trade Practices Act, Competition and Consumer Act
5. Alternative arrangements
6. Rights to appeal

Suggested Learning Outcomes

1. Group Work and Discussion - Approval and decline of application according to organizational policy, legislations, code and standard
2. Problem Solving scenarios – Advice customers of rights of appeal
3. Laboratory work – credit and finance accounts and codes

UNIT III - NEGOTIATE CREDIT APPLICATION (5 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine payment arrangements with customer where credit approval is granted
2. justify difficulties experienced in customer negotiations according to organisational policy.

Content:

To include but is not limited to:

1. Payment arrangements - agreed instalments, cash, cheque, credit card, debit card, EFTPOS, electronic payment (e.g. eBay).
2. Escalation of process.

UNIT IV- COMPLETE ADMINISTRATIVE ARRANGEMENTS (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. construct and forward appropriate documentation to customer.
2. organize credit arrangements and record details according to organizational policy and legislative requirements.
3. notify customer of payment arrangements according to organizational procedures.
4. monitor and follow up customer commitments regularly.
5. resolve outstanding issues relating to credit application in an efficient and timely manner.
6. participate willingly in learning tasks.

Content:

To include but is not limited to:

1. Call handling processes.
2. Internally developed guidelines.

Suggested Learning Activities

1. Simulation - Organize credit arrangement and record details according to organizational policy and legislative requirements.
2. Workplace document Exercise – Construct and forward appropriate document to customers.
3. Simulation – Call handling Processes.

UNIT V - RECEIVE AND REVIEW A CUSTOMER DEFAULT ENQUIRY OR CASE (5 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. receive and review customer enquiry to identify details of case.
2. compare and contrast information to assist in resolving case.
3. review options to resolve case with other staff members, where appropriate.
4. interprets specialist and team member advice, to meet amicable results.
5. determine eligibility for hardship program.
6. compile relevant legislation, codes, regulations, and standards.

Content:

To include but is not limited to:

1. Receiving customer enquiry may include: direct contact with customer, escalated enquiry, referred contact with customer, written enquiry by letter, email or facsimile.

2. Hardship programs may include: credit and finance Acts and codes, agreed position to avoid severance of service, extended payment arrangements, financial and budgeting counselling or advice, reduced payment arrangements, referral to financial counsellors.

3. Relevant legislation, codes, regulations and standards may include: credit and finance Acts, · Consumer Credit Code, equal employment opportunity and anti-discrimination.
4. Relevant legislation, codes, regulations and standards may include: credit and finance Acts, · Consumer Credit Code, equal employment opportunity and anti-discrimination.

a. legislation, freedom of information, industry-specific codes, regulations and legislation, occupational safety and health legislation, Privacy Act, Trade Practices Act, Unfair Competition Act, Consumer Protection Act

5. Payment options may include: consideration of future payments due, extended payment due date, postponed payment, reasonable payment up front and extended terms, reduced payments over extended term.

Suggested Learning Activities:

1. Research and Presentation- receiving customer enquiry.
2. Resource personnel - Relevant legislation, codes, regulations and standards may include: credit and finance Acts, · Consumer Credit Code, equal employment opportunity and anti-discrimination.
3. Group work and Discussion – Determine eligibility for hardship programme.

UNIT VI - NEGOTIATE PAYMENT WITH DEFAULTING CUSTOMERS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. consult with customer on suggested course of action and options.
2. assess customer response to consultation.
3. develop realistic settlement options giving consideration to policy, customer response and payment history.
4. decide on a payment option with customer according to organisational policy.
5. record revised payment options as agreed with customer and according to organisational procedures.

Content:

To include but is not limited to:

1. Payment options for Default customers.
2. Consultation plans for defaulting customers.
3. Settlement options for defaulting customers.
4. Recording revised payment options for defaulting customers.

Suggested Learning Activities

1. Group work and Discussion – Assess customer response to consultation.
2. Role play- Settlement Option for Defaulting Customers.
3. Scenarios – Payment options according to organizational procedures.

UNIT VII - ADVISE DEFAULTING CUSTOMERS OF CANCELLATION (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. advise defaulting customers of service or product cancellation.
2. negotiate successful product return with customer where appropriate.
3. explain debt-recovery process to customer.
4. initiate debt-recovery process.
5. work cooperatively in groups.

Content:

To include but is not limited to:

1. Service or product cancellation may include: recall of product or equipment, termination of service, such as electricity or mobile phone service.

2. Credit-management procedures may include: call-handling processes, escalation processes, financial delegation and authorization limits, hardship policies, internally developed guidelines, referral to specialist groups.
3.

Suggested Learning Activities

1. Groupwork and Discussion – Cancellation of services or product foe defaulting customers.
2. Role Play – Explain Debt recovery service to customers.

UNIT VIII - MANAGE DEFAULT ACTIONS ACCORDING TO ORGANISATIONAL PROCEDURES (3 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. follow up payment, debt recovery or product returns to ensure completion of case.
2. amend customer records according to organisational procedures.
3. follow organisational default and credit-management procedures.

Content:

To include but is not limited to:

1. Debt Recovery and Product Returns for Completion of Cases.
2. Customer Records VS Organizational Procedures.
3. Organizational Defaults and credit Management Procedures.
    a. Follow up
    b. Amendments
    c. Following procedures

Suggested Learning Activities

1. Lab – Follow up payment, debt recovery or product to ensure completion of case.
2. Project – Organization default and credit management processes.
3. Groupwork and Discussion – Customer records vs Organizational procedures.

INSTRUCTIONAL METHODS

1. Lab
2. Simulation
3. Practical Demonstrations
4. Workplace document exercises
5. Project
6. Direct observation
7. Oral/written questioning

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	**Suggested unit /Unite Cluster**	**Assignment**	**Weight**
1	**Unit II**	**Test:** Five short answer questions on approval and decline of application.	10%
2	**Unit V**	**Simulation Exercises**: Simulation will be done on "Call Handling Process". Notify customer on payment arrangement, follow up commitment, and resolve issues related to credit application.	60%
3		**Group Project**: Learners will work in groups of 4 to select one of the following: Eligibility for hardship programme or Approval and decline for credit application. (To include scenario, interview and pictures	30%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Duening, T. N. (2205). *Essentials of Business Process Outsourcing*

Englander. (2015). *Mastering Account Management: 102 Steps for Increasing Sales, Serving Your Customers Better and Working Less.* CreateSpace Independent Publishing Platform.

Rogers, & Peppers, D. (2022). *Managing Customer Experience and Relationships: A Strategic Framework*. Wiley Publishers.

Other online resources:

ARTICLE

Vovk, V. M. (2017). Components of Managing the Quality of Customer Service. *Problemi Ekonomìki*, *4*, 250–256.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	APPLYING CRITICAL THINKING TECHNIQUES
COURSE CODE:	BPCT1208
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	II

COURSE RATIONALE:

This course is focused on Applying Critical Thinking Techniques and is offered to students in the second semester of the first year. It will allow students to be able to analyze, synthesize, and evaluate information to solve problems and make decisions (think) rather than merely repeat or memorize information. It will allow students to assess the views of the word and therefore become better problem solvers and critical thinkers. Not only will students be able to get a passing grade in this course, but they will be able to read, think and speak differently.

The experiences generated from interfacing with this course should assist the learners in demonstrating competency-based skills in problem-solving, practical application, and other critical thinking skills.

COURSE DESCRIPTION:

Within the Business Process Outsourcing (BPO) workers are faced with many challenges as it relates analyzing the quality of information they interface with on a daily basis. To analyze the information, it is important for workers within the industry to have training in the use of critical thinking techniques. The course is therefore, designed to include areas of critical thinking techniques that is relevant in understanding the essential principles involved in the practice of reasoned decision-making. Learners will therefore learn techniques aligned in reviewing and constructing arguments and analyzing problems in complex systems. There will be the use of questioning approaches that call on students to deep thinking and analysis before speaking.

The course covers six units which will be delivered over fifteen weeks (45 hours) using the face to-face modality. Learners will cover inductive and deductive reasoning, formal and informal fallacies of language, components of an argument, using verbal and written forms to create complex arguments, critical listening and writing and the ability to separate bad information from good. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. demonstrate an understanding in the use of inductive and deductive reasoning so they will be better able to critically assess any given information.
2. differentiate between formal and informal fallacies of language and thought so that there is no disconnect between the proof and the conclusion.
3. describe the various components of an argument.
4. demonstrate the ability to use verbal and written forms to create complex argument structures.
5. demonstrate an ability to separate bad information from good information.
6. use skills to read listen and write critically.

UNIT 1 – UNDERSTANDING CRITICAL THINKING (5 hours)

Learner Outcomes:
Upon completion of this unit, students are competent when they are able to:

1. define critical thinking.
2. assess methods to develop and improve critical thinking skills.
3. research the origins of critical thinking.
4. outline the components of strong thinking skills.
5. use critical thinking methods to evaluate educational videos.

Content:

To include but is not limited to:

1. Definition of critical thinking.

2. How to develop and improve critical thinking skills.
3. Origins of critical thinking: Plato & Socrates.
4. Components of strong thinking skills.

Suggested Learning Activities

1. Research and Presentation – Origins of critical thinking (Plato and Socrates).
2. Video Presentation and Discussion – Using critical thinking skills to evaluate educational videos.
3. Role Play – How to develop and improve critical thinking skills.

UNIT 11 – ASSESSING THE VIEWS OF THE WORLD (5 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term "world view".
2. assess the impact of world views on the processes within a BPO organization.
3. judge a situation for good or bad reasoning.
4. describe the relationship between culture and the world view.
5. discuss different belief systems.
6. evaluate the impact of belief systems on decisions within the BPO industry.

Content:

To include but is not limited to:

1. Definition of the term "worldview".
2. Impact of culture on worldviews.
3. Impact of worldview on an organization.
4. Good and Bad Reasoning.
5. Ordered sense of reality.
6. How belief systems influence social perception structures?
7. How belief systems influence management decisions?

Suggested Learning Activities

1. Resource Personnel – The impact of world's view on the BPO organization and the Impact of culture on world view.
2. Problem solving scenario – Judge situations for good or bad reasoning.

3. Role Play- How belief system influences social perception structures.

UNIT III – UNDERSTANDING THE RELATIONSHIP BETWEEN CRITICAL THINKING AND THE BRAIN (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. discuss how the human brain works.
2. outline the activities in the left and right brain.
3. analyze how the brain responds in casual versus professional situations.
4. outline links between perception and critical thinking.
5. outline at least 10 situations in which perceptions influences management decisions.
6. dramatize situations to show the relationship between critical thinking and the brain.
7. collaborate with each other as they work in groups.

Content:

To include but is not limited to:

1. The right and left brain.
2. How the brain works in casual vs professional situations.
3. The biology of knowing.
4. Perception and the brain.
5. Perception and critical thinking.
6. How perception influences management decisions.

Suggested Learning Activities

1. Research and Presentation – Discuss how the human brain works / Activities of the left brain and right brain.
2. Group Discussion – Relationship between critical thinking and the brain.
3. Roll Play -How Perception influences management decision.

UNIT 1V - CONSTRUCTING KNOWLEDGE (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the following terms “truth” and “knowledge” learning organization.

2. decode the truth from a situation (scenarios).
3. evaluate different definitions of the term "learning organization".
4. discuss Peter Senge's concept of the learning organization.
5. analyze different ways in which new knowledge can contribute to the growth of organizations.
6. present the importance of using evidence in arguments and business presentations.
7. justify six categories of questions.

Content:

To include but is not limited to:

1. What is truth?
2. What is knowledge?
3. New knowledge and organization development
4. Knowledge vs. truth
5. Asking questions to discover truth
6. Asking Questions Using the Socratic Method
7. Categories of questions
8. The learning organization
9. Evidence based arguments
10. What Kind of Evidence is Trustworthy

Suggested Learning Activities

1. Problem solving scenarios – Decode the truth from situations.
2. Individual presentations – Presenting evidence -based arguments
3. Debate – Knowledge vs truth

UNIT V1 – EVALUATING ERRONEOUS THINKING (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define 'logic'.
2. discover examples of flawed reasoning in newspapers, advertisements, and other sources.
3. determine whether an argument is erroneous.

4. evaluate critically and transcend from the "weak" and toward the "strong" end of the continuum.
5. detect arguments/reasoning that is logically inconsistent.
6. create an argument that evades the use of misjudgements/fallacies and makes a plausible case for a position on an issue.
7. solve problems in the BPO industry using logic.
8. assess logical statements from discussions.

Content:

To include but is not limited to:

1. Define the term “fallacy”?
2. Fallacious Reasoning
3. What is logic?
4. Logic and argument
5. Erroneous Arguments/Reasoning and logic
6. ad Hominem Fallacy
7. Inductive and deductive reasoning

Suggested Learning Activities

1. Scenarios- Detect arguments / reasoning that are logically inconsistent.
2. Video presentation and Discussion – Fallacious reasoning.
3. Guest presenter – Solve problems in the BPO industry using logics/ Erroneous arguments, reasoning, and logic.

UNIT VII - CREATING ROBUST ARGUMENTS (7 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. criticize the quality of two competing explanations.
2. predict the issue arising out of a disagreement.
3. deduce whether an argument's conclusion follows with certainty or only with probability from its premises [i.e., distinguish deductive validity from inductive strength].
4. locate the argument in a passage, conversation, or presentation.
5. create a plausible argument that defends a different (or the opposite) conclusion from a given argument on a controversial issue.
6. prepare an argumentative essay and a debate.
7. locate the point and purpose in an argument.

8. complete all required task in this unit.

Content:

To include but is not limited to:

1. Language and critical thinking
2. Living language
3. Management and language
4. The power of satire
5. The power of humour in critical thinking
6. Rules for building arguments
7. Purpose for arguments

Suggested Learning Activities

1. Mind Game- Language and critical thinking.
2. Debate – Create a plausible argument that defends a different conclusion.
3. Individual Presentation – Argumentative essay/ speech.

UNIT VIII - THE INFLUENCE OF PUBLIC OPINION (5 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. use critical thinking techniques to review and answer questions on various probing articles.
2. differentiate between propaganda and public relations.
3. review different news articles for propaganda and public relations.
4. evaluate how public opinion can influence business decisions.

Content:

To include but is not limited to:

1. The Media & Its Influence
2. Recognizing Propaganda & PR
3. Public opinion and business decisions

Suggested Learning Activities

1. Groupwork and Discussion – Differentiate between propaganda and public relations.
2. Projects – Review different news article for propaganda and public relations.
3. Individual presentation **–** How public opinion can influence business decision.

UNIT IX – DEVELOPING REASONING SKILLS USING THE SCIENTIFIC METHOD (3 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the scientific method of reasoning.
2. analyze how the scientific method of reasoning works.
3. compare and contrast the different theories in the scientific method.

Content:

To include but is not limited to:

1. What is the scientific method?
2. How the scientific method of reasoning works
3. Science in action
    a. Richard Dawkins, Trust Science
    b. Feynman, Scientific Method
    c. The future of science and organizational growth
    d. Cause and effects

Suggested Learning Activities

1. Video Presentation and Discussion – How scientific method of reasoning works
2. Research and Presentation – Different theories in the scientific method
3. Group work and Discussion – Science in action
4. Puzzle solving – Mind games

INSTRUCTIONAL METHODS

1. Group presentations
2. Puzzle Solving
3. Mind games
4. Independent Work
5. Guest speakers
6. Videos
7. Debate

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

Continuous Assessment

Unit		**Instructional Method**	

	In Class Group Presentation	Plato & Socrates contribution to critical thinking	10%
4	1In-Class Group Presentation	Constructing Knowledge: Standards of Evidence	20%
6	In-Class Group Presentation	Problem Solving Group Assignment	10%
7	Individual Research Paper	The role of Language in Critical Thinking	20%
9	In-Class Group Presentation	Critical Thinking and Management Decisions	30%
10	In-Class Debate	Be it resolved that critical thinking techniques are not relevant in solving problems	10%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Caroselli. (2011). *The critical thinking tool kit spark your team's creativity with 35 problem solving activities* (1st edition). AMACOM Books.

Carter, P. (2005). *The IQ Workout Series THE COMPLETE BOOK OF INTELLIGENCE TESTS*.

Retrieved http://elibrary.bsu.az/books_rax/N_357.pdf

Other online resources:

ARTICLES

Tripathy. (2020). Dimensions of critical thinking in workplace management & personal development: a conceptual analysis. *Multidisciplinary Journal for Education, Social and Technological Sciences*, *7*(2), 1–19. https://doi.org/10.4995/muse.2020.12925

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MANAGING SALES SOLUTIONS TO CUSTOMERS
COURSE CODE:	BPMS2100
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	III

COURSE RATIONALE:

This course," Managing Solutions for customers" is offered to students who are doing associate degree in Business Process Outsourcing in the third semester in year two. It is geared to help students to master the basic process in addressing and monitoring customer enquiries. Not only will students be competent in the area, but they will also be able to propose suitable products and services to clients based on their needs.

COURSE DESCRIPTION:

This course gives the learner the requisite competencies to coordinate and support the solutions given to a client within the Business Process Outsourcing industry. It will give an insight on industry appropriate strategies and techniques that can be used to address and monitor a client's enquiry.

The course deals with the knowledge, skills and attitude require to deliver and manage solutions for customers. It is designed to help students master the basic processes and requires an understanding of organizational requirements, expectations, policies and procedures. It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance from the facilitator.

The course spans over fifteen weeks and includes addressing customer enquiries, documenting customer complaints, providing solutions for disputes, provide service to customer and recommending appropriate products to customer. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt. They will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Demonstrate an ability to address customer enquiries based on industry standards.
2. Propose suitable products and services to a client based on his/her needs.
3. Process a customer complaint to the standards and policy of a company.
4. Use strategies to resolve customer disputes.
5. Deliver and monitor a service to a customer based on industry standards.
6. Analyze the impact that a poor response to a customer's inquiry can have on the company.

UNIT I - ADDRESSING CUSTOMER ENQUIRIES (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. evaluate the protocol and etiquette that should be displayed when addressing a customer enquiry.
2. assess the impact that a poor response in addressing a customer's enquiry may have on the organization.
3. outline details of customer.
4. propose strategies to address various types of enquiries.
5. prepare a suitable response to a customer's enquiry.
6. examine strategies to address a customer having special needs.

Content:

To include but is not limited to:

1. Customer Details:
    a. Name and Contact Information
    b. Financial Details
    c. Policy Number

d. Account Number
e. TRN
f. Photo ID
g. NIS

2. Sources of Information:
   a. Company Records
   b. Credit Reference Organization
   c. Past History with Organization
   d. Organization's Policy and Procedures
   e. Legislation
3. Types of Enquiry:
   a. Initial enquiry about a product
   b. Enquiry about ongoing use of a product or service
   c. Complaint about an error
   d. Request for new product or service
   e. Claim against a policy
4. Special Needs:
   a. Culture
   b. Language
   c. Race
   d. Religion
   e. Ethnic Origin
   f. Socio-Economic Status
   g. Age
   h. Sex
5. Impact of Poor Response
6. Protocol and Etiquette Techniques

Suggested Learning Activities

1. Role Play – Address the protocol and etiquette that should be displayed when addressing a customer enquiry.
2. Group work and Discussion – Strategies to address various types of enquiries

UNIT II - DOCUMENT CUSTOMER COMPLAINTS (6 hours)

Learners Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine industry standards to address a customer's complaint.
2. debate the importance of establishing a relationship with a customer by demonstrating an understanding of the customer's need.
3. explore strategies to investigate the details of a complaint if necessary and documenting results.
4. propose methods of informing customers of possible resolutions.
5. resolve or escalate a customer complaint to appropriate personnel.

Content:

To include but is not limited to:

1. Types of Complaints
2. Industry Standards to deal with complaints
   a. Assuring the customer that the organization regrets the problem and any inconvenience cause
   b. Listening sympathetically to establish the details of a complaint
   c. Recording the details
   d. Offering rectification whether by repair, replacement or refund
   e. Appropriate follow-up action such as issuing an apology
3. Strategies to Develop Relationship with Customer:
   a. Show Respect
   b. Emphasizing the customer's importance
   c. Understanding customer's needs
   d. Referring Complaints

Suggested Learning Activities

1. **Research and Presentation –** Industry standards to deal with complaints
2. **Debate** – It is not important to establish relationship with customers

UNIT III - PROVIDE SOLUTIONS FOR DISPUTES (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine techniques that can be used to query customer for information to determine if dispute is legitimate.
2. propose strategies to determine the course of action that can be implemented to settle dispute.
3. review risks involved in referring unresolved disputes to formal conciliation services
4. assess the steps involved in advising all parties about the outcome and their rights in relation to seeking a review of the decision.

Content:

To include but is not limited to:

1. Techniques used to query customers information
2. Strategies for Course of Action
   a. Carrying-out further investigation
   b. Keeping customers abreast of the progress
   c. Establishing timelines
3. Conciliation Bodies or Specific Bodies
4. Strategies to resolve customer's dispute

Suggested Learning Activities

1. Video Presentation and Discussion – Strategies to determine the course of action for settling dispute.
2. Role Play- Risk involved in referring unresolved dispute to formal conciliation service.

UNIT IV - PROVIDE A SERVICE TO A CUSTOMER (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine communication techniques that can be used to inform a customer of preferred options available to them.

2. debate industry standards for addressing customer's complaints promptly and sensitively.
3. propose opportunities that can be used to improve the quality of products and services.

Content:

To include but is not limited to:

1. Options for Customers:
   d. Making an appointment
   e. Leaving a message
   f. Leaving contact information
   g. Speaking to a designated person
   h. Sending an email, fax or mail]
   i. Calling back
   j. Checking company's website
   k. Reading company's brochures

2. Techniques to develop a Customer's Rapport:
   a. Establish eye contact
   b. Greet customer's courteously
   c. Good interpersonal skills
   d. Sensitivity to client's needs
   e. Engage in appropriate conversation
   f. Offer help and advice
   g. Solicit feedback
   h. Questioning and Listening techniques
3. Strategies to improve quality of products and services:
   a. Suggestion boxes
   b. Questionnaires
   c. Blogs
   d. Meetings with clients

Suggested Learning Activities

1. Simulation – Discuss industry standards that address customers' complaints promptly
2. Workplace Document Exercise – Communication techniques that are used to inform customers e.g. make appointment, send email, call back.
3. Project – Make scrapbook /flipbook on strategies to improve product and services.

UNIT V - RECOMMEND APPROPRIATE PRODUCTS TO A CLIENT (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. propose marketing and promotional techniques for products and services to a client.
2. examine features and benefits approach to selling a product or service.
3. assess techniques used in cross - selling and upselling.
4. evaluate sales-marketing presentation techniques.

Content:

To include but is not limited to:

1. Marketing and Promotional Techniques
2. Features and Benefits Approach
3. Sales-marketing presentation techniques
4. Cross selling and upselling

Suggested Learning Activities

1. Oral/written questioning – Individual presentation on marketing and promotional techniques
2. Group work – Techniques used in cross-selling and upselling

INSTRUCTIONAL MATERIAL

1. Lab Simulation
2. Practical Demonstrations Workplace document exercises Project
3. Direct observation
4. Oral/written questioning

On-going Assessment Requirements			
No.	**Suggested unit /Unit Cluster**	**Assignment**	**Weight**
1		**Speed Test** Prepare a suitable response to a customer's enquiry to your organization in 5 minutes. Address the impact of a poor response. (unit i)	5%
2		**Simulation Exercises** Show the professional way in addressing customers promptly. Make use of appointment, email and contact information. Show how you would use the call-back features such as greeting, being courteous, questioning and listening techniques to address customers complaints. (unit iv)	70%
3		**Group Project (Capstone)** Use animation or comic strips to suggest causes for dispute in the workplace propose strategies to determine the course of action for settlement.	25%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Dasu, & Chase R. (2013). *The Customer Service Solution: Managing Emotions, Trust, and Control to Win Your Customer's Business.* McGraw Hill.

Dixon, M. & Adamson, B. (2011). *The Challenger Sale: Taking Control of the Customer Conversation.*

Other online resources:

ARTICLES

Biggemann, Kowalkowski, C., Maley, J., & Brege, S. (2013). Development and implementation of customer solutions: A study of process dynamics and market shaping. *Industrial Marketing Management*, *42*(7), 1083–1092. https://doi.org/10.1016/j.indmarman.2013.07.026

Kumar, Steward, M. D., & Morgan, F. N. (2018). Delivering a superior customer experience in solutions delivery processes: Seven factors for success. *Business Horizons*, *61*(5), 775

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	USING MULTIPLE APPLICATIONS AND INFORMATION SYSTEMS
COURSE CODE:	BPOAIS1022
CREDITS:	1
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	III

COURSE RATIONALE:

In today's ever-changing and fast-moving world, customers' expectations are always evolving. To meet the demands in matching customers' expectations and for companies to remain competitive and continue to function at the highest levels, they must embrace the global changes.

Any company including those operating in the Business Process Outsourcing Sector with the intention to improve and secure the future must establish a broader perspective of information technology quality, that is well designed and organized for its' business transactions.

Today, no one can envisage a business operating without an effective digital information system. Even the simplest use of technology can significantly improve businesses' productivity and efficiency. Arguably, most businesses have been prompted to introduce information systems to maintain their competitive edge that will bring numerous benefits and assist in the external and internal processes that a business encounters daily, and decision-making for the future. Importantly, is the ability it gives users the information they need to carry out tasks efficiently.

We are living in the Information Age, where not only businesses but also in our personal lives, those with the best, most current, most accurate information will survive. Therefore, a solid information system is paramount that will produce the best outcomes at the end of the day.

This course, using multiple information system provides an excellent platform for learners to acquire the knowledge and skills that will empower them to become critical thinkers, sound oral and written communication, and creative thinkers to adapt to the changing technological and internationalized environments in which we cannot escape.

COURSE DESCRIPTION

This course deals with the knowledge, skills and attitudes required to develop word processing skills with speed and accuracy using touch-typing techniques. It applies to individuals operating in a range of environments who are required to enter text and data with speed and accuracy. Individuals may provide administrative support within an organization or may be technical/knowledge experts responsible for production of their own word-processed documents. The course also describes the skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information.

This course covers five units, which will be delivered over fifteen weeks using both face to face and online modalities. Learners will garner the knowledge and skills in word processing, to include checking the accuracy of documents, identifying and correcting errors in documentation and how companies utilize multiple information systems in their operations. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include laboratory tests, collaborative activities, and field trips.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. identify and develop word processing skills.
2. assess the significance of checking and maintaining accurate documentations.
3. analyze the importance of organizations accessing a range of information systems.

4. examine the procedures involved to process customer information using multiple information

systems

5. evaluate the importance of identifying and rectifying information system and processing errors.

UNIT I- IDENTIFY AND DEVELOP WORD PROCESSING SKILLS (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. identify the importance of word processing utilized by organizations.
2. access the benefits and advantages of Word Processing in Business
3. explain the various functions of the keyboard
4. evaluate the level speed and accuracy in keyboarding in accordance with workplace requirements for level of responsibility.
5. develop speed and accuracy in accordance with workplace requirements for level of responsibility.
6. assess the word processing skills required to create documents with speed and accuracy.
7. create word documents utilizing word processing skills.
8. participate and share perspectives on the importance of word processing in the BPO Sector.

Content:

To include but is not limited to:

1. Start and shut down the computer
2. Start the word processing application
3. Create and save a document within a particular folder/storage medium
4. Touch-typing – keyboard configuration (QWERTY, numeric keypad, Shift, Alt, Ctrl, Tab, Caps Lock, Num Lock, Insert, Home, End, PgUp, PgDn, Backspace, Delete, Esc, Function keys, Arrow keys, Enter), typing at a speed required for the level of responsibility
5. Formatting a document – Text formatting (alignment, bold, underline, italics, font style, font size, font color, cut/copy and paste, line spacing within and between paragraphs, indentation, bullets and numbering), page formatting (margins, orientation, page size, page numbering, header/footer, breaks-page/section), creating a professional letter
6. Tables (rows, column, border, shading, insert, delete)
7. Insert images/charts
8. Exit the word processing application

Suggested Learning Activities

1. Lab exercises – learners will have session in school's E-learning lab for demonstration by technical team
2. Practical demonstration. Learners to be engaged in Micro-soft word applications

UNIT II CHECK ACCURACY OF DOCUMENTS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the importance of producing accurate documentations.
2. assess the process involve in proofreading documents generated within the organization to identify errors.
3. evaluate the procedure to amend documents based on errors identified.
4. assess the process involve in authenticating the final draft.
5. participate in given activities and share perspectives on the importance of producing accurate documentations.

Content:

To include but is not limited to:

a. Proofreading
b. Spell check – correct spelling and grammatical errors
c. Find and replace
d. Synonyms
e. Correcting formatting errors

Suggested Learning Activities

1. Role Play – learners provided with error prone documents and be allowed to identify the errors and make recommendations
2. Simulations – learners placed in teams to demonstrate the process of preparing documents, identifying and reporting errors and authenticating error free documents.

UNIT III – ACCESSING INFORMATION SYSTEMS (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term 'Information System'.
2. list at least six major types of information systems.
3. explain the importance of password security features used to access information systems.
4. list at least four password security features used to access information system.
5. describe the procedures to log-on to information systems.
6. assess the process involved to navigate screens efficiently to locate displays and information relevant to role.
7. evaluate database management systems (DBMS) used to control data access, enforce data, integrity, manage concurrency, and access information.
8. analyze the impact of effective management of information systems according to organizational requirements.
9. identify ideal practices in ensuring secured user verification in accessing information system.
10. assess the potential levels of user roles needed to manage access to information.
11. identify types of Database Management Systems.
12. actively participate in given activities and share perspectives of data securities in the BPO organizations.

Content:

To include but is not limited to:

1. Logon may include: complying with information technology security protocols, logging into telephone system, opening most frequently used applications, username and passwords to access information systems.
2. Information systems may include: billing systems, databases, telephone systems, company special.
3. Spreadsheet systems: terms include: row, column, cell, actions include: formulas and functions (sum, min, max, average, count), copy and paste (relative and absolute cell referencing), sorting, formatting cells, charts.
4. Database Management Systems: terms include: file, record, field, primary key, foreign.
   a. key, relational database, table/file, actions include: create and save a database, create a table, manipulate a table (modify table structure, add records, change/remove records), relationship between two tables, query (select), forms (wizard), reports (wizard).

Suggested Learning Activities

1. Lab exercises – learners will visit school's E-learning lab for demonstration by technical team.
2. Practical demonstration. Learners to be engaged in spreadsheet and word applications.

UNIT IV - PROCESS CUSTOMER INFORMATION USING MULTIPLE INFORMATION SYSTEMS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. analyze customer enquiry to identify information needs.
2. identify the type of information systems required to satisfy information needs.
3. assess organizational information system used to complete customer inquiry or transactions.
4. evaluate information systems used to record customers enquiry and transactions.
5. evaluate information system involved to maintain contact and communication with customer.
6. assess the process involved to verify information with customer to complete transaction.
7. assess the overall workflows and potential bridges between multiple information system to increase efficiency when working in systems simultaneously.
8. examine the potential for automation of workflows across multiple information system.

Content:

To include but is not limited to:

1. Information systems may include: billing systems, databases, telephone systems, company specific
2. Manage the use of information systems may include use of: bookmarks, decision support system, office automation system, transaction processing systems, note pad
3. Microsoft courses and tutorials – Docs.microsoft.com

Suggested Learning Activities

1. Field trip – students visit to call center or any business place such as Digicel to observe company's information system and the daily processing.
2. Group discussion – types of information system used to satisfy customer needs.

UNIT V - IDENTIFY AND RECTIFY INFORMATION SYSTEM AND PROCESSING (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. assess the process that will identify errors in information system, relevant to role.
2. examine procedures to identify source of errors in the information system.
3. analyze how errors are reported that impact the company's information system and customers.
4. assess the procedures to consult with stakeholders on actions to rectify system errors.
5. examine the process involved in communicating errors and solutions to customers.
7. analyze information system faults and how it is communicated to the relevant personnel according to organizational policy.
8. examine the process involved in collecting, processing, and protecting data of all stakeholders of the information system.
9. share perspectives on effective system and information management according to organizational policy.

Content:

To include but is not limited to:

1. Errors may include:
    a. corrupt data
    b. data in incorrect fields
    c. inaccurate data
    d. untimely entry of data
2. Data privacy act 2020

Suggested Learning Activities

1. Article critique – https://www.hashmicro.com/blog/management-information-system-benefits-examples-of-its-application/ Management Information System : Benefits & Examples of its Applications.
2. Field trip – students to visit IT department of the institution to observe aspects of the information system.

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INSTRUCTIONAL METHODS

1. Lab

2. Simulation
3. Practical Demonstrations
4. Workplace document exercises
5. Project
6. Direct observation
7. Oral/written questioning

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work and recognized the importance of existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going AssessmentRequirements

No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	**I -**. assess the word processing skills required to create documents with speed and accuracy – Task - Preparation of word document provided by facilitator	Speed Test	5%
2	**II, III** • Case Study -problem solving using spreadsheet and word applications. • Facilitator using checklist to ensure students understand the	Lab exercises	70%

	how to start up and shut down computers and other aspects. • Identification of error prone documents and applying word processing skills to make correction to document.		
3	**I, II. III, IV, V** Preparation of a Scrap book - summarizing selected objectives from all units (pictorial in nature) students should provide explanation in light of knowledge and skills acquired.	Group Project	25%
	Total		**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Parameswaran. (2006). *Computer Applications in Business*. S Chand & Co. Ltd.

Vermaat, M. et. Al. Microsoft Office 2010. Shelly Cashman. KY: Course Technology Publishing.

Weixel. (2008). *Learning Microsoft Office Word 2007*. Pearson Prentice Hall DDC.

Other online resources:

ARTICLE

Bulawa. (2016). Transfer of Computer Knowledge and Skills to the Workplace: The Perspective of Primary School Heads. *Journal of Studies in Education (Las Vegas, Nev.)*, *6*(4), 75– .https://doi.org/10.5296/jse.v6i4.9992

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	**TRAINING AND DEVELOPING STAFF**
COURSE CODE:	BPOTDS2043
CREDITS:	**3**
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	III

COURSE RATIONALE:

This course provides a platform on which to build the related knowledge, skills, attitudes, that are needed to function effectively in a BPO setting. It is geared to help students to be competent in areas relating to HRD, and job training. Not only will students be trained, but they will be competent to train others.

COURSE DESCRIPTION:

This unit deals with the knowledge, skills and attitudes required to train colleagues in the workplace. It includes the preparation, delivery and review of training in the workplace.

Staff trainings often focus on correct implementation procedures, data collection methods, and identifying behavioural function (Jahr, 1998). Training and development help companies gain and retain top talent, increase job satisfaction and morale, improve productivity and earn more profit. This course includes six units and is covered over a fifteen-week span using the face-to-face modality. Learners will cover analyzing HRM and employee relations, training needs, preparing trainees, conducting training sessions, assessing training sessions and evaluating training sessions. Learners are required to engage in critical thinking, effective

communication, self-directed, problem solving, and practical application of principles learnt.

They will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Use appropriate methods to identify training needs within an organization.
2. Implement a training plan according to international standards.
3. Give feedback and reinforcement during training and practice sessions.
4. Monitor trainees' readiness for assessment.
5. Select and apply assessment techniques.
6. Evaluate the effectiveness of the training for staff with a view of improvement.

UNIT I- ANALYSING HRM AND EMPLOYEE RELATIONS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the terms human resource management (HRM) and employee's relation and their importance in a small business.
2. outline at least three main functions of HRM.
3. examine how HRM is use as a strategic tool by small entrepreneurs.
4. discover the benefits of education and training on human resource in small enterprises' success as you collaborate in groups.
5. indicate how an entrepreneur uses wage, salary and benefits policies to motivate employees.
6. assess the use of two (2) Motivation Theories on employees' performance in a small firm.

Content:

To include but is not limited to:

1. Definition of Human Resource Management and Employee Relations
2. Functions of Human Resource Management
    a. human resource planning
    b. recruitment and selection
    c. training and development
    d. performance management
    e. compensation
    f. occupational health and safety

3. HRM as a strategic tool in small business management.
4. Benefits of education and training on business success.
5. Factors that motivate employees and their use in a small business.
6. Two (2) Motivation Theories
    a. Maslow’s
    b. Theory X and Y
    c. Impact of motivation theories on organization

Suggested Learning Activities

1. Group work - Discuss the benefits of education and training of human resource in small enterprise.
2. Case Study – Examine how HRM is used as a strategic tool by small entrepreneurs.
3. Video presentation and discussion – Benefits of education and training in business.

UNIT II -IDENTIFYING TRAINING NEEDS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “Skill Gap Analysis”.
2. outline methods of conducting a Skill Gap Analysis within an organization.
3. propose critical components of a training plan.
4. develop a training plan for an organization.
5. follow a logical sequence for the steps when conducting a training session.
6. select appropriate training method(s) for a training plan.

Content:

To include but is not limited to:

1. Skill Gap Analysis
    a. Definition
    b. Methods
2. Components of a Training Plan
3. Steps for Training Session

4. Training methods:
    a. lecture
    b. lecture/discussion
    c. skill lesson
    d. on-the-job training (the four-step method)

e. role play
f. assignment
g. case study
h. training games
i. group exercises
j. programmed learning
k. e-learning

Suggested Learning Activities

1. Role Play – Developing a training plan for n organization
2. Group work and Discussion – critical component of a training plan
3. Field Trip – Visit an organization to participate in their skill-gap training or have a simulation in class

UNIT III - PREPARING TRAINEES (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. determine the resources required for training according to procurement guidelines of the organization.
2. arrange suitable, safe and accessible locations for the training.
3. explain in detail the training process and discuss with the trainee, all relevant aspects of the training.

Content:

To include but is not limited to:

1. Approval process of training resources
2. Communication Methods to inform trainee of training

UNIT IV - CONDUCTING A TRAINING SESSIONS (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “ one-to-one training sessions”.
2. outline the key personal trainee factors that may affect during the instruction process.
3. determine appropriate methods to provide constructive feedback and reinforcement during training and practice sessions to encourage trainees.
4. propose strategies in which trainees can evaluate own performance.

Content:

To include but is not limited to:

1. Define the term “one-to-one training sessions”.
2. Key personal trainee factors:
   a. the level of experience
   b. prior learning
   c. language proficiency
3. Methods to provide constructive feedback and reinforcement for trainees.
4. Strategies for trainees to evaluate own performance.

UNIT V - ASSESSING TRAINING SESSION (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. utilize appropriate assessment techniques and collect evidence in accordance with the plan.
2. inform trainee of the outcomes of the assessment.
3. recommend remedial training requirements.
4. record the results of training in accordance with the organization requirements.

Content:

To include but is not limited to:

1. Assessment Techniques
2. Communicate outcomes of an assessment
3. Remedial Training Requirements

Suggested Learning Activities

1. Role Play- Remedial training requirements
2. Simulation – Assessment techniques for training session

UNIT VI - EVALUATING TRAINING SESSION (8 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. evaluate the outcomes of a training using appropriate methods.
2. adjust the training to reflect outcome of evaluation.
3. use skill-gap analysis to ensure learning and development.

Content:

To include but is not limited to:

1. Methods to evaluate training
2. Adjustment of training to suit the needs of the company and employee
3. Benefits of skill-gap analysis

Suggested Learning Activities

1. Groupwork and Discussion – Adjust training to reflect outcome
2. Role Play – Evaluate outcome of training using appropriate methods
3. Video on skill-gap analysis

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INSTRUCTIONAL METHODS

1. Lectures
2. Case Studies
3. Demonstrations
4. Discussions
5. Guest Lectures
6. Presentation(s)
7. Field Trips
8. Research

ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	Identify Training Needs (unit ii)	Oral Presentation 1(Skill Gap Analysis)	20%
2	Preparing Trainees (unit iii)	Oral Presentation 2 (Training Plan Developed)	20%
3	Conducting Training Session (unit iv)	Capstone project Implementation of Training Plan	40%
4	Assessing Training Sessions (unit v)	Evaluation of Training Plan	20%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Pratchett, & Young, G. (2016). *Practical tips for developing your staff*. Facet.

Zimmerer T., Scarborough N. (2007). Essentials of entrepreneurship and small business management (5th ed.). NJ: Prentice Hall.

Other online resources:

ARTICLES

Fallon, & Rice, S. M. (2015). Investment in staff development within an emergency services organisation: comparing future intention of volunteers and paid employees. *International Journal of Human Resource Management*, *26*(4), 485–500. https://doi.org/10.1080/09585192.2011.561222

Kim, & Ployhart, R. E. (2014). The Effects of Staffing and Training on Firm Productivity and Profit Growth Before, During, and After the Great Recession. *Journal of Applied Psychology*, *99*(3), 361–389. https://doi.org/10.1037/a0035408.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	APPLYING RISK MANAGEMENT
COURSE CODE:	BPORMP2053
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	III

COURSE RATIONALE:

Applying Risk Management provides the practical knowledge and skills needed to address everyday problems in identifying and managing risk in the workplace. This understanding should better position students to appreciate the pertinent role they play as stakeholders in the process of creating a safe environment. It will also help students to identify potential problems before they occur, or, in the case of opportunities, to try to leverage them to cause them to occur. In undertaking this course learners in the Business Processing Outsourcing Industry will garner the requisite skills needed for improved workplace safety and security for employees and customers and provide a competitive differentiation in the marketplace.

COURSE DESCRIPTION:

This unit deals with the knowledge, skills and attitude required to identify risk and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

The unit will cover four units which will be delivered over a fifteen weeks period using both online and face to face modalities. Learners will engage in identifying risks, analyzing and evaluating risk, treating risks, monitoring risks management. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. apply research and data collection skills to monitor and evaluate risks.
2. apply problem-solving skills to appropriately address identified risks.
3. develop and implement treatment plans for own area or responsibility.
4. outline techniques for identifying and evaluating risks.
5. outline organizational policies, procedures, or processes for risk management.
6. State examples of areas where risks are commonly identified in an organization.
7. outline the purpose and key elements of current risk management standards.
8. create a risk assessment plan.
9. critique a risk assessment plan.
10. show appreciation for working cooperatively in teams in mitigating risks in the workplace.
11. outline the legislative and regulatory context of the organization in relation to risk management.

UNIT I - IDENTIFYING RISKS (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “Risk Management” and other related terminologies.
2. utilize appropriate tools to identify risks within an organization.
3. develop template to document risks within organization.
4. document identified risks in accordance with relevant policies, procedures, legislation and standards.
5. create a risks management plan in alignment with policies and procedures.

Content:

To include but is not limited to:

1. Definition of term Risk,“Risk Management, Impact, Key Controls, Key Indicators, Inherent Risk.
2. Examples of Risks:
    a. commercial and legal relationships
    b. economic circumstances and scenarios
    c. human behaviors
    d. individual activities
    e. management activities and controls
    f. natural events
    g. political circumstances
    h. positive risk
    i. technology/technological issues
3. Tools:
    a. documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence
    b. Creation of Template
    c. standard instruments developed for the organization and contextualized for sections of the workplace's operations, such as checklists and testing procedures
    d. tools to prioritise risks, including where relevant, numerical scoring systems for

risk

SUGGESTED LEARNING ACTIVITIES

1. Research - tools to identify risks within an organization
2. Pair exercise - Create a risks management plan
3. Video Critique and discussion - https://www.youtube.com/watch?v=KcCmCZoQVvE - What is Risk Management and Why is it Important in an Organisation (Risk, Risks and Risk Management

UNIT II -ANALYZING AND EVALUATING RISKS (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. analyze and document risks in consultation with relevant stakeholders.
2. create a risk categorization list and determine level of risk.
3. implement action based on level of risks.

Content:

To include but is not limited to:

1. Level of risk:
    a. low, treated with routine procedures
    b. moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented
    c. high, requiring action, as it has potential to be damaging to the organization or project
    d. extreme, requiring immediate action, as it has potential to be devastating to the organization or project

2. Risk categorization:
    a. likelihood of risks
    b. almost certain

c. likely
d. possible
e. unlikely
f. rare

Suggested Learning Activities

1. Whole class discussion – Level of risk
2. Group discussion - [https://www.investopedia.com/articles/investing-strategy/082816/methods- handling-risk-quick-guide.asp](https://www.investopedia.com/articles/investing-strategy/082816/methods-handling-risk-quick-guide.asp). Methods of risk management.
3. Individual Research – risk categorization

UNIT III - TREATING RISKS (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. develop appropriate control measures for risks and assess for strengths and weaknesses of the measures selected.
2. identify and refer risks relevant to the entire organization or risk beyond own work to relevant stakeholders/authority responsibilities to others according to established policies and procedures.
3. select and implement control measures for own area of operation and/or responsibilities.

Content:

To include but is not limited to:

1. Control measures
2. hierarchy of controls:
3. reduction in likelihood of risks
4. reduction of consequences of risks
5. retention of risks
6. risk aversion
7. transfer of responsibility of risks
8. avoidance
9. loss prevention

10. loss reduction
11. segregate loss

SUGGESTED LEARNING ACTIVITIES

1. Group presentations - Control measures
2. Discussion - Risk categorization
3. Written exercise - Select and implement control measures for own area of operation and/or responsibilities.

UNIT IV - MONITORING RISK MANAGEMENT PLAN (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. critique Review implemented treatment/s against measures of success.
2. apply results to improve the treatment of risks.
3. analyze and review management of risk in their own area of operation.
4. identify and treat with new risks.

Content:

To include but is not limited to:

1. Strategies to Monitor Risk Management Plan
2. New risks:
    a. new diseases
    b. emerging trends
    c. change in legislation
    d. change in business operations
    e. environmental health challenges

Suggested Learning Activities

1. Research - Strategies to Monitor Risk Management Plan
2. Presentations - New risks

3. Critique document - Review implemented treatment/s against measures of success

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INSTRUCTIONAL METHODS

1. Lectures
2. Case Studies
3. Demonstrations
4. Discussions
5. Guest Lectures
6. Presentation
7. Role Play
8. Field Trips
9. Research

ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	Unit 1& 11	Practical Assessment 1	20%
2	Units 111	Practical Assessment 1	20%
3	Unit 3 Analyzing and evaluating risk	Oral Presentation	20%
4	All Units	Capstone Project Final Assessment - Project Contribution towards	40%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Holmes. (2002). *Risk management*. Capstone Pub.

Jenkins. (2013). *Preventing and managing workplace bullying and harassment: a risk management approach*. Australian Academic Press.

Tchankova, L. (2002). Risk identification – basic stage in risk management. Environmental Management and Health, 13(3), pp.290-297.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MANAGING INBOUND AND OUTBOUND CALLS
COURSE CODE:	BPOCSF2014
CREDITS:	3
CONTACT HOURS:	75 hours (30 Theory, 45 Practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	IV

COURSE RATIONALE:

The art of effective communication is critical to the survival of the BPO sector, this implies that learners must have an understanding of the management of inbound and outbound calls.

Fundamental to understanding the importance of managing these calls is showing appreciation to the needs of the customer and how the quality of communication impacts businesses. This should better prepare learners to appreciate the pertinent role they play as stakeholders in the process of effective communication. Trends in managing in and outbound calls also serve to confirm the need for students to acquire foundational knowledge of the field and how it is evolving.

Learners should therefore (a) possess the skills and dispositions for dealing with customers (b) keep pace with global trends and (c) be au-fait with the emerging technologies in the BPO sector.

COURSE DESCRIPTION:

This unit deals with the knowledge, skills and attitudes required to conduct outbound engagements in relation to enquiries or sales of products and services to meet both customer and business needs

This course covers four units, which will be delivered over fifteen weeks using the online modality. Learners will cover preparing outbound calls, conducting engagements, arranging for products or survive, managing customer engagement. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Use policies and guidelines to engage in an inbound/outbound call.
2. Escalate enquiries or orders that cannot be satisfied immediately.
3. Supply follow-up information to customer as required and in a timely manner.
4. Observe relevant legislation, codes, regulations and standards throughout transaction.
5. Show competence in engaging in inbound and outbound calls.
6. Maintain good customer relationship while making calls.

UNIT I - PREPARING FOR INBOUND/OUTBOUND CALLS (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. differentiate between Inbound and Outbound Calls.
2. identify engagement details and apply a clear understanding of organizational policies and procedures when interfacing with a call.
3. obtain and study product and service details relating to customer engagement.
4. study prepared engagement guides or scripts for an organization with the Global Services Sector.
5. locate sources of information that may be required to develop product or service expertise, or discuss requirements with team.
6. develop proficiency with equipment and systems to manage engagement effectively and efficiently.

Content:

To include but is not limited to:

1. Inbound and Outbound Calls:
    a. Define types of calls
    b. Elements of Calls
    c. Features of Calls
2. Organizational policies and procedures may include:
    a. adherence to scheduling
    b. Scope of the services to be provided
    c. financial and decision-making delegations
    d. referral and escalation paths
3. Products and services may include:
    a. goods
    b. ideas
    c. infrastructure
    d. private and public sets of benefits
4. Contact guides or scripts may relate to:
    a. contact-closing technique
    b. contact flow
    c. features and benefits of product or service
    d. greeting etiquette
    e. pricing
    f. regulatory, legislative and organizational requirements
5. Sources of information may include:
    a. brochures and pamphlets
    b. campaign briefs
    c. internet and intranet
    d. instruction or product manuals
6. Equipment and systems may include:
    a. computer and telecommunications equipment, which may be modified for use by people with a disability
    b. information management systems
    c. work flow management systems.

SUGGESTED LEARNING ACTIVITIES

1. Group work - Inbound and Outbound Calls

2. Individual research – importance of product and service details relating to customer engagement

3. Video Critique https://www.youtube.com/watch?v=WWRWUqvN0GM - call centre training: inbound & outbound skills

UNIT II - CONDUCTING ENGAGEMENT (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. greet customer according to organizational protocol and in a manner that encompasses cultural diversity.
2. use engagement guide efficiently to conduct the engagement.
3. answer enquiries and negotiate with customers according to policy of an organization.
4. escalate enquiries that cannot be satisfied immediately.
5. conduct engagement closure according to policy.
6. simulate engagement when making in and outbound calls.
7. show empathy for customers concerns.

Content:

To include but is not limited to:

1. Protocols when engaging in an inbound/outbound call.
2. Outbound Calls: The types present.
3. Perks of conducting Outbound Call practices.
4. How to successfully create an efficient outbound call process?
5. Powerful techniques to apply for successful Outbound call actions.
6. Enhancement process of Outbound Calls.

SUGGESTED LEARNING ACTIVITIES

1. Role play - Answer enquiries and negotiate with customers according to policy of an organization.

2. Group Presentation - Protocols when engaging in an inbound/outbound call.

UNIT III - ARRANGING FOR PRODUCT OR SERVICE (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. respond appropriately to customer requirements according to international standards.
2. select appropriate product or service in consultation with customer.
3. agree actions or orders with customer, giving consideration to maximizing value and service delivery to customer.
4. consider customer retention options that can be applied to engagement.
5. use clear, simple and easy-to-understand language and ensure responses are comprehensive.

Content:

To include but is not limited to:

1. Protocols for responding to customer requirements:
    a. recording details in enterprise systems
    b. discussing, agreeing and recording supply arrangements with customers
    c. discussing and agreeing on payment options with customers
    d. conducting credit checks
2. Customer retention options:
    a. loyalty programs or incentives
    b. offering value-added services or products
    c. re contracting
    d. special offers as determined by the organization from time to time.
3. Strategies to ensure clarity in responses

SUGGESTED LEARNING ACTIVITIES

1. Student-led presentations - Customer retention options
2. Discussion - Strategies to ensure clarity in responses
3. Research - Protocols for responding to customer requirements

UNIT IV - MANAGING CUSTOMER ENGAGEMENT (12 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. record details of engagement according to policy.
2. record and report difficulties not escalated that may present an opportunity for continuous improvement.
3. adapt to requirements and expectations of various customers when working in an outsource environment and dealing with multiple customer bases.
4. escalate enquiries or orders that cannot be satisfied immediately.
5. supply follow-up information to customer as required and in a timely manner.
6. use relevant legislation, codes, regulations and standards throughout transaction.

Content:

To include but is not limited to:

1. Strategies to record and report difficulties
2. Strategies to escalate enquiries
3. Organization's engagement policy:
    a. Code of conduct
    b. Sanctions
4. Strategies to deal with various customers
5. Relevant legislation, codes, regulations, and standards may include:
    a. Consumer Credit Code
    b. Do Not Call Register
    c. equal employment opportunity and anti-discrimination legislation
    d. freedom of information
    e. industry-specific codes, regulations, and legislation
    f. occupational health and safety legislation
    g. Privacy Act
    h. Trade Practices Act/Competition and Consumer Act

SUGGESTED LEARNING ACTIVITIES

1. Simulation activities- Strategies to deal with various customers.

2. Research and Discussion - Relevant legislation, codes, regulations and standards.
3. Simulation activities- Strategies to escalate enquiries

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INSTRUCTIONAL METHODS

1. Lectures.
2. Case Studies
3. Demonstrations
4. Discussions
5. Guest Lectures
6. Presentation
7. Role Play
8. Field Trips.
9. Research

ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	**I and II** Engaging in inbound – outbound call and escalating a query	Group Presentation	30%
2	**I, II & III** Case Study Assessment type – short answers, matching, multiple choice, etc.	Written Assignment	25%

3	**IV** Strategies to deal with various customers. Students will be given respective types of customers to present on possible strategies. 5 minutes per presentation	Oral Presentation	5 %
4	**I – V –** Research supported by Field Trip. Each student to include a reflection of the field trip exercise to include, lesson learnt (praise), to be improved (polish) and experience that will change my professional development	Project – Contribution towards Capstone Project.	40%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

Recommended:

Blacharski, D.W. (2006). Superior Customer Service.

Devlin. (2015). *Customer Service Training* (1st edition). American Society for Training & Development.

Other online resources:

ARTICLES

Devina Oodith, & Sanjana Brijball Parumasur. (2015). Call centre ease of communication in customer service delivery: an asset to managing customers' needs? *Problems and Perspectives in Management*, *13*(2), 482–494.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	PROVIDING ICT SUPPORT
COURSE CODE:	BPOICT2013
CREDITS:	1
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	IV

COURSE RATIONALE:

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information. It is said that ITC improve students' learning and performance. This course "Providing ICT Support" is offered in year two, semester three. It will help students to use the software, hardware and network effectively as it is focused on operations of computer applications and appropriate response to telephone calls. This curriculum provides the tools that are necessary for employment.

COURSE DESCRIPTION:

This course deals with the knowledge, skills and attitudes required to provide information and communications technology (ICT) advice and support to clients, including the communication of comprehensive technical information. It applies to frontline technical support individuals who work under a level of supervision but have responsibility for providing technical support. ICT makes a business more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, distribution and sales.

Information technology fosters innovation in business. Innovation results in smarter apps, improved data storage, faster processing, and wider information distribution. Innovation makes businesses run more efficiently. Innovation increases value, enhances quality, and boosts productivity. Students studying ICT will not only be networking but will be analytic as well. They too will evolve as the opportunities for ICT evolve.

This course covers five units which will be delivered over fifteen weeks (45 hours). It is done in the third semester in year two, using the face-to-face modality. Learners will cover How to Respond Appropriately to Telephone Calls, conducting a Foreign Currency Transaction, Review Customer Support Issues, and Provide Advice on software, Hardware and Network. Learners are required to be engaged in critical thinking, effective communication, self-directed learning, problem solving, and practical applications of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects, and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. Review customer support issues and improved solutions for communication and communication management exchange.
2. Provide advice on software, hardware or network in order to increase productivity.
3. Deliver advice on software, hardware, or network to improve productivity and efficiency.
4. Demonstrate an ability to handle telephone calls.
5. Conduct a financial transaction based on industry standards.

UNIT I - RESPOND APPROPRIATELY TO TELEPHONE CALLS (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine industry codes/standards for handling telephone calls in the BPO sector.
2. evaluate ways to identify the purpose of a call retrieved.
3. propose appropriate procedures to transfer calls within the BPO sector.
4. practice the features of telephone and switchboard operation using simulation
5. assess appropriate procedures for making and ending calls according to industry standards.
6. describe the procedures for maintaining security and confidentiality when responding appropriately to telephone calls.
7. comply with industry procedures when responding to recorded messages.

8. document important details in a recorded message according to industry standards.
9. conduct a telephone call according to industry standards.

<u>Content:</u>

To include but is not limited to:

1. Industry Standards for responding appropriately to telephone calls
2. Telephone etiquette (courtesy, politeness, clear articulation, greeting/style used, responsiveness /timeliness
3. Common Communication Devices in the BPO sector:
    a. Switchboard
    b. Fax machine
    c. Answering machines
4. Features of a telephone:
    a. Call waiting
    b. Call forwarding
    c. Transfer
    d. Muting
    e. Intercom
5. Purpose of call:
    a. To speak to a specific person
    b. Obtaining information
    c. Retrieving company services
    d. Conduct a transaction
    e. Scheduling appointments
6. Transferring calls:
    a. Provide an explanation for the delay if necessary
    b. Transfer to right extension
7. Confidentiality/Security Procedures:
    a. Distributing passwords
    b. Confidential information visible to the public
8. Content captured in Recorded Messages:
    a. Date and time of call
    b. Name of person for whom the message is intended for
    c. Caller’s name, address and telephone number

d. Summary of message received

9. Handling Recorded Messages:
    a. Transcription
    b. Summarizing
    c. Routing
10. Making calls:
    a. Name and number of person to be called
    b. Purpose of call
    c. Provide information

Suggested Learning Activities

1. Simulation – Communication devices in the BPO sector
2. Role Play Transferring calls /recording message
3. Problem-solving scenarios – confidentiality, security procedures

UNIT II - CONDUCT A FOREIGN CURRENCY TRANSACTION (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. examine the industry standards when conducting foreign currency transactions locally and internationally.
2. assess at least five (5) financial services regulations both locally and internationally aligned to conducting a foreign currency transaction.
3. conduct various strategies to evaluate the authenticity of foreign currency notes both locally and internationally.
4. debate the reasons for obtaining the identification of persons conducting a foreign currency transaction.
5. convert from local currency to various foreign currencies and vice versa.
6. compose procedures for processing travellers cheques.
7. conduct a financial transaction for a client.

Content:

To include but is not limited to:

1. Foreign Currency Transactions:
    a. International drafts
    b. Telegraphic transfers
    c. Travelers' cheque

    d. Overseas bank cheques
    e. Conversion of foreign currency to local currency
    f. Conversion of foreign currency to foreign currency
2. Relevant Information to be collected:
    a. Name, address, and contact details
    b. Bank account details
    c. Source of funds to cover transactions
3. Security procedures:
    a. The use of signature
    b. Verifying customers identity
    c. Checking authenticity of foreign currency and notes
    d. Verifying customer information and source of income
4. Legislations:
    a. Privacy Act
    b. Secrecy Laws
    c. Anti-Money Laundering Regulation
    d. Financial Institutions Code
    e. Cheques and Payment Orders Act
    f. The role of Major Organized Crime and Anti-Corruption Agency MOCA

Suggested Learning Activities

1. Guest Speaker - Legislations / privacy acts, security laws, anti-money laundering, anti-corruption.
2. Individual Presentation **-** Conducting a financial transaction for a client.
3. Debate – Identity of person is not important for conducting a foreign currency transaction.

UNIT III - REVIEW CUSTOMER SUPPORT ISSUES (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. address new problems logged by customer.
2. check previous logs for similar problems or requests from customers as well as for quality control.
3. investigate and document supporting issues affecting customers.
4. notify customers of the results of investigation and provide advice and support on findings.
5. discuss and agree with customer the level of technical support identified.
6. document solution, advice and support to customer.
7. obtain customer's feedback and make changes.

Content:

To include but is not limited to:

1. Investigate and document supporting issues affecting customers:
    a. active listening to clients and colleagues
    b. contacting vendor or maintenance organizations
    c. on-site exam
    d. questions and answers
    e. reviewing technical advice about the organization
2. Analyzing new problems logged by customer
3. Obtain customer's feedback and make changes
4. Addressing customer problems

Suggested Learning Activities

1. Lab Work – Document solution, advice and support to customer.
2. Role Play – Investigate and document supporting issues affecting customers.
3. Group work and Discussion – Obtain customer feedback and make changes.

UNIT IV - PROVIDE ADVICE ON SOFTWARE, HARDWARE OR NETWORK (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. confirm software, hardware or network requirements with customer.
2. document additional requirements identified in the investigation and refer them to the customers.
3. obtain approval from customer to implement the solution.
4. investigate and document amount of technical support customer may require.
5. arrange time with customer when support will take place.
6. provide technical support as part of group or one-to-one instruction to the customer.
7. provide manuals and supporting documentation to customer.

Content:

To include but is not limited to:

1. Confirm software, hardware or network requirements with customer:
    a. hardware supported by the organization:
    b. CD or DVD drives
    c. laptops
    d. notebook
    e. printers
    f. reconfiguration of settings
    g. scanners
    h. screens
2. Provide technical support as part of group or one-to-one instruction to the customer:
    a. identification of training needs for referral to supervisor
    b. manuals
    c. one-to-one training
    d. provision of client documentation

3. Software supported by the organization:
    a. creation of templates
    b. generation of a complex report on a database
    c. password and log-on procedure
    d. statistical functions of spreadsheets
    e. use of macros
    f. vendor documentation
4. Investigate and document amount of technical support customer may require:
    a. additional support requirements
    b. amount of technical support the customer requires
    c. customer support solutions
    d. collection of records for computer program, operating system (OS) or hardware device
    e. supporting issues affecting the customer

Suggested Learning Activities

1. Workplace document exercise- Investigate and document customer support requirements.
2. Lab work -Confirm software, hardware requirements with customer/ creation of template, password and log on procedure and statistical functions of spreadsheets.
3. Field Trip – Visit company's office of Jamaica to garner information on companies hardware devices and records for operating system.

UNIT V - PROVIDE ADVICE ON SOFTWARE, HARDWARE OR NETWORK (9 hours)

<u>Learner Outcomes:</u>

Upon completion of this unit, students are competent when they are able to:

1. create an appropriate evaluation or feedback form or other mechanism to gather feedback about solution and support provided.
2. provide customer with instructions on how to complete feedback form or how to use other means of providing feedback.
3. distribute evaluation or feedback form to customer.
4. review customer feedback to identify areas for improvement.

5. work collaboratively in groups.

Content:

To include but is not limited to:

1. Distributing evaluation feedback form
2. Analysing Customer feedback form
3. Instructing a client on how to complete feedback form

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INSTRUCTIONAL METHODS

1. Lab Simulation
2. Practical Demonstrations
3. Workplace document exercises
4. Project
5. Direct observation
6. Oral/written questioning

On-going Assessment Requirements			
No.	**Suggested unit /Unit Cluster**	**Assignment**	**Weight**
1		**Speed Test**: Demonstrate how to use the features of the switchboard operation to send and receive calls in 5 minutes	5%
2	**Unit I**	**Lab Exercises** Conduct telephone calls using	70%

		telephone etiquette. Use the features of the telephone for call waiting, transfer and muting, Do foreign currency transaction, foreign to foreign and foreign to local	
3	**UNIT IV**	**Group Project** Use the software to create several templates. Statistical spreadsheet Password and log-on procedure CD and DVD devices and the use of macrons	25%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

RESOURCES

Dixon, M. & Adamson, B. (2011). *The Challenger Sale: Taking Control of the Customer Conversation*

Halsey. (2019). *The IT Support Handbook: A How-To Guide to Providing Effective Help and Support to IT Users*. Apress.

The Impact of ICT on Quality of Working Life. (2014). Netherlands: Springer Netherlands.

ADDITIONAL RESOURCE

ARTICLE

Day, Paquet, S., Scott, N., & Hambley, L. (2012). Perceived Information and Communication Technology (ICT) Demands on Employee Outcomes: The Moderating Effect of Organizational ICT Support. *Journal of Occupational Health Psychology*, *17*(4), 473 491. https://doi.org/10.1037/a0029

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	DEMONSTRATING MARKETING STRATEGIES
COURSE CODE:	BPOMST2024
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	IV

COURSE RATIONALE:

Companies use marketing strategies and tactics to match the products and services they produce to the needs of the market. The utilization of these tactics and strategies is to obtain a better understanding of market needs and to completely satisfy customers. This knowledge will prepare learners in the BPO sector to acquire the requisite knowledge and skill set to effectively meet the needs of customers while developing an appreciation of current trends in marketing. This will also position the learner to thrive in the global marketplace when they understand that companies must develop effective marketing strategies to survive.

COURSE DESCRIPTION:

This course introduces students to a basic understanding of how the marketing functions help the organization to achieve its objectives. It also sensitizes the learner to the fact that the marketing function does not only deal with the production and distribution of products and services, but is also concerned with managing customer relationships profitably

This course covers four units, which will be delivered over fifteen weeks using the online modality. Learners will cover creating customer value, analyzing the market value, conducting market environment, developing a customer driven marketing strategy, marketing products and services, pricing products, using marketing and distributions. Learners are required to engage in critical thinking, effective communication, self-directed, problem solving, and practical application of principles learnt.

Learners will be assessed using formative and summative activities to include case studies, discussion board, projects and collaborative activities.

LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students are competent when they are able to:

1. recognize the role of marketing in developing.
2. distinguish the difference between marketing strategies and tactics.
3. apply key marketing theories, frameworks, and tools to solve Marketing problem.
4. describe the role of marketing in building and managing customer relationship.
5. show appreciation for the diminuendos that are critical in developing the marketing environment within a organization.
6. validate the importance of building relationship with both internal and external stakeholders.
7. evaluate the use of social media in the development of the global services sector.

UNIT I - CREATING CUSTOMER VALUE (4 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “marketing”.
2. analyze the core principles of marketing.
3. assess the five (5) marketing management philosophies that an organization can pursue.
4. apply marketing management philosophies in given situation.
5. show appreciation for the value of excellent customer service.

Content:

To include but is not limited to:

1. Definition of term “marketing
2. Marketing Strategies and tactics:
    a. product (or service)
    b. price
    c. place
    d. promotion
    e. people
    f. process
    g. physical environment
3. Core Principles of Marketing:
    a. needs, wants and demand
    b. market offerings (products, services, and experiences)
    c. value and satisfaction (Customer relations)
    d. Exchange, and relationships
    e. markets
4. Marketing Management Philosophies
    a. the production concept
    b. the product concept
    c. the selling concept
    d. the marketing concept
    e. the societal marketing concept

SUGGESTED LEARNING ACTIVITIES

1. Student led presentation - Marketing Management Philosophies
2. Discussion - Marketing Strategies and tactics
3. Research - Core Principles of Marketing

UNIT II - ANALYZING THE MARKETING ENVIRONMENT (5 hours)

Learners Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “marketing environment”.
2. compare/Contrast the terms “micro” and “macro” environment.
3. assess the factors that is involved in creating a company’s micro and macro environment.

4. evaluate the impact of the changing global marketing landscape on today's marketing practices.

Content:

To include but is not limited to:

1. Definition of term "Marketing Environment"
2. Factors involved in creating a company's microenvironment
   a. the company
   b. suppliers
   c. marketing intermediaries
   d. customers
   e. competitors
   f. public
3. Factors involved in creating a company's macro environment
   a. demographic
   b. economic
   c. natural
   d. technological
   e. political
   f. cultural
4. Impact of Global Marketing
   a. changing economic environment
   b. the digital age
   c. rapid globalization
   d. the call for more ethics and social responsibility

SUGGESTED LEARNING ACTIVITIES

1. Panel discussion - Factors involved in creating a company's micro-environment.

2. research and discussion - Factors involved in creating a company's macro environment.

3. Think-pair-share - Impact of Global Marketing.

UNIT III - CONDUCTING A MARKET RESEARCH (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. state at least five (5) examples of a marketing Information System used within the Global Services Sector.
2. critique the platform of a marketing information system.
3. evaluate the marketing information system process.
4. outline the steps involved in conducting marketing research.
5. conduct a mini market research.

Content:

To include but is not limited to:

1. Platform of a Marketing Information System
2. The Marketing Information System process:
    a. assessing information needs
    b. developing needed information: internal data, marketing intelligence and marketing research
    c. analyzing and using information
3. The Marketing Research Process:
    a. defining the problem and research objectives
    b. developing the research plan
    c. implementing the research plan
    d. interpreting and reporting the findings

SUGGESTED LEARNING ACTIVITIES

1. Group work – conduct market research

2. Group critique - https://www.youtube.com/watch?v=jMeW876qpqc Conducting marketing research

3. Critique the platform of a marketing information system

UNIT IV - DEVELOPING A CUSTOMER DRIVEN MARKETING STRATEGY (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the terms “market segmentation” and “market targeting”.
2. judge the importance for segmenting consumer markets.
3. outline the requirements for effective segmentation.
4. examine the process that is used by organizations to evaluate and select target market segments.
5. define the terms “differentiation” and “positioning”.
6. assess the steps involved in developing a differentiation and positioning strategy.
7. utilize case studies to evaluate the segmentation and positioning to serve customers across the globe.

Content:

To include but is not limited to:

1. Definition of Term “Market segmentation”.
2. Importance of Market Segmentation:
    a. geographic
    b. demographic
    c. psychographic
    d. behavioural
3. Requirements for effective segmentation:
    a. Measurable
    b. Accessible
    c. Substantial
    d. Differentiable
    e. Actionable
4. Market targeting:
    a. Evaluating market segments
    b. Segment size and growth
    c. Segment structural attractiveness
    d. Company objectives and resources
5. Selecting target market segments:
    a. Undifferentiated marketing

   b. differentiated marketing
   c. Concentrated marketing
   d. Micro marketing
6. Steps involved in differentiation and positioning
   a. identify a set of differentiating competitive advantages on which to build a position choose the right competitive advantages
   b. select an overall positioning strategy
7. Use of Case Studies

SUGGESTED LEARNING ACTIVITIES

1. Case study - Requirements for effective segmentation
2. Group presentation - Selecting target market segments
3. Whole class discussion - Importance of Market Segmentation

UNIT V - MARKETING PRODUCTS AND SERVICES (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term "product".
2. outline the levels of products and services.
3. contrast between the terms "consumer products" and "industrial products".
4. propose at least five (5) examples of consumer products and industrial products.
5. examine the decisions involved in developing and marketing individual products and services.
6. outline the stages of the product life cycle with the aid of a diagram.
7. assess the four (4) characteristics that affect the marketing of a service.
8. create a new product or redesign an existing product using the individual product and service decisions.

Content:

To include but is not limited to:

1. Definition of the term "Product"
2. Levels of a product or service:

a. Core
b. Actual
c. Augmented

3. Consumer products:
    a. Convenience
    b. Shopping
    c. Specialty
    d. Unsought
4. Industrial products:
    a. Materials and parts
    b. Capital items
    c. Supplies and services
5. Individual product and service decisions:
    a. Product attributes
    b. Branding, packaging
    c. Labeling
    d. Product support services
6. Product life cycle:
    a. Product development
    b. Introduction
    c. Growth
    d. Maturity and decline
7. Services characteristics
    a. Intangibility
    b. Inseparability
    c. Perishability
    d. Variability

SUGGESTED LEARNING ACTIVITIES

1. Critique different products - Individual product and service decisions.
2. Group work (Exhibition) - Consumer products (Convenience, Shopping, Specialty, Unsought).
3. Research and presentation - Services characteristics.

UNIT VI - PRICING PRODUCTS (4 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term “price”.
2. examine the factors affecting a firm’s pricing decisions.
3. outline the three (3) general pricing approaches.
4. determine and recommend suitable pricing strategy for a new product.

Content:

To include but is not limited to:

1. Definition of term “Price”
2. Pricing Considerations:
    a. Customer perceptions of value
    b. Internal factors:
        i. Company’s overall internal marketing strategy
        ii. Objectives
        iii. Marketing mix
        iv. Other organizational considerations (who sets price)
    c. External factors:
        i. the nature of the market and demand
        ii. the economy
        iii. other external factors (resellers, government, and social concern)
3. General pricing approaches:
    a. cost-based pricing
    b. customer value-based pricing
    c. competition-based pricing
4. New product pricing strategy:
    a. market-skimming pricing
    b. market-penetration pricing

SUGGESTED LEARNING ACTIVITIES

1. Role play – Pricing strategies
2. Who class discussion - Pricing Considerations

3. Discussion – pricing strategies

UNIT VII - USING MARKETING AND DISTRIBUTION CHANNELS (6 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the term "marketing channels".
2. Argue the nature and importance of marketing channels in the Global Services Sector.
3. Outline the functions of the marketing channel members.
4. Examine the nature and importance of marketing logistics.

Content:

To include but is not limited to:

1. Definition of term "Marketing Channels"
2. The nature and importance of marketing channels:
    a. The effects of channel decisions on marketing mix elements
    b. Using marketing channels to gain competitive advantages
    c. Involvement of long-term commitment to other firms
3. Functions of marketing channel members:
    a. Information
    b. Promotion
    c. Contact
    d. Matching
    e. Negotiation
    f. Physical distribution
    g. Financing and risk taking
4. Nature and importance of marketing logistics:
    a. Warehousing
    b. Transportation
    c. Inventory management
    d. Logistics information management

SUGGESTED LEARNING ACTIVITIES

1. Discussion - The nature and importance of marketing channels
2. Research - Functions of marketing channel members
3. Presentation - Nature and importance of marketing logistics

UNIT VIII - USING PROMOTIONAL STRATEGIES (5 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. define the communication/promotion mix.
2. examine the five (5) major promotional tools.
3. assess the usefulness of each promotional tool.
4. create a promotion mix using various emerging technologies for both local and international organizations.

Content:

To include but is not limited to:

1. Definition of term "communication/promotional mix
2. Examples of Promotional Tools
3. Usefulness of Promotional Tools:
    a. Portfolio presentation of emerging technologies across the globe
    b. Social media/ network marketing
    c. E- marketing
    d. Digital direct marketing technologies:
        i. mobile phone marketing
        ii. podcast and vodcast
        iii. interactive TV

Suggested Learning Activities

1. Research - Usefulness of Promotional Tools
2. Project - Create a promotion mix using various emerging technologies for both local and international organizations
3. Group critique - https://www.digitalmarketing.org/blog/the-importance-of-social-media-marketing - The Importance of Social Media Marketing

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INSTRUCTIONAL METHODS

1. Lectures
2. Case Studies
3. Demonstrations
4. Discussions
5. Guest Lectures
6. Presentation
7. Field Trips
8. Research

ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	**III** Individually assessed Evaluate the impact of the changing global marketing landscape on today's marketing practices	Group Presentation	15%
2	**V**: marketing products and services	Oral Group Presentation 2	15%
3	**VIII** Group Assignment Assess the usefulness of each promotional tool	Market Research Group Project	40%

	Part A: In groups of five, select a local manufacturer of products or services (Grace, Lasco, UWI, The Mico, any of the Hotel Resorts) and create a comprehensive scrapbook of that entity's promotional mix using various emerging technologies. Include samples of each category of the promotional mix, for example., copy of print advertisements, sales promotions. Be sure to use information that already exists in the public domain, such as newspapers and the Internet. **Part B**: Assess the usefulness of each promotional tool within the context of your entity of choice, for inclusion in the scrapbook.		
4	Capstone Project – Guided by Capstone Coach	(Integrated) Market and Launch of Product	Capstone Project 20% Launch 10%
Total			**100%**

FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

REFERENCES

Kotler, P & Armstrong, G.(2012). Principles of Marketing. (14th Ed) Essex: Pearson.

Kotler, P., & Keller, K. (2012). Marketing Management, (14th ed.). Essex: Pearson.

Levens, M. (2012). Marketing: Defined, Explained, Applied, (2nd ed.) NJ: Prentice Hall.

Rogers. (2001). *Marketing strategies, tactics, and techniques: a handbook for practitioners*. Quorum Books.

ADDITIONAL RESOURCE ARTICLE

Avlonitis. (2016). Marketing Strategies and Tactics in a Period of Recession. *Marketing Instytucji Naukowychi Badawczych*, *19*(1), 21–32. https://doi.org/10.14611/minib.19.01.2016.11

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MAJOR CAPSTONE PROJECT
COURSE CODE:	BPOMCP2034
CREDITS:	3
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	IV

COURSE RATIONALE:

Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy and teamwork. This multifaceted assignment serves as a culmination of the academic and intellectual experience for students in the final year of the Associate Degree. Students will receive the opportunity to connect their projects to a company's issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, record -keeping, policy creation in meeting the needs of the organization.

COURSE DESCRIPTION:

The major capstone experience is intended to give students the opportunity to integrate the total body of learning experiences gained throughout the program duration. Students will be required to use knowledge, skills and aptitude acquired to design, develop, and prepare implementation strategies for the project assignments indicated here under.

MAJOR CAPSTONE PROJECT

Objectives:

1. The project is designed to assist students in developing an appreciation of specified criteria in the global services sector.
2. To familiarize students with various aspects of record keeping and vital pre-requisites in the development and operation of client-facing business industry.
3. To provide students with the foundation necessary create an environment whereby the entrepreneurial and customer service skills of the student may be stimulated and brought to the forefront.

PROJECT

You are required to select a client-facing oriented global sector organization; e.g., a distributor of consumer and pharmaceutical supplies/ equipment, insurance service organization, various hotel types, etc. The client-facing business or industry selected will seek to establish the following specific objective:

1. Evaluate the service quality of the organization, including all divisions.
2. Implement a policy which guides how various customers should be handled within the organization.
3. Utilize the seven-step customer compliant resolution model.
4. Utilize appropriate protocols to document the customer service cycle according to international standards.

SCENARIO

In a group of no more than five persons, you will be creating a customer service strategy aimed at building and sustaining customer loyalty for your chosen company. Your group has been hand selected by your CEO to propose a customer service strategy to the Board of Directors for your organization in an effort to convince them that they should adopt your strategy. Your company has been struggling to attract and retain customers, you believe that this is due to the lack of focus on customer service.

NATURE and BACKGROUND

1. Give a detailed description of the type of business you have selected:
    a. Organizational structure
    b. Description of target market
    c. Provide reasons for located selected aligned to the target market
2. State the philosophy of the business, its mission and ethics.

3. State the factors, which will contribute to your business being more successful than similar businesses.
4. State the current customer service policy within the organization.
5. Outline the strategies to be employed for customer retention.

THE FEASIBILITY STUDY

A feasibility study is essentially an analysis of the market information, the operational concepts and the financial considerations that you will gather for your proposal in order to determine whether or not your strategy will be a viable one.

The components of the feasibility study should be along the following lines:

MARKET SURVEY

1. **Customer evaluation**
    - Views of customers as it relates to the services, the quality of customer service delivered by the company
    - Potential customers
    - Their location, number, income levels, ages and sex
    - Occupational patterns (if applicable)

2. **Surrounding Areas**
    - Attractions
    - Types of industries
    - Type of businesses

3. **Competition**
    - Number and type of service facilities
    - The quality of the existing facilities
    - Their market share
    - Your sales volume potential
    - Your turnover rates (if applicable)

4. **Sale Generators**

    The factors, which will generate business towards your facility (this will depend on the type of facility that you propose).

    - Examples would be as follows: conventions, office buildings, factory workers, residential developments, shopping areas, school population, baby boom, etc.

SITE EVALUATION

1. **Physical Characteristics**

- Availability of utilities.
- Positional characteristics: relationship to shopping centers, commercial areas, recreational areas, etc.
- Relationship to transportation facilities: easy access to/from site.
- Service facilities - Is the area adequately serviced? e.g., garbage and trash pickup.

FINANCIAL ASPECTS

1. **Revenue Projections**

- Operational Capital. A cash flow statement projecting cash considerations for at least the first two years of operation.
- Projected Income. A projected income statement indicting revenues and expenditures for the first two years of operation.

OTHER FACTORS

1. Staff
    - Number of employees
    - Remuneration
    - Incentive plan
2. Advertising
    - Type of advertising
    - Type of media
    - Estimated costs
    - Objectives
    - Markets
    - Age groups, etc.

3. Customer Service Policy
    - Create instrument to rate the service quality of the organization, including all divisions
    - Produce a form to document complaints from customers
    - Implement a policy which guides how various customers should be handled within the organization

- Construct a chart documenting the appropriate protocols engage customers according to international standards
- Assess the current customer engagement policy and make appropriate recommendations

CAPSTONE TEACHING ACTIVITY SCHEDULE

PERIOD	**ACTIVITY**	**COMMENTS**
WEEK 1	Introduction to the course and its requirements. All questions and answers are accommodated to build understanding of the concepts to be covered.	Establishing Groups and presentation of written assignment and related rubrics from all participating courses in the capstone project.
WEEK 2	Selection of project to be worked on : • development of a questionnaire • interpret data using graphs/charts etc.	
WEEK 3	• executive summary • Formulate name • company details to include organ chart, line mgmt. etc. • vision and mission	
WEEK 4	formulate key performance indicators (KPIs) • coin name for branding (tagline or strapline) • design logo • formulate strategies for communication	
WEEK 5	**WORKSHOP**	

	• design floor plan • prepare equipment listing to set up call centre	
WEEK 6	• Prepare budgets for recurring expenditure, capital expenditure, materials and supplies	
WEEK 7	• Data collection (use market research to identify the needs of the customers to be served)	
WEEK 8	• The market (2) trends, segment, target, philosophy, environment	
WEEK 9	The market • market segment, promotional strategies	
WEEK 10	• Staffing requirement (recruitment, JDs, training plan, work schedule	
WEEK 11	• Safety and quality systems	
WEEK 12	• Communication policy for the disabled	
WEEK 13	• CRM/HRM system to be used reference sources	
WEEK 14	• Table of contents • List of tables • Appendices	

	• Peer assessment	
WEEK 15	• Presentation of project	

SUGGESTED LEARNING ACTIVITIES

Research and group presentations – weekly update on capstone progress

Group discussion and sharing – collaborative activities with group scaffolding

Weekly lecture presentations

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ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be document on assessment evidence.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	ACQUIRING PROFESSIONAL AND INDUSTRY RECOGNITIONS
COURSE CODE:	BPOPIC2202
CREDITS:	1
CONTACT HOURS:	45 hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	V

COURSE RATIONALE:

Incorporating a rewards and recognition program helps increase engagement, leading to many benefits for the students, like increased productivity and retention. Students' participation in the programme will provide increased motivation, appreciation, encourage friendly competition, improve productivity whilst highlighting how it can boost employee retention and create a positive workplace.

PROGRAMME DESCRIPTION:

This Professional Recognitions Development Programme is designed to provide the students with the opportunity to pursue professional and industrial recognitions' programmes which will lead them acquiring professional and or industry certification, licenses' or licensure. These types of recognition will in addition to their educational and or training institutional certification gives them a high level of employment standing and competitiveness in their sector of employment and career paths.

The student should be assigned a workplace mentor and or programme advisor who will facilitate and guide the student's goal achievements towards professional recognitions. The students should be encouraged to commence these pursuits before the completion of their course of study.

PROGRAMME OBJECTIVES COMPETENCY OUTCOME

The Recognitions Programme is integral to the implementation of the delivery of the Logistic and Supply Chain Management Programme. The institution is encouraged to use creative strategies to administer its implementation. There are a variety of teaching and learning modalities that may be used in attaining the programme's objectives.

The programme objectives are:

1. Justify the need for students to be exposed to accuracy professional and/or industry recognitions
2. Develop students' understanding of the social-economic and cultural impacts of Professional and Industrial Recognitions.
3. Develop in students' professional ethics, business protocols good personality traits, habits and professionalism
4. Select and pursue Professional Recognitions as part of their life-long learning strategies
5. Utilize Professional Recognitions to continuously improve work processes, productivity and value creation.
6. Utilize Professional Recognitions for competitive advantages in the workplace.
7. Select and comply with legislations, regulations and related conventions governing occupational professional practices.
8. Recognize the aims of Professional Recognitions on the public's health, safety and security
9. Identify the intent of Professional Recognitions to enhance compliance with requirements of the Fair-Trading Act, Consumer Protection Act. And the provision of Quality Customer Services.
10. Assess the importance of Voluntarism.

UNIT I - VALUE THE ROLE OF REGULATORS AND PROFESSIONAL ORGANZIATIONS IN PROFESSIONAL/INDUSRTIAL RECOGNITIONS (9 hours)

<u>Learner Outcomes:</u>

Upon completion of this unit, students are competent when they are able to:

1. analyze the role of professional organizations and regulations in professional and industrial recognitions.

2. assess the impact of professional/ industrial recognitions on socio-economic and cultural variables.
3. justify the value of regulations in achieving societal and/or commercial objectives.
4. assess the function of various organizations involved in Health and Wellness.
5. assess the functions of various government agencies responsibility for Health and Wellness.
6. analyze the potential impact of Professional and Industry Certification.

Content:

To include but not limited to:

1. Legislations, regulation and policies relating to Renewable Energy Sector and other related Sectors and encompassing:
    a. Management System Certification ISO 5001:20011
    b. Health and Wellness Policies
    c. Ministry of Health
    d. Ministry of Education
    e. Licensing Requirements for Fitness Professionals
2. Local, Regional and Internationally Fitness/Wellness Organizations
3. Local, Regional and International Professional Certification
4. Local, Regional and International Fitness Competitions
5. Jamaica Body Builders Association

SUGGEDTED LEARNING ACTIVITIES

1. Group research- Local, Regional, and Internationally Fitness/Wellness Organizations, Local, Regional, and International Professional Certification and Local, Regional, and International Fitness Competitions.
2. Group discussion - the value of regulations in achieving societal and/or commercial objectives.
3. Individual presentations - functions of various government agencies responsible for Health and Wellness.

UNIT II - ACQUIRE PROFESSIONAL RECOGNITION FOR INDUSTRIAL PRACTICE (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the importance of having professional recognition for industry practice.
2. identify and differentiate types of professional/ industry recognitions.
3. identify requirements for professional/industry recognitions.
4. select and enroll in training programmes for professional/industry recognitions.
5. access and complete programs of study for professional/ industry recognitions.
6. apply to appropriate awarding bodies for registration and professional/industry recognitions.
7. practice professional ethics code of preface and quality of service requirements of the recognition.
8. adhere to recertification requirements.

Content:

To include but not limited to:

1. Types of recognitions:
   a. Licensing
   b. Permits
   c. Licensure ship
   d. Industry awards
   e. ISO certification
   f. Other international recognitions/awards
   g. Other local recognitions/awards
2. Recognition Awarding Bodies:

   South West University Fitness Certification

   Certified Fitness Instructor

   University of Texas at Austin Leadership in Sport, Fitness and Wellness

   University of Florida Certification in Fitness Management

   CompTIA Project Management

   CEFF for Entrepreneurship

SUGGESTED LEARNIG ACTIVITIES

1. Case study – https://www.mbopartners.com/blog/how-manage-small-business/five-benefits-of-professional-certification/ - 5 Long-term Benefits of Professional Certifications
2. Individual Research - recognition Awarding Bodies, types of recognitions, etc.
3. Whole class discussion- types of professional/ industry recognitions and requirements for professional/industry recognitions

UNIT III - ACQUIRE TRAINING AND OR RECOGNITION IN APPLY FIRST AID (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. explain the importance of applying first aid.
2. recognize and adhere to the principle of first aid when addressing issues requiring first aid.
3. derive first aid training and certification.
4. identify and follow procedures in applying first aid techniques.
5. evaluate situation above own competence level and seek appropriate assistance and seek appropriate assistance.
6. identify relevant to authorities in event of serious emergencies.
7. document /Report incidents/accidents and actions taken.
8. assess persons who have had first aid treatment and/or resolution to their problems.

Content:

To include but not limited to:

1. Basic first aid procedure
2. Sources of assistance
3. Company nurse/doctor
4. Employees with first aid training/certification
5. Emergency Agencies:
    a. Fire brigade
    b. Police
    c. Ambulance/ Paramedics

        d. First Aid procedures
6. Red Cross of Jamaica Training and Certification Programmes: CPR/First Aid Certification

SUGGESTED LEARNING ACTIVITIES

1. Task base learning exercise – https://www.youtube.com/watch?v=5zt4_yxyHfY - How to write an accident report. *Practice writing accidents reports and action taken*
2. Research - procedures in applying first aid techniques, the principle of first aid when addressing issues requiring first aid

UNIT IV - PARTICIPATE IN ACTIVITIES OF PROFESSIONAL ORGANIZATION (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. conduct research on professional organization of interest.
2. select and Interview person having connections with the organization.
3. analyze data/information obtained on organization of interest.
4. evaluate the compatibility level of own professional goals with that of the organization.
5. compare and collect information on procedures for membership in the organization.
6. apply for membership in organization of interest.
7. select, participate, and contribute to the activities of the organization of interest.
8. create opportunities to exchange learning with other members.
9. employ actions to grow and develop professional internally and externally to the organization
10. utilize knowledge gained from association with the organization to the workplace and other colleagues

Content:

To include but not limited to:

1. Research on organization:
    a. Vision. Mission and Goals
    b. Membership categories (Full, Associate, Affiliate, Students)
    c. Professional Development Programmes

   d. Fee Structure
   e. Application Procedures
   f. Programme of Activities
   g. Organization Structure
2. Transfer of Learning
3. Lifelong Learning Opportunities
4. Compatibility Evaluation

SUGGESTED LEARNING ACTIVITIES

1. Guest Presentation – Representative from Kiwanis Club to address learners on the importance of volunteerism.
2. Whole class discussion – shared experiences and knowledge gained

UNIT V- BUILD PROFESSIONAL RECOGNITION THROUGH VOLUNTARISM (9 hours)

Learner Outcomes:

Upon completion of this unit, students are competent when they are able to:

1. identify the role of voluntarism in developing communities.
2. discuss the roles of voluntarism building and developing competencies.
3. discuss voluntarism as a vehicle for transfer of learning and life category.
4. assess voluntarism to develop appropriate values and attributes.
5. select appropriate person who have been awarded natural honours for voluntarism and public service.
6. identify and acquire critical knowledge, skills, and attributes through voluntarism.
7. utilize voluntarism to seek motivation and inspiration of others.
8. prepare and present report on voluntary project/activities.

Content:

To include but not limited to:

1. Role of voluntarism:
   a. Building
   b. Building personal, social and technical competencies

2. Interview National Awardees
3. Acquire knowledge skills and attributes:
    a. socio-cultural skills
    b. leadership skills
    c. economic skills
    d. Organizational Skills
    e. Negotiation Skills
    f. Mediation skills
    g. Historical knowledge
    h. Counselling skills
    i. Social justice
4. Motivational and Inspirational Group:
    a. Youths
    b. Young adults
    c. Adults
5. Development Nature of Voluntarism
6. Benefits of Voluntarism
7. Values and Attitudes
8. Love of Country
9. Self-Empowerment
10. Gleaner Annual National Award for Voluntarism

SUGGESTED LEARNING ACTIVITIES

1. Demonstration - have students volunteer within the school or their community for a day and have them share their experience.
2. Video Critique https://www.youtube.com/watch?v=0bzeewqmICU – Volunteering: empowering others, empowering yourself | Kamilla Sultanova |
3. Discussion - role of voluntarism (Building, Building personal, social and technical) competencies
4. Role play - Acquire knowledge skills and attributes (Negotiation Skills
5. Mediation skills etc.)

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ASSESSMENT PROCEDURES

On-going Assessment Requirements			
No.	**Suggested Unit/Unit Cluster**	**Assessment Strategy**	**Weight**
1	7. Assess the function of various organizations involved in Health and Wellness	Student Daily Logs	10%
2	**Unit V** Build professional recognition through voluntarism Conduct voluntary service for one week at a college of choice	Appraisal by employer and tutor	20%
3	**Unit V** Report on work done	Written report on experience	10 %
4	**UNIT IV** Project – Alternative to Practical Case Study with relevant instructions.	Hands-on Experience Participate in activities of Professional Organization	60%
Total			**100%**

<u>Recommended:</u>

Bom.cert press. (2021). BPO Operations Manager Certification Exam Preparation Notebook.

Independently published.

<u>Other online resources:</u>

WEBSITES:

https://www.bci.org/professional-certifications

https://www.iaop.org/Content/23/193/3037/

https://icbpo.org

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