

**TÉCNICO SUPERIOR UNIVERSITARIO EN MERCADOTECNIA**  
**Modalidad Escolarizada**

Programa de Estudios

Inglés técnico II

<b>NOMBRE DE LA ASIGNATURA</b> Inglés técnico II
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<b>CLAVE DE LA ASIGNATURA</b> TMD805
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<b>CICLO</b> OCTAVO TETRAESTRE
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CRÉDITOS	HORAS FRENTE A DOCENTE	HORAS INDEPENDIENTES
5	48	32

**OBJETIVO(S) GENERAL(ES) DE LA ASIGNATURA**

Con respecto al perfil del egresado, a través de esta materia se pretende que los estudiantes cuenten con la capacidad de:

- Contar con los conocimientos para entender las distintas fases que componen un proyecto profesional.
- Conocer los principios básicos de una buena negociación

Incrementar el conocimiento y familiarización del idioma inglés en el ámbito de los negocios (especialmente para proyectos) .

**COMPETENCIAS:**

Al finalizar el curso, el participante podrá desempeñar las siguientes competencias:

- Aplica principios de negociación en idioma inglés.
- Expresa el proceso de ejecución de un proyecto, en idioma inglés.
- Expresa las necesidades de un proyecto y de las distintas herramientas de gestión a través del ciclo del mismo, en idioma inglés.
- Incrementa el vocabulario del idioma inglés de negocios.
- Debate, así como argumenta con respeto las ideas de otro.  
Ejecuta la entrega de proyectos al cliente, en idioma inglés.

**INTRODUCCIÓN A LA ASIGNATURA:**

Anyone who has ever worked on a project would agree that making a project succeed is no simple task. The difficulties manifest themselves in (extreme) delays, (extreme) budget over-runs, inadequate delivers, dissatisfied customers, high stress among the project team and other undesirable situations. What is the cause of all of these problems?

Projects are characterized by four features: a group of people, a goal, limited time and money and a certain level of uncertainty regarding whether the goals would be achieved. Project managers are involved with all of these aspects. Supervising and directing a project is thus anything but an easy task. Projects are becoming increasingly common. Project-based working methods have also found their way into non-profit organizations, including DANS. The rules of the game for projects in non-profit organizations differ from those in commercial organizations. Political factors play a certainly important role in non-profit organizations. This makes it even more difficult for projects to succeed, compared to projects in which commercial aspects play a part. Project managers should be aware of this and be able to play the game of politics.

After several years of experience with IT projects, the authors of this handbook have become even more keenly aware of how IT projects differ from 'regular' projects. Most importantly, projects are more dynamic, and that has both advantages and disadvantages. We have established that IT projects require an approach that differs – at least partly - from the approaches that are appropriate for construction, re-organizations or other types of projects.

This handbook is intended for projects that are conducted by DANS. The first section describes a working method that can be followed for 'traditional' projects.

The second section describes the working method for IT projects, certainly those that involve software development. This handbook presents a practical model that would allow project members, project managers, project managers, general managers, program managers, customers and project partners to play their roles within DANS better.

It is impossible to learn all there is to know about the field of project management. Theoretical development and practical experience are continually producing new insights. This handbook is therefore incomplete, and it would grow along with new developments in the area of project management. To make this possible, we have chosen to publish the text under a creative-commons license.

**Unidades temáticas**

Nombre de la unidad
<b>UNIDAD I – The Project</b>
1.1 The Six Phases of Project Management
1.2 Managing a Project
1.3 Project Reporting
<b>UNIDAD II – An Unexpected Change</b>
2.1 Uncertainty in Project Plans
2.2 Perform a Change Control
2.3 Expect the Unexpected
<b>UNIDAD III – Client Negotiations</b>
3.1 The Selling
3.2 The Complexity of Negotiating
3.3 The Mind of a Negotiator
<b>UNIDAD IV – A Disagreement</b>
4.1 Why do People Argue?
4.2 Understanding Conflict
4.3 Approaches to Conflict Resolution
<b>UNIDAD V – Make a Deal</b>
5.1 Deal Makers
5.2 The Path to a Good Deal
5.3 The Art of a Good Deal
<b>UNIDAD VI – Product Delivery</b>
6.1 Managing Product Delivery
6.2 Controlling Product Delivery
6.3 Closing Product Delivery
<b>UNIDAD VII – Customer Service</b>
7.1 Customer Experience
7.2 Customer Management

**Técnica didáctica**

Aprendizaje Basado en problemas	Aprendizaje basado en proyectos	Aprendizaje Colaborativo	Aprendizaje experimental	Otra
				<ul style="list-style-type: none"> <li>• Centradas en el profesor               <ul style="list-style-type: none"> <li>○ Clase expositiva</li> <li>○ Lectura dirigida</li> <li>○ Demostración</li> </ul> </li> <li>• Centradas en el desempeño</li> </ul>

				<ul style="list-style-type: none"> <li>○ Proyectos</li> <li>● Discusión en equipos</li> <li>● Centradas en el grupo             <ul style="list-style-type: none"> <li>○ Dinámicas de grupo para comenzar el curso</li> </ul> </li> </ul>
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### Estrategia de evaluación

Asigne un porcentaje a aquellos componentes que tomará en cuenta para la aprobación de la asignatura.

Componente	Porcentaje
Exámenes parciales	
Examen final	
Tareas y actividades Instrumentos de observación en el aula	50%
Proyectos	50%
Asistencia	
Taller	
Total	100%

### Bibliografía

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