Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Contact Center Servicing

TECH-PRO ELECTIVE



Government Property
NOT FOR SALE

This material is intended exclusively for the use of senior high school teachers participating in the implementation of the **Strengthened Senior High School Curriculum**. It aims to help deliver curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material is owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writers: Mark Dennis L. Viñas
Jonathan Nonato

Validators: John Michael R. Itable

Resource Person: **Prof. Emilio F. Aguinaldo**
Associate Professor I
Faculty of Education and Information Sciences (FEIS)
Philippine Normal University, Manila

Learning Area Specialist: **Janeth M. Pineda**
Senior Education Program Specialist
Bureau of Learning Delivery – Teaching and Learning Division

Bureau of Learning Delivery
Bureau of Curriculum Development
Bureau of Learning Resources

Every care has been taken to ensure the accuracy of the information provided in this material. For queries or clarifications, you may contact the Bureau of Learning Resources – Office of the Director at blr.od@deped.gov.ph or via telephone at (02) 8634-1072. If you have feedback on the LE, please accomplish this form, which may be accessed through the following link: **https://tinyurl.com/sshstechprofeedbackform.**

Table of Contents

LESSON EXEMPLAR 1: Discuss Concepts of Contact Center Industry 1

LESSON EXEMPLAR 2: Contact Center Jargons 12

LESSON EXEMPLAR 3: Use of Tools and Equipment in Contact Center Industry 24

LESSON EXEMPLAR			
Learning Area	CONTACT CENTER SERVICES	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of the principles, processes, tools, and equipment integral to the contact center industry.
B. Performance Standard	The learners apply industry knowledge of contact center operations, including key terminologies, tools, equipment, and their practical applications in delivering efficient and high quality customer service.
C. Learning Competencies	Discuss concepts in contact center industry.
II. REFERENCES and MATERIALS	**REFERENCES** Strengthened SHS Program | Department of Education. (2025). Deped.gov.ph. https://www.deped.gov.ph/strengthened-shs-program/ **MATERIALS:** - PowerPoint Presentation - Desktop Computer/laptop - Telephone - Headset with microphone
III. CONTENT	Key concepts of contact center services
IV. OBJECTIVES	● Describe key concepts in the contact center industry. ● Explain emerging trends, business, and career opportunities in the contact center industry. ● Recognize the importance of common performance metrics and quality assurance processes in contact centers and value their role in improving service quality. ● Apply basic contact center concepts by analyzing sample scenarios and suggesting appropriate solutions.

IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **<u>Option 1 - Pinoy Call Center Experience Sharing</u>** - *Ask the learners to share experiences, either as a caller or as someone who knows someone working in the industry.* - *Ask the learners to think individually about the last time they contacted a customer service hotline* **<u>Option 2 – "Call Center Word Splash"</u>** The teacher will activate prior knowledge through a visual word association activity that surfaces learners' existing ideas about contact centers. **<u>Option 3 – "Two Truths and One Myth"</u>** The teacher will activate prior knowledge through a game-based true-or-false activity that challenges common misconceptions about contact centers. **2. Establishing the Purpose of the Lesson** **<u>Option 1 - Connect the Dots – Contact Center in Our Community</u>** Ask the learners to list down variety of industries telecoms, banking, e-commerce, government services. ***Activity: Mapping Local Connections*** Learners form small groups. Each group lists local or familiar companies that have contact centers (e.g., BPOs in Manila, Cebu, or Davao). Groups identify how these centers impact Filipino workers, the economy, and customer experience.	*The **Pinoy Call Center Experience Sharing*** *Learners connect personal experiences with the topic by sharing interactions with customer service or familiarity with industry workers. Individual reflection activates prior knowledge and prepares them for deeper engagement.* *This activity will quickly surface learners' prior knowledge and assumptions about the contact center industry. The word splash format lowers the barrier to participation, allowing even students with limited experience to make educated guesses. Predictions create curiosity and set the stage for confirming or correcting ideas during the lesson.* *The **Connect the Dots: Contact Center in Our Community*** *Through group mapping of local contact centers, learners link the industry to their community, economy, and career opportunities. Reflection questions help them connect these insights to the lesson objectives on concepts, trends, and AI applications.* *These activities foster learner-centered engagement, contextual understanding, and meaningful connections between prior experience and new content.*

	Ask learners to reflect and answer: - How do contact centers help our community and our career opportunities? - Connect their answers to the lesson objectives: understanding concepts, trends, career paths, and the role of AI. **<u>Option 2 – "My Future Career Connection"</u>** The teacher will help learners see the personal and career relevance of understanding contact center concepts by connecting the lesson to future job opportunities. **<u>Option 3 – "Problem Solver for a Day"</u>** The teacher will establish purpose by positioning learners as problem-solvers who need contact center knowledge to help a local business improve its customer service.	*This activity will establish immediate personal relevance by anchoring the lesson to future employment and financial independence. Hearing about real people they know in the industry makes the topic tangible, while salary transparency motivates engagement. The sticky note response provides a quick, visual checkpoint of learners' initial motivation.*
B. Instituting New Knowledge	**1. Presenting Examples** **<u>Option 1 - A Day in a Filipino Contact Center</u>** Show a short video of https://tinyurl.com/mth3srhj (Jen Barangan-David, 2022) featuring a typical day in a Philippine contact center, highlighting: - Agents answering calls, emails, and chats. - Supervisors monitoring calls and providing coaching. - Break areas, team meetings, and workstations.	*The short video (Jen Barangan-David, 2022) visually demonstrates the daily workflow in a Filipino contact center, highlighting key roles, interactions, and workplace organization.* *Observation activity promotes active learning by guiding learners to identify customer service practices, teamwork, and quality assurance processes.* *Discussion questions are designed to scaffold understanding, allowing learners to categorize observed behaviors into core contact center functions.*

	Activity: Observation and Discussion Ask learners: - Note three (3) things they observed about how agents handle customer interactions. - Which of these activities are examples of customer service, quality assurance, or teamwork?" **<u>Option 2 – "Infographic Exploration: A Contact Center at a Glance"</u>** The teacher will present key contact center concepts through a visually engaging infographic, catering to visual learners and allowing for self-paced discovery. **<u>Option 3 – "Listen and List: Real Call Recordings"</u>** The teacher will present authentic examples by playing short, anonymized snippets of actual customer service calls, allowing learners to hear real contact center language and tone. **2. Discussing New Concept** **<u>Option 1 - Direct Instruction with Guided Questioning</u>** Introduce the term **contact center industry** and provide a precise definition. The explanation is segmented into manageable parts to avoid cognitive overload. Key concepts are introduced sequentially: • Contact Center • Types: Inbound and Outbound • Communication Channels: Voice, Email, Chat, Social Media	*This stage engages multiple senses (visual and auditory) and prepares learners for conceptual discussions by anchoring abstract terms in real-life contexts.* *This activity will present examples of contact center concepts in a compact, visual format that learners can process at their own pace. The infographic serves as a reference tool throughout the lesson, while pair discussion promotes peer learning and initial meaning-making.* *The lesson begins with clear definitions of "contact center" and related concepts (types, communication channels, roles, KPIs), following a structured progression.* *Guided questioning encourages higher-order thinking by prompting learners to reflect on the purpose and operational needs of contact centers.* *Interactive discussion maintains engagement, ensuring learners actively construct understanding rather than passively receiving information.*

	• Key Roles: Customer Service Representative (CSR), Team Leader, Quality Analyst • Basic Performance Indicators: Customer Satisfaction (CSAT), First Call Resolution (FCR), Average Handling Time (AHT) The teacher integrates **guided questioning techniques** to promote active thinking. Ask: - What do you think is the main goal of a contact center? - Why do companies need different communication channels? Learners are encouraged to respond, ensuring that the discussion remains interactive rather than purely lecture-based. **<u>Option 2 - Guided Simulation (Structured Role-Based Activity)</u>** The teacher facilitates a guided role-play simulation. Learners are grouped and assigned roles such as: - Customer - Customer Service Representative (CSR) - Supervisor (optional) Each group is given a short, realistic scenario (e.g., delayed delivery, billing issue, product inquiry). The teacher provides structured guide questions: - Is the interaction inbound or outbound? - What communication channel is used? - What role is being performed? - What is the expected outcome (e.g., resolution, satisfaction)?	*Cognitive scaffolding is applied by segmenting content and reinforcing connections between concepts and observed practices.* *Learners enact realistic scenarios that replicate common contact center interactions, promoting experiential learning.* *Structured guide questions direct attention to critical elements: interaction type, communication channel, role, and expected outcomes.* *Immediate feedback from the teacher ensures misconceptions are addressed promptly, reinforcing correct application of concepts.* *Role-play encourages collaboration, perspective-taking, and active engagement, aligning with principles of situated learning.* *Grouping learners into Agent, Customer, and Observer/Evaluator roles ensures experiential coverage of all functional perspectives.*

	Learners act out the scenario while applying the concepts discussed. The teacher observes and provides immediate feedback to correct misconceptions and reinforce proper understanding. **<u>Option 3 – "Concept Mapping: Connect the Ideas"</u>** The teacher will facilitate concept discussion through a visual mapping activity where learners create connections between key contact center terms and ideas. **3. Developing Mastery** **<u>Option 1 - Structured Collaborative Learning</u>** The teacher measures understanding of key contact center concepts through realistic task simulation and guided interaction. The Learners are grouped into 3; Agent, Customer, Observer/Evaluator. Each group is given a contextualized scenario (e.g., handling a billing concern, delivery issue, or technical complaint common in Philippine settings such as telco or e-commerce services). Guided Practice: The "Agent" applies proper call flow and communication techniques. The "Customer" follows a script or improvised concern. The "Observer" uses a checklist (e.g., greeting, probing, resolution, closing).	*Guided practice and rotation foster skill development, equitable participation, and comprehensive exposure to contact center processes.* *Observational checklists provide structured evaluation criteria, promoting reflective and evidence-based feedback.* *Teacher-facilitated discussion highlights concept application, communication strategies, and areas for improvement, reinforcing mastery through collaborative reflection.* *Case-based tasks and transcript analysis develop analytical and evaluative skills, allowing learners to identify errors and suggest corrective strategies.* *Guiding questions focus attention on principles, proper practices, and deviations, connecting theoretical knowledge to practical application.*

	Rotation: Roles are rotated to ensure all learners experience each function. Feedback and Processing: - The teacher facilitates a brief discussion: - What concepts were applied? - What communication strategies were effective? - What improvements can be made? **<u>Option 2 - Analytical and Reflective Learning</u>** The teacher develops learners' ability to independently analyze and apply contact center concepts in varied situations. The teacher provides short case-based tasks such as: - Identifying errors in a sample call transcript - Analyzing a poor customer service interaction - Suggesting improvements based on contact center standards Learners answer guide questions: - What concept is being demonstrated or violated? - What should the agent have done differently? - Which contact center principles apply? Class Synthesis: Selected learners present their analyses. The teacher consolidates responses and emphasizes correct application of concepts.	*Class synthesis allows peer learning and consolidation of correct understanding.* *Reflective output encourages metacognitive engagement, helping learners relate contact center principles to broader real-life communication skills.*

	Short Reflective Output: Learners write a brief reflection: "How can I apply contact center concepts in real-life communication?" **<u>Option 3 – "Error Analysis: Fix the Call Transcript"</u>** The teacher will develop mastery by having learners identify, correct, and explain errors in a flawed call center transcript, moving beyond recall into application and evaluation.	*This activity will develop mastery at the evaluation level of Bloom's taxonomy, requiring learners to detect errors, apply correct practices, and justify their corrections. Error analysis is a powerful learning tool because identifying what is wrong deepens understanding of what is right. The transcript format is low-stakes yet highly effective for building analytical skills before live role-play.*
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **<u>Contextualized Application</u>** The teacher ask the learners apply contact center concepts by addressing common customer service concerns within familiar local contexts (e.g., telecommunications, online shopping, delivery services in the Philippines). The teacher presents realistic scenarios such as: - A customer complaining about delayed delivery from an online store - A subscriber experiencing poor internet connectivity - A client requesting billing clarification Learners work in small groups and are tasked to: - Identify the relevant contact center concepts involved (e.g., customer satisfaction, call handling procedures, empathy, escalation process). - Develop a structured response as a contact center agent. - Present their solution through a short role-play or scripted dialogue.	*Learners are presented with scenarios reflecting common customer service issues (e.g., online shopping delays, telco complaints, billing inquiries), anchoring learning in contexts they can relate to.* *Group work encourages collaborative problem-solving, active discussion, and peer learning.* *Tasks are structured to develop multiple skills simultaneously: identifying concepts, formulating responses, and demonstrating communication and professionalism through role-play.* *The rubric provides clear, criterion-referenced assessment, promoting accountability and allowing learners to self-monitor their understanding and application.* *This stage supports experiential and applied learning by simulating real workplace challenges, fostering both practical skill and conceptual comprehension.*

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Concept Understanding	Accurate and clear understanding of all relevant concepts	Mostly accurate understanding; minor lapses	Partial understanding; some errors	Minimal or incorrect understanding
Application to Scenario	Applies concepts effectively; response realistic and relevant	Applies concepts appropriately; mostly relevant	Limited application; somewhat relevant	Does not apply concepts; irrelevant response
Communication & Professionalism	Clear, confident, and professional	Clear and generally professional	Somewhat unclear or inconsistent	Unclear or unprofessional
Problem-Solving	Provides effective, logical solutions	Provides reasonable solutions	Limited or partially effective solutions	No appropriate solutions

2. Making Generalization

Making Generalization- Learners' Takeaways

1. What actions or decisions did the contact center agent take?
2. What were the results of these actions (positive or negative)?
3. Which contact center concepts are demonstrated in this scenario? (e.g., customer satisfaction, call handling, escalation, use of technology)
4. Were the concepts applied effectively? Why or why not?
5. How can you personally apply these generalizations if you work in a contact center?
6. Which concepts do you think are most important to remember and why?

Guiding questions direct learners to reflect on agent actions, outcomes, and underlying contact center concepts, supporting higher-order cognitive skills such as analysis, synthesis, and evaluation.

Emphasis on identifying the most important concepts reinforces prioritization of essential knowledge and encourages critical thinking about applicability.

This activity consolidates learning by linking practical application to generalized principles, strengthening long-term retention.

	3. Evaluating Learning-321 Exit ticket This activity allows learners to reflect, synthesize, and self-assess before leaving the class. Instructions: Before leaving the class, write your responses to the following: 3 Things You Learned 2 Interesting Things 1 Question You Still Have	*The 321 format (3 Things Learned, 2 Interesting Things, 1 Question) encourages learners to synthesize key points, highlight intriguing insights, and identify areas requiring further clarification.* *The exit ticket is brief yet meaningful, ensuring it does not disrupt classroom flow while still providing actionable feedback for both learners and the teacher.*
V. ASSESSMENT	1. A contact center agent receives a call from a customer who is upset about a delayed product delivery. The agent calmly listens, apologizes, and offers a solution within the company's policy. Which concept does this scenario best demonstrate? A. Call volume management B. Customer satisfaction and problem-solving C. Escalation avoidance D. First call resolution only 2. A contact center introduces a new AI chat system to assist agents in responding to customer inquiries faster. After one week, agents notice that some responses suggested by the AI are inaccurate. Which is the most appropriate action based on best practices in the industry? A. Rely entirely on AI responses to reduce call time B. Ignore AI suggestions and continue manual responses C. Use AI as a tool while validating responses, ensuring accuracy D. Remove the AI system entirely 3. During a team discussion, agents observe that calls with unclear instructions result in repeated customer complaints. Which generalization can be drawn from this observation? A. Effective call handling does not depend on training B. Clear communication and proper instructions reduce errors C. Technology alone can prevent customer complaints D. Escalation is always the best solution 4. A customer calls a telecom contact center with a technical issue. The agent first tries to solve the problem but eventually escalates it to a higher-level technical team when it cannot be resolved. What principle does this demonstrate?	

	A. Escalation procedure and efficient problem resolution B. Ignoring difficult calls to save time C. Customer handling without following protocols D. Using scripts to avoid customer interaction 5. After analyzing multiple call scenarios, a trainer concludes that the most successful interactions share common factors: active listening, empathy, and appropriate use of technology. What skill are learners practicing when they make this kind of generalization? A. Memorization B. Critical thinking and synthesis C. Repetition D. D. Procedural following
VI. REFLECTION	*This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction*
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used **Grammarly** and **Quillbot** in order to improve the grammar and readability of the final draft, generate citations and references and It was also used to determine the initial plagiarism. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	CONTACT CENTER SERVICES	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	2

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of the principles, processes, tools, and equipment integral to the contact center industry.
B. Performance Standard	The learners apply industry knowledge of contact center operations, including key terminologies, tools, equipment, and their practical applications in delivering efficient and high-quality customer service.
C. Learning Competencies	Discuss the contact center jargons
II. REFERENCES and MATERIALS	**REFERENCES** Strengthened SHS Program | Department of Education. (2025). Deped.gov.ph. https://www.deped.gov.ph/strengthened-shs-program/ **MATERIALS:** - PowerPoint Presentation - Desktop Computer/laptop - Telephone - Headset with microphone
III. CONTENT	Contact Center Jargons
IV. OBJECTIVES	● Explain the meaning of common contact center jargons (e.g., AHT, KPI, SLA, escalation) using clear and contextualized examples. ● Interpret the use of contact center jargons in sample dialogues or workplace scenarios accurately. ● Demonstrate appreciation for the importance of using correct contact center terminology in ensuring effective and professional communication.

IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **<u>Option 1 - </u>Quick Poll** The teacher will ask the learners answer a quick poll. 1. Individually or in small groups, list any words, abbreviations, or phrases you associate with call centers. 2. Write your responses on the board or share verbally. 3. The teacher will highlight correct terms and introduce a few new jargons to spark curiosity. **<u>Option 2 - Jargon Matching Game</u>** 1. The teacher will give learners a card with either a contact center jargon or its meaning. 2. Walk around the room and find the person holding the card that matches yours. 3. Once all pairs are matched, each pair will read their term and meaning aloud **Option 3 – "Jargon in a Minute" Challenge** The teacher will activate prior knowledge through a fast-paced, collaborative word association game. **2. Establishing the Purpose of the Lesson** **<u>Option 1 - Why It Matters" Discussion</u>** The teacher will help learners understand the relevance of contact center jargons in real-life communication. Ask learners: "Why do you think understanding call center terms is important for both employees and customers?" Allow learners to discuss in small groups for 3–5 minutes. Each group shares one key reason with the class.	*This activity will provide a baseline of learners' understanding and motivates them to engage with new terms.* *This activity will quickly surface learners' prior exposure to contact center terms in an engaging, low-pressure format. It encourages teamwork, activates critical thinking, and creates a natural information gap that primes students for direct instruction.* *This activity will connect the lesson to practical purposes and motivates learners by highlighting real-world applications.*

	<u>Option 2 - Real-Life Scenario Connection</u> The teacher will illustrate the practical use of jargon in everyday work or customer interactions. Present a short scenario: ✓ "A customer calls a telecom company complaining about internet downtime. The agent asks, 'Did you check your AHT and FCR metrics?'" Ask learners to predict what the agent means and why knowing these terms is useful. Facilitate a brief discussion linking the scenario to the lesson objectives. **Option 3 – "Jargon in the News" Hook** The teacher will establish relevance by connecting contact center jargons to current events or real-world business news. 1. The teacher projects or reads a short news headline or article excerpt about a company improving its customer service metrics (e.g., "Company X reduces AHT by 20%"). 2. Ask learners: *"What do you think this headline means? Why would a company celebrate this?"* 3. Students write a one-sentence prediction on a scratch paper. 4. A few volunteers share their predictions. 5. The teacher connects responses to the lesson objectives, explaining that understanding jargons helps interpret business performance.	*This activity will demonstrate how learning jargons helps in understanding and resolving real workplace situations.* *This activity will anchor abstract terms to tangible, real-world business outcomes. It helps learners see the value of jargons beyond the call center floor, increasing motivation and highlighting career relevance.*

B. Instituting New Knowledge	**1. Presenting Examples** **<u>Option 1 - Scenario-Based Illustration</u>** The teacher will demonstrate the use of contact center jargons in realistic contexts. **Instructions:** 1. Listen to or read a short customer service scenario provided by the teacher. 2. Identify the contact center jargons used in the conversation (e.g., AHT, FCR, escalation). 3. Discuss with a partner what each jargon means based on the context. 4. The teacher clarifies and explains the correct meanings. **<u>Option 2 - Audio/Video Clip Analysis</u>** The teacher will expose learners to authentic communication using industry terms. **Instructions:** 1. Watch or listen to a short, recorded call center interaction. 2. List down any unfamiliar words or abbreviations you hear. 3. In small groups, share and attempt to define these terms. 4. The teacher presents the correct definitions and explanations.	*This activity will provide concrete examples of how jargons are used in real-life communication.* *This activity will enhance listening skills and contextual understanding of jargons through authentic materials.*

	Option 3 – "Jargon Detective" Transcript Hunt The teacher will present examples through an interactive text-based investigation activity. **Instructions:** 1. Each student receives a short, printed call center transcript (3–4 exchanges). 2. Students act as "jargon detectives" and circle or highlight any unfamiliar words or abbreviations. 3. In pairs, students compare their findings and try to guess meanings using context clues. 4. The teacher calls on pairs to share one jargon and their guessed meaning. 5. The teacher confirms or corrects definitions, adding clarification as needed. **2. Discussing New Concept** **<u>Option 1 - Guided Concept Presentation with Examples</u>** The teacher will explain and clarify common contact center jargons through structured teaching. **Instructions:** 1. Listen to the teacher's explanation of selected contact center jargons (e.g., AHT, FCR, CSAT). 2. Take notes on the meaning and example of each term. 3. Answer short guide questions during the discussion.	*This activity will develop inferencing skills while introducing new vocabulary in context. The detective format makes terminology discovery engaging and promotes peer-to-peer scaffolding before direct instruction.* *This activity will encourage active processing of concepts and develop learners' ability to connect terms to real situations.*

	<u>Option 2 -Think–Pair–Share (Contextual Understanding)</u> The teacher will deepen understanding of jargons through peer discussion and contextualization. **Instructions:** Think: Read a short scenario involving a customer service interaction. Pair: Discuss with a partner which jargon applies to the situation and why. Share: Present your answers to the class. **<u>Option 3 – "Jargon Gallery Walk"</u>** The teacher will facilitate concept discussion through a visual, movement-based learning activity. **Instructions:** 1. Post 5–6 chart papers around the room, each labeled with one contact center jargon (e.g., AHT, FCR, SLA, CSAT, KPI, Escalation). 2. In small groups, students rotate to each station. 3. At each station, groups write on the chart paper: o Their own definition of the term o An example sentence 4. After the gallery walk, the teacher reviews each chart, clarifies misconceptions, and provides correct definitions. 5. Students take a photo or copy the final corrected definitions into their notebooks.	*This study will reinforces understanding through application in simulated real-life situations* *This study will develop accuracy in identifying and explaining the correct use of jargons.* *This activity will transform passive listening into active, collaborative learning. Movement and writing reinforce retention, while peer input and teacher clarification ensure accuracy. It also accommodates varied learning styles.*

	3. Developing Mastery **<u>Option 1 - Guided Role-Play Simulation</u>** The teacher will apply contact center jargons in realistic communication scenarios. **Instructions:** 1. Form groups of three (agent, customer, observer). 2. Each group is given a short scenario (e.g., billing concern, service complaint). 3. The "agent" must use at least 3–5 contact center jargons appropriately during the conversation. 4. The "observer" will note the correct use of terms. 5. Groups present their role-play to the class. **<u>Option 2 - Jargon Application Worksheet</u>** The teacher will strengthen comprehension and correct usage of key terms. **Instructions:** 1. Read each situation carefully. 2. Choose or supply the appropriate jargon that best fits the context. 3. Explain briefly why the term is applicable. 4. Submit your answers for checking and discussion.	

	<u>Option 3 – "Jargon Sort & Justify"</u> The teacher will develop mastery through a hands-on categorization and reasoning task. **Instructions:** 1. Students receive a set of cut-out cards (or a digital drag-and-drop activity) containing: o Contact center jargons (e.g., AHT, FCR, Escalation) o Definitions o Example sentences 2. Individually or in pairs, students match each jargon to its correct definition and example. 3. For each match, students write a one-sentence justification: *"This jargon fits because..."* 4. The teacher reviews answers as a class, calling on students to explain their reasoning.	*This activity will deepen comprehension by requiring learners to justify their choices, moving beyond rote memorization. The sorting format supports visual and kinesthetic learners while building analytical thinking skills.*
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **<u>Option 1 - Role-Play: Simulated Call Interaction</u>** The teacher will apply contact center jargons in a realistic communication scenario. **Instructions:** 1. Form groups of three: agent, customer, and observer. 2. The "agent" handles a simulated concern (e.g., billing issue, service inquiry). 3. The agent must use at least 3–5 appropriate contact center jargons (e.g., AHT, escalation, hold, resolution). 4. The observer notes correct usage of terms and provides feedback. 5. Rotate roles after each round.	*This activity will use contextual use of jargons in verbal communication.*

Criteria	5	4	3	2	1
Use of Jargons	Uses 5+ accurate and relevant jargons	Uses 4 accurate jargons	Uses 3 correct jargons	Uses 1–2 jargons with errors	No or incorrect use
Communication Clarity	Very clear, professional, and fluent	Clear and mostly professional	Understandable with minor lapses	Somewhat unclear	Unclear and confusing
Participation	Fully engaged in all roles	Mostly engaged	Moderately engaged	Minimally engaged	Not engaged

Option 2 - Scenario Analysis: Identify and Explain

The teacher will apply understanding of jargons through analysis of workplace situations.

Instructions:

1. Read the given call center scenario.
2. Identify at least 3 contact center jargons present or implied.
3. Explain each jargon and its relevance to the situation.
4. Share answers with the class or group.

Criteria	5	4	3	2	1
Identification	Identifies 5+ correct jargons	Identifies 4 correct jargons	Identifies 3 correct jargons	Identifies 1–2 jargons	No correct identification
Explanation	Accurate, clear, and detailed explanations	Mostly accurate explanations	Basic but correct explanations	Partially correct explanations	Incorrect or no explanation
Relevance	Strong and clear connection to scenario	Clear connection	Some connection	Weak connection	No connection

	<u>Option 3 – "Email or Chat Simulation"</u> The teacher will apply jargon through a written customer service simulation. **Instructions:** 1. Students work individually or in pairs. 2. Each student receives a written customer inquiry (e.g., email or chat message) about a billing or technical issue. 3. Students write a response (as the agent) that includes at least 3–5 appropriate contact center jargons. 4. Students must also include a "customer-friendly translation" in parentheses for each jargon. 5. Volunteers share their responses. The class discusses whether the jargons were used correctly and appropriately. **Criteria for Assessment:** • **Correct jargon use** (5 points) – Uses 3–5 jargons accurately • **Customer-friendly translation** (5 points) – Clearly explains each jargon • **Resolution quality** (5 points) – Addresses the customer's concern effectively	*This activity will bridge verbal and written communication skills, preparing students for omnichannel customer service environments. Requiring translations reinforces the balance between industry terminology and customer clarity.*

	2. Making Generalization ***<u>Making Generalization- Learners' Takeaways</u>*** The teacher will ask the students to answer the following questions. 1. What are contact center jargons, and why are they important in the communication process? 2. How do contact center jargons help customer service representatives perform their tasks more efficiently? 3. What are some examples of common contact center jargons you learned today, and what do they mean? 4. How can misunderstanding contact center jargons affect customer interaction and service quality? 5. How can you apply your understanding of contact center jargons in real-life communication or future work in the industry? **3. Evaluating Learning-321 Exit ticket** This activity allows learners to reflect, synthesize, and self-assess before leaving the class. **Instructions:** Before leaving the class, write your responses to the following: 3 Things You Learned 2 Interesting Things 1 Question You Still Have	
V. ASSESSMENT	*1. A customer complains about a long call duration. The agent explains that the team is improving their AHT (Average Handling Time). What is the most appropriate interpretation of this response?* *A. The agent is reducing the number of calls received* *B. The agent is working to handle calls more efficiently* *C. The agent is transferring calls to other departments* *D. The agent is avoiding customer concerns*	

	2. An agent successfully resolves a customer's concern on the first call without escalation. Which jargon best describes this situation? *A. CSAT* *B. KPI* *C. FCR* *D. QA* *3. If a contact center has high CSAT (Customer Satisfaction) scores but low FCR (First Call Resolution), what can be inferred?* *A. Customers are satisfied despite multiple follow-ups* *B. Agents are not answering calls properly* *C. Customers are dissatisfied with the service* *D. Calls are being ignored by agents* *4. A supervisor notices that agents frequently use jargon when speaking directly to customers, causing confusion. What is the best course of action?* *A. Encourage more use of jargon for consistency* *B. Train agents to simplify or explain terms clearly* *C. Remove all communication scripts* *D. Ignore the issue since jargon is required* *5. Why is it important for agents to understand and properly use contact center jargons internally but adjust their language when speaking to customers?* *A. To impress customers with technical knowledge* *B. To maintain professionalism while ensuring customer understanding* *C. To reduce the number of calls handled* *D. To increase the complexity of communication*
VI. REFLECTION	*This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction*
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used **Grammarly** and **Quillbot** in order to improve the grammar and readability of the final draft, generate citations and references and It was also used to determine the initial plagiarism. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	CONTACT CENTER SERVICES	**Grade Level**	11
Term	FIRST	**Lesson Exemplar**	3

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of the principles, processes, tools, and equipment integral to the contact center industry.
B. Performance Standard	The learners apply industry knowledge of contact center operations, including key terminologies, tools, equipment, and their practical applications in delivering efficient and high quality customer service.
C. Learning Competencies	Perform procedures using the tools and equipment in the contact center industry
II. REFERENCES and MATERIALS	**REFERENCES:** Anton. (2026). Vectorstock.com. https://cdn.vectorstock.com/i/1000v/71/57/computer-desk-setup-vector-117157.jpg *Gaming Headsets*. (2022). ITech Philippines - Computer, IT Needs and More. https://www.itech.ph/shop/peripherals/headset-gaming-peripherals/?srsltid=AfmBOooBzoaxa0bqhyXD8HQnnCtbgvAn8LqMYFufDDNnuMxA7hr97c02 Instructional Design Framework | Teaching Commons. (n.d.). Teachingcommons.stanford.edu. https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/theory-practice/instructional-design-framework (2022). Britannica.com. https://cdn.britannica.com/96/80596-050-FE68106A/Business-telephone-2000.jpg Strengthened SHS Program | Department of Education. (2025). Deped.gov.ph. https://www.deped.gov.ph/strengthened-shs-program/

	Materials: - Powerpoint Presentation - Desktop Computer/laptop - Telephone - Headset with microphone	
III. CONTENT	Use of Tools and Equipment in Contact Center Industry	
IV. OBJECTIVES	● Explain the functions and uses of common contact center tools and equipment (e.g., computers/workstations, headsets, telephones, routers and modems, Uninterruptible Power Supply (UPS), dialers, desk phones with softphone integration. ● Operate contact center tools and equipment following established procedures and guidelines. ● Execute basic troubleshooting steps for common technical issues encountered while using tools and equipment. ● Show attentiveness and professionalism when using tools during simulated or actual customer interactions.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **<u>Option 1 - "Tech Encounter Recall"</u>** The teacher will ask the learners to recall and share experiences where they interacted with digital tools such as: ✓ Calling a customer service hotline ✓ Using live chat support ✓ Receiving automated messages (IVR systems) ● Guide questions: ✓ *What tools do you think the agent used while assisting you?"* ✓ *What did you notice about how fast or organized the service was?* Ask the Learners write their responses on the board under categories: *Devices*, *Software*, *Processes*.	*The Tech Encounter Recall activity supports the **Instructional Design Framework** by encouraging experiential and inquiry-based learning, where learners recall past relevant experiences. It follows a **experiential learning approach**, allowing learners to draw from what they have previously encountered (e.g., using customer service hotlines or digital tools) and relate these experiences to new concepts and skills.*

	<u>Option 2 - Guess the Tool Challenge</u> The teacher presents images or short descriptions of contact center tools (e.g., headset, CRM interface, dialer system). Learner's guess: The name of the tool Its possible function  **Figure 1.** Gaming Headset (Source: Itech Philippines, 2022)  **Figure 2.** Computer desktop (Source: Vectorstock, 2026)  **Figure 3.** Telephone (Source: Britannica, 2022) The teacher may choose to conduct this as a quick group competition to increase engagement. **<u>Option 3 – "Addition Story Match"</u>** The teacher presents simple real-life addition situations using pictures, flashcards, or short story prompts. Learners will identify the correct addition sentence and solve the problem. Sample Situations: "Maria has 5 pencils. Her friend gave her 3 more pencils. How many pencils does she have now?" "There are 4 apples in the basket. Mother added 6 more apples. How many	*The **"Guess the Tool Challenge"** employs a **constructivist** and **experiential learning approach**, where learners actively build understanding by linking visual cues to prior knowledge. This strategy is appropriate for introducing contact center tools as it promotes engagement, curiosity, and active participation.* *It aligns with the Knowledge and Skills (K–S) components by enabling learners to identify (Remembering) and infer functions (Understanding/Analyzing) of tools, consistent with the Revised Bloom's Taxonomy. The use of a group competition further supports collaborative learning and positive learning attitudes (A).* *By synthesizing responses, the teacher reinforces that tool operate within structured systems, preparing learners for procedural application. Clearly stating the lesson purpose aligns with the Applying level of the Revised Bloom's Taxonomy and the Skills (S) component of KSA, as it directs learners toward performing correct procedures using tools and equipment.* *This strategy helps learners understand addition by connecting it*

	2. Establishing the Purpose of the Lesson The teacher synthesizes responses and explains that: ✓ These tools are part of structured systems used in contact centers. State the lesson purpose: ✓ *"Today, you will learn how to properly use and perform procedures with the actual tools and equipment used in the contact center industry to ensure efficient and professional service delivery."*	*to real-life situations and visual representations. It also promotes active participation, critical thinking, and better retention of mathematical concepts.* ***Note for the teachers**: For effective implementation, the teacher should communicate the objective in clear, outcome-based terms, ensuring that learners understand both the practical relevance and performance expectations of the lesson.*
B. Instituting New Knowledge	**1. Presenting Examples** **<u>Option 1 - Guided Demonstration with Think-Aloud Strategy</u>** The teacher presents a simulated contact center workstation (e.g., headset, CRM interface, ticketing system dashboard). Using a projector or screen recording, the teacher demonstrates step-by-step procedures such as: ✓ Logging into the system ✓ Accessing customer information ✓ Documenting customer interaction While demonstrating, the teacher uses a think-aloud strategy to explain each action and decision (e.g., "I am clicking this tab to verify the customer's account details before proceeding…"). Learners observe and take structured notes using a guide sheet (with columns: Step, Tool Used, Purpose).	*The **Guided Demonstration with Think-Aloud Strategy** demonstrates strong alignment with cognitive apprenticeship and **explicit teaching approaches**, as the teacher models not only the procedural steps but also the decision-making process. This supports the development of Skills (S) in performing procedures and promotes **application-level learning**, while structured note-taking enhances organization and retention. The use of intermittent questioning ensures active processing and formative assessment.*

	The teacher pauses intermittently to ask comprehension questions. **<u>Option 2 - Scenario-Based Tool Matching and Process Mapping</u>** The teacher will show appropriate selection and sequence of tools in handling customer concerns. The Learners are grouped into small teams. Each group is given a localized customer service scenario, such as: ● A customer reporting delayed delivery from an online shopping platform ● A subscriber requesting billing clarification Each group receives a set of cards: Tool Cards (e.g., CRM system, knowledge base, call logging software) Procedure Cards (step-by-step actions) Learners arrange the cards to form a logical workflow for resolving the issue. Groups present their sequence and justify their choices. **<u>Option 3 – Hands-On Simulation and Guided Troubleshooting Activity</u>** The teacher prepares a simulated contact center workstation using available tools and equipment such as computers/workstations, headsets, telephones, routers/modems, UPS, and softphone applications. Learners are assigned roles as customer service representatives and customers. Each learner performs guided tasks such as:	*The **Scenario-Based Tool Matching** and **Process Mapping** reflects a **collaborative** and **problem-based learning approach**, allowing learners to analyze and sequence procedures in realistic contexts. This strategy aligns with higher-order thinking skills (Applying) and strengthens Attitudes (A) such as teamwork, accountability, and task relevance. The use of localized scenarios ensures contextualization, making learning more meaningful and transferable.* *This strategy promotes experiential learning by allowing learners to actively operate contact center tools and apply troubleshooting skills in realistic situations. It also develops learners' professionalism, confidence, and procedural understanding through guided practice and immediate feedback.* ***Note for the teachers:** The teacher can utilize a contextualized scenario based on local culture, appropriate materials and resources.* *The combination of guided demonstration, learner explanation, and guided practice ensures a gradual*

2. Discussing New Concept

<u>Option 1 - Guided Demonstration</u>

The learners will be able to identify and demonstrate the correct use of tools and equipment in a contact center, explaining the process step by step.

The teacher performs a live demonstration of each tool, explaining its function, proper handling, and common troubleshooting steps. Use a think-aloud approach to model decision-making ("I am adjusting the headset volume because…").

Learner Interaction: After each demonstration, ask the learners to explain in their own words what was done and why it is important.

Guided Practice: Pair learners and have them repeat the procedure under teacher observation, providing immediate corrective feedback.

Discussion: Encourage learners to discuss potential challenges and solutions for using each tool effectively.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Identification of Tools	Correctly identifies all tools and their functions	Identifies most tools accurately	Identifies some tools accurately	Incorrect or incomplete identification
Procedure Execution	Demonstrates correct procedures confidently and safely	Demonstrates most procedures correctly	Demonstrates some procedures correctly	Demonstrates procedures incorrectly
Explanation	Clearly explains steps and reasoning	Explains most steps clearly	Explains some steps	Unable to explain steps or reasoning
Interaction	Actively engages and provides constructive input	Participates when prompted	Limited participation	No participation

release of responsibility—from modeling to independent performance. This progression is highly appropriate for achieving the competency, as it integrates KSA while reinforcing procedural mastery through immediate feedback and peer interaction.

Overall, the strategies provide a coherent scaffold that moves learners from recognition to demonstration and application, ensuring strong alignment with both the competency and the intended performance outcomes.

The Interactive Analogy and Concept Mapping strategy reflects a ***constructivist and experiential learning approach****, enabling learners to actively build understanding by linking new concepts with familiar experiences. The use of analogy supports conceptual clarity by simplifying abstract relationships between tools, procedures, and outcomes, making the content more accessible and meaningful.*

Option 2 - Interactive Analogy and Concept Mapping

The teacher will help the Learners understand relationships between tools, procedures, and outcomes in the contact center through analogies and concept mapping.

Introduce an analogy linking contact center tools to a familiar system (e.g., "The headset is like a bridge connecting you to customers; CRM software is the library that stores all customer records").

Group Brainstorming: Divide learners into small groups. Each group creates a concept map linking tools to their functions, procedures, and possible outcomes.

Presentation: Groups present their concept maps to the class, explaining their connections and reasoning.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Concept Map Accuracy	Accurately maps all tools, functions, and procedures	Maps most correctly with minor errors	Maps some concepts correctly	Concept map mostly inaccurate
Creativity & Analogy	Analogy is highly relatable and enhances understanding	Analogy is understandable	Analogy partially clear	Analogy unclear or irrelevant
Group Presentation	Clear, logical, and well-explained connections	Mostly clear explanations	Some explanation clarity	Explanation unclear
Application Insight	Provides multiple practical applications	Provides at least one practical application	Limited practical application	No practical application

Teacher Clarification: Provide feedback, correct misconceptions, and highlight key relationships.

This activity supports experiential learning by allowing learners to apply their knowledge of contact center tools in realistic situations. It also enhances technical, communication, and problem-solving skills necessary for effective workplace performance.

*The **Simulation (Role-Based Activity)** employs a hands-on, **experiential learning approach**, allowing learners to actively apply their knowledge and skills in a controlled, realistic environment. By assigning specific roles (agent, supervisor, customer), this strategy integrates active learning, collaborative learning, and guided practice, which are essential for mastering the competency of performing procedures with contact center tools.*

	Option 3 - *Tool Match and Troubleshoot* Learners will work in small groups to identify the functions and uses of common contact center tools and equipment such as headsets, routers, UPS, workstations, and softphones. Each group will demonstrate the proper operation of an assigned tool, explain one common technical issue with its basic troubleshooting step, and perform a short role-play showing attentiveness and professionalism during a simulated customer interaction. **3. Developing Mastery** **Option 1 - Simulation (Role-Based Activity)** The Learners will demonstrate correct procedures using contact center tools (headset, CRM software, telephony system) in a controlled, guided environment. **Procedure:** 1. The teacher prepares stations with required tools and equipment. 2. Learners are assigned specific roles (agent, supervisor, customer). 3. The teacher demonstrates proper use of tools and step-by-step procedures. 4. Learners perform the procedures under teacher supervision. 5. Peer observation and feedback are encouraged.	*The **Problem-Solving Drill** employs a **scenario-based, experiential learning approach**, which is highly appropriate for developing the competency "Perform procedures using the tools and equipment in the contact center industry." By presenting realistic scenarios, learners are encouraged to analyze problems, apply procedural knowledge, and make decisions using actual tools, aligning with the application and analysis levels of the Revised Bloom's Taxonomy.*

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Accuracy of Procedures	Performs all procedures correctly without guidance	Performs procedures mostly correctly, minor errors	Performs procedures with significant errors	Cannot perform procedures correctly
Use of Tools	Demonstrates excellent proficiency in using all tools	Uses tools correctly with minimal mistakes	Uses tools incorrectly sometimes	Unable to use tools properly
Professionalism /Interaction	Communicates clearly and professionally	Communicates adequately	Limited communication	Poor or no communication

Option 2 - Problem-Solving Drill (Scenario-Based)

Learners will apply procedural knowledge to resolve practical scenarios using contact center tools.

Procedure:

1. The teacher presents realistic scenarios (e.g., handling a customer complaint about billing, troubleshooting connectivity issues).
2. Learners, individually or in pairs, identify the steps required to use the tools to address the scenario.
3. Learners perform the procedures and record their approach.
4. The teacher facilitates discussion on alternative solutions, best practices, and error correction.

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Problem Analysis	Identifies all steps accurately	Identifies most steps accurately	Identifies some steps	Fails to identify steps
Application of Procedures	Correctly applies procedures and tools	Applies most procedures correctly	Applies procedures partially	Cannot apply procedures
Solution Justification	Provides clear and logical reasoning	Provides reasoning with minor gaps	Limited reasoning	No reasoning

C. Demonstrating Knowledge and Skills	**<u>Option 3 - Tool Match and Quick Troubleshoot Challenge</u>** The learners will be grouped into pairs. Each pair will receive picture cards or labels of common contact center tools and equipment such as headsets, routers, UPS, computers/workstations, telephones, modems, dialers, and softphones. Learners will: The teacher will observe learners using a simple performance checklist focusing on correct operation, troubleshooting, and professional behavior. **1. Finding Practical Application** **<u>Option 1 - Troubleshooting Exercise</u>** Learners are presented with a simulated technical or procedural problem and must identify and apply the correct tools and steps to resolve it. This emphasizes critical thinking and step-by-step application. **Procedures**: 1. Present a common contact center problem (e.g., system login error, incorrect customer record entry). 2. Provide access to relevant tools and equipment (e.g., CRM software mockup, call scripts, headsets). 3. Learners work individually or in pairs to perform a guided troubleshooting procedure. 4. Each learner documents the steps taken, justifying why each tool or procedure was used. 5. The teacher debriefs the activity, discussing correct steps and alternative solutions.	*This strategy strengthens learners' mastery through hands-on application and simulation, allowing them to connect technical knowledge with real workplace tasks. It also promotes active participation, problem-solving, and professional communication skills essential in contact center operations.* *The **Troubleshooting Exercise** employs a c**onstructivist and experiential learning approach**, allowing learners to actively apply knowledge and skills in realistic, simulated scenarios. By working individually or in pairs, students engage in hands-on problem solving, promoting critical thinking and decision-making.* ***Note for the teachers:** The teacher can utilize a contextualized scenario based on local culture, appropriate materials and resources.*

Criteria	Excellent (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Correct Procedure Steps	Follows all steps accurately	Follows most steps	Follows some steps	Fails to follow steps
Tool Selection	Chooses appropriate tools	Chooses mostly correct	Chooses few correct	Chooses wrong tools
Documentation	Clear, detailed, well-organized	Mostly clear	Partial or disorganized	Missing or unclear
Problem Resolution	Successfully resolves problem	Resolves with minor help	Requires major guidance	Unable to resolve

Option 2 - Scenario-Based Group Project

Learners collaboratively work on a realistic, extended task simulating a real contact center operation. This promotes higher-order thinking and integration of skills.

Procedure:

1. Assign groups to design a mini-contact center workflow for a given scenario (e.g., handling high call volumes, managing complaints during a service outage).
2. Each group identifies which tools and equipment are required for each step (CRM system, headsets, ticketing tools).
3. Groups present their workflow, demonstrating how each tool is used and procedures performed.
4. Peers and the teacher provide feedback on feasibility, correctness, and efficiency.

*The **Scenario-Based Group Project** employs a **collaborative learning approach**, allowing learners to actively construct knowledge by integrating prior understanding with new skills in a realistic context. This strategy promotes higher-order thinking—including analysis, evaluation, and application—as learners design workflows, select appropriate tools, and demonstrate proper procedures in simulated contact center operations.*

***Note for the teachers**: for effective implementation, guidance and monitoring is essential and make it a scenario relevant.*

Criteria	Excellent (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Workflow Design	Accurate, logical, efficient	Mostly logical	Some inconsistencies	Illogical or incomplete
Use of Tools & Equipment	Correct and integrated fully	Mostly correct	Some correct	Incorrect or missing
Presentation & Explanation	Clear, professional, detailed	Clear but minor gaps	Partial clarity	Unclear or incomplete
Team Collaboration	Fully cooperative and balanced	Cooperative	Some collaboration	No collaboration

Option 3 - Tech Tool Match-Up

The teacher will present different workplace scenarios commonly encountered in a contact center environment. Learners will identify the appropriate tool or equipment to use and explain its function briefly. They will also suggest one basic troubleshooting step if a problem occurs.

2. Making Generalization

Making Generalization- Learners' Takeaways

1. Which tool or equipment did you find most challenging to use, and what strategies helped you overcome the difficulty?
2. How did following proper procedures influence the effectiveness of your work in the simulated scenarios?
3. How did collaborating with your peers affect your understanding and performance in handling contact center tasks?
4. What mistakes did you encounter while performing the procedures, and what did you learn from them?
5. In what ways can mastering these tools and procedures improve customer satisfaction and professional performance in a real contact center environment?

This strategy promotes practical understanding by connecting contact center tools and equipment to real workplace situations, helping learners apply concepts meaningfully. It also develops problem-solving, technical awareness, and professional behavior essential in authentic customer service interactions.

*The Making Generalization stage utilizes a **reflective approach**, encouraging learners to synthesize experiences from the practical activities and draw meaningful conclusions.*

The questions are in line with the level of competency according to the Revised Bloom's Taxonomy.

	3. Evaluating Learning **<u>321 Exit ticket</u>** This activity allows learners to reflect, synthesize, and self-assess before leaving the class. **Instructions:** Before leaving the class, write your responses to the following: 3 – things that I learned 2 – things that I wanted to explore further 1 - question/s that I still have	*The **321 Exit Ticket** activity is an effective **formative assessment** strategy that encourages reflection, synthesis, and self-assessment, aligning with the **constructivist** and **experiential learning approaches.***
V. ASSESSMENT	**Instructions**: Read each question carefully and choose the letter of the correct answer. 1. You receive a customer complaint about delayed delivery, but the CRM system shows no record of the order. Which combination of tools and procedures would best allow you to resolve the issue efficiently? A. Ignore the CRM and ask the customer to call back later B. Check the order tracking system, verify the customer's details, and document the resolution in the CRM C. Immediately escalate to a supervisor without investigating D. Call the customer repeatedly until they provide the same information 2. A new agent struggles with using the ticketing tool to log complaints. You are asked to train them. Which approach demonstrates effective application of contact center procedures? A. Give them the manual and let them figure it out B. Show them the step-by-step procedure, provide hands-on practice, and supervise their first few cases C. Let them observe other agents for a month before using the tool D. Only explain verbally without letting them use the system	

	3. During a high-volume call period, you notice that agents are skipping steps in the workflow to save time. What is the most appropriate action based on proper procedures? A. Allow it temporarily to reduce wait times B. Stop calls completely until all agents are retrained C. Remind agents of the correct procedures, monitor compliance, and provide support for efficiency without compromising quality D. Ignore it and focus on personal calls 4. You are asked to implement a new software tool for customer interaction management. Before full deployment, which step ensures that the tool is used correctly and effectively? A. Allow all agents to use it without training B. Conduct a pilot test with a few agents, gather feedback, and adjust procedures accordingly C. Only provide a written guideline and let agents adapt D. Install it and expect immediate improvement 5. An agent encounters a technical issue with the headset during a customer call. Which procedure demonstrates the best use of tools and problem-solving skills? A. Continue the call without informing the customer B. Hang up immediately and ignore the call C. Use backup equipment if available, troubleshoot the headset according to protocol, and log the issue in the system D. Ask the customer to call back later
VI. REFLECTION	
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used **Grammarly** and **Quillbot** in order to improve the grammar and readability of the final draft, generate citations and references and It was also used to determine the initial plagiarism. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.