



## **MODEL SZKOLENIA BRANŻOWEGO JĘZYKA ANGIELSKIEGO I OBSŁUGI KLIENTA ZAGRANICZNEGO**

„Model powstał w ramach projektu "Angielski w zawodzie i obsługa klienta zagranicznego" zrealizowanego w ramach finansowania z projektu Operatora Grantów – Grupa Profesja sp. z o.o. pt. „*Międzynarodowa współpraca się opłaca*”. Granty na komponent współpracy ponadnarodowej dla beneficjentów projektów standardowych realizowanych w zakresie celów tematycznych 8-11 współfinansowanych z Europejskiego Funduszu Społecznego w ramach PO WER lub RPO w perspektywie finansowej 2014-2020.”



## SPIS TREŚCI

<b>1. Curriculum zajęć</b>	– str. 3
<b>2. Moduły szkoleniowe</b>	
a) <b>Obsługa klienta zagranicznego</b>	– str. 36
- program	
- materiały	
- karta pracy	
b) <b>Branża logistyczna</b>	– str. 115
- program	
- materiały	
- karta pracy	
c) <b>Branża poligraficzna</b>	– str. 211
- program	
- materiały	
- karta pracy	
d) <b>Branża samochodowa</b>	– str. 304
- program	
- materiały	
- karta pracy	
<b>3. Broszura dla trenerów</b>	– str. 398
<b>4. Arkusze oceny</b>	– str. 774



## CURRICULUM ZAJĘĆ

### ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

#### MODUŁ I

#### OBSŁUGA KLIENTA ZAGRANICZNEGO

#### SESJA 1

#### PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika obsługi klienta zagranicznego
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji w języku angielskim
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją

zawodową i poszukiwaniem pracy

- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional profile of a Customer Service Representative. Self-



presentation. Specialized vocabulary and phrase”

2. Materiały dla uczestników „Professional profile of a Customer Service Representative. Self-presentation. Specialized vocabulary and phrase”
3. Prezentacja „Professional profile of a Customer Service Representative”

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ I

### OBSŁUGA KLIENTA ZAGRANICZNEGO

### SESJA 2

### PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### REZULTATY:

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- Ćwiczenie 1a. - „**SMALL TALK - Introduction**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1b. – „**SMALL TALK - Examples**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim



- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad

profesjonalnej obsługi klientów w sytuacjach reklamacji

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ I**

**OBSŁUGA KLIENTA ZAGRANICZNEGO**

**SESJA 3**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE  
JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW**

**REZULTATY:**

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

**PROGRAM SESJI:**

- Ćwiczenie 1. - „QUIZ”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem

pracy i zatrudnianiem pracowników

- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych

• **Ćwiczenie 7. – „INTERVIEW”**

- Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
- Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ II**

BRANŻA LOGISTYCZNA

**SESJA 1**

PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY  
SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

**REZULTATY:**

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży logistycznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

## PROGRAM SESJI:

- **Ćwiczenie 1. - „FIND SOMEONE WHO..”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- **Ćwiczenie 2. – „WHAT’S MY JOB?”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- **Ćwiczenie 3. – „JOB INTERVIEW ADJECTIVES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży logistycznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**

- Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży logistycznej
- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional profile of an employee in the Logistics Industry. Self-presentation. Specialized vocabulary and phrases”
2. Materiały dla uczestników „Professional profile of an employee in the Logistics Industry. Self-presentation. Specialized vocabulary and phrases”
3. Prezentacja „Professional profile of an employee in the Logistics Industry”

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ II**

**BRANŻA LOGISTYCZNA**

**SESJA 2**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w



kontaktach z obcokrajowcami

- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej

obsługi klientów

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej

obsługi zagniewanych klientów

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

#### **ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ II**

**BRANŻA LOGISTYCZNA**

**SESJA 3**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW**

**REZULTATY:**

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

**PROGRAM SESJI:**

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy

- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- **Ćwiczenie 7. – „INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ III

### BRANŻA POLIGRAFICZNA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży poligraficznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- Ćwiczenie 4. – „**CAREER DISCUSSION QUESTIONNAIRE**”
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań

związanych z przyszłością zawodową

- Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional profile of an employee in the Printing Industry. Self-presentation. Specialized vocabulary and phrase”
2. Materiały dla uczestników „Professional profile of an employee in the Printing Industry. Self-presentation. Specialized vocabulary and phrase”

3. Prezentacja „Professional profile of an employee in the Printing Industry”

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ III**

**BRANŻA POLIGRAFICZNA**

**SESJA 2**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

**PROGRAM SESJI:**

- Ćwiczenie 1a. - „**SMALL TALK - Introduction**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1b. – „**SMALL TALK - Examples**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1c. – „**SMALL TALK - Polite phrases**”



- Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
- Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1d. – „**SMALL TALK - Faux pas**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 2. – „**SIX RULES FOR GOOD CUSTOMER SERVICE**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- Prezentacja - „**PROFESSIONAL CUSTOMER SERVICE**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- Ćwiczenie 3. – „**CUSTOMER SATISFACTION**”
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- Ćwiczenie 4. – „**CONSUMERS' COMPLAINTS**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- Ćwiczenie 5. – „**COMPREHENSION QUIZ**”
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations””
3. Prezentacja „Professional customer service”

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ III**

**BRANŻA POLIGRAFICZNA**

**SESJA 3**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE  
JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW**

**REZULTATY:**

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

**PROGRAM SESJI:**

- Ćwiczenie 1. - „QUIZ”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem

pracy i zatrudnianiem pracowników

- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych

• **Ćwiczenie 7. – „INTERVIEW”**

- Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
- Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ IV**

BRANŻA SAMOCHODOWA

**SESJA 1**

PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY. SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

**REZULTATY:**

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży samochodowej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

## PROGRAM SESJI:

- **Ćwiczenie 1. - „FIND SOMEONE WHO..”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- **Ćwiczenie 2. – „WHAT’S MY JOB?”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- **Ćwiczenie 3. – „JOB INTERVIEW ADJECTIVES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy

- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”
2. Materiały dla uczestników „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”
3. Prezentacja „Professional profile of an employee in the automotive industry”

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ IV**

**BRANŻA SAMOCHODOWA**

**SESJA 2**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami

- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### **PROGRAM SESJI:**

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów



- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania

reklamacji, zastrzeżeń

- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń.
- **Ćwiczenie 11. – „PRACTICE TEST”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości terminologii związanej z branżą samochodową
  - Kompetencje językowe: Podniesienie znajomości terminologii związanej z branżą samochodową w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

### **ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ IV**

**BRANŻA SAMOCHODOWA**

**SESJA 3**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE  
JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW**

#### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**QUIZ**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- Ćwiczenie 2. – „**JOBS AND WORKS**”
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- Ćwiczenie 3. – „**OPINIONS ABOUT JOBS AND WORKING**”
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- Ćwiczenie 4. – „**JOB ENQUIRY BY TELEPHONE**”
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- Ćwiczenie 5. – „**DISCUSSION ABOUT WORK**”
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników

swoich preferencji osobistych i zawodowych

- Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- Prezentacja - „**APPLYING FOR JOBS**”
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- Ćwiczenie 6. – „**APPLICATION LETTER**”
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- Ćwiczenie 7. – „**INTERVIEW**”
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ I

### OBSŁUGA KLIENTA ZAGRANICZNEGO

### SESJA 1

### PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika obsługi klienta zagranicznego
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji w języku angielskim
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy

- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów w języku angielskim
- Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

4. Karta pracy „Professional profile of a Customer Service Representative. Self-presentation. Specialized vocabulary and phrase”



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



5. Materiały dla uczestników „Professional profile of a Customer Service Representative. Self-presentation. Specialized vocabulary and phrase”
6. Prezentacja „Professional profile of a Customer Service Representative”

## FOREIGN CUSTOMER SERVICE

### Session 1.

#### PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

### WHAT IS CUSTOMER SERVICE?



Customer service associates provide online chat support or answer incoming calls from customers. They strive to deliver the best customer experiences possible. Nearly every industry employs customer service associates, but exact job titles will vary.

Your duties as a customer service associate will depend on the particular business, but responsibilities in this role typically include:

- Processing orders for products/services
- Calculating charges and process payments
- Making changes to customer accounts
- Handling returns
- Resolving complaints
- Monitoring customer satisfaction levels
- Keeping detailed records of actions taken
- Interacting with customers through email, live chat or social media

Customer service is the assistance provided by a business and its employees to the people who use or buy its products and services. Customer service can range from assisting customers with purchases to solving their problems online. Customer service professionals are responsible for making sure customers have a good experience and fulfilling their needs.



Because this is a skill set that employers value, developing your customer service skills can help you to advance in your career.

## SKILLS & COMPETENCIES



To excel as a customer service associate, you should have excellent communication and interpersonal skills. Each customer service associate job will require slightly different skills, as different products, services and industries have different needs.

However, a customer service associate should develop certain general skills, no matter which industry they are in. To be a strong job candidate, you may want to acquire the following skills:

- **Communication:** Customer service requires strong communication skills. Associates will be expected to communicate throughout their shifts, from talking on the phone to typing emails and chatting online. You should demonstrate clear, direct and cordial messages to maintain strong relationships with coworkers and customers.
- **Listening:** While customer service associates do a significant amount of speaking and writing, they also must be able to listen to customers and fellow team members. Customers may describe complex problems, share detailed timelines and otherwise communicate information that you will need to listen to carefully.
- **Patience:** As a customer service associate, you will encounter some customers who are frustrated or difficult to communicate with. Demonstrating patience with every customer will help make both their experience and yours more enjoyable. It can also help you resolve a customer's issue quicker.

- **Problem-solving:** A customer service associate will need to solve problems on a daily basis. Sometimes these are small issues, such as connecting a customer to another department. Other times, they are larger issues that may take a longer time to resolve. A strong associate will be able to quickly understand the customer's problem and propose the best solution.

## PRINCIPLES OF PROFESSIONAL CUSTOMER SERVICE

- **Be friendly**

The most important rule in providing excellent customer service is to be friendly. Try to greet customers with a smile and always be courteous and respectful. Be proactive by paying attention to the customer's needs and offering help or recommendations before they ask. It is important to always remain kind and empathetic to your customer, even through stressful or contentious situations when customers appear disappointed or angry.

- **Respond promptly**



Another factor in good customer service involves the timeliness of your responses. Customers appreciate a speedy response to their inquiries, especially when they have a time-sensitive request. Let customers know how long it will take you to assist them.

- **Know your product or service**

To offer your customers an excellent service, you should know every aspect of the product or service you are selling. Ideally, you will be able to discuss its features and uses, show your customers the advantages they get from using your product or service and troubleshoot anything that is not working correctly.

- **Listen to your customers**

Listening is one of the simplest ways to provide excellent customer service. Sometimes customers just need to be heard, so be sure to actively listen to what they have to say. They might have a valid point that you can use to make your product or service even better. By listening attentively, you can understand exactly what your customer needs from you.

- **Say thank you**

A simple “thank you” can go a long way when providing customer service. Customers often remember sincere gratitude, and it reminds them why they hired your company or shopped at your store. Saying thank you after every transaction is an easy way to provide excellent customer service. Here are a few other ways you can thank customers for their business:

- Send a handwritten thank you note
- Provide free samples
- Include something extra
- Offer a special discount



- **Get to know your customers**

Providing great customer service means knowing who your customers are and what they want. When you have a better understanding of your customers and what drives them, you’ll find it easier to offer them the customer service they need. Here are a few tips on how you can get to know your customers better: ask them, use social media and conduct a survey

- **Ask for feedback**

Asking your customers for feedback shows them you care about their opinion and want to be helpful. Allowing them to provide feedback can make them feel appreciated. You can use feedback forms, customer surveys, questionnaires or first-hand feedback when customers are completing their orders to find out what they need and what they think of your business, products or service.

- **Use the feedback you receive**

Once you have feedback from your customers, you should make use of it to improve your customer service process. You can take time regularly to review the feedback you are getting so you can identify areas where you can improve and note any specific changes you can make.

- **Focus on relationships**

A positive relationship with your customers will help you to ensure their return business. Showing that you care about them may inspire their loyalty and appreciation. You could offer personalized service, greet them by name and make notes of previous conversations so you can reference that information the next time you meet.

### **“HOW WOULD YOU DESCRIBE YOURSELF?”**

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

**I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**

A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *"I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline."*

These are just a few examples of how to answer the question, "How would you describe yourself?" but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.



## LIST OF WORDS TO DESCRIBE YOURSELF

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### Words to describe your work style:

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful



- Diligent
- Disciplined
- Eager
- Insightful
- Inventive
- Persistent
- Skillful
- Tenacious
- Thorough

**Words to describe your personality:**

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

**Words to describe how you work with others:**

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Flexible
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive
- Tolerant



**FOREIGN CUSTOMER SERVICE**

**Session 1.**

**PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE**

**SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES**

**Worksheet**

**EXERCISE 1 - FIND SOMEONE WHO..**

	Name	Additional information



		Who..? When...? What...? Why...? Where..? How..?
<b>... wants to work as a boss.</b> <i>Do you want to work as a boss?</i>		
<b>... is looking for a job.</b>		
<b>...thinks working is more fun than studying.</b>		
<b>...wants a job with a high salary.</b>		
<b>...had a part-time job last summer.</b>		
<b>...already has a great job.</b>		

**Do you...?** Yes, I do. No, I don't

**Did you...?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

1. Do you work inside?
2. Do you get a big salary?
3. Do you have to work at night?
4. Do you drive?



5. Do you sit at a desk?
6. Do you have to wear a uniform for your job?
7. Do you work with many other people?
8. Do you think many people want to have your job?
9. Do you have to study a lot to get your job?
10. Is your job difficult?
11. Is your job dangerous?
12. Is your job boring?
13. Is your job unusual?
14. Is your job stressful?

Ask your own questions!

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



**K** He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

1. Do you expect a lot of advancement in your career ?
2. How do you plan to climb the ladder to success ?
3. What kind of attitude do you have?
4. Where do you want your career path to take you ?
5. What does loyalty mean to you?
6. How much time are you willing to devote to your work?
7. Would you prefer to work for a stable company or a start-up?
8. Do you want to work with peers that are the same age or colleagues that could be any age?



## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

1. He's really friendly and .....
  2. They've just ..... university.
  3. You have to be able to ..... at one time.
  4. They are ..... be part of this team.
  5. .... Adobe Photoshop.
  6. I want to ..... in finance.
  7. .... in chemistry.
  8. .... a computer lab.
  9. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
  10. My long term goal is .....
  11. We need someone who can ..... quickly.
- 
- a. pursue a career
  - b. I have experience managing
  - c. financial freedom
  - d. graduated from
  - e. handle many tasks
  - f. eager to
  - g. I majored



- h. knows how to deal with customers
- i. solve problems
- j. meet deadlines
- k. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a customer service worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

1. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
1. What are the duties in this position?
2. What is a typical working day like?
3. What talents are important in this profession?
4. What is a typical career path in this job?
5. Are there any promotion opportunities?
6. How can you improve your skills and professional qualifications?
7. Is it difficult to find a job in this profession?
8. Where do people working in this profession most often work?
9. What are the prospects of this profession in the future?
10. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 - SPECIALIZED VOCABULARY AND PHRASES

**Agent** - A member of the support team who is predominantly responsible for solving support tickets and dealing with customer communications in general.

**Application Program Interface (API)** - A predefined set of functions and processes that provide the building blocks for creation and/or personalization of applications.

**Average First Response Time** - The average time it takes for your support team to make first contact with a customer after receiving a request.

**Average Handle Time** - The average time it takes your support team to resolve a case completely.

**Average Reply Time** - The average time it takes your support team to get back to a customer (to any communication, not just the first contact).

**Backlog** - The amount of unresolved customer support requests in a particular time frame.

**Benchmarking** - A comparison of an agent or company's performance versus the performance of other agents, companies, competitors, or widely agreed on indicators.

**Brand** - Everything your customers or the general public thinks or knows when they hear your company name.

**Bug** - An issue with your product or service that requires the help of your engineering team to resolve.

**Business Hours** - The days and hours when your customers can directly reach your support team.

**Channels** - All the possible ways your customers can reach your support team, for example phone, email, social media, live chat, etc.

**Churn** - The loss of clients or customers over a certain period of time.

**Customer Effort** - The amount of work your customer has to do themselves to resolve an issue. Generally best kept at a low as possible level.

**Customer Experience** - The customer's opinion of their experience and relationship with your company through various points of their lifecycle.

**Customer Satisfaction (CSAT)** - A metric that measures your customers' general happiness and loyalty with regards to your company.

**Customer Service** - The assistance, advice and information provided by a company to people, businesses etc that use their product or service.

**Cross-Selling** - The practice of selling an additional product or service to an already existing customer.

**Downtime** - The time during which your product or service is unavailable for use because of an issue or maintenance.

**Empathy** - The ability to understand another person's feelings—arguably the most important skill of any customer support agent.

**Feature** - A specific characteristic of your product or service that satisfies a certain requirement or need for a customer.

**Feedback** - A customer's opinion of their experience with your company and how you could improve.



**Feedback Loop** - A process that entails gathering customer feedback, take necessary action, and communicate the results back to the customer(s).

**Frequently Asked Question (FAQ)** - A publicly available collection of the most common questions about your product/service/company, and the answers to them.

**Help Desk** - A software (or platform) companies use to manage their customer support.

**Lifetime Value (LTV)** - A prediction or measurement of the profit that can be attributed to a customer during their entire lifecycle.

**Live Chat** - A support channel that allows you to have real-time conversations with your customers.

**Loyalty** - The choice of using the product or service provided by a certain company or business over competitors.

**Multi-Channel Support** - The ability to provide support in more than just one channel.

**Onboarding** - The process that your customers go through when immediately after the purchase or being a trial.

**Open Ticket** - The first, default state of a customer support ticket, before being assigned to an agent or dealt with in any way.

**Outsourcing** - Including a third party to provide support to your customers on your behalf.

**Overdue Ticket** - A ticket that has not been resolved during the agreed time according to the Service Level Agreement.

**Pending Ticket** - The second stage of a customer support ticket—basically a further research/issue resolving stage before getting back to a customer and closing the ticket.

**Personalization** - Tailoring support to individual customers by attaching names, faces, and a generally “human” touch to your communication.

**Proactiveness** - An act of taking steps to help control a (negative) situation before it even becomes an issue.

**Retention** - The ability of a company or business to keep its customers over a specified period of time.

**Review** - A customer's publicized opinion about your service, product or company.

**Service Culture** - A collection of shared values, beliefs, and rules of behavior in a company regarding customer support.

**Survey** - A questionnaire sent to the customer—generally after resolving the issue—to find out how happy they were with the support they received.

**Tone** - The external expression that conveys your current emotion or attitude, and depends on the situation.

**Troubleshooting** - The process of trying to get to the root cause of an issue in order to resolve it.

**User Error** - An issue that was brought on or caused by the customer as opposed to a faulty product or service.

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## **JOB EXPRESSIONS**

1. He's really friendly and knows how to deal with customers.
2. They've just graduated from university.
3. You have to be able to handle many tasks at one time.
4. They are eager to be part of this team.
5. I have experience using Adobe Photoshop.
6. I want to pursue a career in finance.
7. I majored in chemistry.
8. I have experience managing a computer lab.
9. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.
10. My long term goal is financial freedom.
11. We need someone who can solve problems quickly

### **ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

#### **MODUŁ I**

#### **OBSŁUGA KLIENTA ZAGRANICZNEGO**

#### **SESJA 2**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

#### **REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

## **PROGRAM SESJI:**

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów

- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania

reklamacji, zastrzeżeń

- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

7. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
8. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
9. Prezentacja „Professional customer service”

**FOREIGN CUSTOMER SERVICE**

**Session 2.**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING  
INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**Training materials for participants**

**CUSTOMER SERVICE**

## **ASAP**

Apologize

Sympathize

Accept responsibility

Prepare to take action



## **Apologize**

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon
- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

## **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

## **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again

- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

### **CUSTOMERS' COMPLAINTS**

#### **Useful Phrases**

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?





## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"



## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

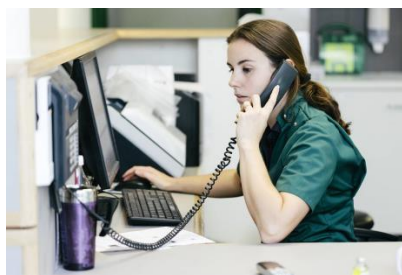
- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?

#### Receiver

- How can I help?



- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### Asking for repetition

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?



### Confirming Details

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### Handling Complaints

- *Oh, no that's terrible.*
- *I agree with you that should not have happened.*
- *I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.*
- *I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.*
- *I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.*
- *I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.*

## FOREIGN CUSTOMER SERVICE

### Session 2.

## PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

### Worksheet

#### EXERCISE 1 - SMALL TALK

#### Introduction

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



### **Weather**

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

### **Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

### **Sports**

- A. Did you see the game last night?
- B. No, I missed it. Was it a good game?

### **Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

## **SMALL TALK**

### **Examples**

*Decide what to say in these situations. Make out your own dialogues.*

- A. You are arriving for a meeting early. You are the second person there.
- .....



.....  
.....  
B. You are having dinner with the visitors at your company. Break the ice.

.....  
.....  
.....  
C. A new person joins your company. You meet her / him for the first time.

.....  
.....  
.....  
D. You meet your colleague at the coffee machine.



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



- a) Is that the time?                      b) Really?                                      c) I see...
- d) Hello again                                      e) It was nice talking to you.                      f) We haven't met. I'm ...
- g) That reminds me...                      h) Excuse me, ...                                      i) Will you excuse me?
- j) Uh huh.    k) I must just...                                      l) Long time no see.
- m) I'm afraid, I'll have to be going.                      n) I couldn't help noticing...                      o) While we are on a subject of...
- p) I understand you...                      q) By the way...                                      r) You are..., aren't you?
- s) You must be...                                      t) Right.    u) Mary asked me to give you best regards

Opening conversation	Directing conversation	Showing interest	Closing conversation



## SMALL TALK

### Faux pas

Repair the following situations by using some of the language below, modal constructions, or something of their own creation.



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

A. *I don't like Americans.*

You realize you are talking to an American.

.....  
.....

B. *Anyone can teach.*

You realize you are talking to a teacher.

.....  
.....

C. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

---

## EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE

1. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



2. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.
3. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.
4. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.
5. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.
6. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

- A. Try to make sure customers stay with your company.



- B. Design a service suitable for each person.
- C. Ask customers questions.
- D. Provide the service people want.
- E. Make sure you take the goods to the customer on time.
- F. Solve problems.

### EXERCISE 3 - CUSTOMER SATISFACTION

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

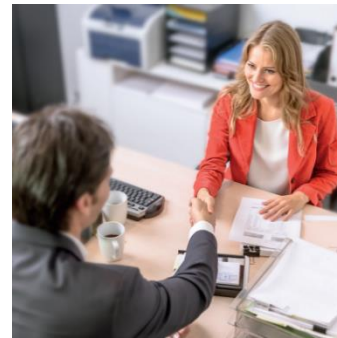
1. You wait 10 minutes to be served in a shop.
2. You don't like the music in the café.
3. The food in the restaurant is overcooked.
4. A car hire firm didn't provide maps on local roads.
5. There's a cigarette ash on the floor of an expensive hotel room.
6. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.

7. The air company lost your luggage.
8. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
9. Your flight is delayed with no apparent weather problems.
10. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### EXERCISE 4 - CONSUMERS' COMPLAINTS

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch



### Key Phrases

- What seems to be the problem?



- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

### **EXERCISE 5 - COMPREHENSION QUIZ**

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?
  - a. one month ago
  - b. yesterday
  - c. she hasn't purchased it yet
  
2. How many problems is the customer having?
  - a. one
  - b. two
  - c. three
  
3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.
  - a. solution
  - b. get rid of
  - c. resolve
  
4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.



- a. not the done thing
- b. not our policy
- c. not legit

5. When did the customer first notice the problem?

- a. when trying to connect to the internet.
- b. when plugging in the computer
- c. while in the shower

6. What suggestion does the customer service make to solve the problems?

- a. unplug the computer
- b. speak to it politely
- c. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- a. troubleshoot
- b. shoot-trouble
- c. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- a. make up
- b. identify
- c. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- a. get jiggy
- b. dispense
- c. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- a. administrative
- b. customer service
- c. clever



### EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....



**Now list at least 7 options that could prevent this from happening.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....



## **EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

1. ....
2. ....
3. ....
4. ....
5. ....



6. ....
7. ....
8. ....
9. ....
10. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer’s grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



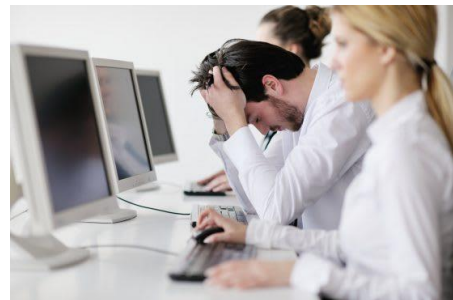
## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?



- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?
- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## **EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE**

*Prepare an example of a solution to a difficult situation*

### **Situation 1.**

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 2.**

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....  
.....  
.....



## COMPREHENSION QUIZ

### Correct answers

1. When did the customer buy the computer?
  - a. **one month ago**
  - b. yesterday
  - c. she hasn't purchased it yet
  
2. How many problems is the customer having?
  - a. one
  - b. **two**
  - c. three
  
3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.
  - a. solution
  - b. get rid of
  - c. **resolve**
  
4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.
  - a. not the done thing
  - b. **not our policy**
  - c. not legit
  
5. When did the customer first notice the problem?
  - a. **when trying to connect to the internet.**
  - b. when plugging in the computer
  - c. while in the shower
  
6. What suggestion does the customer service make to solve the problems?
  - a. unplug the computer
  - b. speak to it politely

**c. bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- a. **troubleshoot**
- b. shoot-trouble
- c. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- a. make up
- b. identify
- c. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- a. get jiggy
- b. dispense
- c. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- a. administrative
- b. **customer service**
- c. clever





## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ I

OBSŁUGA KLIENTA ZAGRANICZNEGO

### SESJA 3

APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW

#### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**QUIZ**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- Ćwiczenie 2. – „**JOBS AND WORKS**”
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych

- Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- **Ćwiczenie 7. – „INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

10. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
11. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
12. Prezentacja „Applying for jobs”
13. Ankieta ewaluacyjna

**FOREIGN CUSTOMER SERVICE**

**Session 3.**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION  
APPLICATION DOCUMENTS AND INTERVIEW**

**Training materials for participants**

**APPLICATION LETTER**

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.

- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],



Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear [hiring manager],

I'm writing to express my interest in your customer service position. Having worked across customer service for several years I feel I would be a valuable asset to your team. I have a wealth of experience when it comes to providing first class service and resolving any queries or issues that might arise with customers.

I also have a consistent track record for meeting targets. During my time at DOC Company I dealt with all initial customer communications by phone, mail and face to face. My number one priority was always the client, and I worked to resolve any issues they might have.

Above all, I love working with people. I'm friendly, sales driven and enjoy developing great rapport with everyone I interact with. I feel I would fit in with your vision, especially given your client-first approach and your favourable reputation within the industry.

I've attached my CV for you to review and would like the opportunity to meet with you to discuss my candidacy further.

Thank you for considering me for the customer service advisor position. I look forward to hearing back from you.

Sincerely,

Mateusz Nowak

Dear Ms. Smith:

I recently learned about the entry-level customer service position available at TT Company. I am familiar with your company and personally use several of your products. I believe I have many skills that make me an excellent candidate for this position, and I have a background in building strong customer relationships. Please consider my application for your customer service position.

I realize that customers are the most important part of building a business, and keeping customers satisfied can lead to sustaining loyal customers. My experience in the service industry has taught me how to both reach and exceed customer expectations and provide service that they can count on. I am a focused person, and I am always willing to go beyond the minimum expectations to make sure I serve customer needs. I approach new situations with enthusiasm and enjoy the challenge of learning something new in my work.

My background and proven commitment to creating strong customer relationships make me an ideal candidate for this position. I would appreciate the opportunity to discuss this customer service position and my qualifications with you. I invite you to contact me at your earliest convenience to arrange an interview. Thank you for your consideration of my application, and I look forward to hearing from you soon.

Sincerely,

Olga Lipińska

Dear Hiring Manager,

I'm very excited to be considered for the role of Customer Service Representative at Crane & Jenkins. As someone who can learn quickly and improve the process, I strive to be a vital component of every team I join. By staying on top of deadlines, I allow ample time to fix issues that may arise last-minute during projects. By combining my work ethic with the world-class team at Crane & Jenkins, I look forward to how much of a difference we can make for disabled youth.

During my previous role at River Tech, I was in charge of handling customer questions and concerns in a timely and professional manner. By providing impeccable service to clients, I was able to spread enthusiasm and positive word of mouth across the community.

I take pride in conducting myself in a professional manner when representing a company. I thoroughly enjoy getting to know customers and figuring out how best to serve their needs. At River Tech, I was consistently at the top of the list for most positive customer feedback each week. By setting a good example for my fellow employees, I helped propel River Tech to new heights.

Thank you for considering me for this position. I'm thrilled about getting to learn more details about the Customer Service Representative position. I will be committed to continuously learning, growing, and applying my skills to support the team and engage our community.

Sincerely,

Filip Rogoziński



## CUSTOMER SERVICE SKILLS FOR RESUMES

If the job you're seeking is in the customer service field, you've got to develop the key skills that make you an appealing candidate. These skills should bolster your ability to assist customers in resolving their issues, while also ensuring that customers walk away happy. Employers understand the importance of stellar customer service, so when they're recruiting, they'll be on the lookout for applicants with resumes that promote their awesome customer service skills.

- **Communication**

When you're assisting customers, you need to be able to convey information clearly and concisely to the customer so that they can resolve their issue without added confusion. Not only are the words you choose important, but conveying your message with tact can also be equally important in determining if your communication with the customer is ultimately effective.

*Example: Handle 50+ customer interactions per day, giving detailed, personalized, friendly & polite service to ensure customer retention.*

- **Interpersonal**



Interacting with people is a key part of customer service. If you have stellar interpersonal skills, your approachable demeanor and ability to cultivate friendships is a valuable asset that will help you build stronger customer relationships that benefit your company.

*Example: Received an average 85% customer satisfaction rating to date, 15% higher than company average.*

- **Problem Solving**

When a customer comes to you to resolve an issue, you need to have the problem solving skills necessary to effectively deal with the issue at hand, no matter what it is. This skill is also related to conflict resolution. If the customer is angry and has a problem, you'll also need to know how to de-escalate the situation and resolve the matter of contention efficiently.

Example: *Research complicated cases without prompting to provide more comprehensive service to customers.*

- **Patience**

This ability to stay collected at all times is an important weapon in the arsenal of a customer service agent that your employer definitely appreciates. Customer service representatives need to have a lot of patience to field all of these queries without losing their cool.

Example: *Remained courteous and calm at all times, even during moments of intense customer displeasure.*

- **Time Management**



As a customer service agent, it's unlikely that you'll be helping one customer at a time. In times like this, excellent time management skills come in handy. You need to know how to balance multiple tasks at once and solve them all in a timely manner.

Example: *Handle 90+ calls daily, with duties including signing up new customers, retrieving customer data, presenting relevant product information, and canceling services.*

- **Empathy**

Empathy is the ability for someone to understand the feelings of another person as if he or she had experienced them him or herself. This ability is incredibly useful for people in the customer service field because it allows these agents to better understand where customers are coming from so that they can help customers out more effectively.

*Example: Handle 50+ customer interactions per day, giving detailed, personalized, friendly & polite service to ensure customer retention.*

**AGNIESZKA MUSIAŁ**

048 765 992 111 | a.musial@gmail.com

**CUSTOMER SERVICE REPRESENTATIVE | CALL CENTER SETTINGS**

Polished, professional customer service rep offering:

- Proven experience providing customer support in busy call center environments for public utility and insurance industry employers.
- An unwavering commitment to customer service, with the ability to build productive relationships, resolve complex issues and win customer loyalty.
- Strategic-relationship and partnership-building skills—listen attentively, solve problems creatively and use tact and diplomacy to achieve win-win outcomes.

**EXPERIENCE**

**MPO UTILITY COMPANY**

**Customer Service Representative, 2/2017 to Present**

Handle customer inquiries, complaints, billing questions and payment extension/service requests. Calm angry callers, repair trust, locate resources for problem resolution and design best-option solutions. Interface daily with internal partners in accounting, field services, new business, operations and consumer affairs divisions.

- Resolved an average of 350 inquiries in any given week and consistently met performance benchmarks in all areas (speed, accuracy and volume).
- Became the lead “go-to” person for new reps and particularly challenging calls as one of the company’s mentors and trainers of both new and established employees.
- Commended for initiative, persuasiveness, intense customer focus and dependability in performance evaluations.

**PZU INSURANCE COMPANY**

**Customer Service Agent, 2/2013 to 11/2016**

Handled incoming calls from policyholders, responding to inquiries, resolving problems and correcting policy errors. Provided quotes and executed online policy changes for auto, home and excess liability.

- Co-developed on-the-job training program that reduced training time from eight weeks to five.
- Contributed to an 8% sales increase in 2014 by improving lead-generation and sales-tracking methods.

### **Education & Training**

#### **CUSTOMER SERVICE SKILLS TRAINING**

Completed five 4-hour modules of customer service training. Topics included how to:  
Greet transfer and hold calls / Build rapport, listen, clarify and manage conversational flow  
Manage upset customers, conflicts and challenging situations / Deliver outstanding service

#### **ADAM TERLECKI**

T: 0048 632 800 126  
E: a.terlecki@gmail.com

### **CAREER HISTORY**

**CUSTOMER SERVICE SUPERVISOR** – January 2010 – present  
Employers name – RTR Company

Responsible for effectively monitoring staff performance and ensuring that all Customer Service Representatives are fully prepared for the working day.

Duties;

- Directly supervising and coordinating the activities of all customer service employees.
- Standardizing customer service procedures across the company.
- Training staff on customer service operating procedures.
- Answering inbound calls and emails from customers.
- Authorising refunds or other compensation to customers.
- Developing and maintaining productive relationships with all company staff.
- Assisting with staff hiring, training, support and retention.
- Writing up accurate records of discussions or correspondence with customers.
- Coordinating operational activities.
- Handling face-to-face enquiries from customers.
- Resolving escalated customer complaints or disputes.
- Evaluating the work and performance of staff.

### **KEY SKILLS AND COMPETENCIES**

- Able to use appropriate words and tone when dealing with difficult customers.
- Building customer relationships.
- Documenting Customer Service processes.
- Writing up Customer Service training materials.
- In-depth knowledge of Microsoft Office Excel and Word.
- Ability to adapt to a flexible schedule.
- Superb organising and prioritising skills.
- Fully aware of data protection legislation and confidentiality issues.
- Excellent oral and written communication skills.
- Friendly, helpful and knowledgeable.

## **ACADEMIC QUALIFICATIONS**

University of Warsaw – Business Degree 2005 – 2010

## **INTERVIEW**

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you’re interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you’re expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you’ve taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, explain why you’re

passionate about it, give examples of how you've pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.

- **„Do you have any questions?”**

Yes. Prepare several questions before the interview. You could ask about career/ development/training opportunities. Be sure to ask when they'll make their decision.



## **CUSTOMER SERVICE INTERVIEW QUESTIONS TO ASK CANDIDATES**

1. How would you define good customer service?
2. What appeals to you about this role?
3. What's the best customer service you've ever received? Why?
4. Can you tell me about a time when you received poor customer service?
5. Is there a difference between customer service and customer support?
6. Have you ever dealt with an unreasonable customer? How did you handle it, and how would you handle it today?
7. Have you ever bent the rules in assisting a customer? Tell me about the situation and the outcome.



8. Can you tell me about a customer who you found difficult to understand and how you approached that interaction?
9. Can you describe a time when you had to say no to an important customer's request?
10. Can you tell me about a situation with a customer when there wasn't a clear policy to use and you needed to make a judgment call? How did you approach your decision, and what happened?
11. Can you give me an example of a situation where there were major problems with your product/service and you needed to respond without having all the answers yet?
12. Can you give an example of how you handled alerting a customer when your product/service caused a major problem?
13. What's the last new skill you learned? Why did you choose that skill, and how did you learn it?
14. Can you tell me about a time when you made a great contribution to your team?
15. What do you think makes a good teammate?



## **FOREIGN CUSTOMER SERVICE**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Worksheet**

#### **EXERCISE 1 - QUIZ**

*Choose the appropriate answer.*

1. Which of the following things does a job „applicant” ask for?
  - a. more money





- b. a holiday
- c. work
- d. a coffee break

**2. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**3. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**4. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**5. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form



**6. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**7. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**8. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**9. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick

**EXERCISE 2 - JOBS AND WORKS**

*Write short answers to the questions below.*



9. What kind of job do you want to have?
  
10. Why do you want this kind of job?
  
11. How much salary can you get from this job?
  
12. Do you think this kind of job is easy to do? Why? / Why not?
  
13. Do you know anyone with this kind of job? If 'yes', who?
  
14. What do you need to study to get this job?
  
15. Will it be easy to find this kind of job? Why? / Why not?
  
16. If you can't get this job, what other job are you interested in?



### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

*Read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

**Possible answers**

**5** - I agree completely

**4** - I mostly agree

**3** - I'm not sure

**2** - I mostly disagree

**1** - I disagree completely



- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Working is fun.   | 1 | 2 | 3 | 4 | 5 |
| 2. It's easy to find a job.  | 1 | 2 | 3 | 4 | 5 |
| 3. Doctors have great jobs.  | 1 | 2 | 3 | 4 | 5 |
| 4. Being a farmer is better than being a fisherman.                  | 1 | 2 | 3 | 4 | 5 |
| 5. Librarians have boring jobs.                                      | 1 | 2 | 3 | 4 | 5 |
| 6. Clowns have great jobs.   | 1 | 2 | 3 | 4 | 5 |
| 7. Having an interesting job is more important than a well-paid job. | 1 | 2 | 3 | 4 | 5 |
| 8. It would be great to never have to work.                          | 1 | 2 | 3 | 4 | 5 |
| 9. Teachers have easy jobs.  | 1 | 2 | 3 | 4 | 5 |
| 10. Flight attendants have exciting jobs.                            | 1 | 2 | 3 | 4 | 5 |



## EXERCISE 4 - JOB ENQUIRY BY TELEPHONE

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

### Useful expressions

want to ask

the work hours

the sales position

come in for interview

requirements

3 years of experience

work experience

responsibilities



## **EXERCISE 5 - DISCUSSION ABOUT WORK**

*Work in groups. Discuss the following questions.*

### ***If you are still studying:***

1. What kind of organization do you want to work for?
2. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
3. Do you think it will later be possible to change departments? What do you think your first position will be?
4. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

### ***If you are already working:***

1. What is your function or job title?
2. What are you responsible for?
3. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
4. What other units, departments or divisions do you regularly have to work with?

### ***Big or small companies?***

1. Do you or would you prefer to work for a big or small company? Why?
2. Think of advantages of working in a small or a big company.
3. Think of disadvantages of working in a small or a big company.



## BENEFITS AT WORK

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### Benefits

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your cover letter. You can use the offer example below or use the offers available on recruitment portals*

### **CUSTOMER SERVICE REPRESENTATIVE**

Are you an enthusiastic, results-driven individual with a positive attitude to customer service, if yes, we want you to join our team and help provide our customers with a first class service on every call! With training provided, you too can be part of a team that prides themselves on the products and exceptional service they offer.

#### **Responsibilities**

- This is a fast-paced environment where you as a “people person” with a “flair to deliver for the customer” can take ownership of the call and truly make a difference. Don’t worry, you don’t need to know anything about electronics! Your customer service and ability to cross-sell, up-sell and a passion for learning are key. You can learn everything you need to be successful in the job.

#### **Requirements**

- Previous experience in a Contact Centre and/or sales environment,
- Ability to cross-sell and link sell and connect with the customer to promote opportunities,
- Computer savvy – good working knowledge of Microsoft packages and the ability to learn quickly,
- Sound knowledge of the web and browsing to find results,
- Proven ability to multi-task,
- Ability to work under pressure, remain calm and diplomatic at all times,
- Having German language skills are plus,

#### **We Offer**

- In addition to our competitive salary and sales incentive bonus, we offer additional benefits which will be outlined as we progress through the interview process.

We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, gender, sexual



orientation, age, marital status, veteran status, or disability status.

.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.  
When you can ask these questions in pairs*



Tell me about yourself.

.....

.....

.....

.....

Why do you want this job?

.....

.....

Why did you leave your last job?

.....

.....

Tell me about your education.

.....

.....

What special skills do you have?

.....  
.....  
Why should we hire you?

.....  
.....  
What hobbies do you have in your free time?

.....  
.....

## QUIZ

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

## JOB ENQUIRY BY TELEPHONE

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?

- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ I OBSŁUGA KLIENTA ZAGRANICZNEGO

#### ANKIETA EWALUACYJNA

#### PROWADZENIE SZKOLENIA

1. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

2. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

3. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

4. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

5. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

6. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

7. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

8. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

9. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5



10. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników?**

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży logistycznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy



- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży logistycznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży logistycznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

14. Karta pracy „Professional profile of an employee in the Logistics Industry. Self-



presentation. Specialized vocabulary and phrases”

15. Materiały dla uczestników „Professional profile of an employee in the Logistics Industry. Self-presentation. Specialized vocabulary and phrases”

16. Prezentacja „Professional profile of an employee in the Logistics Industry”

## LOGISTICS INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A LOGISTICIAN DO?

A logistician is a professional logistics practitioner. One can either work in a pure logistics company, such as a shipping line, airport, or freight forwarder, or within the logistics department of a company. However, logistics is a broad field, encompassing procurement, production, distribution, and disposal activities.



Logisticians analyze and coordinate an organization's supply chain—the system that moves a product from supplier to consumer. They manage the entire life cycle of a product, which includes how a product is acquired, allocated, and delivered.

Logisticians typically do the following:

- Manage a product's life cycle from design to disposal
- Direct the allocation of materials, supplies, and products
- Develop business relationships with suppliers and clients
- Understand clients' needs and how to meet them
- Review logistical functions and identify areas for improvement

- Propose strategies to minimize the cost or time required to transport goods

Logisticians oversee activities that include purchasing, transportation, inventory, and warehousing. They use software systems to plan and track the movement of products. They operate software programs designed specifically to manage logistical functions, such as procurement, inventory management, and other supply chain planning and management systems.



Regardless of the industry, a logistics coordinator is responsible for analyzing and coordinating an organization's supply chain in order to move products from the supplier to the consumer as quickly and efficiently as possible.

Some of the specific responsibilities for this role include:

- Managing the maintenance, preparation and routing of purchase orders
- Preparing accurate bills of lading and satisfying airbills in a timely manner
- Reviewing purchase orders and shipment contents prior to releasing them from the facilities
- Responding to customer inquiries and referring clients to the appropriate channels
- Communicating with van lines and airlines to ensure prompt pick-up and delivery of shipments
- Ensuring the quality of all processes and services within a facility

## **SKILLS**

While many are specific to the industry that the logistician is working in, some of the more general skills include:

- **Communication skills:** These include verbal and written communication skills, as well as the ability to read nonverbal cues and listen actively to others. Logisticians must have strong communication skills to collaborate with colleagues and conduct business with customers and suppliers.
- **Interpersonal skills:** These are 'people skills' that include cooperation and impulse control. Logistics coordinators need to be able to demonstrate effective teamwork and collaboration skills and act as a leader in a group of peers. They need to practice impulse control to stay on task using time-management and organizational skills, complete tasks in a set order and demonstrate self-control in the event of distractions.
- **Critical thinking skills:** These include analytical, creativity and problem-solving abilities. Logistics coordinators must use these skills to find ways to improve efficiencies while reducing costs. They must also develop, adjust and carry out logistical plans. In addition, they must be able to handle unforeseen issues and adjust their plans as necessary to resolve the issues.
- **Awareness:** The ability to predict and analyze future conditions is extremely important, whether you're driving goods across the country or taking charge of warehouse inventory. In logistics management, you must be aware of any possible needs of your company as well as the outcomes of actions taken anywhere in your entire supply chain. For supply chain analysts, knowing your stock and how it is changing is essential for success.
- **Organization:** In the logistics industry, organization and precision can have a huge impact on efficiency. No matter what your position is, having documentation in-check can make for smooth sailing. For example, freight brokers need to help companies move shipments quickly and efficiently. Being in control of set processes and arrangements will keep things running smoothly.

- **Adaptability:** Flexibility is a huge asset when working in the supply chain industry. The ability to adapt on the fly will come in handy in this fast-paced business, as priorities can shift quickly.
- **Customer service skills:** Logistics coordinators must listen to and understand the needs of customers and apply this knowledge to products and systems to coordinate the movement of goods and materials between suppliers and customers.
- **Technical skills:** These refer to computer skills. Logistics coordinators must be computer-savvy with an in-depth knowledge of logistics software.



## A WAREHOUSE WORKER

Warehouse workers are responsible for performing an array of duties such as receiving and processing incoming stock and materials, picking and filling orders from stock, packing and shipping orders, or managing, organizing and retrieving stock and other. Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places.



Warehouse workers perform functions related to the receiving and processing of incoming goods and materials. Their responsibilities may include packing and shipping orders or managing, organizing and retrieving stock.

Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places. They are usually hired by storing facilities, harbours, and distribution centres.

Some companies may be big enough to have their own warehouse and employees, but most companies and businesses use independent storing warehouses for these purposes.

### Daily Tasks

- Checking lists of incoming items.
- Receiving incoming cargo and comparing them to the lists.
- Inspecting the condition of cargo.
- Storing cargo following labelling and sorting procedures.
- Updating inventory of stored items.
- Retrieving items according to clients' requests.
- Listing all outgoing items.
- Charging clients for storing services based on company policies.

### PRIMARY RESPONSIBILITIES

#### Receiving, sorting, and storing items in warehouse facilities:

- Checking the list of incoming items in advance with descriptions of their contents, weight, volume, and value in order to plan storing procedures;
  - receiving products and checking that all items on the list are accounted for;
  - inspecting all items to ensure quality of state and that no damage was caused during transport;
  - reporting all damaged items to supervisors and clients;
  - updating warehouse records to include incoming items;
  - storing items using specialized machinery (e.g. forklifts, labelers, and special tags);
- and



- keeping a record of the precise location where every item is stored in order to later secure fast and easy retrieval.

#### **Conferring with clients and suppliers regarding the items' status:**

- Notifying clients when their items have been received and stored;
- informing clients about storage facility policies and costs of storing; and
- attending clients when they need to retrieve items from the facility.

#### **Retrieving items clients require to take out:**

- Verifying the client's identity and the availability of the items they require;
- filling the necessary paperwork to retrieve items, including specific locations and quantities;
- retrieving items according to instructions and preparing them for shipment; and
- filling the necessary paperwork to let clients know that their items have been shipped or having clients sign a form acknowledging that the item has been handed to them.

#### **Maintaining storing facilities clean and working in proper conditions:**

- Inspecting the specialized machinery to endure functionality;
- reporting malfunctioning machinery; and
- checking the status of items that require special storage conditions (e.g. refrigerated or fragile items).
- following all safety procedures to the letter in the workplace in order to avoid accidents and hazards.

### **REQUIRED SKILLS AND QUALIFICATIONS**

#### **Good mechanical and technological skills:**

- Being able to use specialized machines (e.g. mechanical and manual forklifts) to carry and store items; and

- being proficient in the use of specialized storing software in order to keep track of inventory and record what goes in and out.

#### **High levels of self-reliance and resourcefulness:**

- Being able to work independently and as part of a team; and
- being capable of solving minor problems without help.

#### **Excellent physical condition and stamina:**

- Having the necessary physical strength to handle heavy items, as well as to load and unload cargo.

#### **Good interpersonal and communication skills:**

- Interacting with loading and unloading crews;
- giving instructions to co-workers in a clear manner; and
- liaising with co-workers and clients.
- high levels of honesty, integrity, and reliability.



## **WAREHOUSE MANAGERS**

Warehouse Managers are in charge of the administrative aspects of warehouses and other storage facilities.



It is their job to coordinate the activities of all workers, contact and liaise with customers, oversee the receiving and shipping of goods, and ensure that all items are properly stored in an efficient and orderly manner.

Warehouses and storage facilities offer their services to customers by storing all sorts of goods for a determined period of time. Depending on the type of items to be stored, some



special facilities and arrangements are necessary such as refrigeration, ventilation, or vacuum sealing. It is the responsibility of the Warehouse Manager to ensure that they possess the necessary space and equipment to store what their customer needs to store. They are also tasked with maintaining an inventory of all items stored and a following a strict and rigorous organization scheme in order to be able to retrieve items promptly when required.

The most common place where Warehouse Managers may be employed is in storage companies. These are special businesses that provide storing services to different clients. However, they may also work for companies and business big enough to have their own storage facilities and thus require someone to be in charge of them.

### Daily Tasks

- Issuing lists of incoming and outgoing shipments and handing them to Warehouse Workers.
- Ensuring that all items are properly stored and that any special needs requested are being met.
- Filling out paperwork regarding incoming and outgoing shipments.
- Assigning daily tasks to each Warehouse Worker
- Liaising with customers and employers by providing them regular reports on the status of their products and items.

### “HOW WOULD YOU DESCRIBE YOURSELF?”

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.



**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

**I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**



A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.





## LIST OF WORDS TO DESCRIBE YOURSELF

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### Words to describe your work style:

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

### Words to describe your personality:

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

### Words to describe how you work with others:

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive



- Flexible
- Tolerant

## LOGISTICS INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A LOGISTICIAN DO?

A logistician is a professional logistics practitioner. One can either work in a pure logistics company, such as a shipping line, airport, or freight forwarder, or within the logistics department of a company. However, logistics is a broad field, encompassing procurement, production, distribution, and disposal activities.



Logisticians analyze and coordinate an organization's supply chain—the system that moves a product from supplier to consumer. They manage the entire life cycle of a product, which includes how a product is acquired, allocated, and delivered.

Logisticians typically do the following:

- Manage a product's life cycle from design to disposal
- Direct the allocation of materials, supplies, and products
- Develop business relationships with suppliers and clients
- Understand clients' needs and how to meet them
- Review logistical functions and identify areas for improvement

- Propose strategies to minimize the cost or time required to transport goods

Logisticians oversee activities that include purchasing, transportation, inventory, and warehousing. They use software systems to plan and track the movement of products. They operate software programs designed specifically to manage logistical functions, such as procurement, inventory management, and other supply chain planning and management systems.



Regardless of the industry, a logistics coordinator is responsible for analyzing and coordinating an organization's supply chain in order to move products from the supplier to the consumer as quickly and efficiently as possible.

Some of the specific responsibilities for this role include:

- Managing the maintenance, preparation and routing of purchase orders
- Preparing accurate bills of lading and satisfying airbills in a timely manner
- Reviewing purchase orders and shipment contents prior to releasing them from the facilities
- Responding to customer inquiries and referring clients to the appropriate channels
- Communicating with van lines and airlines to ensure prompt pick-up and delivery of shipments
- Ensuring the quality of all processes and services within a facility

## **SKILLS**

While many are specific to the industry that the logistician is working in, some of the more general skills include:

- **Communication skills:** These include verbal and written communication skills, as well as the ability to read nonverbal cues and listen actively to others. Logisticians must have strong communication skills to collaborate with colleagues and conduct business with customers and suppliers.
- **Interpersonal skills:** These are ‘people skills’ that include cooperation and impulse control. Logistics coordinators need to be able to demonstrate effective teamwork and collaboration skills and act as a leader in a group of peers. They need to practice impulse control to stay on task using time-management and organizational skills, complete tasks in a set order and demonstrate self-control in the event of distractions.
- **Critical thinking skills:** These include analytical, creativity and problem-solving abilities. Logistics coordinators must use these skills to find ways to improve efficiencies while reducing costs. They must also develop, adjust and carry out logistical plans. In addition, they must be able to handle unforeseen issues and adjust their plans as necessary to resolve the issues.
- **Awareness:** The ability to predict and analyze future conditions is extremely important, whether you're driving goods across the country or taking charge of warehouse inventory. In logistics management, you must be aware of any possible needs of your company as well as the outcomes of actions taken anywhere in your entire supply chain. For supply chain analysts, knowing your stock and how it is changing is essential for success.
- **Organization:** In the logistics industry, organization and precision can have a huge impact on efficiency. No matter what your position is, having documentation in-check can make for smooth sailing. For example, freight brokers need to help companies move shipments quickly and efficiently. Being in control of set processes and arrangements will keep things running smoothly.



- **Adaptability:** Flexibility is a huge asset when working in the supply chain industry. The ability to adapt on the fly will come in handy in this fast-paced business, as priorities can shift quickly.
- **Customer service skills:** Logistics coordinators must listen to and understand the needs of customers and apply this knowledge to products and systems to coordinate the movement of goods and materials between suppliers and customers.
- **Technical skills:** These refer to computer skills. Logistics coordinators must be computer-savvy with an in-depth knowledge of logistics software.



## A WAREHOUSE WORKER

Warehouse workers are responsible for performing an array of duties such as receiving and processing incoming stock and materials, picking and filling orders from stock, packing and shipping orders, or managing, organizing and retrieving stock and other. Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places.



Warehouse workers perform functions related to the receiving and processing of incoming goods and materials. Their responsibilities may include packing and shipping orders or managing, organizing and retrieving stock.

Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places. They are usually hired by storing facilities, harbours, and distribution centres.



Some companies may be big enough to have their own warehouse and employees, but most companies and businesses use independent storing warehouses for these purposes.

### Daily Tasks

- Checking lists of incoming items.
- Receiving incoming cargo and comparing them to the lists.
- Inspecting the condition of cargo.
- Storing cargo following labelling and sorting procedures.
- Updating inventory of stored items.
- Retrieving items according to clients' requests.
- Listing all outgoing items.
- Charging clients for storing services based on company policies.

### PRIMARY RESPONSIBILITIES

#### Receiving, sorting, and storing items in warehouse facilities:

- Checking the list of incoming items in advance with descriptions of their contents, weight, volume, and value in order to plan storing procedures;
  - receiving products and checking that all items on the list are accounted for;
  - inspecting all items to ensure quality of state and that no damage was caused during transport;
  - reporting all damaged items to supervisors and clients;
  - updating warehouse records to include incoming items;
  - storing items using specialized machinery (e.g. forklifts, labelers, and special tags);
- and



- keeping a record of the precise location where every item is stored in order to later secure fast and easy retrieval.

#### **Conferring with clients and suppliers regarding the items' status:**

- Notifying clients when their items have been received and stored;
- informing clients about storage facility policies and costs of storing; and
- attending clients when they need to retrieve items from the facility.

#### **Retrieving items clients require to take out:**

- Verifying the client's identity and the availability of the items they require;
- filling the necessary paperwork to retrieve items, including specific locations and quantities;
- retrieving items according to instructions and preparing them for shipment; and
- filling the necessary paperwork to let clients know that their items have been shipped or having clients sign a form acknowledging that the item has been handed to them.

#### **Maintaining storing facilities clean and working in proper conditions:**

- Inspecting the specialized machinery to endure functionality;
- reporting malfunctioning machinery; and
- checking the status of items that require special storage conditions (e.g. refrigerated or fragile items).
- following all safety procedures to the letter in the workplace in order to avoid accidents and hazards.

### **REQUIRED SKILLS AND QUALIFICATIONS**

#### **Good mechanical and technological skills:**

- Being able to use specialized machines (e.g. mechanical and manual forklifts) to carry and store items; and

- being proficient in the use of specialized storing software in order to keep track of inventory and record what goes in and out.

#### **High levels of self-reliance and resourcefulness:**

- Being able to work independently and as part of a team; and
- being capable of solving minor problems without help.

#### **Excellent physical condition and stamina:**

- Having the necessary physical strength to handle heavy items, as well as to load and unload cargo.

#### **Good interpersonal and communication skills:**

- Interacting with loading and unloading crews;
- giving instructions to co-workers in a clear manner; and
- liaising with co-workers and clients.
- high levels of honesty, integrity, and reliability.



## **WAREHOUSE MANAGERS**

Warehouse Managers are in charge of the administrative aspects of warehouses and other storage facilities.



It is their job to coordinate the activities of all workers, contact and liaise with customers, oversee the receiving and shipping of goods, and ensure that all items are properly stored in an efficient and orderly manner.

Warehouses and storage facilities offer their services to customers by storing all sorts of goods for a determined period of time. Depending on the type of items to be stored, some

special facilities and arrangements are necessary such as refrigeration, ventilation, or vacuum sealing. It is the responsibility of the Warehouse Manager to ensure that they possess the necessary space and equipment to store what their customer needs to store. They are also tasked with maintaining an inventory of all items stored and following a strict and rigorous organization scheme in order to be able to retrieve items promptly when required.

The most common place where Warehouse Managers may be employed is in storage companies. These are special businesses that provide storing services to different clients. However, they may also work for companies and businesses big enough to have their own storage facilities and thus require someone to be in charge of them.

### **Daily Tasks**

- Issuing lists of incoming and outgoing shipments and handing them to Warehouse Workers.
- Ensuring that all items are properly stored and that any special needs requested are being met.
- Filling out paperwork regarding incoming and outgoing shipments.
- Assigning daily tasks to each Warehouse Worker
- Liaising with customers and employers by providing them regular reports on the status of their products and items.

### **“HOW WOULD YOU DESCRIBE YOURSELF?”**

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

**I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**





A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.





## LIST OF WORDS TO DESCRIBE YOURSELF

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### Words to describe your work style:

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

### Words to describe your personality:

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

### Words to describe how you work with others:

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive







- Flexible
- Tolerant

## LOGISTICS INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Worksheet

#### EXERCISE 1 - FIND SOMEONE WHO..

	Name	Additional information Who..? When...? What...? Why...? Where..? How..?
<p><b>... wants to work as a boss.</b></p> <p><i>Do you want to work as a boss?</i></p>		
<p><b>... is looking for a job.</b></p>		
<p><b>...thinks working is more fun than studying.</b></p>		
<p><b>...wants a job with a high salary.</b></p>		
<p><b>...had a part-time job last summer.</b></p>		

...already has a great job.		
-----------------------------	--	--

**Do you...?** Yes, I do. No, I don't

**Did you..?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

21. Do you work inside?
22. Do you get a big salary?
23. Do you have to work at night?
24. Do you drive?
25. Do you sit at a desk?
26. Do you have to wear a uniform for your job?
27. Do you work with many other people?
28. Do you think many people want to have your job?
29. Do you have to study a lot to get your job?
30. Is your job difficult?
31. Is your job dangerous?
32. Is your job boring?
33. Is your job unusual?
34. Is your job stressful?

Ask your own questions!

35.

36.

37.

38.

39.

40.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

17. Do you expect a lot of advancement in your career ?

18. How do you plan to climb the ladder to success ?

19. What kind of attitude do you have?

20. Where do you want your career path to take you ?

21. What does loyalty mean to you?

22. How much time are you willing to devote to your work?

23. Would you prefer to work for a stable company or a start-up?

24. Do you want to work with peers that are the same age or colleagues that could be any age?



## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

12. He's really friendly and .....
13. They've just ..... university.
14. You have to be able to ..... at one time.
15. They are ..... be part of this team.
16. .... Adobe Photoshop.
17. I want to ..... in finance.
18. .... in chemistry.
19. .... a computer lab.
20. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
21. My long term goal is .....
22. We need someone who can ..... quickly.

- l. pursue a career
- m. I have experience managing
- n. financial freedom
- o. graduated from
- p. handle many tasks
- q. eager to
- r. I majored

- s. knows how to deal with customers
- t. solve problems
- u. meet deadlines
- v. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of logistics or warehouse worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

2. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
11. What are the duties in this position?
12. What is a typical working day like?
13. What talents are important in this profession?
14. What is a typical career path in this job?
15. Are there any promotion opportunities?
16. How can you improve your skills and professional qualifications?
17. Is it difficult to find a job in this profession?
18. Where do people working in this profession most often work?
19. What are the prospects of this profession in the future?
20. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 – SPECIALIZED VOCABULARY AND PHRASES

**Accessorial:** An extra fee charged by carriers for additional services rendered, which can include detention and fuel surcharges.

**Asset-based:** A transportation company that owns its own equipment, usually trucks or containers.

**Bill of Lading (BOL):** A transportation document that acts as a contract between a shipper and receiver and includes details specific to the shipment.

**Blanket rates:** Lower, contracted rates you can obtain from LTL carriers if you have enough shipping volume.

**Blocking and bracing:** A method of securing cargo to prevent shifting during transportation.

**Bulk cargo:** A cargo commodity that is transported unpackaged in large quantities. For example, coal and gravel.

**Capacity:** The availability of carriers and equipment to haul freight.

**Cargo:** Goods or product being shipped.

**Carrier:** A person or business that transports goods, usually used interchangeably with “trucking company.”



**Certificate of Insurance:** A document noting that insurance has been secured to cover loss or damage to a shipment while in transit.

**Claim:** A charge made against a carrier by a shipper or consignee due to loss, damage, or delay to the shipment.

**Commodity:** The type of goods you are shipping.

**Consignee:** The receiver of a shipment.

**Container:** A box or trailer used for shipping goods.

**Council of Supply Chain Management Professionals (CSCMP):** A professional association dedicated to the advancement of the logistics and supply chain industries.

**Cross docking:** The process of unloading inbound freight and immediately loading it onto a different outbound method of transportation, often across the same dock.

**Customs broker:** A firm that represents importers and exporters in dealing with customs in international shipments and is responsible for gathering all necessary documents to do so legally.

**Deadhead:** A truck traveling without freight in order to pick up its next load.

**Dead on Arrival (DOA):** When a product is delivered in a non-functional condition.

**Declared value:** The value of freight in a shipment as noted by the shipper on a bill of lading.

**Density rates:** LTL shipping rates that are based on the shipment's density and size, rather than on their freight class.

**Department of Transportation (DOT):** A federal organization designed to manage the country's transportation system and functions.

**Detention:** Additional shipping costs charged by a carrier if they must wait beyond the specified loading and unloading times.

**Dispatch:** A job function of the carrier to arrange drivers, tracing of drivers, and equipment for specified shipments.

**Door to door:** A shipment arranged by a single transportation provider that travels directly from the shipper to the consignee.

**Door to port:** A shipment arranged by a single transportation provider that travels directly from the shipper to a port.

**Drayage:** The transport of ocean or rail containers to and from ports or rail yards.

**Drop trailer:** A type of shipment when a carrier drops off their trailer at a facility for an extended period of time.

**Enroute:** When a shipment is in the middle of its transport.

**Expedited shipping:** A form of transportation that involves shipments being moved at a faster rate than usual.

**Federal Motor Carrier Safety Administration (FMCSA):** A federal organization whose primary mission is to reduce crashes, injuries and fatalities involving large trucks and buses.

**Freight All Kinds (FAK):** Refers to a negotiated LTL rate based on the combined freight class of multiple commodities.

**Flatbed:** A type of trailer that has a long floor, but is not enclosed. This is often used to ship large products, like equipment or pipes, that wouldn't ordinarily fit in the confines of a normal trailer.

**Freight:** Goods being transported from one place to another.

**Freight class:** A classification of LTL shipments based on the freight's weight, length, height, density, ease of handling, and value.

**Freight forwarder:** A company that specializes in the arranging and storage of foreign shipments.

**Freight quote:** Estimated pricing from a carrier or 3PL for the arrangement and shipping of specific freight on a specific lane.

**Goods:** Another term for freight or product.

**Hazmat:** A type of specialty shipment that involves the transport of hazardous materials.

**Hotshot:** A specialty LTL shipment that has a single customer's freight on board without multiple stops.

**Heavy haul:** A specialty shipment for goods heavier than normal truckload will allow for.

**Insurance certificate:** An official document issued to the consignee that outlines the insurance provided to cover potential loss or damage of freight while it's in transit.

**Intermodal:** A shipping mode that involves multiple modes of transportation. Most commonly, this refers to utilizing the rail in addition to trucks.

**International shipping:** Transportation of goods into or out of foreign countries.

**Just in Time (JIT):** A specialty transportation service that is based on the material flow of manufacturing companies. Products are delivered only when they are needed to cut down on required storage space.

**Lane:** The commercial route between the origin and the destination of your shipment. For example, "Miami to Chicago is a great lane for this carrier."

**Layover:** Extra charges from a carrier for the extra time (a day or more) spent waiting to load or unload at a shipper or receiver.

**Less-Than-Truckload (LTL):** A mode of transportation for freight that would not fill a full truckload trailer.

**Liftgate:** A mechanical platform on the back of a vehicle that can be raised during loading and unloading of heavy cargo. This is used when the shipper or consignee do not have a loading dock on site to load or unload the freight.

**Logistics:** The coordination of activities and transportation needed to bring goods to market.

**LTL Terminal:** Where LTL carriers load and unload freight that needs to switch trucks on the way to its final destination.

**Lumper:** Additional fee charged to the carrier when a shipper utilizes a third-party worker, called a lumper, to help load or unload trailer contents.

**Mileage:** The distance a carrier travels for a shipment, which is a determining factor in shipping costs.

**Mode:** A term used to distinguish different methods of transportation. For example, truckload, LTL, and intermodal.

**Motor carrier:** A private company that provides the transportation of goods by means of a commercial motor vehicle.

**National Motor Freight Transportation Association:** The organization who puts together the NMFC (National Motor Freight Classification) guidelines.

**National Motor Freight Classification:** The guidelines that determine the freight class of your shipment.

**NMFC number:** Different from freight class, this is a very specific number that corresponds to your commodity and how it is packaged. This number is used to determine your freight class.

**Over-the-Road (OTR):** A mode of travel that involves transportation of goods over public roadways.

**Overdimensional and oversized:** A specialty form of transportation for freight that cannot fit in the confines of a trailer due to its odd dimensions or size and isn't legally able to be transported without a special permit.

**Owner/Operator:** A truck driver that both owns a truck as well as operates it.

**P and D:** Pickup and delivery.

**Pallet:** A flat platform, typically made out of wood or plastic, that a shipment is placed upon (and usually shrink-wrapped to). This makes your shipment easier to lift, transport, and stack.

**Parcel Shipment:** Small shipments that are often for personal use versus commercial freight. These are typically sent via the postal service, or companies like UPS or FedEx.

**Picking:** The process of pulling products from storage to complete an order or shipment.

**Port:** A harbor where cargo ships anchor to load and unload.

**Power only:** Shipments that only require the use of a truck, as the customer provides a trailer.

**Proof of Delivery (POD):** An official document supplied to the consignee by the carrier that outlines the person who signed for the shipment and the time and date of delivery.

**Quick pay:** An expedited means for carriers to get paid by a 3PL or freight broker.

**Rail shipping:** Another term for intermodal shipping, or transportation using trains.

**Receiver:** A consignee of a shipment, or the party receiving the shipment.

**Reefer:** A refrigerated or temperature-controlled trailer.

**Refrigerated LTL:** Temperature-controlled less-than-truckload shipping.

**Responsible Care:** A certification that represents the good standing of chemical shipping companies and companies that serve the chemical industry in the areas of health, safety, and environmental performance standards.

**Route:** A shipping lane from pickup to delivery.

**Shipper:** The party in a shipment that sends goods.

**Spot market:** A quick, one-time quote provided by a carrier for particular lane often without much notice before pickup.

**Straight truck:** A truck that has a trailer built onto it, acting as a single unit.

**Step deck trailer:** A platform trailer with no sides or roof and two deck levels.

**Supply chain:** The process of getting a product to market, from acquiring raw materials all the way to the delivery of the final product to the customer.

**Tanker:** A truck that is capable of carrying liquids in bulk quantities.

**Temperature-controlled:** A trailer capable of maintaining a specific temperature range as to not damage a product.

**Third Party Logistics Provider (3PL):** A company that provides outsourced logistics services, often including freight shipping arrangement and warehousing.

**Tracing:** The process of tracking a carrier or shipment while it's in transit.

**Trailer:** The container attached to a truck that hauls goods.

**Transit time:** The time it takes to transport a shipment from pickup to delivery.

**Transportation Management Software (TMS):** A software designed to manage and optimize logistics processes.

**Truckload:** Shipments that occupy the space in a standard trailer, often weighing around 40,000 pounds.

**Van:** The most common type of freight trailer hauled by commercial motor carriers, often between 26 and 53 feet.

**Volume LTL:** A larger LTL shipment that is more than 6 pallets or 5,000lbs (but less than 10,000lbs); takes up part of a trailer, but not all of it.

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB INTERVIEW EXPRESSIONS

12. He's really friendly and knows how to deal with customers.
13. They've just graduated from university.
14. You have to be able to handle many tasks at one time.
15. They are eager to be part of this team.
16. I have experience using Adobe Photoshop.
17. I want to pursue a career in finance.
18. I majored in chemistry.
19. I have experience managing a computer lab.
20. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.
21. My long term goal is financial freedom.
22. We need someone who can solve problems quickly

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 2

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### REZULTATY:

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- Ćwiczenie 1a. - „**SMALL TALK - Introduction**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1b. – „**SMALL TALK - Examples**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1c. – „**SMALL TALK - Polite phrases**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania



- i budowania relacji interpersonalnych oraz obsługi klienta
- Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
  - Ćwiczenie 1d. – „**SMALL TALK - Faux pas**”
    - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
    - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
  - Ćwiczenie 2. – „**SIX RULES FOR GOOD CUSTOMER SERVICE**”
    - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
    - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
  - Prezentacja - „**PROFESSIONAL CUSTOMER SERVICE**”
    - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
    - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
  - Ćwiczenie 3. – „**CUSTOMER SATISFACTION**”
    - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
    - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  - Ćwiczenie 4. – „**CONSUMERS' COMPLAINTS**”
    - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
    - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
  - Ćwiczenie 5. – „**COMPREHENSION QUIZ**”
    - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
    - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych

związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń

- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
  
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

17. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
18. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
19. Prezentacja „Professional customer service”

**LOGISTICS INDUSTRY**

**Session 2.**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING  
INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**Training materials for participants**

**CUSTOMER SERVICE**

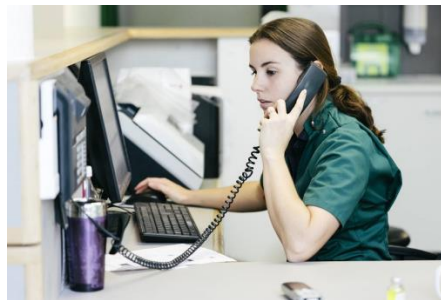
**ASAP**

Apologize

Sympathize

Accept responsibility

Prepare to take action



**Apologize**

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon

- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

### **CUSTOMERS' COMPLAINTS**



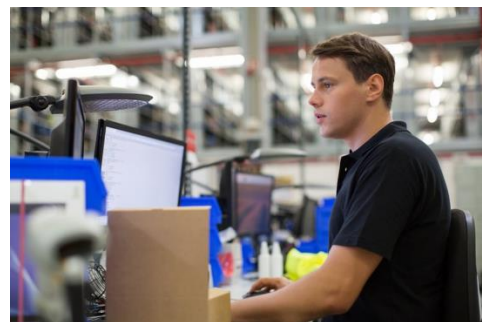
### Useful Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"





## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?
- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message,

#### Receiver

- How can I help?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please



please?

– I'll just put you through

### Asking for repetition

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?

### Confirming Details

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### Handling Complaints

- *Oh, no that's terrible.*
- *I agree with you that should not have happened.*
- *I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.*
- *I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.*

- *I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.*
- *I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.*

## LOGISTICS INDUSTRY

### Session 2.

#### PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### Worksheet

#### SMALL TALK

#### Introduction

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



#### Weather

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

#### Weekend

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

#### Sports

- C. Did you see the game last night?
- D. No, I missed it. Was it a good game?

**Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

**SMALL TALK**

**Examples**

*Decide what to say in these situations. Make out your own dialogues.*

E. You are arriving for a meeting early. You are the second person there.

.....  
.....  
.....

F. You are having dinner with the visitors at your company. Break the ice.

.....  
.....  
.....

G. A new person joins your company. You meet her / him for the first time.

.....  
.....  
.....

H. You meet your colleague at the coffee machine.

.....  
.....



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



- |  |                                 |  |
|--|---------------------------------|--|
| v) Is that the time?                   | w) Really?                      | x) I see...                                |
| y) Hello again                         | z) It was nice talking to you.  | aa) We haven't met. I'm ...                |
| bb) That reminds me...                 | cc) Excuse me, ...              | dd) Will you excuse me?                    |
| ee) Uh huh.                            | ff) I must just...              | gg) Long time no see.                      |
| hh) I'm afraid, I'll have to be going. | ii) I couldn't help noticing... | jj) While we are on a subject of...        |
| kk) I understand you...                | ll) By the way...               | mm) You are..., aren't you?                |
| nn) You must be...                     | oo) Right.                      | pp) Mary asked me to give you best regards |



Opening conversation	Directing conversation	Showing interest	Closing conversation

**SMALL TALK**

**Faux pas**

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

D. *I don't like Americans.*

You realize you are talking to an American.

.....

.....

E. *Anyone can teach.*

You realize you are talking to a teacher.

.....

.....

F. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

.....

## SIX RULES FOR GOOD CUSTOMER SERVICE

7. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



8. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

9. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

10. **Give complaints your full attention.** *Deal with complaints* quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.
11. **Take the extra step.** *Offer a personalized service* to your customers and they will feel more important. Deal with their requests on a personal basis.
12. **Give customers something extra.** *Encourage customer loyalty* by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

- G. Try to make sure customers stay with your company.
- H. Design a service suitable for each person.
- I. Ask customers questions.
- J. Provide the service people want.
- K. Make sure you take the goods to the customer on time.
- L. Solve problems.

## **CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.



- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

11. You wait 10 minutes to be served in a shop.
12. You don't like the music in the café.
13. The food in the restaurant is overcooked.
14. A car hire firm didn't provide maps on local roads.
15. There's a cigarette ash on the floor of an expensive hotel room.
16. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
17. The air company lost your luggage.
18. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
19. Your flight is delayed with no apparent weather problems.
20. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### **EXERCISE 4 - CONSUMERS' COMPLAINTS**



*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch



### Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- d. one month ago
- e. yesterday
- f. she hasn't purchased it yet

2. How many problems is the customer having?

- d. one
- e. two
- f. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- d. solution
- e. get rid of
- f. resolve

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- d. not the done thing
- e. not our policy
- f. not legit

5. When did the customer first notice the problem?

- d. when trying to connect to the internet.
- e. when plugging in the computer
- f. while in the shower



6. What suggestion does the customer service make to solve the problems?

- d. unplug the computer
- e. speak to it politely
- f. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- d. troubleshoot
- e. shoot-trouble
- f. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- d. make up
- e. identify
- f. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- d. get jiggy
- e. dispense
- f. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- d. administrative
- e. customer service
- f. clever



### EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

**Now list at least 7 options that could prevent this from happening.**

8. ....
9. ....
10. ....

- 11. ....
- 12. ....
- 13. ....
- 14. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

- 11. ....
- 12. ....
- 13. ....
- 14. ....
- 15. ....
- 16. ....
- 17. ....
- 18. ....
- 19. ....
- 20. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?



- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### **Situation 1.**

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....

### **Situation 2.**

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

.....

.....

**COMPREHENSION QUIZ**

**Correct answers**

2. When did the customer buy the computer?

- d. **one month ago**
- e. yesterday
- f. she hasn't purchased it yet

2. How many problems is the customer having?

- d. one
- e. **two**
- f. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.



- d. solution
- e. get rid of
- f. **resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- d. not the done thing
- e. **not our policy**
- f. not legit

5. When did the customer first notice the problem?

- d. **when trying to connect to the internet.**
- e. when plugging in the computer
- f. while in the shower

6. What suggestion does the customer service make to solve the problems?

- d. unplug the computer
- e. speak to it politely
- f. **bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- d. **troubleshoot**
- e. shoot-trouble
- f. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- d. make up
- e. identify
- f. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- d. get jiggy
- e. dispense
- f. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- d. administrative
- e. **customer service**
- f. clever



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 3

APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW

### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie

poszukiwania zatrudnienia i w kontaktach z pracodawcami

**PROGRAM SESJI:**

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych

związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego

- Ćwiczenie 6. – „**APPLICATION LETTER**”
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- Ćwiczenie 7. – „**INTERVIEW**”
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

20. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
21. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
22. Prezentacja „Applying for jobs”
23. Ankieta ewaluacyjna

**LOGISTICS INDUSTRY**

**Session 3.**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

**APPLICATION DOCUMENTS AND INTERVIEW**

**Training materials for participants**

**APPLICATION LETTER**

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address





Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Ms. Andrea Jones,

I would like to be considered for the logistics assistant position that was recently listed by your company Ares Technology.

While I do not hold a college degree, I do have my high school diploma and have worked in logistics for two years as an assistant. With my experience I am able to conduct surveys of supply, equipment, including computers and other electronic devices, and furniture needs to facilitate the operations department. This includes creating purchase orders or other request forms for purchasing supplies, equipment and furniture and all other supplies that are needed. I am also able to receive ordered items and equipment and verify quantity, description, condition, and price to actual order.

I was also responsible for recording supply inventory, equipment and furniture transactions in the appropriate automated system. This is done through my high computer skills which includes an advanced knowledge of all Microsoft Office applications. It was also my task to maintain formal inventory records of all property and track the property usage. Property tracking includes generation of hand receipts, assignment of equipment or supplies to users, reconciliation of hand receipts, and proper disposal of all damaged or out of date property.

One of the most important task I was assigned was determining stock levels for items based on usage, inventory, project demands, seasonal demands, changing customer needs and projected depletions. I am also able to work on my own without any supervision and can handle time sensitive projects without missing the deadline. I can be reached at any time by calling (555)-555-5555.

Respectfully,

Jeanine Willoughby

Dear (Hiring Manager):

My experience and results-oriented skills are surpassed only by my enthusiasm to effectively meet the challenges before me. After extensive logistical coordination with the United States Air Force, I am seeking new and stimulating opportunities within a corporation that offers an opportunity to utilize my logistical support and customer service expertise. An organization such as yours that prides itself on customer service would be ideal.

The enclosed résumé reflects a dynamic achiever eager to put knowledge and expertise to work in a fast-paced environment where performance affects the bottom line. I have effective and efficient warehouse logistical experience and extensive Inventory Control Management expertise.

As you will discover, I am a highly capable, detailed-oriented individual with more than 8 years of transportation and logistics management and customer service experience. Additionally, the following personal characteristics would benefit any employer:

- Strong belief in company loyalty and professional integrity support a superior work ethic.
- Logical thinking and ability to determine overall picture aid in making decisions and solving problems.
- Follow-up and follow-through to ensure positive outcomes and quality customer service.
- Readiness to accept change and embrace new ideas that illustrate flexibility.
- Friendly, personable, yet professional demeanor that enhances peer, employee, and customer relations.

You will find me an excellent Logistics and Transportation candidate with whom a personal interview would be beneficial. I would welcome a chance to meet with you at your convenience and further discuss my qualifications.

In the meantime, thank you for your time and consideration.

Sincerely,

Dear Mr. Solomon,

As a highly skilled Warehouse Worker, I read your posting for a new Warehouse Worker with interest. My experience aligns well with the qualifications you are seeking at Protechnics Industrial Warehouse, in particular my role as a Warehouse Worker at Jefferson Wright Transporters, and I am certain I would make a valuable addition to your organization.

With more than 9 years' experience as a Warehouse Worker, I am adept in preventative maintenance, inventory control, and shipping and receiving procedures. Moreover, while my on-the-job experience has afforded me a well-rounded skill set, including first-rate time management, and communication skills, I excel at:

- Production Monitoring
- Equipment Repair & Troubleshooting
- Quality Control

In addition to my experience and personal qualities, I have knack for dependable and efficient transportation and distribution. Please review my attached resume for additional details regarding my expertise and abilities. I will follow up to request an appointment to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Steven Rivera

## **THADDEUS MARTIN**

Tel: (020) 7123 4567 thaddeus-martin@email.com

### **SUMMARY**

Highly dependable and skilled General Warehouse Worker with a superior work ethic and customer service history. Flexible scheduling availability to include evenings, weekends and special construction and repair projects as necessary. Especially adept at troubleshooting wire and electrical system issues.

### **HIGHLIGHTS**

- Strong forklift operation and general warehouse experience
- Excellent grasp of warehouse safety and cleanliness standards
- Superior skills with radio frequency equipment operation
- Outstanding knowledge of warehouse equipment and operations
- High skills in wire cutting and measurement
- Good packaging and container securing abilities

### **WORK EXPERIENCE**

June 2011 to Present

Roberts Manufacturing, Inc., London, England

#### **General Warehouse Worker**

- Operated forklifts to transport a variety of manufacturing materials.
- Performed pick-ticket item assessments on a regular basis.
- Maintained and updated warehouse task documentation and records for submission to supervisors.
- Reviewed item locations to ensure proximity to construction sites.

June 2007 to May 2011

Upton & Sons Construction & Storage, Inc., Inver Grove Heights, MN

#### **General Warehouse Worker**

- Measured, cut and spooled wire for electrical system work.
- Maintained factory equipment documentation for completeness and accuracy.
- Reviewed materials inventory to ensure full stocking and availability for various projects.
- Manually transported light equipment loads on a regular basis.
- Filled in for ill or absent coworkers as needed.

### **EDUCATION**

2007 Anoka Senior Secondary School, Anoka, England

Secondary School GCSE

## **Tom Swanson**

E: [tswanson@anymail.com](mailto:tswanson@anymail.com) T: 555-687-990

### **Professional Summary**

Experienced, detail-oriented logistics coordinator qualified in data-based analytics and data management. Proficient at cutting costs and enhancing system efficiency through streamlined operations, and looking for areas where improvements can be made. Extremely effective at marketing for main liner freight forwarding as well as international shipping services. Committed to operational efficiency and adept at working within a team setting to ensure all members are on the same page. Interested in continually pursuing additional education and learning more about the logistics industry.

### **Skills**

- Exceptional problem-solving skills that contribute to a successful logistics chain
- Effective at multitasking and organizing teams to complete a pre-determined goal
- Experienced with budget management, item tracking, vendor coordination, and inventory control
- Extensive knowledge of 3PL and other software and tracking programs used frequently in the supply chain management industry
- Dedicated to fulfilling both short and longterm goals and managing teams to meet them

### **Work Experience**

#### Logistics Coordinator

June 2015 – Present

- Forward client-related service and quality issues to the right party for resolution.
- Complete and oversee traffic and registration documents so transportation issues are reduced.
- Communicate any delays due to weather or other emergencies to the appropriate party to maintain client satisfaction rating of above 90 percent.
- Resolve issues related to customer warehouses and related carriers.

#### Logistics Coordinator

May 2011 – June 2015

- Negotiated and oversaw the completion of contracts with outside providers to reduce costs and operational inefficiencies, resulting in \$60,000 saved per year.
- Defined helpful metrics and measurements so results could be achieved in a timely manner.
- Oversaw the scheduling for 250 transportation employees on a day-to-day basis.
- Created shipment assignments for carriers based on client timelines.

## Education

Paulson and Associates Transportation  
Bachelor of Science in Supply Chain Management 2007

## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to

focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, give examples of how you've pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.





- „Do you have any questions?”

Yes. Prepare several questions before the interview.  
You could ask about career/ development/training opportunities.



## LOGISTICS INDUSTRY

### Session 3.

#### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION

#### APPLICATION DOCUMENTS AND INTERVIEW

#### Worksheet

#### EXERCISE 1 - QUIZ

*Choose the appropriate answer.*

**10. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**11. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**12. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**13. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**14. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form

**15. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**16. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**17. Which of the following can a „resume” tell you about a person?**

- a. his or her name



- b. his or her work experience
- c. his or her phone number
- d. all of the above

**18. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick

**EXERCISE 2 - JOBS AND WORKS**

*Write short answers to the questions below.*

25. What kind of job do you want to have?

26. Why do you want this kind of job?

27. How much salary can you get from this job?

28. Do you think this kind of job is easy to do? Why? / Why not?

29. Do you know anyone with this kind of job? If 'yes', who?

30. What do you need to study to get this job?

31. Will it be easy to find this kind of job? Why? / Why not?

32. If you can't get this job, what other job are you interested in?



### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

*Now, read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

#### **Possible answers**

5 - I agree completely

4 - I mostly agree

3 - I'm not sure

2 - I mostly disagree

1 - I disagree completely



11. Working is fun.

1   2   3   4   5

12. It's easy to find a job.

1   2   3   4   5

13. Doctors have great jobs.	1	2	3	4	5
14. Being a farmer is better than being a fisherman.	1	2	3	4	5
15. Librarians have boring jobs.	1	2	3	4	5
16. Clowns have great jobs.	1	2	3	4	5
17. Having an interesting job is more important than a well-paid job.	1	2	3	4	5
18. It would be great to never have to work.	1	2	3	4	5
19. Teachers have easy jobs.	1	2	3	4	5
20. Flight attendants have exciting jobs.	1	2	3	4	5

#### EXERCISE 4 - JOB ENQUIRY BY TELEPHONE

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....



- What are .....
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

### Useful expressions

- |                       |                       |
|-----------------------|-----------------------|
| want to ask           | requirements          |
| the work hours        | 3 years of experience |
| the sales position    | work experience       |
| come in for interview | responsibilities      |



### EXERCISE 5 - DISCUSSION ABOUT WORK

*Work in groups. Discuss the following questions.*

#### ***If you are still studying:***

5. What kind of organization do you want to work for?
6. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
7. Do you think it will later be possible to change departments? What do you think your first position will be?
8. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

#### ***If you are already working:***



5. What is your function or job title?
6. What are you responsible for?
7. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
8. What other units, departments or divisions do you regularly have to work with?

***Big or small companies?***

4. Do you or would you prefer to work for a big or small company? Why?
5. Think of advantages of working in a small or a big company.
6. Think of disadvantages of working in a small or a big company.

**BENEFITS AT WORK**

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

**Benefits**

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5



✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals.*

### **LOGISTIC SPECIALIST**

*We're looking for the right person to make sure that shelves are properly stocked, invoices are correctly filled and orders are tracked accordingly.*

#### **Responsibilities**

- Coordinating logistics processes.



- Cooperation with various carriers/delivery companies
- Supervision over timeliness and compliance of deliveries
- Handling complaints
- Recording data in the system

**Qualification**

- Knowledge of English at a communicative level in speech and writing.
- Experience in logistics
- Knowledge of the transport and shipping industry
- Knowledge of the TRANS freight exchange is appreciated.
- Ability to work under time pressure in rapidly changing conditions.
- Ability to build long-term business relationships.
- Good organization and planning skills
- Experience in Microsoft office and online tools.

**Benefits:**

- You'll get to be the part of a young company on a rapid rise, with a vision, that's doing very exciting things!
- You'll develop personally and professionally –
- Your voice will be heard - we don't throw away any idea or assumption without considering them
- You'll be fairly remunerated 4 000 -4 500 PLN gross for job contract.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



.....  
.....  
.....

Why do you want this job?

.....  
.....

Why did you leave your last job?

.....  
.....

Tell me about your education.

.....  
.....

What special skills do you have?

.....  
.....

Why should we hire you?

.....  
.....

What hobbies do you have in your free time?

.....  
.....

**QUIZ**

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

**JOB ENQUIRY BY TELEPHONE**



- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## **ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

MODUŁ II     BRANŻA LOGISTYCZNA

### **ANKIETA EWALUACYJNA**

#### **PROWADZENIE SZKOLENIA**

11. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

12. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

13. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

14. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

15. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

16. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

17. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

18. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

19. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

20. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ III

### BRANŻA POLIGRAFICZNA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży poligraficznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- Ćwiczenie 4. – „**CAREER DISCUSSION QUESTIONNAIRE**”

- Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
- Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną w języku angielskim
- Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

- 24. Karta pracy „Professional profile of an employee in the Printing Industry. Self-presentation. Specialized vocabulary and phrase”
- 25. Materiały dla uczestników „Professional profile of an employee in the Printing



Industry. Self-presentation. Specialized vocabulary and phrase”  
26. Prezentacja „Professional profile of an employee in the Printing Industry”

## PRINTING INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A TYPOGRAPHER DO?



Visual effects and packaging play significant roles in product branding, and the job of a typographer is to create the typeface that graphically reflects the brand’s true story. The layout of text as well as its size, color and associated font compose an item’s typeface.

A typeface can set the visual mood of items for which it is associated. For example, typographers can craft a typeface for wedding invitations that exude elegance, or they can create a typeface for a children’s book that evokes feelings of fun and excitement.

#### **Duties & Responsibilities**

- Sets type by hand and machine, and assembles type cuts in galley for printing articles, headings, and other printed matter, determining type size, style, and compositional pattern from work order.
- Measures copy with line gauge to define length of line.
- Sets composing stick to line length indicated on line gauge.
- Selects type from type case sets it in compositional sequence, reading from copy.
- Inserts spacers between words or units to balance justify lines.

- Transfers type from stick to galley when setup is complete.
- Inserts leads, slugs, or lines of quads between lines to adjust length of setup.
- Prepares proof copy of setup, using proof press.
- Examines proof for errors, corrects setup, and forwards it to imposing stone or bank.
- Cleans type after use distributes it to specified boxes in type case.

## GRAPHIC DESIGNERS

### Duties & responsibilities



Graphic designers create visual content in both print and digital form. They might work on advertisements, newsletters, publications, digital media, film, web or app design, product packaging, or interior or architect designs.

A company, client or art director will give a graphic designer a message or idea to communicate visually. The designer then uses text, images, and color to form that visual element.

Other job responsibilities might include:


- Selecting fonts, colors and photos for layouts
- Designing logos
- Using software to create digital illustrations
- Turning data and ideas into images
- Presenting designs to clients or managers and making changes as needed

Graphic designers are typically creative individuals who have completed some visual design training, either in college or through specific certifications and courses. Some specialize in certain areas, such as web design or product packaging, while others are proficient in a variety of creative mediums.

Most graphic design training occurs through experience. New graduates might get an internship to gain experience and start building a work portfolio. However, as design becomes increasingly digital, existing graphic designers might take computer or software training courses to keep their skills up to date. They might also keep up with current design trends by taking online classes or seminars.

## SKILLS & COMPETENCIES

Graphic designers must have a variety of professional skills in addition to creative talent to succeed. These might include:

- **Creativity:** Graphic designers must think of new and exciting ways to visually communicate ideas.
  - **Artistry:** In addition to coming up with ideas, graphic designers must have the artistic talent to draw, illustrate or computer-generate images. They should also be comfortable using different mediums.
- 
- **Typography:** The ability to make written language not only legible but also visually appealing is more important today than ever .
  - **Adobe's creative apps:** Knowing how to use Adobe's creative software—specifically Adobe Illustrator, InDesign, and Photoshop—is a base requirement for many graphic design jobs.
  - **Communication:** Graphic designers should clearly discuss messages and ideas with the art director, client or other artists to make sure they are creating an effective design.

- **Computer skills:** Today, most designers use graphic design software to create or edit images and layouts. They might need to understand how to use photo editing, layout and publishing software.
- **Time-management:** Graphic designers often work on strict deadlines and multiple projects at once. They must prioritize projects and use their time efficiently to meet these deadlines.
- **Analytical skills:** Graphic designers should be able to take a complex idea or data set and determine the best visual representation.

### “HOW WOULD YOU DESCRIBE YOURSELF?”

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

- **I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

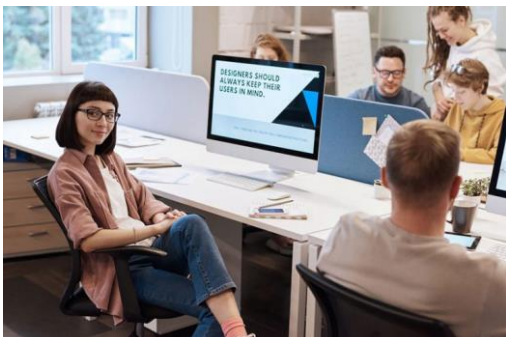
**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**



A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring*

*and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.



## **LIST OF WORDS TO DESCRIBE YOURSELF**

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### **Words to describe your work style:**

- Analytical
- Calculated
- Entrepreneurial
- Focused
- Persuasive
- Practiced





- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

**Words to describe your personality:**

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

**Words to describe how you work with others:**

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Flexible
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive
- Tolerant



**PRINTING INDUSTRY**

**Session 1.**

**PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY**

**SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES**

**Worksheet**

**EXERCISE 1 - FIND SOMEONE WHO..**



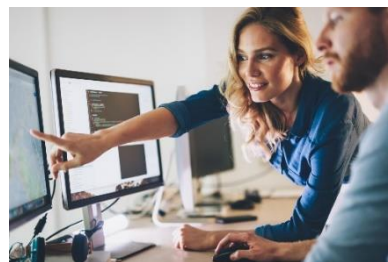
	<b>Name</b>	<b>Additional information</b> Who..? When...? What...? Why...? Where..? How..?
<b>... wants to work as a boss.</b> <i>Do you want to work as a boss?</i>		
<b>... is looking for a job.</b>		
<b>...thinks working is more fun than studying.</b>		
<b>...wants a job with a high salary.</b>		
<b>...had a part-time job last summer.</b>		
<b>...already has a great job.</b>		

**Do you...?** Yes, I do. No, I don't

**Did you..?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

41. Do you work inside?

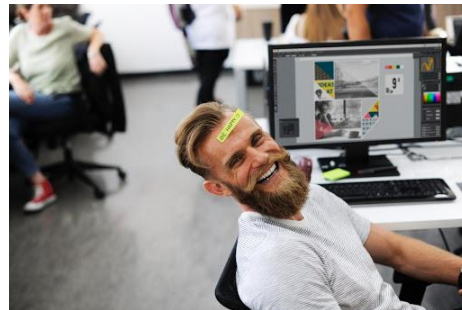
42. Do you get a big salary?



43. Do you have to work at night?
44. Do you drive?
45. Do you sit at a desk?
46. Do you have to wear a uniform for your job?
47. Do you work with many other people?
48. Do you think many people want to have your job?
49. Do you have to study a lot to get your job?
50. Is your job difficult?
51. Is your job dangerous?
52. Is your job boring?
53. Is your job unusual?
54. Is your job stressful?

Ask your own questions!

- 55.
- 56.
- 57.
- 58.
- 59.
- 60.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

33. Do you expect a lot of advancement in your career ?

34. How do you plan to climb the ladder to success ?

35. What kind of attitude do you have?

36. Where do you want your career path to take you ?

37. What does loyalty mean to you?

38. How much time are you willing to devote to your work?

39. Would you prefer to work for a stable company or a start-up?

40. Do you want to work with peers of the same age or with colleagues of all ages?



## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

23. He's really friendly and .....
24. They've just ..... university.
25. You have to be able to ..... at one time.
26. They are ..... be part of this team.
27. .... Adobe Photoshop.
28. I want to ..... in finance.
29. .... in chemistry.
30. .... a computer lab.
31. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
32. My long term goal is .....
33. We need someone who can ..... quickly.

- w. pursue a career
- x. I have experience managing
- y. financial freedom
- z. graduated from
- aa. handle many tasks

- bb. eager to
- cc. I majored
- dd. knows how to deal with customers
- ee. solve problems
- ff. meet deadlines
- gg. I have experience using



### EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a dtp operator or a graphic designer or a printing house worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

3. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
21. What are the duties in this position?
22. What is a typical working day like?
23. What talents are important in this profession?
24. What is a typical career path in this job?
25. Are there any promotion opportunities?
26. How can you improve your skills and professional qualifications?
27. Is it difficult to find a job in this profession?
28. Where do people working in this profession most often work?
29. What are the prospects of this profession in the future?
30. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 - SPECIALIZED VOCABULARY AND PHRASE

- A4 Paper** ISO standard paper size 210 x 297mm or 8.3 x 11.7". The common paper size used outside the US in place of 8.5 x 11.
- Accordion fold** Folding paper by bending each fold in the opposite direction of the previous fold creating a pleated or accordion effect.
- Acid-free paper** A paper containing no acidity or acid producing chemicals that degrades less over time than acidic papers.
- Against the Grain** Running a sheet of paper through a printing press at right angles to the grain direction of the paper, as opposed to with the grain. This is usually suboptimal for both press operation and registration of the 4 color process inks. Sometimes called cross grain.
- Airbrush** A compressed air tool that sprays a fine mist of paint or ink, used in illustration and photo retouching.
- Anti-aliasing** The process of averaging between pixels of different colors. This results in a smoother, more blended transition between the edge of two areas rather than a distinctly jagged appearance.
- Aqueous Coating** This clear coating is used to protect printed pieces. It provides a high-gloss surface that deters dirt and fingerprints. Aqueous coating improves the durability of postcards as they go through the mail, and protects business cards as they ride around in people's pockets. It also looks beautiful on brochures, catalog covers, and stand-alone flyers.

<b>Artwork</b>	The original physical materials, including photos, graphic images, text and other components needed to produce a printed piece. Can also now refer to the electronic or digital components needed for preparing a printed piece for production on a press or copier.
<b>Ascender</b>	Any part of a lower case letter which rises above the main body of the letter such as in "d", "b" and "h".
<b>Backslant</b>	Any type that tilts to the left or backward direction; opposite of italic type.
<b>Back Up</b>	How an image on one side of a printed sheet aligns with the image on the other side.
<b>Balloon</b>	In an illustration, any line that encircles copy or dialogue.
<b>Base line</b>	The imaginary horizontal line upon which stand capitals, lower case letters, punctuation points, etc.
<b>Basis weight</b>	Basis or basic weight refers to the weight, in pounds, of a ream (500 sheets) of paper cut to a given standard size for that particular paper grade.
<b>Bible paper</b>	A thin but strong paper (opaque), used for bibles and books.
<b>Bindery</b>	A business or department within a printing company that does the cutting, folding, collating, drilling and other finishing operations used on printing projects.
<b>Blanket</b>	The rubberized surfaced material secured onto a cylinder onto which the ink is transferred from the plate and then to the paper.
<b>Bleed</b>	Any element that extends up to or past the edge of a printed page.
<b>Blind emboss</b>	A design or bas relief impression that is made without using inks or metal foils.
<b>Blocking</b>	When ink or coating causes printed sheets of paper in a pile to stick together, causing damage when they are separated. This is normally caused by not enough anti-offset powder or too much ink, and usually ruins the printed job.
<b>Body</b>	In typography, the main shank or portion of a letter character other than the ascenders and descenders.
<b>Bond</b>	A grade of durable writing, printing and typing paper that is erasable and somewhat rigid.



<b>Book Paper</b>	Types of paper usually used for printing books. Book paper text weight and is divided into uncoated or offset paper, and coated paper, which includes matte or gloss coating.
<b>Bounce</b>	Inconsistent positioning of the printed image on the sheets of paper as they travel through a printing press.
<b>Bristol</b>	A board paper of various thicknesses having a smooth finish and used for printing or drawing.
<b>Bulk</b>	A term given to paper to describe its thickness relative to its weight.
<b>Bullet</b>	A boldface square or dot used before a sentence to emphasize its importance.
<b>C1S and C2S</b>	Acronyms for Coated One Side and Coated Two Sides paper stock. A cover stock with a glossy finish on one side and uncoated on the other, usually between 8pt (.008") and 18pt (.018") in thickness.
<b>Caliper</b>	The measurement of the thickness of paper measured in thousandths of an inch or mils.
<b>Case binding</b>	Books bound using hard board (case) covers.
<b>Carbonless Paper</b>	Paper that is chemically treated to transfer the impression from the first page to the subsequent pages.
<b>Cast coated</b>	A paper that is coated and then pressure dried using a polished roller that imparts an enamel like hard gloss finish.
<b>Center spread</b>	The two pages that face each other in the center of a book or publication.
<b>Chain lines</b>	Lines that appear on laid paper as a result of the wires of the papermaking machine.
<b>Clip art</b>	Graphic images, designs, and artwork in digital form that can be used in a digital document.
<b>Coarse screen</b>	Halftone screens commonly used in newsprint; up to 85 lines per inch.
<b>Coated stock</b>	Any paper that has a mineral coating applied after the paper is made, giving the paper a smoother finish.
<b>Coil Binding</b>	Where a metal or plastic wire is spiraled through holes punched along the side of a stack of paper. Commonly used for reports, proposals and manuals. Documents bound with coil have the ability to lay flat and can

	rotate 360 degrees. Also called spiral binding.
<b>Cold color</b>	Any color that is toward the blue side of the color spectrum.
<b>Collate</b>	To gather sheets or printed signatures together in their correct order.
<b>Colophon</b>	A printers' or publishers' identifying symbol or emblem.
<b>Color balance</b>	The relative amounts of process colors used to reproduce an image, either digitally or when printed on a press.
<b>Color bars</b>	A color test strip that is printed on the waste portion of a press sheet. It helps a press operator to monitor and control the quality of the printed material relative to ink density, registration and dot gain. It can also include a Star Target, which is designed to detect inking and press problems.
<b>Color cast</b>	Unwanted color tone or overall color shading distorting the normal color balance of a photographic image.
<b>Color correction</b>	Using a computer to adjust, change or manipulate a color image, such as retouching, adjusting color balance, color saturation, contrast, etc.
<b>Color gamut</b>	The entire range of hues possible to reproduce on a specific system, such as a computer screen, or four-color printing press.
<b>Color separating</b>	The processes of separating the primary color components (CMYK) for printing.
<b>Color sequence</b>	The order in which process inks are printed on a printing press. Also called the color rotation or laydown sequence.
<b>Color shift</b>	Change in the perceived color of elements on a printed piece caused by changes or irregularities in ink densities, dot gain, or color register during a four-color printing press run.
<b>Color transparency</b>	Transparent film containing a positive photographic color image.
<b>Comb Binding</b>	Binding a stack of paper together by inserting the teeth of a flexible plastic comb into holes punched along one of the edges. Commonly used for catalogs, reports and manuals.
<b>Condensed type</b>	A narrow, elongated typeface.
<b>Contrast</b>	The degree of tonal separation or gradation in the range from black to

	white.
<b>Cover</b>	A term describing a general type of paper used for the covers of books, pamphlets, etc., also used for business cards and postcards.
<b>Coverage</b>	The extent to which printing ink covers the surface of a printed sheet. Ink coverage is frequently expressed as light, medium or heavy.
<b>Crop</b>	To reduce the size of an image.
<b>Crop marks</b>	Small printed lines around the edges of a printed piece indicating where it is to be cut out of the sheet. Sometimes referred to as cut marks.
<b>Crossover</b>	An image, rule or line art on one printed page that carries over to an adjacent page of a bound or folded work.
<b>Cyan</b>	A shade of blue used in four-color process printing. The C in CMYK. Also referred to as process blue.
<b>Dampening</b>	An essential part of the offset printing process whereby rollers distribute a solution to the plate that covers the non-printing area of the plate, repelling ink in those areas. Some newer presses use a waterless ink technology that does not use dampening.
<b>Deboss</b>	To press an image into paper with a die so it extends below the surface. The opposite of emboss where the image is raised above the paper surface.
<b>Deckle edge</b>	The rough or feathered edge of paper when left untrimmed.
<b>Densitometer</b>	An optical device used by printers and photographers to measure and control the density of ink or color.
<b>Density</b>	The degree of tone, weight of darkness or color within a photo or reproduction measured by a densitometer.
<b>Descender</b>	A term that describes that portion of lower case letters that extends below the main body of the letter, as in "p".
<b>Desktop Publishing</b>	Creating materials to be printed using a personal computer, as opposed to taking non-electronic documents to a commercial printing company to be prepared for printing.
<b>Die Cutting</b>	The process of cutting paper in a shape or design by the use of a wooden die or block in which are positioned steel rules in the shape of the desired pattern.

<b>Digital Proof</b>	Color separation data is digitally stored and then exposed to color photographic paper creating a picture of the final product before it is actually printed with ink.
<b>Dithering</b>	The process of averaging between pixels of different colors. This results in a smoother, blended transition between the edge of two areas rather than a jagged or 'stair-step' appearance. Also a method used on ink jet printers where colors are produced by mixing colored dots in a randomized pattern.
<b>Dot</b>	The smallest individual element of a halftone.
<b>Dot gain</b>	A term used to describe when dots are printing larger than they should.
<b>Double bump</b>	To print a single area on the sheet twice so it has two layers of ink. Usually done on soild ink areas to increase the smoothness and/or density.
<b>Drill</b>	The drilling of holes into paper for ring or comb binding.
<b>Drop shadow</b>	A shadow image placed offset behind an image to create the affect of the image lifting off the page.
<b>Dull finish</b>	A semi-gloss finish on paper that is less glossy than gloss and more than matte paper.
<b>Dummy</b>	The preliminary assemblage of copy and art elements to be reproduced in the desired finished product, also called a comp.
<b>Duotone</b>	A two-color halftone reproduction generated from a one color photo.
<b>Dye sublimation</b>	A photographic looking color print created by heating dyes on a substrate instead of using inks. Often used for proofing.
<b>Electronic Proof</b>	A process of generating a prepress proof in which paper is electronically exposed to the color separation negatives and passed through electrically charged pigmented toners, which adhere electrostatically, resulting in the finished proof.
<b>Embossing</b>	The molding and reshaping of paper by the use of special metal dies and heat, counter dies and pressure, to produce a raised image on the paper surface.
<b>Enamel</b>	Another term for gloss coated paper.
<b>EPS</b>	Encapsulated Post Script. A standard file format used to transfer postscript formatting information between applications.

<b>Felt side</b>	The smoother side of a sheet in the paper. The wire side is the rougher side of the paper. The difference happens in the papermaking process. The differences are eliminated when papers are gloss or matte coated.
<b>Finish</b>	The surface quality of a paper.
<b>Fit</b>	The registration of the different colors on a printed sheet.
<b>Flexography</b>	A printing method using flexible plates where the image to be printed is higher than the non-printing areas. The inked areas are then contact the material to be printed, transferring the ink from the raised areas to the material. Fast drying inks are usually used in this process. Common uses are the printing of cans and bottles and other non-flat items.
<b>Fifth Color</b>	An ink color added to a printed piece in addition to the standard cyan, magenta, yellow and black used in 4 color process printing. Usually a Pantone spot color or custom formulated ink. Requires an extra run through the press on a four color press adding to the cost. Some presses have five units to accommodate fifth colors or clear coatings.
<b>Foil</b>	Then metal sheet that is applied to paper using the foil stamping process. Frequently gold colored, but available in many colors.
<b>Foil Embossing</b>	Stamping a thin sheet of metallic foil onto a sheet of paper and then embossing a pattern under it, creating a three dimensional raised area, usually text or an image.
<b>Foil Stamping</b>	Impressing metallic foil onto paper with a heated die.
<b>Font</b>	The characters which make up a complete typeface and size.
<b>FPO - For Position Only</b>	Low resolution or mockup images used to indicate placement and size in a design, but not intended for final production.
<b>Free sheet</b>	Any paper that is free from wood pulp impurities.
<b>Ganging</b>	The combining of two or more different printing projects on the same sheet of paper.
<b>Gate fold</b>	A three or four panel fold where the two outside panels fold inward to meet in the center. In an open gate fold, there are three panels, the bottom of which is twice the size of the folded panels. In a closed gatefold, there are four panels of roughly equal size where the outer panels are folded inward together.

<b>Gathering</b>	Assembling sheets of paper and signatures into their proper sequence. See also collate.
<b>Ghosting</b>	Also known as gloss ghosting. A condition occurring during the printing process when vapors from drying ink on one side of a press sheet interact chemically with dry ink or blank paper on sheets in contact with or on the reverse side of the same sheet creating unintended faint images.
<b>Grain</b>	Paper fibers lie in a similar direction in a sheet of paper. This direction is called the grain. Printing is usually done so that if folding is required, the fold is done parallel to the grain.
<b>Gravure</b>	A printing process using recessed areas on a metal cylinder that hold the ink.
<b>Gripper</b>	A series of metal fingers that hold each sheet of paper as it passes through a printing press.
<b>Gripper edge</b>	The side of a piece of paper held by the gripper fingers as it passes through a printing press. Nothing can be printed in this area.
<b>Gutter</b>	A blank space or margin between components on a printed piece or press sheet.
<b>Halftone</b>	Using small dots to produce the impression of a continuous-tone image. The effect is achieved by varying the dot size and the number of dots per square inch.
<b>Halftone screen</b>	A sheet of film or glass containing ruled right-angled lines, used to translate the full tone of a photo to the halftone dot image required for printing.
<b>Hickey</b>	The effect that occurs when a spec of dust or debris (frequently dried ink) adheres to the printing plate and creates a spot or imperfection in the printing.
<b>Highlights</b>	The lightest tones of a photo, printed halftone or illustration. In the finished halftone, these highlights are represented by the finest dots.
<b>Hot melt</b>	An adhesive used in some binding processes, which requires heat for application.
<b>House sheet</b>	This is a term that refers to a paper that a printer keeps on hand in their shop.
<b>Image area</b>	That portion of a printing plate that carries ink and prints on paper.

<b>Imposition</b>	The correct sequential arrangement of pages that are to be printed, along with all the margins in proper alignment, before producing the plates for printing.
<b>Indicia</b>	An image and/or text pre-printed on mailing envelopes in place of a stamp.
<b>Ink Dry Back</b>	When printed ink colors become lighter or less dense after they have dried on the paper.
<b>Insert</b>	A piece of printed material that is inserted into another piece of printed material, such as a magazine or catalog.
<b>Italic</b>	Text that is used to denote emphasis by slanting the type body forward.
<b>Jacket</b>	Or dust jacket. The paper cover sometimes called the "dust cover" of a hardbound book.
<b>Jog</b>	To vibrate a stack of finished pages so that they are tightly aligned for final trimming or binding.
<b>Justification</b>	Adjusting the spacing or hyphenation of words and characters to fill a given line of text from end to end. Sometimes referred to as word spacing.
<b>Kerning</b>	The narrowing of space between two letters so that they become closer and take up less space on the page.
<b>Keyline</b>	Lines that are drawn on artwork that indicate the exact placement, shape and size of elements including halftones, illustrations, etc.
<b>Kraft</b>	A coarse unbleached paper used for printing and industrial products.
<b>Laid finish</b>	A parallel lined paper that has a handmade look.
<b>Lamination</b>	Applying thin transparent plastic sheets to both sides of a sheet of paper, providing scuff resistance, waterproofing and extended use.
<b>Landscape</b>	A document layout where the width is greater than the height. (the opposite of Portrait)
<b>Layout</b>	A rendition that shows the placement of all the elements, images, thumbnails etc., of a final printed piece.
<b>Leading</b>	Space between lines of type. The distance in points between one baseline and the next.
<b>Letterpress</b>	Printing that utilizes inked raised surfaces, usually type, to create the

image.

<b>Letterspacing</b>	The addition of space between typeset letters.
<b>Line copy</b>	Any copy that can be reproduced without the use of a halftone screen.
<b>Linen</b>	A paper that emulates the look and texture of linen cloth.
<b>Lithography</b>	The process of printing that utilizes flat or curved inked surfaces to create the printed images.
<b>Logotype</b>	A personalized type or design symbol for a company or product.
<b>Loupe</b>	A small magnifier used to observe the details on a printed sheet.
<b>M weight</b>	The actual weight of 1000 sheets of any given size of paper.
<b>Magenta</b>	One of the four process colors, or CMYK, the M is for magenta. Magenta is a predominately red color with some blue. Magenta, cyan and yellow are also the three subtractive primary colors.
<b>Magnetic black</b>	Black ink containing iron oxides, used for magnetic ink character recognition used for check printing.
<b>Make-ready</b>	Paper that is used in the press set-up process before the printing run actually starts. Or the process of setting up press or bindery equipment to produce a specific product, including setting paper size, ink density, image alignment, fold sizes, etc., in preparation for the actual production run.
<b>Matte finish</b>	A coated paper finish that goes through minimal calendaring.
<b>Metallic Ink</b>	Ink that looks metallic when printed. Made with powdered metal or pigments that look metallic. The most common colors used are gold and silver.
<b>Moiré</b>	An undesirable halftone pattern produced by the incorrect angles of overprinting halftone screens.
<b>Mottle</b>	A term used to describe spotty or uneven ink absorption.
<b>Natural</b>	A term to describe papers that have a color similar to that of wood, also called cream, off-white or ivory.
<b>Newsprint</b>	A light, low-cost unbleached paper made especially for newspaper printing.
<b>Offset</b>	An erroneous variation of the word "setoff". Ink that is unintentionally transferred from a printed sheet to the back of the sheet above it as the



pieces are stacked in a pile when printed.

<b>Offset printing</b>	The most commonly used printing method, where the printed material does not receive ink directly from a printing plate but from an intermediary blanket that receives the ink from the plate and then transfers it to the paper.
<b>Offset paper</b>	A term for sometimes used for uncoated book paper.
<b>Onionskin</b>	A light bond paper used for typing and used with carbon paper because of its thinness.
<b>Opacity</b>	Quality of papers that defines its opaqueness or ability to prevent two-sided printing from showing through.
<b>Opaque ink</b>	Ink that completely covers any ink under itself.
<b>Overlay proof</b>	A process of proof-making whereby the color separations are individually exposed to light sensitive film. This film is then set in registration with a piece of white paper in the background.
<b>Overprinting</b>	Any printing that is done on an area that has already been printed.
<b>Overrun</b>	Quantities of sheets printed over the requested number of copies.
<b>Page Count</b>	The total number of pages in a book, magazine or publication. Sometimes referred to as the extent.
<b>Pagination</b>	The numbering of individual pages in a multi-page document
<b>Parchment</b>	A hard finished paper that emulates animal skin used for documents, such as awards, that require writing by hand.
<b>Parent sheet</b>	A sheet that is larger than the cut stock of the same paper.
<b>Perfect Binding</b>	A binding process where the signatures of a book are held together by a flexible adhesive.
<b>Perfecting press</b>	A printing press that prints on both sides of a sheet in a single pass through the press.
<b>Pica</b>	A typesetting unit of measurement equaling 1/6th of an inch.
<b>Picking</b>	An occurrence in printing whereby the tack of ink pulls fibers or coating off the paper surface, leaving spots on the printed surface.
<b>Plastic comb</b>	A method of binding books whereby holes are drilled on the spine, and a

plastic grasping device is inserted to hold the pages together.

<b>PMS</b>	The abbreviation of the Pantone Color Matching System.
<b>Point</b>	A measurement unit equal to 1/72 of an inch. 12 points to a pica, 72 points to an inch.
<b>Portrait</b>	A document layout in which the height is greater than the width. (the opposite of Landscape)
<b>PostScript</b>	A tradename of Adobe Systems, Inc. for its page description language. This language translates a digital file from an application into a language a compatible printer or other device can use to create its output.
<b>Ppi</b>	Pages per inch or pixels per inch.
<b>Premium</b>	Any paper that is considered better than grade #1 by its manufacturer.
<b>Press Check</b>	When a client visits a printing company to view actual printed sheets of their project before a full production press run is started.
<b>Press Proof</b>	Printed sample made on the press that a project will be printed on to show exactly how it will actually print using the paper, ink and plates to be used for the final press run.
<b>Pressure-sensitive</b>	Self-adhesive paper covered by a backing sheet.
<b>Process printing</b>	A system where a color image is separated into different color values (cyan, magenta, yellow and black or CMYK) by the use of filters and screens or digitally with a software program and then transferred to printing plates and printed on a printing press, reproducing the original color image.
<b>Progressive proofs</b>	Any proofs made from the separate colors of a multi-color printing project.
<b>Quark</b>	Short for QuarkXPress, one of the primary computer applications used in graphic design.
<b>Quote or Quotation</b>	A price estimate to produce a specific printed piece, frequently with custom attributes not priceable in standard online pricing tools.
<b>Rag paper</b>	Papers with a complete or partial content of cotton fibers.
<b>Ragged left</b>	The term given to right-justified type that is uneven on the left.

<b>Ragged right</b>	The term given to left-justified type that is uneven on the right.
<b>Ream</b>	500 sheets of paper.
<b>Register</b>	The arrangement of two or more printed images in exact alignment with each other.
<b>Register marks</b>	Any crossmarks or other symbols used on a press sheet to assure proper registration.
<b>RGB</b>	The color space of Red, Green and Blue. These are the primary colors of light, which computers use to display images on your screen. An RGB computer file must be translated into the CMYK (the primary colors of pigment) color space in order to be printed on a printing press.
<b>Rich black</b>	Using multiple ink colors in addition to black to produce a deep, dark black color. Common CMYK values used are 30% Cyan, 20% Magenta, 20% Yellow and 100% Black.
<b>Right angle fold</b>	A term that denotes folds that are 90 degrees to each other.
<b>Running head</b>	A title at the top of a page that appears on all pages of a book or chapter of a book.
<b>Saddle stitch</b>	The binding of booklets or other printed materials by stapling the pages on the folded spine.
<b>Safety paper</b>	A paper that shows sign of erasure so that it cannot be altered or tampered with easily.
<b>Scoring</b>	To crease paper with a metal rule for the purpose of making folding easier.
<b>Screen angles</b>	The placement of halftone screens to avoid unwanted moiré patterns. Frequently used angles are black 45°, magenta 75°, yellow 90°, and cyan 105°.
<b>Screen ruling</b>	A measurement equaling the number of lines or dots per inch on a halftone screen.
<b>Screen tint</b>	A printed area of color created by dots of a certain screen percentage instead of using a layer of solid ink. Frequently used to create a colored area on the sheet, or tint the entire sheet instead of using colored paper.
<b>Scum</b>	Unwanted deposits of ink in the non-image area of a printed piece.

<b>Self cover</b>	A cover that is the same paper stock as the internal sheets.
<b>Sharpen</b>	To decrease the dot size of a halftone, which in turn decreases the color strength.
<b>Sheetwise</b>	The printing of two different images on two different sides of a sheet of paper by turning the sheet over after the first side is printed and using the same gripper and side guides.
<b>Show through</b>	When the printing on one side of a sheet is seen from the other side, a frequent problem with thin papers.
<b>Side guide</b>	The guides on the sides of a printing press that consistently positions the sheet sideways as it is fed through the press.
<b>Side stitch</b>	The stapling of sheets or signatures on the side closest to the spine.
<b>Signature</b>	A printed sheet with multiple pages on it that is folded so that the pages are in their proper numbered sequence, as in a book.
<b>Smoothness</b>	That quality of paper defined by its levelness that allows for pressure consistency in printing, assuring uniformity of print.
<b>Soy Inks</b>	Inks made with soy oils instead of petroleum as the base. They are considered to be more environmentally friendly, a standard component of green printing.
<b>Spiral bind</b>	A type of binding where a metal or plastic wire is spiraled through holes drilled along the binding side of a document.
<b>Stock</b>	A term for unprinted paper.
<b>Super calendaring</b>	A machine procedure that produces a very smooth paper surface that is exceptional for printing.
<b>Synthetic papers</b>	Any non-wood or cloth paper, usually petroleum (plastic) based.
<b>Text paper</b>	A high quality light weight printing paper.
<b>Thermography</b>	A printing process whereby slow drying ink is applied to paper and, while the ink is still wet, is lightly dusted with a resinous powder. The paper then passes through a heat chamber where the powder melts and fuses with the ink to produce a raised surface.
<b>Tint</b>	A halftone screen that contains all the same sized dots, or a diluted

variation of a full strength color.

<b>Trapping</b>	The overlapping of one color over a different, adjacent color to ensure that no white space is visible where the two colors meet, especially when there are slight variations in the registration of the two colors during the printing process. Or the process of printing wet ink over wet or dry previously printed ink.
<b>Trim marks</b>	Marks placed on the printed sheet to indicate where cuts should be made.
<b>Trim size</b>	The final size of a printed piece after being cut from the sheet of paper that it was printed on.
<b>Typo</b>	A spelling mistake in printed material resulting from a mistake in typing or setting type.
<b>Undercolor removal</b>	The removing of cyan, magenta, or yellow from a heavily colored image to limit the total amount of ink being applied to that image to avoid potential production problems.
<b>Up</b>	A term used to describe how many similar pieces can be printed on a larger sheet; two up, four up, etc.
<b>UV Coating</b>	A very shiny and durable high gloss coating applied to printed material. It is applied as a liquid then cured with ultraviolet light.
<b>Variable Data Printing</b>	Is a form of on-demand printing in which elements (such as text, graphics, photographs, etc) can be changed from one printed piece to the next, without stopping or slowing down the press, using information from a database. For example, a set of personalized letters, each with the same basic layout, can be printed with a different name and address on each letter.
<b>Varnish</b>	A clear coating added to printed material as a protective layer for improved scuff resistance and usually higher gloss.
<b>Vellum</b>	A finish of paper that is somewhat bulky and is slightly rough.
<b>Vignette</b>	A photo or illustration, in which the tones fade gradually away until they blend with the background they are printed on.
<b>VOCs</b>	Abbreviation of volatile organic compounds. Petroleum based chemicals used in some printing inks and coatings who's high vapor pressure allows easy evaporation into the air.
<b>Warm color</b>	A color with a reddish tone rather than a blue tone. Browns, oranges, reds,

and yellows are generally considered to be "warm" colors.

<b>Washup</b>	The procedure of cleaning a particular ink from the unit of a printing press.
<b>Watermark</b>	A translucent mark or image that is embossed during the papermaking process, or printed onto paper, which is visible when the paper is held up to the light.
<b>Web press</b>	A printing press that prints on rolls of paper passed through the press in one continuous piece, as opposed to individual sheets of paper.
<b>Widow</b>	A single word or two left at the end of a paragraph, or a part of a sentence ending a paragraph, which loops over to the next page and stands alone. Also, the last sentence of a paragraph, which contains only one or two short words.
<b>Work and Turn</b>	A printing production format that has the front and back of a printed piece on one side of the paper, that is then printed the same on the back side, producing two copies of the piece.
<b>Wove</b>	A smooth paper with a gentle patterned finish.
<b>Writing paper</b>	Another name for bond paper.
<b>Xerographic paper</b>	Papers made to reproduce well in copy machines.
<b>Yellow</b>	One of the four process colors of ink, or CMYK. The Y is for yellow.
<b>Zip file</b>	Zippping a file compresses one or more files into a smaller archive. It takes up less hard drive space and less time to transfer across a network or the internet.
<b>80# Gloss Text</b>	Standard glossy paper stock, about as thick as a light magazine cover. The shiny finish provides an excellent opaque base for rich process color printing. This is our most popular stock for: Brochures, Catalog Inserts, Flyers, Posters, etc.
<b>100# Gloss Text</b>	Similar to the 80# gloss text, but 25% thicker and heavier, for a piece that feels more substantial. Standard Uses: Brochures, Information Sheets, Self-mailers, etc.
<b>80# Dull/matte text</b>	This stock is finely coated with a non-gloss finish. It provides an excellent opaque base for easy to read, crisp typography. Standard Uses: Brochures, Catalog Inserts, and Flyers, etc.

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB EXPRESSIONS

23. He's really friendly and knows how to deal with customers.
24. They've just graduated from university.
25. You have to be able to handle many tasks at one time.
26. They are eager to be part of this team.
27. I have experience using Adobe Photoshop.
28. I want to pursue a career in finance.
29. I majored in chemistry.
30. I have experience managing a computer lab.
31. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.
32. My long term goal is financial freedom.

33. We need someone who can solve problems quickly

**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ III**

**BRANŻA POLIGRAFICZNA**

**SESJA 2**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

**PROGRAM SESJI:**

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania



i budowania relacji interpersonalnych oraz obsługi klienta

- Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1d. – „**SMALL TALK - Faux pas**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 2. – „**SIX RULES FOR GOOD CUSTOMER SERVICE**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- Prezentacja - „**PROFESSIONAL CUSTOMER SERVICE**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- Ćwiczenie 3. – „**CUSTOMER SATISFACTION**”
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- Ćwiczenie 4. – „**CONSUMERS' COMPLAINTS**”
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- Ćwiczenie 5. – „**COMPREHENSION QUIZ**”
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych

związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń

- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
  
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

27. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
28. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
29. Prezentacja „Professional customer service”

**PRINTING INDUSTRY**

**Session 2.**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING  
INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**Training materials for participants**

**CUSTOMER SERVICE**

**ASAP**

Apologize

Sympathize

Accept responsibility

Prepare to take action



**Apologize**

- I’m so sorry
- I’m terribly sorry
- I’d like to apologize for the inconvenience
- Sorry, that’s my fault
- I beg your pardon

- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

## **CUSTOMERS' COMPLAINTS**

### **Useful Phrases**



- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"



## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?



### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?
- Could I speak to... please?

#### Receiver

- How can I help?
- Who's calling, please?



- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### **Asking for repetition**

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?

### **Confirming Details**

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### **Handling Complaints**

- Oh, no that's terrible.
- I agree with you that should not have happened.
- I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.
- I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.
- I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.
- I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.

## **PRINTING INDUSTRY**

### **Session 2.**

## **PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

### **Worksheet**

#### **EXERCISE 1 - SMALL TALK**

##### **Introduction**

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



### **Weather**

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

### **Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

### **Sports**

- E. Did you see the game last night?
- F. No, I missed it. Was it a good game?

### **Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

## **SMALL TALK**

### **Examples**

*Decide what to say in these situations. Make out your own dialogues.*

- I. You are arriving for a meeting early. You are the second person there.

.....



.....

.....

J. You are having dinner with the visitors at your company. Break the ice.

.....

.....

.....

K. A new person joins your company. You meet her / him for the first time.

.....

.....

.....

L. You meet your colleague at the coffee machine.



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



qq) Is that the time?

rr) Really?

ss) I see...

tt) Hello again

uu) It was nice talking to you.

vv) We haven't met. I'm ...

ww) That reminds me...

xx) Excuse me, ...

yy) Will you excuse me?

zz) Uh huh.

aaa) I must just...

bbb) Long time no see.

ccc) I'm afraid, I'll have to be going.

ddd) I couldn't help noticing...

eee) While we are on a subject of...

fff) I understand you...

ggg) By the way...

hhh) You are..., aren't you?

iii) You must be...

jjj) Right.

kkk) Mary asked me to give you best regards

Opening conversation	Directing conversation	Showing interest	Closing conversation

## SMALL TALK

### Faux pas

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

G. *I don't like Americans.*

You realize you are talking to an American.

.....  
.....

H. *Anyone can teach.*

You realize you are talking to a teacher.

.....  
.....

I. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

---

---

## EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE

13. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



14. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

15. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

16. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.

17. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.

18. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*



- M. Try to make sure customers stay with your company.
- N. Design a service suitable for each person.
- O. Ask customers questions.
- P. Provide the service people want.
- Q. Make sure you take the goods to the customer on time.
- R. Solve problems.

### **EXERCISE 3 - CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

- 21. You wait 10 minutes to be served in a shop.
- 22. You don't like the music in the café.
- 23. The food in the restaurant is overcooked.
- 24. A car hire firm didn't provide maps on local roads.
- 25. There's a cigarette ash on the floor of an expensive hotel room.



26. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
27. The air company lost your luggage.
28. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
29. Your flight is delayed with no apparent weather problems.
30. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### **EXERCISE 4 - CONSUMERS' COMPLAINTS**

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch





## Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

## EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- g. one month ago
- h. yesterday
- i. she hasn't purchased it yet

2. How many problems is the customer having?

- g. one
- h. two
- i. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- g. solution
- h. get rid of
- i. resolve



4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.
- g. not the done thing
  - h. not our policy
  - i. not legit
5. When did the customer first notice the problem?
- g. when trying to connect to the internet.
  - h. when plugging in the computer
  - i. while in the shower
6. What suggestion does the customer service make to solve the problems?
- g. unplug the computer
  - h. speak to it politely
  - i. bring it in for repairs
7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.
- g. troubleshoot
  - h. shoot-trouble
  - i. sing gently to
8. Once I \_\_\_\_\_ the information, I can help you solve your problem.
- g. make up
  - h. identify
  - i. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- g. get jiggy
- h. dispense
- i. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- g. administrative
- h. customer service
- i. clever



## EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

List at least 7 reasons that you think are causing customers to drop out of the service, etc.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

**Now list at least 7 options that could prevent this from happening.**

- 15. ....
- 16. ....
- 17. ....
- 18. ....
- 19. ....
- 20. ....
- 21. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

- 21. ....
- 22. ....
- 23. ....
- 24. ....
- 25. ....

26. ....

27. ....

28. ....

29. ....

30. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.





## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?
- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### Situation 1.

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....

### Situation 2.

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the

computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

.....

.....



## COMPREHENSION QUIZ

### Correct answers

3. When did the customer buy the computer?

- g. **one month ago**
- h. yesterday
- i. she hasn't purchased it yet

2. How many problems is the customer having?

- g. one
- h. **two**
- i. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- g. solution
- h. get rid of
- i. **resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- g. not the done thing
- h. **not our policy**
- i. not legit

5. When did the customer first notice the problem?

- g. **when trying to connect to the internet.**
- h. when plugging in the computer
- i. while in the shower

6. What suggestion does the customer service make to solve the problems?

- g. unplug the computer
- h. speak to it politely



i. **bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

g. **troubleshoot**

h. shoot-trouble

i. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

g. make up

h. identify

i. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

g. get jiggy

h. dispense

i. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

g. administrative

h. **customer service**

i. clever



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ III

### BRANŻA POLIGRAFICZNA

### SESJA 3

### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW

#### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**QUIZ**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- Ćwiczenie 2. – „**JOBS AND WORKS**”
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- Ćwiczenie 3. – „**OPINIONS ABOUT JOBS AND WORKING**”
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim



- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- **Ćwiczenie 7. – „INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

30. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”

31. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards



the job position. Application documents and interview”

32. Prezentacja „Applying for jobs”

33. Ankieta ewaluacyjna

## PRINTING INDUSTRY

### Session 3.

#### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION

#### APPLICATION DOCUMENTS AND INTERVIEW

#### Training materials for participants

#### APPLICATION LETTER

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.

- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.



Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Mr. Baker:

From your listing on CareerJimmy.com, I see that you are in need of printing machine operators.

Such work is ideal for me since I've been a printing machine operator in the past and am now open to returning to this field. I can operate any or all of the following printing machines: offset lithography, gravure, flexography, screen-printing, letterpress, and digital. I would be very happy to join Any Town Press and to conduct trainings, as well.

Thanks for taking time to read and respond to my resume cover letter. I'd be pleased to meet you in person any day next week for an interview, if you are available. Just call my home office at 897-687-0897 to set up an appointment that is convenient for you.

Sincerely,

Joe Jobhunter

Dear Mr. Tucker:

Tending complex printing machines with exceptional prowess and expertise is something that I have done every day for the past 6 years. As an experienced and highly skilled printing press operator, with a strong exposure to handling large printing jobs of complicated natures, I am sure that my candidature will be of great interest to you.

Visual color discrimination and the ability to match and detect differences between colors is a combination that you will rarely find in a printing press operator. I boast of both, along with exceptional comprehension of installing plates, handling machine controls and levers, manually and automatically setting and adjusting speed, temperature, ink-flow and tension, and loading, positioning and adjusting parts and equipment.

As far as my oversight skills go, I am competent in monitoring feeding, printing and delivery processes of presses to maintain specified operating levels and detecting malfunctions. Moreover, I am proficient in inspecting and examining printed products to ensure compliance with quality standards, including clarity, color accuracy and conformance to specifications.

With the skills set and expertise that I have to offer if considered seriously for the position of a printing press operator, I am sure you will not have to look elsewhere. To further build up on this, I would like to meet with you in person soon – I will call to set up a meeting time. In the meantime, you may reach me at (000) 444-4444 if you require further information regarding my skills and experience in this regard.

Sincerely,

(Signature)

Dear Mr Smith

I have read your advertisement for a Graphic Designer with great interest as I believe that my skills and qualifications match your requirements for this position.

I would welcome the chance to apply the skills and knowledge I have gained to your vacancy and I feel my abilities would prove to be an asset for your organization.

Currently I am employed with Unique Web Design Services as a graphics designer and have been involved in a number of high profile projects. I am comfortable working as part of a team or individually and have an in-depth understanding of emerging technologies in new media.

I have enclosed my resume for your review, it includes a more detailed list of my technical skills. Please feel free to contact me on the number given below and I look forward to meeting you in the near future.

Thank you in advance for your time and consideration and I look forward to hearing from you.

Yours sincerely,

**Karen Brown**  
Dayjob Limited  
The Big Peg

## **PERSONAL SUMMARY**

A confident and creative designer who is self-motivated, self-sufficient and comes to you with a strong background in both print and digital media. Karen has worked extensively in the automotive and travel industries producing high end business to business and consumer facing designs. She is detail oriented, and has a comprehensive understanding of Photoshop, Indesign, Dreamweaver, Illustrator and the latest web technologies. Possessing a get it done attitude while not compromising on quality means that she will always maximise the impact of any marketing material. As a hard working and ambitious individual she has no problem following instructions from senior designers and customers. Right now she is looking to join a creative team of designers, and to work for a company that only hires the best.

## **CAREER HISTORY**

GRAPHIC DESIGNER – January 2010 – present

Employers name – Coventry

Responsible for creating exciting materials and design solutions that have a high visual impact.

### **Duties;**

- Meeting clients to discuss their needs, objectives and budgets.
- Designing and creating a wide variety of graphic art and promotional material.
- Producing designs for both internal and external communications. Involving customers in the design process.
- Creating integrated design projects across both online and offline outputs.
- Developing design briefs.
- Explaining design concepts and ideas to clients and colleagues.
- Coordinating multiple publishing projects.
- Commissioning illustrators and photographers.
- Providing graphical support for Blogs, websites and social media.
- Working on presentations, leaflets, trade-marks, marketing materials and banner designs.
- Producing accurate and high-quality design work.

TRAINEE GRAPHIC DESIGNER – May 2008 – January 2010  
Employers name – Birmingham

CASHIER – July 2007 – May 2008  
Employers name – Birmingham

### **KEY SKILLS AND COMPETENCIES**

#### Graphic Designing

- First class visual communications skills.
- Experience of print and web design experience.
- Able to tailor designs to meet the needs of the customer.
- Exceptional understanding of colours, style of type, illustrations, photography and animation.
- Proficient knowledge of Web, Social Media and Video applications.
- Exceptional conceptual, graphic design and layout skills.
- Good understanding of latest digital marketing trends.

#### Personal

- Having a love of good design and typography.
- A great communicator, project manager, planner and team leader.
- Excellent presentation, listening and communication skills.
- Able to quickly learn new skills, technologies and applications.

### **AREAS OF EXPERTISE**

Designing Graphics  
Leaflet Design  
Brochure Design  
Business Card Design

### **ACADEMIC QUALIFICATIONS**

Central Birmingham University – Design and Artwork Degree 2003 – 2007  
Aston College – HND 2001 – 2003  
Coventry School; O levels Maths (A) English (B) Geography (B) Physics (A)

### **REFERENCES**

Available on request.

Jeannette Hunter  
123 Main Street, San Francisco, CA 94122  
Home: 000-000-0000 | Cell: 000-000-0000  
email@example.com

## **Professional Summary**

Digital Print Operator looking to obtain a position in which all knowledge and experience gained in the industry can be put to use.

## **Core Qualifications**

- Exceptional knowledge of digital as well as traditional printing
- Great capacity for learning new and more advanced technology in the printing business
- Meticulous attention to detail in all projects
- Ability to complete orders in an organized and timely fashion
- Proficient in all computer programs related to digital printing
- Excellent knowledge of mechanics of printing machines
- Editing capabilities to correct mistakes before printing
- Exemplary customer service and communication skills

## **Experience**

**Digital Print Operator**  
**10/1/2009 – Present**  
**Earth Printing Inc.**  
**Kennesaw, GA**

- Complete orders of all sizes and levels of importance
- Multitask to run many different machines at one time
- Complete all paperwork necessary for completion of orders
- Ensure that all supplies such as ink and paper are fully stocked
- Troubleshoot problems and repair printing machines when needed
- Delegate jobs to other employees and supervise to ensure proper fulfillment of responsibilities
- Stay current on all new technology and machinery that could potentially increase production and efficiency of digital printing
- Train new employees on all digital and traditional printing machines
- Prepare financial reports for supplies used and supplies needed maintaining a strict budget when possible

## **Education**

**Associate's Degree**  
Printing Equipment Operation Kennesaw State University  
Kennesaw, GA





## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to focus on your accomplishments. However, when answered correctly, sharing your

weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, explain why you're passionate about it, give examples of how you've pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.

- **„Do you have any questions?”**

Yes. Prepare several questions before the interview. You could ask about career/development/training opportunities. Be sure to ask when they'll make their decision.



## GRAPHIC DESIGN INTERVIEW QUESTIONS

- **Tell me about yourself.**

While this is asked of interviewees across all industries, it carries an added weight for creatives because you are your brand. Open-ended requests like these can leave even the most seasoned interviewees stumped if they haven't prepared. Key points to share are recent successes, strengths and abilities that relate to the job or company, and a statement on your current situation.

- **Where do you see yourself in five years?**

With this question, your potential employer wants to hire someone that sees this role as a good career move. A happy and motivated employee means a productive and a highly retentive one.



*“My goal right now is to work in a company that enables me to work with people I can learn from. Later down the line, I would like to hold more responsibility for creative direction.”*

- **What makes you a good graphic designer?**

Graphic design as a profession is a juggling act. You're working to create something that incorporates your client's specifications as well your own design sensibilities. If you're lucky, the two overlap, but that's often not the case. Sought-after qualities in this field include

communication, curiosity, passion, ability to take criticism, problem-solving, patience, and reliability.

- **What are your strengths and weaknesses?**

Employers ask this question to ensure that your abilities line up with the skills needed for the role. More importantly, they're looking for candidates that are confident and self-aware about their strengths and shortcomings. When talking about your strength(s) ensure you have an example or two handy to illustrate how it has benefitted you or others. A strength can be something technical, like UX, or something less tangible, like problem-solving.

- **Do you work better alone or in a group?**



While your day-to-day would typically consist of solo work, graphic designers should be able to work well with coworkers (e.g. UX, developers, copywriters) and clients. Like your strength and/or weakness question, it's best to answer truthfully so your manager knows your preference.

If you fall on the far end of either side of the spectrum (i.e. a very strong preference for working alone or in groups) it may be best to bring up ways you manage that – much like the weakness question above. "*I prefer working alone when there is a deadline. However, I find that I come up with better ideas when working collaboratively.*"

- **If I asked you to design x, which software would you use? What is the use of x in Photoshop? What is the shortcut for x in CAD?**

Questions like these are used to test your technical skills for the job. Employers want to check if you know the most efficient way to get from a to z. Even if you're a pro, it could be valuable to go over shortcuts in programs like Illustrator, Photoshop or InDesign, and refamiliarize yourself with tools you haven't used recently.

- **Can you provide me with examples of relevant communication experiences you had in your previous job?**

This question is designed to weigh your interpersonal skills. As graphic design encompasses more than design creation, you should also be able to communicate the needs of your client and coordinate with your coworkers. Your interviewer might be trying to see what you can offer in terms of communication. *„In my previous position, I was responsible for communicating directly with my supervisor about a client's wishes for their logos or website designs. A large part of my role was understanding what the client envisioned and translating that into a digital design format. Throughout the duration of my projects, I enlisted the help of my coworkers to get constructive feedback and talked with my supervisor when a question arose so they could relay my concerns to the client.”*

- **How would you handle negative client feedback on one of your designs?**



An interviewer might ask this question to see how well you are accustomed to receiving critical feedback. Your answer should reflect a positive outlook on the situation and how you approach such situations.

*“Negative comments are always disappointing, as you want to deliver the best quality of work to represent your company and please the client. In these situations, I would use the client's feedback as fuel to revamp the project to incorporate their new vision and restructure my design based on the elements they disliked.”*

- **Are you comfortable with the design programs you would be expected to use in this position?**

This question is designed to gauge how well you read the job description and the requirements that are expected of an ideal candidate. A good answer should include the names of the design programs that a candidate is expected to be familiar with and examples of when you used those programs. *“I have in-depth experience working with Adobe*

*Dreamweaver, Illustrator and InDesign with my previous graphic design projects. I utilized the program features of Adobe Illustrator to design company logos and used InDesign to create marketing materials like posters, brochures and interior layouts for magazines."*

- **How would you explain the color theory to someone without any graphic design experience?**

By asking this question, the interviewer wants to find out what graphic design theories and terminology you are familiar with. Your answer should address the definition of color theory and use common language to define it. *"Color theory is very important to graphic design as it theorizes that colors have a significant impact on a consumer's receptiveness of a design. It looks at the aesthetically pleasing nature of certain color combinations and the psychology of color. The aim of color theory is to help graphic designers and other artists to use colors in a purposeful way."*

## PRINTING INDUSTRY

### Session 3.

#### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION

#### APPLICATION DOCUMENTS AND INTERVIEW

#### Worksheet

#### EXERCISE 1 - QUIZ

*Choose the appropriate answer.*

**19. Which of the following things does a job „applicant” ask for?**

- more money
- a holiday
- work
- a coffee break

**20. Which of the following is an example of a job „benefit”?**

- paid holidays



- b. co-workers
- c. an employment office
- d. a salary

**21. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**22. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**23. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form

**24. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**25. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions

- c. write a cover letter
- d. work overtime

**26. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**27. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick

**EXERCISE 2 - JOBS AND WORKS**

*Write short answers to the questions below.*

41. What kind of job do you want to have?

42. Why do you want this kind of job?

43. How much salary can you get from this job?





44. Do you think this kind of job is easy to do? Why? / Why not?

45. Do you know anyone with this kind of job? If 'yes', who?

46. What do you need to study to get this job?

47. Will it be easy to find this kind of job? Why? / Why not?

48. If you can't get this job, what other job are you interested in?



### **EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING**

*Now, read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

**Possible answers**

- 5 - I agree completely
- 4 - I mostly agree
- 3 - I'm not sure
- 2 - I mostly disagree
- 1 - I disagree completely



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 21. Working is fun.   | 1 | 2 | 3 | 4 | 5 |
| 22. It's easy to find a job.  | 1 | 2 | 3 | 4 | 5 |
| 23. Doctors have great jobs.  | 1 | 2 | 3 | 4 | 5 |
| 24. Being a farmer is better than being a fisherman.                  | 1 | 2 | 3 | 4 | 5 |
| 25. Librarians have boring jobs.                                      | 1 | 2 | 3 | 4 | 5 |
| 26. Clowns have great jobs.   | 1 | 2 | 3 | 4 | 5 |
| 27. Having an interesting job is more important than a well-paid job. | 1 | 2 | 3 | 4 | 5 |
| 28. It would be great to never have to work.                          | 1 | 2 | 3 | 4 | 5 |
| 29. Teachers have easy jobs.  | 1 | 2 | 3 | 4 | 5 |
| 30. Flight attendants have exciting jobs.                             | 1 | 2 | 3 | 4 | 5 |

**EXERCISE 4 - JOB ENQUIRY BY TELEPHONE**

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

### Useful expressions

want to ask	requirements
the work hours	3 years of experience
the sales position	work experience
come in for interview	responsibilities



## EXERCISE 5 - DISCUSSION ABOUT WORK

*Work in groups. Discuss the following questions.*

### ***If you are still studying:***

9. What kind of organization do you want to work for?
10. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
11. Do you think it will later be possible to change departments? What do you think your first position will be?
12. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

### ***If you are already working:***

9. What is your function or job title?
10. What are you responsible for?
11. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
12. What other units, departments or divisions do you regularly have to work with?

### ***Big or small companies?***

7. Do you or would you prefer to work for a big or small company? Why?
8. Think of advantages of working in a small or a big company.
9. Think of disadvantages of working in a small or a big company.



## BENEFITS AT WORK

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### Benefits

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals*

### **GRAPHIC DESIGN/PRE-PRESS TECHNICIAN**

We are a fast-paced, growing print company looking for a self-motivated individual. This full-time position is responsible for pre-press operations for all of the production we do including, print, apparel, signs, engraving, direct mail, rubber stamps. You will be responsible for designing and preparing files for production. This is a full time position offering competitive pay and benefits.

#### **Knowledge, Skill, and Ability:**

- Extremely well organized
- Understand/follow directions to meet deadlines
- Work well as a team or individually with minimal direction
- Detail-oriented with a professional attitude
- Learn and retain new skills quickly
- Experience with production of at least some of the products we make.
- Experience in a similar position
- Exceptional Skills in Adobe InDesign, Adobe Illustrator, and Adobe Photoshop
- Familiar with raster and vector graphics including the differences and when each is appropriate
- Familiar with spot color, process color, overprint, and bleed as well as how to properly use these
- Ability to design and prep files in a manner that makes print production efficient
- Ability to design in a fast paced production based environment
- Experience with direct mail prep is a plus

#### **Job Tasks:**

- Potential job tasks include but are not limited to: File preparation for production, design, and more



.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.*

*When you can ask these questions in pairs*



Tell me about yourself.

.....

.....

.....

.....

Why do you want this job?

.....

.....

Why did you leave your last job?

.....

.....

Tell me about your education.

.....

.....

What special skills do you have?

.....





.....  
Why should we hire you?  
.....  
.....

What hobbies do you have in your free time?  
.....  
.....

## QUIZ

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

## JOB ENQUIRY BY TELEPHONE

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ III BRANŻA POLIGRAFICZNA

#### ANKIETA EWALUACYJNA

##### PROWADZENIE SZKOLENIA

1. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

2. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

3. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

##### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

4. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

5. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiły Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

6. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

7. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

8. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

9. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

10. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV

### BRANŻA SAMOCHODOWA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY. SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży samochodowej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy



- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową w języku angielskim
- **Rozdanie materiałów informacyjnych i podsumowanie zajęć**

**MATERIAŁY:**

34. Karta pracy „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”

35. Materiały dla uczestników „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”

36. Prezentacja „Professional profile of an employee in the automotive industry”

## **AUTOMOTIVE INDUSTRY**

### **Session 1.**

#### **PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY**

#### **SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES**

#### **Training materials for participants**

### **WHAT DOES A MECHANIC DO?**



Automotive service technicians and mechanics, often called *service technicians* or *service techs*, inspect, maintain, and repair cars and light trucks. It isn't just about fixing vehicles. Auto mechanics have other responsibilities as well.

Mechanics are professionals trained to perform repairs and regular maintenance on motorized vehicles. Part of their job involves understanding how internal combustion and diesel motors work, as well as their components, and how to dismantle and reassemble them in order to fix any problems.

#### **Duties & responsibilities**

- Interact with customers to obtain information about the problems they're experiencing with their cars.
- Examine various systems within cars to diagnose problems. They run computerized diagnostic tests to help them identify components that might be malfunctioning.
- Remove parts that are worn or not operating properly and replace them with new or used parts.

- Perform routine maintenance like oil, filter, and belt changes according to schedules established by various car manufacturers.
- Explain repairs to customers and provide estimates for unanticipated repairs.
- Pitch optional repairs or preventative maintenance to customers to generate additional revenue for the shop, although this can depend upon the employer.

## **REQUIRED SKILLS AND QUALIFICATIONS**

### **Outstanding knowledge and understanding of motorized vehicles:**

- Being capable of identifying, diagnosing, and repairing malfunctioning parts of vehicles and engines;
- being able to work with different types of motors (e.g. fuel, diesel, or electric);
- possessing knowledge of intricate electric and air conditioning systems; and
- being able to work on and repair vehicles' chassis.

### **Excellent interpersonal, communication, and leadership skills:**

- Communicating clearly, both verbally and in writing, in order to create a clear and communicative environment with coworkers and clients;
- being able to read and write technical reports; and
- being able to work cohesively as part of a multidisciplinary team.

### **Analytical, problem-solving, and critical-thinking skills:**

- Identifying issues and resolving problems in a timely manner using critical thinking and good judgment; and
- being precise and accurate in their calculations and analyses.



### **Organizational and time management skills and great attention to detail:**

- Avoiding disorganization in the workplace that can lead to accidents and damage to equipment;
- being able to work independently and as part of a team in a fast-paced environment;
- handling various projects with aggressive deadlines; and
- being able to prioritize tasks and responsibilities accordingly.

## SKILLS & COMPETENCIES



Workers in the automotive industry need a number of skills to help them maintain and repair cars, trucks and other vehicles, and to work with customers, managers, employees, and team members. Employers seek these skills in the candidates they hire for automotive jobs.

- **Customer-service skills.** Service technicians discuss automotive problems—along with options to fix them—with their customers. Because workers may depend on repeat clients for business, they must be courteous, good listeners, and ready to answer customers' questions.
- **Detail oriented.** Service technicians must be aware of small details when inspecting or repairing vehicle systems, because mechanical and electronic malfunctions are often due to misalignments or other easy-to-miss causes.
- **Dexterity.** Service technicians perform many tasks that require steady hands and good hand–eye coordination, such as assembling or attaching components and subassemblies.



- **Mechanical skills.** Service technicians must be familiar with engine components and systems and know how they interact with each other. They often must take apart major parts for repairs and be able to put them back together properly.
- **Organizational skills.** Service technicians must keep workspaces clean and organized in order to maintain safety and ensure accountability of parts.
- **Troubleshooting skills.** Service technicians use diagnostic equipment on engine systems and components in order to identify and fix problems in increasingly complicated mechanical and electronic systems. They must be familiar with electronic control systems and the appropriate tools needed to fix and maintain them.

## PRIMARY RESPONSIBILITIES

Here's a non-exhaustive list of common tasks mechanics are required to complete.

### Performing regular maintenance and status checks:

- Checking the levels of important fluids (e.g. motor oil, coolant, and brake fluid) and refilling them as necessary;
- inspecting and replacing filters when required;
- cleaning and lubricating engine pieces; and
- checking the battery and the electric systems of the vehicle.



### Inspecting, diagnosing, and repairing malfunctioning parts of the vehicle:

- Conducting a thorough and complete diagnosis of the status of the vehicle using specialized hardware and software;



- inspecting and calibrating brakes;
- checking the air pressure in the wheels, as well as their condition;
- aligning the wheels;
- looking for loose screws and bolts and tightening them; and
- dismantling engine pieces to look for malfunctioning parts.

**Performing general and specific repairs and replacing malfunctioning parts:**

- Extracting malfunctioning parts following diagnosis and using specialized tools (e.g. wrenches, screwdrivers, pliers, and hydraulic lifts);
- following specific instructions for different types of engines and vehicles;
- dismantling pieces of the engine in order to repair minor malfunctions;
- replacing and reassembling pieces when repair was possible;
- requesting replacement and spare pieces when repair is not possible;
- assembling and mounting new pieces; and
- testing the proper functioning of new pieces.

**Documenting and reporting all vehicle repairs to employer or customer:**

- Creating a budget of the expected expenses for the repairs;
- keeping track of all the pieces and parts changed, repaired, and replaced;
- maintaining a record of all pieces that were requested and bought; and providing clients with a bill explaining all purchases and repairs done.

**Following safety measures and protocols when performing repairs:**

- Using the necessary safety tools and gadgets (e.g. safety goggles, gloves, and suits) to avoid accidents; and
- adhering to safety regulations when using heavy or dangerous machines and tools (e.g. hydraulic lifts, power tools, and welders).

**Maintaining a stock of frequently used pieces and tools.**

**Performing all the administrative tasks necessary:**

- Keeping track of all transactions, purchases, and services provided;
- paying taxes and submitting financial records to the correspondent government agency; and managing payroll operations, including sales and services commissions for employees when necessary.



The Automotive industry has been growing steadily for years now, and with it, so has the need for professionals capable of repairing and servicing cars and other vehicles. There are plenty of job opportunities for Mechanics in the labour market.

Mechanics are commonly employed by garages and auto-workshops. They may also work in car dealers, vehicle rental agencies, or in transportation companies providing regular maintenance checks and repairs, or be self-employed, working in their own garages.

## **YOUR OWN BUSINESS**

Mechanics work in a variety of automotive service settings including car dealers, tire stores, oil change operations, gas stations, and full-service repair shops. Some mechanics operate their own business and take on management functions such as setting prices, advertising, training, and supervising staff.

- **Problem Solving Skills:** To be a good automotive technician, you'll need to identify what's wrong with the vehicles you service and provide the best possible solutions. You'll have to look at problems from many different angles to diagnose and repair whatever comes into your garage.
- **Perseverance:** Even with the most finely-honed problem-solving skills, you're bound to encounter issues you can't solve on the first go-round. Your ability to stick to it until you

find a solution won't just help your customers; it will help you become a better mechanic and add to your overall automotive knowledge.

- **A good work ethic:** Your customers will depend on you, so you'll need to be dependable. That means you'll need to come to work every day ready to put your best effort forward. You'll need to be hard-working and reliable and ready to tackle all aspects of your job.
- **Attention to detail:** Whether you work on maintenance, diagnostics, or repairs, you'll have to perform those tasks with exacting detail. That is because your careful work on important vehicle components could save someone's life!
- **Desire to learn:** New makes, models, and technology mean that if you want to find success as an automotive technician, you must continue to keep learning.



- **Good interpersonal skills:** If you want to be a great automotive technician, you'll need great customer service skills. You'll need to communicate well to understand the needs of your clients and to explain what you'll be doing to their vehicle. A pleasant and positive attitude will also make customers want to come back to you for the servicing.

### “HOW WOULD YOU DESCRIBE YOURSELF?”

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they're doing, they're naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught*

*myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness.*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.*

**I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**

A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.



## **LIST OF WORDS TO DESCRIBE YOURSELF**

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.





### Words to describe your work style:

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

### Words to describe your personality:

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

### Words to describe how you work with others:

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Flexible
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive
- Tolerant



## AUTOMOTIVE INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY



## SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

### Worksheet

#### EXERCISE 1 - FIND SOMEONE WHO..

	Name	Additional information Who..? When...? What...? Why...? Where..? How..?
<b>... wants to work as a boss.</b> <i>Do you want to work as a boss?</i>		
<b>... is looking for a job.</b>		
<b>...thinks working is more fun than studying.</b>		
<b>...wants a job with a high salary.</b>		
<b>...had a part-time job last summer.</b>		
<b>...already has a great job.</b>		

**Do you...?** Yes, I do. No, I don't

**Did you..?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



#### EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*



61. Do you work inside?
62. Do you get a big salary?
63. Do you have to work at night?
64. Do you drive?
65. Do you sit at a desk?
66. Do you have to wear a uniform for your job?
67. Do you work with many other people?
68. Do you think many people want to have your job?
69. Do you have to study a lot to get your job?
70. Is your job difficult?
71. Is your job dangerous?
72. Is your job boring?
73. Is your job unusual?
74. Is your job stressful?

Ask your own questions!

- 75.
- 76.
- 77.
- 78.
- 79.
- 80.



Your partner's jobs:

### EXERCISE 3 - JOB ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

49. Do you expect a lot of advancement in your career ?

50. How do you plan to climb the ladder to success ?

51. What kind of attitude do you have?

52. Where do you want your career path to take you ?

53. What does loyalty mean to you?

54. How much time are you willing to devote to your work?

55. Would you prefer to work for a stable company or have your own business



## EXERCISE 5 - JOB INTERVIEW EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

34. He's really friendly and .....
35. They've just ..... university.
36. You have to be able to ..... at one time.
37. They are ..... be part of this team.
38. .... Adobe Photoshop.
39. I want to ..... in finance.
40. .... in chemistry.
41. .... a computer lab.
42. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
43. My long term goal is .....
44. We need someone who can ..... quickly.

hh. pursue a career

ii. I have experience managing

jj. financial freedom

kk. graduated from

ll. handle many tasks

- mm. eager to
- nn. I majored
- oo. knows how to deal with customers
- pp. solve problems
- qq. meet deadlines
- rr. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a car mechanic. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

4. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
31. What are the duties in this position?
32. What is a typical working day like?
33. What talents are important in this profession?
34. What is a typical career path in this job?
35. Are there any promotion opportunities?
36. How can you improve your skills and professional qualifications?
37. Is it difficult to find a job in this profession?
38. Where do people working in this profession most often work?
39. What are the prospects of this profession in the future?
40. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 – SPECIALIZED VOCABULARY AND PHRASES

### PARTS OF A CAR



#### Steering wheel

UK /'stiə.rɪŋ ,wi:l/

A wheel in a vehicle that the driver turns in order to make the vehicle go in a particular direction.



#### Windshield

UK /'wɪnd.ʃi:ld/

The window at the front of a car.



### **Headlight**

UK /'hed.laɪt/

A large, powerful light at the front of a vehicle.



### **Tail light**

UK /'teɪl ,laɪt/

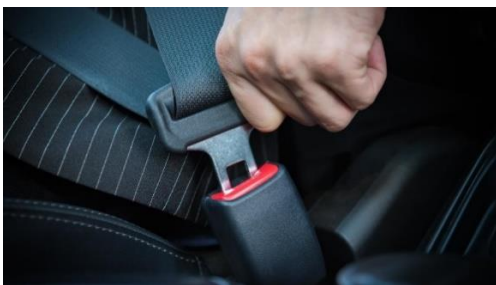
A red light on the back of a road vehicle that makes it possible for the vehicle to be seen in the dark.



### **Engine**

UK /'en.dʒɪn/

A machine that uses the energy from liquid fuel or steam to produce movement.



### **Seat belt**

UK /'si:t ,belt/

A belt that fastens around you in a vehicle or aircraft and holds you in your seat, in order to reduce the risk of being injured in an accident.





### **Back seat**

UK /ˌbæk ˈsi:t/

Seat behind driver.



### **Front seat**

UK /ˌfrʌnt ˈsi:t/

A seat at the front of a vehicle, especially the one next to the driver.



### **Dashboard**

UK /ˈdæʃ.bɔ:d/

The part of a car that contains some of the controls used for driving and the devices for measuring speed and distance



### **Airbag**

UK /ˈeə.bæg/

A bag in a vehicle that automatically fills with air if the vehicle is involved in an accident, in order to protect the driver or a passenger from injury



### Jump leads

UK /'dʒʌmp ,li:dz/

A pair of thick wires for starting the engine of one vehicle with electricity from the battery of another vehicle



### Speedometer

UK /spi:'dɒm.i.tər/

A device in a vehicle that shows how fast the vehicle is moving



### Stick shift

UK /'stɪk ,ʃɪft/

A gear lever



### Parking brake

UK /'pɑ:.kɪŋ ,breɪk/

A device operated by hand that locks into position and prevents a vehicle from moving

## PARTS OF A CAR - PHRASES

wheel

koło

There is a strange noise in my car's left **wheel**.

<b>tyre</b>	opona	You have a flat <b>tyre</b> .
<b>rim</b>	felga	A steel <b>rim</b> doesn't look nice.
<b>alloy wheel</b>	felga aluminiowa	I have just bought new <b>alloy wheels</b> . Now my car looks awesome.
<b>hubcap</b>	kołpak	I've lost a <b>hubcap</b> again.
<b>door</b>	drzwi	Most cars have four <b>doors</b> . But some have two or even five <b>doors</b> .
<b>door handle</b>	klamka	Doors in this car are remote controlled. You don't need a <b>door handle</b> to open it.
<b>wing mirror</b>	lusterko boczne	Be aware of the blind spot when you use the <b>wing mirrors</b> .
<b>front fender</b>	przedni błotnik	I must replace the <b>front fender</b> in my car after that fender-bender.
<b>back fender</b>	tylny błotnik	The <b>back fender</b> only needs some new paint.
<b>bumper</b>	zderzak	<b>Bumpers</b> have got special crumple zones.
<b>number plate</b>	tablica rejestracyjna	You get a ticket when your <b>number plate</b> is unreadable.
<b>headlight</b>	przedni reflektor	You busted <b>headlights</b> in my car.
<b>indicator</b>	kierunkowskaz	The latest model of our car has got mirrors with built in <b>indicators</b> .
<b>taillight</b>	tylny reflektor	The bulb in the right <b>taillight</b> is dead.
<b>reversing light</b>	światło cofania	They are coming back. I can see the <b>reversing light</b> .
<b>stop light</b>	światło stop	Press the brake pedal. It's fine. Your <b>stop light</b> is

		working.
<b>fog light</b>	światło przeciwmgielne	All cars come with rear <b>fog light</b> because it's a legal requirement.
<b>bonnet</b>	maska	The engine is under the <b>bonnet</b> .
<b>boot</b>	bagażnik	The light on your dashboard shows that the <b>boot</b> is open.
<b>rear window</b>	szyba tylna	Wipe the snow off the <b>rear window</b> .
<b>side window</b>	szyba boczna	Wind the <b>side window</b> down and pass me your driving licence, please.
<b>windscreen</b>	szyba przednia	Use the air-conditioning to demist the <b>windscreen</b> faster.
<b>sunroof</b>	szyberdach	We need some fresh air. Open the <b>sunroof</b> , please.
<b>windscreen wiper</b>	wycieraczka	Did you check the <b>windscreen wipers</b> before the trip?
<b>roof</b>	dach	I can see some rust on the <b>roof</b> of your car.
<b>aerial</b>	antena	I am looking for an <b>aerial</b> with a good reception.
<b>exhaust pipe</b>	rura wydechowa	I've lost the <b>exhaust pipe</b> on that bumpy road.
<b>steering wheel</b>	kierownica	The best way to hold the <b>steering wheel</b> is at 9 and 3 position.
<b>ignition</b>	stacyjka	To start the engine turn the car keys in the <b>ignition</b> .
<b>accelerator</b>	pedał gazu	The <b>accelerator</b> is operated with the right foot.
<b>brake</b>	hamulec	The <b>brake</b> is between the clutch and the accelerator.

<b>speedometer</b>	prędkościomierz	Pay attention to the <b>speedometer</b> . Don't exceed the speed limit.
<b>clutch</b>	sprzęgło	There is no <b>clutch</b> pedal in cars with automatic gearbox.
<b>handbrake</b>	hamulec ręczny	Use the <b>handbrake</b> when you park a car on a hill.
<b>fuel gauge</b>	wskaźnik poziomu paliwa	We run out of petrol because the <b>fuel gauge</b> had been broken.
<b>gear lever</b> <b>gear shift</b>	drążek zmiany biegów	To change gear use the <b>gear lever</b> .
<b>horn</b>	klakson	The <b>horn</b> is usually placed in the middle of the steering wheel.
<b>dashboard</b>	deska rozdzielcza	My son draw an elephant on my car's <b>dashboard</b> .
<b>rear-view mirror</b>	lusterko wsteczne	This car has got camera installed in the <b>rear-view mirror</b> .
<b>battery</b>	akumulator	If you take care of your <b>battery</b> , you will prolong its life.
<b>gearbox</b>	skrzynia biegów	Manual <b>gearbox</b> is tiring in a traffic jam.
<b>suspension</b>	zawieszenie	Off road cars have got higher <b>suspension</b> .
<b>shock</b>	amortyzator	In my opinion <b>shoks</b> are making this odd sound.
<b>braking pads</b>	klocki hamulcowe	Ceramic <b>braking pads</b> are the most expensive.
<b>air conditioning</b>	klimatyzacja	It's very hot today. Turn on the <b>air conditioning</b> .

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB INTERVIEW EXPRESSIONS

34. He's really friendly and knows how to deal with customers.
35. They've just graduated from university.
36. You have to be able to handle many tasks at one time.
37. They are eager to be part of this team.
38. I have experience using Adobe Photoshop.
39. I want to pursue a career in finance.
40. I majored in chemistry.
41. I have experience managing a computer lab.
42. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.
43. My long term goal is financial freedom.
44. We need someone who can solve problems quickly

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV

### BRANŻA SAMOCHODOWA

### SESJA 2

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### REZULTATY:

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- Ćwiczenie 1a. - „**SMALL TALK - Introduction**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1b. – „**SMALL TALK - Examples**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1c. – „**SMALL TALK - Polite phrases**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim



- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**



- Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
- Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń.
- **Ćwiczenie 11. – „PRACTICE TEST”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości terminologii związanej z branżą samochodową
  - Kompetencje językowe: Podniesienie znajomości terminologii związanej z branżą samochodową w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

## **MATERIAŁY:**

37. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
38. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
39. Prezentacja „Professional customer service”

## **AUTOMOTIVE INDUSTRY**

### **Session 2.**

## **PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

### **Training materials for participants**

## **CUSTOMER SERVICE**

### **ASAP**

Apologize

Sympathize

Accept responsibility

Prepare to take action



### **Apologize**

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon
- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...



### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

## **COSTUMERS' COMPLAINTS**

### **Useful Phrases**

- What seems to be the problem?
- What happened exactly?



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"





## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

**Caller**

**Receiver**

- Can I speak to ..., please?
- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- How can I help?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### **Asking for repetition**

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?



### **Confirming Details**

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### **Handling Complaints**

- Oh, no that's terrible.
- I agree with you that should not have happened.
- I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.
- I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.
- I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.
- I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.

## **AUTOMOTIVE INDUSTRY**

### **Session 2.**

## **PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

### **Worksheet**

#### **EXERCISE 1 - SMALL TALK**

##### **Introduction**

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



**Weather**

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

**Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

**Sports**

- G. Did you see the game last night?
- H. No, I missed it. Was it a good game?

**Keeping the  
conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

**SMALL TALK**

**Examples**

*Decide what to say in these situations. Make out your own dialogues.*

M. You are arriving for a meeting early. You are the second person there.

.....

.....

.....

N. You are having dinner with the visitors at your company. Break the ice.

.....

.....

.....

O. A new person joins your company. You meet her / him for the first time.

.....

.....

.....

P. You meet your colleague at the coffee machine.

.....

.....

.....



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



- |   |                                  |  |
|---|----------------------------------|--|
| lll) Is that the time?                  | mmm) Really?                     | nnn) I see...                                |
| ooo) Hello again                        | ppp) It was nice talking to you. | qqq) We haven't met. I'm ...                 |
| rrr) That reminds me...                 | sss) Excuse me, ...              | ttt) Will you excuse me?                     |
| uuu) Uh huh.                            | vvv) I must just...              | www) Long time no see.                       |
| xxx) I'm afraid, I'll have to be going. | yyy) I couldn't notice...        | zzz) While we are on a subject of...         |
| aaaa) I understand you...               | bbbb) By the way...              | cccc) You are..., aren't you?                |
| dddd) You must be...                    | eeee) Right.                     | ffff) Mary asked me to give you best regards |

Opening conversation	Directing conversation	Showing interest	Closing conversation

## SMALL TALK

### Faux pas

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

J. *I don't like Americans.*

You realize you are talking to an American.

.....  
.....

K. *Anyone can teach.*

You realize you are talking to a teacher.

.....  
.....

L. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

.....

## EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE

19. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



20. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

21. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

22. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.

23. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.

24. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

- S. Try to make sure customers stay with your company.
- T. Design a service suitable for each person.
- U. Ask customers questions.
- V. Provide the service people want.
- W. Make sure you take the goods to the customer on time.
- X. Solve problems.

### **EXERCISE 3 - CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

- 31. You wait 10 minutes to be served in a shop.
- 32. You don't like the music in the café.
- 33. The food in the restaurant is overcooked.
- 34. A car hire firm didn't provide maps on local roads.
- 35. There's a cigarette ash on the floor of an expensive hotel room.

36. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
37. The air company lost your luggage.
38. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
39. Your flight is delayed with no apparent weather problems.
40. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### EXERCISE 4 - CONSUMERS' COMPLAINTS

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem. The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?



**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch





## Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

## EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- j. one month ago
- k. yesterday
- l. she hasn't purchased it yet

2. How many problems is the customer having?

- j. one
- k. two
- l. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- j. solution
- k. get rid of
- l. resolve



4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.
- j. not the done thing
  - k. not our policy
  - l. not legit
5. When did the customer first notice the problem?
- j. when trying to connect to the internet.
  - k. when plugging in the computer
  - l. while in the shower
6. What suggestion does the customer service make to solve the problems?
- j. unplug the computer
  - k. speak to it politely
  - l. bring it in for repairs
7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.
- j. troubleshoot
  - k. shoot-trouble
  - l. sing gently to
8. Once I \_\_\_\_\_ the information, I can help you solve your problem.
- j. make up
  - k. identify
  - l. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- j. get jiggy
- k. dispense
- l. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- j. administrative
- k. customer service
- l. clever

## EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

**Now list at least 7 options that could prevent this from happening.**

- 22. ....
- 23. ....
- 24. ....
- 25. ....
- 26. ....
- 27. ....
- 28. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

- 31. ....
- 32. ....
- 33. ....
- 34. ....
- 35. ....



36. ....

37. ....

38. ....

39. ....

40. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer’s grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?



- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?
- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?





## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### Situation 1.

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....

### Situation 2.

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....

.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

.....

.....

### EXERCISE 11 - PRACTICE TEST

1. You are replacing brake pads. You've already removed the wheels. What is the appropriate next step for most vehicles?
  - a. Remove the old brake pads
  - b. Unbolt the caliper
  - c. Break the lugs
  - d. None of the above
  
2. A low-mileage vehicle is running hot. Assuming the radiator has enough coolant, what is the most likely problem?
  - a. The block has a partial restriction.
  - b. The water pump has broken down.
  - c. The thermostat has stopped working.
  - d. All of the above
  - e. Either b or c
  
3. A car is pulling to one side as it drives. The most common causes of this problem are listed below. Which one should you check first?
  - a. Uneven tire wear
  - b. Bad alignment
  - c. Low or uneven tire pressure
  - d. A sticking brake caliper

4. When you replace an oil drain plug, you should retighten it according to the old maximum "snug, but not too hard."
  - a. True
  - b. False
  
5. In what order should you replace spark plugs?
  - a. All at once
  - b. An entire row at once
  - c. One at a time, starting at the bottom of the row
  - d. One at a time, starting at the top of the row
  
6. You are replacing a fuel tank. You've drained and stored all the gas in the vehicle. What is the next step?
  - a. Take the straps off the tank and drop it.
  - b. Disconnect the fuel lines.
  - c. Drop the rear suspension.
  - d. None of the above
  
7. A vehicle comes into your shop with a transmission problem. What is the FIRST thing you should do?
  - a. Check the fluid level
  - b. Check for leaks
  - c. Look at the filter
  - d. Disassemble the transmission and check the gears.
  
8. Problems with spark plug wires are almost always caused by cracks in the insulation.
  - a. True
  - b. False
  
9. You are completing a radiator flush. You have drained the old coolant and added the flush solution. What is the next step?
  - a. Turn the vehicle on and let it run until it reaches its normal operating temperature.
  - b. Turn the heater on and let it run at the highest setting for 10 minutes.



- c. Drain the solution and add fresh radiator coolant.
  - d. None of the above
10. An engine is misfiring. Which of the following is NOT a likely cause?
- a. The ignition timing may be set wrong.
  - b. The cooling system may be malfunctioning.
  - c. The fuel filter may be clogged.
  - d. The vehicle may have a vacuum leak.
11. What is the last step in a brake job?
- a. Replace the caliper assembly
  - b. Replace and tighten the nuts
  - c. Press the brake pedal to make sure the brake pressure is satisfactory.
  - d. None of the above
12. An air filter should not be replaced until it shows visible signs of accumulated particles.
- a. True
  - b. False
13. Black smoke is mixed into the exhaust of a vehicle you have been tasked to repair. Which of the following is a likely cause?
- a. Leaking fuel injectors
  - b. A closed carburetor choke
  - c. A dirty air filter
  - d. Any of the above
14. Which of the following is NOT a possible cause of an engine hesitating?
- a. The air filter needs to be replaced.
  - b. The ignition wires need to be replaced.
  - c. The fuel filter is clogged.
  - d. The engine has a vacuum leak.
15. A vehicle is knocking when it goes over bumps or cracks in the road. Which of the

following is a likely cause of the problem?

- a. Low power steering fluid
- b. Shocks or struts that need to be replaced.
- c. A broken tie rod
- d. A worn power steering belt

16. It is recommended that a timing belt be replaced at the manufacturer's suggested interval if a visual inspection reveals only minor fraying.

- a. True
- b. False

17. A brake pedal has to go down too far to stop. Which of the following is not likely to be a cause of this problem?

- a. Low brake fluid
- b. Worn brake pads
- c. Contaminated brake fluid
- d. A brake line obstruction

18. What type of fuse is a car made before 1980 likely to have?

- a. Blade
- b. Ceramic
- c. Glass Tube
- d. Any of the above

19. What is the most common reason a car will not start?

- a. A bad fuse
- b. A dead battery
- c. A bad starter
- d. A bad ignition switch

20. The water pump is the most important part of any vehicle's cooling system.

- a. True
- b. False



21. An engine has recently begun using a lot of oil and the coolant is foamy and brown. Which of the following is likely to have caused this problem?
- a. A cylinder head has been cracked.
  - b. A head gasket has blown.
  - c. The oil-to-water cooler is leaking.
  - d. Any of the above
22. Transmissions have a tendency to start leaking over time. Which of the following is NOT a common spot for a leak to occur?
- a. The drain hole beneath the transmission
  - b. The base of the filler tube
  - c. The filter housing
  - d. The mounting point of the speed sensor

## COMPREHENSION QUIZ

### Correct answers

4. When did the customer buy the computer?

- j. **one month ago**
- k. yesterday
- l. she hasn't purchased it yet

2. How many problems is the customer having?

- j. one
- k. **two**
- l. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.



- j. solution
- k. get rid of
- l. resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- j. not the done thing
- k. not our policy**
- l. not legit

5. When did the customer first notice the problem?

- j. when trying to connect to the internet.**
- k. when plugging in the computer
- l. while in the shower

6. What suggestion does the customer service make to solve the problems?

- j. unplug the computer
- k. speak to it politely
- l. bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- j. troubleshoot**
- k. shoot-trouble
- l. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- j. make up
- k. identify
- l. gather**



9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- j. get jiggy
- k. dispense
- l. deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- j. administrative
- k. customer service**
- l. clever



## PRACTICE TEST

### Correct answers

1. You are replacing brake pads. You've already removed the wheels. What is the appropriate next step for most vehicles?

- a. Remove the old brake pads
- b. Unbolt the caliper**
- c. Break the lugs
- d. None of the above

2. A low-mileage vehicle is running hot. Assuming the radiator has enough coolant, what is



the most likely problem?

- a. The block has a partial restriction.
- b. The water pump has broken down.
- c. The thermostat has stopped working.
- d. All of the above
- e. Either b or c**

3. A car is pulling to one side as it drives. The most common causes of this problem are listed below. Which one should you check first?

- a. Uneven tire wear
- b. Bad alignment
- c. Low or uneven tire pressure**
- d. A sticking brake caliper

4. When you replace an oil drain plug, you should retighten it according to the old maxim "snug, but not too hard."

- a. True
- b. False**

5. In what order should you replace spark plugs?

- a. All at once
- b. An entire row at once
- c. One at a time, starting at the bottom of the row**
- d. One at a time, starting at the top of the row

6. You are replacing a fuel tank. You've drained and stored all the gas in the vehicle. What is the next step?

- a. Take the straps off the tank and drop it.
- b. Disconnect the fuel lines.**
- c. Drop the rear suspension.
- d. None of the above

7. A vehicle comes into your shop with a transmission problem. What is the FIRST thing you



should do?

- a. **Check the fluid level**
  - b. Check for leaks
  - c. Look at the filter
  - d. Disassemble the transmission and check the gears.
8. Problems with spark plug wires are almost always caused by cracks in the insulation.
- a. **True**
  - b. False
9. You are completing a radiator flush. You have drained the old coolant and added the flush solution. What is the next step?
- a. **Turn the vehicle on and let it run until it reaches its normal operating temperature.**
  - b. Turn the heater on and let it run at the highest setting for 10 minutes.
  - c. Drain the solution and add fresh radiator coolant.
  - d. None of the above
10. An engine is misfiring. Which of the following is NOT a likely cause?
- a. The ignition timing may be set wrong.
  - b. **The cooling system may be malfunctioning.**
  - c. The fuel filter may be clogged.
  - d. The vehicle may have a vacuum leak.
11. What is the last step in a brake job?
- a. Replace the caliper assembly
  - b. Replace and tighten the nuts
  - c. **Press the brake pedal to make sure the brake pressure is satisfactory.**
  - d. None of the above
12. An air filter should not be replaced until it shows visible signs of accumulated particles.
- a. **True**
  - b. False

13. Black smoke is mixed into the exhaust of a vehicle you have been tasked to repair. Which of the following is a likely cause?
- a. Leaking fuel injectors
  - b. A closed carburetor choke
  - c. A dirty air filter
  - d. **Any of the above**
14. Which of the following is NOT a possible cause of an engine hesitating?
- a. The air filter needs to be replaced.
  - b. The ignition wires need to be replaced.
  - c. The fuel filter is clogged.
  - d. **The engine has a vacuum leak.**
15. A vehicle is knocking when it goes over bumps or cracks in the road. Which of the following is a likely cause of the problem?
- a. Low power steering fluid
  - b. **Shocks or struts that need to be replaced.**
  - c. A broken tie rod
  - d. A worn power steering belt
16. It is recommended that a timing belt be replaced at the manufacturer's suggested interval if a visual inspection reveals only minor fraying.
- a. True
  - b. **False**
17. A brake pedal has to go down too far to stop. Which of the following is not likely to be a cause of this problem?
- a. Low brake fluid
  - b. Worn brake pads
  - c. Contaminated brake fluid
  - d. **A brake line obstruction**
18. What type of fuse is a car made before 1980 likely to have?



- a. Blade
- b. **Ceramic**
- c. Glass Tube
- d. Any of the above

19. What is the most common reason a car will not start?

- a. A bad fuse
- b. **A dead battery**
- c. A bad starter
- d. A bad ignition switch

20. The water pump is the most important part of any vehicle's cooling system.

- a. True
- b. **False**

21. An engine has recently begun using a lot of oil and the coolant is foamy and brown. Which of the following is likely to have caused this problem?

- a. A cylinder head has been cracked.
- b. A head gasket has blown.
- c. The oil-to-water cooler is leaking.
- d. **Any of the above**

22. Transmissions have a tendency to start leaking over time. Which of the following is NOT a common spot for a leak to occur?

- a. The drain hole beneath the transmission
- b. The base of the filler tube
- c. **The filter housing**
- d. The mounting point of the speed sensor

<b>MODUŁ IV</b>	<b>BRANŻA SAMOCHODOWA</b>
-----------------	---------------------------

<b>SESJA 3</b>	<b>APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW</b>
----------------	--

#### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

#### PROGRAM SESJI:

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów

i słownictwa związanego z poszukiwaniem pracy

- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- **Ćwiczenie 7. – „INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

40. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
41. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
42. Prezentacja „Applying for jobs”
43. Ankieta ewaluacyjna

## **AUTOMOTIVE INDUSTRY**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Training materials for participants**

#### **RESUME**



Getting a job as a mechanic requires you to have a resume that stands out from those of other applicants. When employers are searching through resumes, they are looking for very specific skills and traits. By including these sought-after skills on your resume, you give yourself a better chance at getting noticed.

Mechanic resume skills are the soft and hard skills you'll want to include on your resume to help you get a job as a mechanic. There are certain skills that employers are looking for when they want to hire a mechanic, so it's important that you include these skills on your resume. Some of these skills include different personality traits, while others are related to car repairs.

#### **Examples of mechanic resume skills**

Below are eight soft skills that should make you a good mechanic candidate, along with a list of hard skills that most employers will look for:

- Problem solving
- Detail-oriented
- Efficient
- Organized
- Administrative skills
- Computers
- Learning
- Communication
- Hard skills



- **Problem solving**

The primary responsibility of any mechanic is to figure out why a machine isn't working and repair it. Sometimes the answer is simple, but in other cases, it will require some problem-solving skills. Employers want a mechanic who will figure out solutions on their own, no matter how long it takes. For example, someone brings in an old car to the auto repair shop where you work. The customer describes the problem as the car shaking when they apply the brakes. After replacing the brake pads, the car is still experiencing the same issue. It would now be up to the mechanic to find different solutions until the problem ultimately goes away.

- **Detail-oriented**

When fixing a car, it's important that you pay attention to the little details. Doing so will allow you to fix a car properly the first time so that customers do not need to bring the car back in. This will likely result in higher customer satisfaction and lead to repeat business.

- **Efficient**

While it's important to pay attention to each detail, it's also important for a good mechanic to use their time wisely. An important skill is efficiency, as it shows you can get your repairs done in a reasonable amount of time. For employers, this means you can handle more repairs throughout the day, increasing the productivity of the repair shop. To show efficiency on your resume, you can talk about how long you take to complete certain repairs. For example, you could list that you take 20 minutes to perform an oil change or 30 minutes to rotate tires. This skill is especially useful in locations that specialize in a high-volume of customers each day.

- **Organized**

To get jobs done quickly, it's important that you have an organized workspace. This will allow you to quickly find the parts and tools you need. Keeping your workspace organized not only helps you, it also allows your coworkers to operate more efficiently.

- **Administrative skills**

In many cases mechanics are required to perform simple administrative tasks. These could include:

- Answering phones
- Responding to emails
- Scheduling appointments
- Searching through parts inventory
- Cleaning up waiting areas

- **Computers**

You can diagnose the problems in newer cars by hooking them up to specialized computers. Mechanics these days need to have strong computer skills to run these diagnostic tests effectively. In addition, auto shops will use computers to store information about customers, schedule appointments and store replacement part information, making this skill even more useful.

- **Learning**

Since car manufacturing processes are changing constantly, mechanics need to stay up to date on the latest information. Employers want to know that you can not only fix cars now, but that you'll be able to fix any new car that comes into the shop. By listing learning as one of your skills, you show your dedication towards always improving yourself as a mechanic.

- **Communication**



The last soft skill that mechanics should have is communication. In many cases, you will need to discuss issues with a customer, then explain the steps you took to repair the car. This requires strong communication skills, both verbal and written, from a mechanic.

- **Hard skills**

The above skills were mostly personality traits that would make you a good mechanic. However, there are also certain hard skills that employers will look for when scanning your resume. Some hard skills you'll want on your resume include:

- Brake repair and brake pad replacement
- Oil changes
- Diagnostic tests
- Engine repair
- Electrical systems
- Car tune-ups
- Auto body repair
- Transmission diagnostics and repairs
- Wheel alignment
- Fluid leaks

**Maxine Curry**

T: 0044 121 638 0026

E: info@dayjob.com

## **PERSONAL SUMMARY**

A positive and energetic Automotive Technician who has a mechanical aptitude and the ability to professionally inspect, repair and maintain vehicles. Maxine loves cars and enjoys fixing things, both of these are traits which enable her to produce excellent results. She has a long record of helping customers with their automotive needs, primarily by completing each job on time, and without error or omission. As a true professional she likes to be at the centre of the action and works hard to stay abreast with the rapidly changing world of automotive technology. On a personal level she is confident, has high integrity, and is able to maintain a positive attitude along with a keen sense of urgency. Her key strengths lie in her expertise in working on a vehicles electrical, engine, transmission, suspension and braking systems. Right now she is looking for a suitable position with a company that offers its employees excellent opportunities for career growth and advancement.

## **CAREER HISTORY**

**AUTOMOTIVE TECHNICIAN** – January 2010 – present

Employers name – Coventry

Responsible for providing a full range of automotive services to a wide range of customers.

Duties;

- Maintaining an organized, neat and safe work area.
- Working out the estimated time and cost for a vehicles repair or service.

- Repairing both domestic and foreign vehicles.
- Diagnosing and repairing automotive problems.
- Explaining technical problems clearly to vehicle owners.
- Performing all other duties as assigned by the manager.
- Replacing damaged vehicle parts.
- Cleaning and washing vehicles so they are in a good state when handed back to a customer.
- Supervising the work of junior mechanics.
- Monitoring the cost of a vehicles repair and ensuring that it does not go over budget.
- Ordering vehicle parts and supplies for the garage.
- Writing up detailed and accurate reports for customers.
- Road testing vehicles to ensure they are safe to drive.

TRAINEE TECHNCIAN – May 2008 – January 2010

Employers name – Birmingham

## **KEY SKILLS AND COMPETENCIES**

### Technical

- Converting standard vehicles to liquid petroleum gas (LPG).
- Experience of working on electric and hybrid vehicles.
- Superb problem solving abilities.
- Ability to communicate verbally and in writing with customers.
- Fleet management experience.
- Long record of prioritizing and delivering work on time.

### Personal

- Committed to learning new technical information and techniques.
- Possessing a full set of tools.
- Able to concentrate for long periods of time.
- Physically fit and able to stand, walk, bend, kneel, crouch, twist, reach, grip, handle, lift and carry heavy loads.
- Superb manual dexterity.
- Having a professional appearance at all times.
- Possessing a Valid Driver's License and clean driving record.
- Treating people fairly and consistently.

## AREAS OF EXPERTISE

Computer systems diagnosis  
Decision making  
Vehicle repairs

## ACADEMIC QUALIFICATIONS

Central Birmingham University – Engineering Degree 2003 – 2007  
Aston College – HND 2001 – 2003  
Coventry School; O levels Maths (A) English (B) Geography (B) Physics (A)

## REFERENCES

Available on request.

## APPLICATION LETTER

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that

is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.

- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Mr. Howard,

I am writing to apply for the auto mechanic position at Fred's Auto Body and Repair shop. My interest in cars began at a young age and I have been working on vehicles since I was twelve years old. After finishing high school, I attended California Regional Technical Institute where I obtained my certificate in Auto Body and Repair.

I have extensive knowledge of all automobile mechanic systems, including transmissions, engines, carburetors, exhaust systems and cooling systems. I understand how to use

diagnostic machines and read codes for troubleshooting problems. I have a lot of experience with rebuilding engines and transmissions and can bring cars back to life.

My strong mechanical and technical skills make me well-suited for the mechanic job. I get along with other people well and have good customer service skills. I understand how to fix old and new cars, trucks and motorcycles.

I would like to join Fred's Auto Body and Repair Shop as a new auto mechanic and believe I'll be a great choice for the job. I would like to come by the shop so we can sit down and discuss the job in more depth along with my qualifications. I have attached my resume.

Sincerely,  
Bev Myers

Dear Ms. Rosales,

The full time position of Auto Mechanic with Nofsinger's Auto Repair, Inc. caught my attention and I am very interested in learning more about it.

I have experience doing general maintenance on different types of vehicles but I specialize in Nissans. I have extensive knowledge working with every part of the vehicle from the engine to the transmission. I am currently working for Tuffy Auto Service where performing regular maintenance on vehicles is my main duties.

This includes but is not limited to changing oil and other fluids, changing filters and repairing brakes. I also have the ability to spot potential problems that need attention in order to avoid major issues in the future. I have the ability to run diagnosis tests to determining what is wrong with the vehicle. I can then determine what steps are needed to make necessary repairs to get the vehicle back up and running in a reasonable amount of time.



In addition, I have my license to perform state inspections and I know all of the rules and regulations involved in conducting these inspections. I understand the importance of staying updated on all current changes that take place in the automobile industry. I also have great customer service skills and experience dealing directly with clients.

I am confident that I can be a great addition to your team. I welcome the opportunity to meet with you in person to discuss all of my qualifications and the specifics of this position in more details. You can reach me by calling (555)-555-5555 and I am available anytime.

Sincerely,  
Paul Winder

## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. This does not mean "Give me your life story". It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **What are your strengths as a mechanic?**

If you don't have any previous experience, focus on the strengths from your studies/apprenticeship. For those with more experience, this is your chance to shine by flexing the skills you've mastered, whether it's customer service, problem solving or knowledge of a particular vehicle brand's makeup.

- **Why do you want to work for our garage?**

This is a very common interview question. The person interviewing you will be looking to find out just how interested you are in the job, as opposed to someone just looking for a job to pay the bills. They will be particularly interested to hear your answer to this question if

you're interviewing for a large brand or a large used car dealership. The key to this question is to research in advance. Use the company's website if they have one to gain an insight.

- **A client is unhappy with your services – how would you respond?**

If you want to be a customer facing mechanic, your customer service skills will be challenged at your interview. For this question, the interviewer is looking to find out more about your problem solving skills and how you deal with disgruntled customers.



Acknowledge the importance of having good interpersonal and communication skills when dealing with customers. Try to give an example, if you can, of a problem you've solved for someone in the past, whether it was suggesting an alternative fix to their vehicle.

*"I would first try to understand what their issue is, and listen very carefully to their concerns. I would show them the utmost respect, and speak genuinely with them about how we can help to resolve their problem. I think for a garage it's important not to take customer complaints personally. It's all about reputation in this profession, so my main goal would be to have them leaving happy to avoid any negative reviews."*

- **What is the most complicated repair you've come up against? How did you resolve it?**

Here, the interviewer is looking to find out more about your experience and skill level. Revealing more about your work history helps them to understand what issues you've come up against in your career, which helps them to identify if you have the right amount of experience they are looking for.

- **Tell me how you organise, plan and prioritise work**

This question will test your experience of managing a busy workload. You'll need to have an understanding of what repairs etc. should be prioritised and how to manage your time against customer expectations etc.

*"I make a list and set appropriate time frames for each task. I work out what order to do things in by thinking about which tasks are urgent and how important each task is. If I'm not sure what's urgent and what isn't, or how important different tasks are, I find out. If I'm given a new task I add it to the list and decide when to do it, so I adapt the order in which I do things as necessary."*

- **How would you cope in a high-stress situation? Can you think of a time where this was put to the test?**



Mechanics have a large workload, so working under pressure is a skill you must have if you want to keep everyone happy. This question tests your ability to work in stressful situations to see how you cope under pressure, so give a good example.

*"I try to react to situations, rather than to stress. That way, the situation is handled and doesn't become stressful. For example, when I dealt with an unsatisfied customer, rather than focusing on feeling stressed, I focus on the task at hand. I believe my ability to communicate effectively with customers during these moments helps reduce my own stress in these situations and also reduces any stress the customer may feel."*

## **AUTOMOTIVE INDUSTRY**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Worksheet**

#### **EXERCISE 1 - QUIZ**



*Choose the appropriate answer.*

**28. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**29. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**30. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**31. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**32. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion



- d. application form

**33. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**34. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**35. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**36. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick

**EXERCISE 2 - JOBS AND WORKS**

*Write short answers to the questions below.*



56. What kind of job do you want to have?

57. Why do you want this kind of job?

58. How much salary can you get from this job?

59. Do you think this kind of job is easy to do? Why? / Why not?

60. Do you know anyone with this kind of job? If 'yes', who?

61. What do you need to study to get this job?

62. Will it be easy to find this kind of job? Why? / Why not?

63. If you can't get this job, what other job are you interested in?



### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

*Now, read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

**Possible answers**

**5** - I agree completely

**4** - I mostly agree

**3** - I'm not sure

**2** - I mostly disagree

**1** - I disagree completely



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 31. Working is fun.   | 1 | 2 | 3 | 4 | 5 |
| 32. It's easy to find a job.  | 1 | 2 | 3 | 4 | 5 |
| 33. Doctors have great jobs.  | 1 | 2 | 3 | 4 | 5 |
| 34. Being a farmer is better than being a fisherman.                  | 1 | 2 | 3 | 4 | 5 |
| 35. Librarians have boring jobs.                                      | 1 | 2 | 3 | 4 | 5 |
| 36. Clowns have great jobs.   | 1 | 2 | 3 | 4 | 5 |
| 37. Having an interesting job is more important than a well-paid job. | 1 | 2 | 3 | 4 | 5 |
| 38. It would be great to never have to work.                          | 1 | 2 | 3 | 4 | 5 |
| 39. Teachers have easy jobs.  | 1 | 2 | 3 | 4 | 5 |
| 40. Flight attendants have exciting jobs.                             | 1 | 2 | 3 | 4 | 5 |

**EXERCISE 4 - JOB ENQUIRY BY TELEPHONE**



*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

### Useful expressions

want to ask

the work hours

the sales position

come in for interview

requirements

3 years of experience

work experience

responsibilities



## EXERCISE 5 - DISCUSSION ABOUT WORK

*Work in groups. Discuss the following questions.*

### ***If you are still studying:***

13. What kind of organization do you want to work for?
14. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
15. Do you think it will later be possible to change departments? What do you think your first position will be?
16. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

### ***If you are already working:***

13. What is your function or job title?
14. What are you responsible for?
15. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
16. What other units, departments or divisions do you regularly have to work with?

### ***Big or small companies?***

10. Do you or would you prefer to work for a big or small company? Why?
11. Think of advantages of working in a small or a big company.
12. Think of disadvantages of working in a small or a big company.



## BENEFITS AT WORK

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### Benefits

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5





## **EXERCISE 6 - „APPLICATION LETTER”**

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals*

### **CAR MECHANIC**

#### **Tasks:**

- cars diagnostic, a large knowledge of vehicle mechanics (practical and theoretical),
- current maintenance and review,
- making current repairs,
- installation of car parts,

#### **Requirements:**

- the high quality of technical tasks, focus on the result (the realisation of tasks and goals of the company),
- appreciated a communicative knowledge of English or German,
- experience as a car mechanic/mechatronic,
- professional education in the profession of a car mechanic (vocational or technical),
- extensive knowledge of mechanics,
- very good organisation of work and self-discipline, the ability of quickly assimilating the technical knowledge (theoretical and practical),
- appreciated driving license cat. B, E
- honesty, precision, conscientiousness, responsibility, orderliness, punctuality.

#### **We offer:**

- legal employment,
- a permanent job based on a contract employment with a full social package,
- insurance and guarantees to pay contributions,
- attractive salary.



**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.*

*When you can ask these questions in pairs.*



Tell me about yourself.

.....  
.....  
.....  
.....

Why do you want this job?

.....  
.....

Why did you leave your last job?

.....  
.....

Tell me about your education.

.....  
.....

What special skills do you have?

.....  
.....

Why should we hire you?

.....  
.....

What hobbies do you have in your free time?



---

---

## QUIZ

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

## JOB ENQUIRY BY TELEPHONE

Complete the conversation below between a job applicant and a company

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV BRANŻA SAMOCHODOWA

#### ANKIETA EWALUACYJNA

##### PROWADZENIE SZKOLENIA

1. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

2. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

3. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

##### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

4. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5



5. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

6. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

7. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

8. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

9. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

10. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



# ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

## MODUŁ I

### OBSŁUGA KLIENTA ZAGRANICZNEGO

Broszura i instrukcje dla trenerów

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ I

### OBSŁUGA KLIENTA ZAGRANICZNEGO

### SESJA 1

### PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika obsługi klienta zagranicznego
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji w języku angielskim
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy

- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika obsługi klienta zagranicznego
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika obsługi klienta zagranicznego; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z profesjonalną obsługą klientów w języku angielskim
- Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

44. Karta pracy „Professional profile of a Customer Service Representative. Self-presentation. Specialized vocabulary and phrase”

45. Materiały dla uczestników „Professional profile of a Customer Service Representative. Self-presentation. Specialized vocabulary and phrase”
46. Prezentacja „Professional profile of a Customer Service Representative”

## FOREIGN CUSTOMER SERVICE

### Session 1.

#### PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Worksheet

#### EXERCISE 1 - FIND SOMEONE WHO..

	Name	Additional information Who..? When...? What...? Why...? Where..? How..?
... wants to work as a boss. <i>Do you want to work as a boss?</i>		
... is looking for a job.		
...thinks working is more fun than studying.		
...wants a job with a high salary.		
...had a part-time job last summer.		

<b>...already has a great job.</b>		
------------------------------------	--	--

**Do you...?** Yes, I do. No, I don't

**Did you..?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

81. Do you work inside?
82. Do you get a big salary?
83. Do you have to work at night?
84. Do you drive?
85. Do you sit at a desk?
86. Do you have to wear a uniform for your job?
87. Do you work with many other people?
88. Do you think many people want to have your job?
89. Do you have to study a lot to get your job?
90. Is your job difficult?
91. Is your job dangerous?
92. Is your job boring?
93. Is your job unusual?
94. Is your job stressful?

Ask your own questions!

95.

- 96.
- 97.
- 98.
- 99.
- 100.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work





K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

64. Do you expect a lot of advancement in your career ?

65. How do you plan to climb the ladder to success ?

66. What kind of attitude do you have?

67. Where do you want your career path to take you ?

68. What does loyalty mean to you?

69. How much time are you willing to devote to your work?

70. Would you prefer to work for a stable company or a start-up?

71. Do you want to work with peers that are the same age or colleagues that could be any age?



## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

45. He's really friendly and .....
46. They've just ..... university.
47. You have to be able to ..... at one time.
48. They are ..... be part of this team.
49. .... Adobe Photoshop.
50. I want to ..... in finance.
51. .... in chemistry.
52. .... a computer lab.
53. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
54. My long term goal is .....
55. We need someone who can ..... quickly.

ss. pursue a career

tt. I have experience managing

uu. financial freedom

vv. graduated from

ww. handle many tasks

xx. eager to

yy. I majored

- zz. knows how to deal with customers
- aaa. solve problems
- bbb. meet deadlines
- ccc. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a customer service worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

5. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
41. What are the duties in this position?
42. What is a typical working day like?
43. What talents are important in this profession?
44. What is a typical career path in this job?
45. Are there any promotion opportunities?
46. How can you improve your skills and professional qualifications?
47. Is it difficult to find a job in this profession?
48. Where do people working in this profession most often work?
49. What are the prospects of this profession in the future?
50. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 - SPECIALIZED VOCABULARY AND PHRASES

**Agent** - A member of the support team who is predominantly responsible for solving support tickets and dealing with customer communications in general.

**Application Program Interface (API)** - A predefined set of functions and processes that provide the building blocks for creation and/or personalization of applications.

**Average First Response Time** - The average time it takes for your support team to make first contact with a customer after receiving a request.

**Average Handle Time** - The average time it takes your support team to resolve a case completely.

**Average Reply Time** - The average time it takes your support team to get back to a customer (to any communication, not just the first contact).

**Backlog** - The amount of unresolved customer support requests in a particular time frame.

**Benchmarking** - A comparison of an agent or company's performance versus the performance of other agents, companies, competitors, or widely agreed on indicators.

**Brand** - Everything your customers or the general public thinks or knows when they hear your company name.

**Bug** - An issue with your product or service that requires the help of your engineering team to resolve.

**Business Hours** - The days and hours when your customers can directly reach your support team.

**Channels** - All the possible ways your customers can reach your support team, for example phone, email, social media, live chat, etc.

**Churn** - The loss of clients or customers over a certain period of time.

**Customer Effort** - The amount of work your customer has to do themselves to resolve an issue. Generally best kept at a low as possible level.

**Customer Experience** - The customer's opinion of their experience and relationship with your company through various points of their lifecycle.

**Customer Satisfaction (CSAT)** - A metric that measures your customers' general happiness and loyalty with regards to your company.

**Customer Service** - The assistance, advice and information provided by a company to people, businesses etc that use their product or service.

**Cross-Selling** - The practice of selling an additional product or service to an already existing customer.

**Downtime** - The time during which your product or service is unavailable for use because of an issue or maintenance.

**Empathy** - The ability to understand another person's feelings—arguably the most important skill of any customer support agent.

**Feature** - A specific characteristic of your product or service that satisfies a certain requirement or need for a customer.

**Feedback** - A customer's opinion of their experience with your company and how you could improve.

**Feedback Loop** - A process that entails gathering customer feedback, take necessary action, and communicate the results back to the customer(s).

**Frequently Asked Question (FAQ)** - A publicly available collection of the most common questions about your product/service/company, and the answers to them.

**Help Desk** - A software (or platform) companies use to manage their customer support.

**Lifetime Value (LTV)** - A prediction or measurement of the profit that can be attributed to a customer during their entire lifecycle.

**Live Chat** - A support channel that allows you to have real-time conversations with your customers.

**Loyalty** - The choice of using the product or service provided by a certain company or business over competitors.

**Multi-Channel Support** - The ability to provide support in more than just one channel.

**Onboarding** - The process that your customers go through when immediately after the purchase or being a trial.

**Open Ticket** - The first, default state of a customer support ticket, before being assigned to an agent or dealt with in any way.

**Outsourcing** - Including a third party to provide support to your customers on your behalf.

**Overdue Ticket** - A ticket that has not been resolved during the agreed time according to the Service Level Agreement.

**Pending Ticket** - The second stage of a customer support ticket—basically a further research/issue resolving stage before getting back to a customer and closing the ticket.

**Personalization** - Tailoring support to individual customers by attaching names, faces, and a generally “human” touch to your communication.

**Proactiveness** - An act of taking steps to help control a (negative) situation before it even becomes an issue.

**Retention** - The ability of a company or business to keep its customers over a specified period of time.

**Review** - A customer’s publicized opinion about your service, product or company.

**Service Culture** - A collection of shared values, beliefs, and rules of behavior in a company regarding customer support.

**Survey** - A questionnaire sent to the customer—generally after resolving the issue—to find out how happy they were with the support they received.

**Tone** - The external expression that conveys your current emotion or attitude, and depends on the situation.

**Troubleshooting** - The process of trying to get to the root cause of an issue in order to resolve it.

**User Error** - An issue that was brought on or caused by the customer as opposed to a faulty product or service.

### **JOB INTERVIEW ADJECTIVES**

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver



6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## **JOB EXPRESSIONS**

45. He's really friendly and knows how to deal with customers.
46. They've just graduated from university.
47. You have to be able to handle many tasks at one time.
48. They are eager to be part of this team.
49. I have experience using Adobe Photoshop.
50. I want to pursue a career in finance.
51. I majored in chemistry.
52. I have experience managing a computer lab.
53. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.
54. My long term goal is financial freedom.
55. We need someone who can solve problems quickly

## **FOREIGN CUSTOMER SERVICE**

### **Session 1.**

## **PROFESSIONAL PROFILE OF A CUSTOMER SERVICE REPRESENTATIVE**

### **SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES**

#### **Training materials for participants**



## WHAT IS CUSTOMER SERVICE?



Customer service associates provide online chat support or answer incoming calls from customers. They strive to deliver the best customer experiences possible. Nearly every industry employs customer service associates, but exact job titles will vary.

Your duties as a customer service associate will depend on the particular business, but responsibilities in this role typically include:

- Processing orders for products/services
- Calculating charges and process payments
- Making changes to customer accounts
- Handling returns
- Resolving complaints
- Monitoring customer satisfaction levels
- Keeping detailed records of actions taken
- Interacting with customers through email, live chat or social media

Customer service is the assistance provided by a business and its employees to the people who use or buy its products and services. Customer service can range from assisting customers with purchases to solving their problems online. Customer service professionals are responsible for making sure customers have a good experience and fulfilling their needs. Because this is a skill set that employers value, developing your customer service skills can help you to advance in your career.

## SKILLS & COMPETENCIES



To excel as a customer service associate, you should have excellent communication and interpersonal skills. Each customer service associate job will require slightly different skills, as different products, services and industries have different needs.

However, a customer service associate should develop certain general skills, no matter which industry they are in. To be a strong job candidate, you may want to acquire the following skills:

- **Communication:** Customer service requires strong communication skills. Associates will be expected to communicate throughout their shifts, from talking on the phone to typing emails and chatting online. You should demonstrate clear, direct and cordial messages to maintain strong relationships with coworkers and customers.
- **Listening:** While customer service associates do a significant amount of speaking and writing, they also must be able to listen to customers and fellow team members. Customers may describe complex problems, share detailed timelines and otherwise communicate information that you will need to listen to carefully.
- **Patience:** As a customer service associate, you will encounter some customers who are frustrated or difficult to communicate with. Demonstrating patience with every customer will help make both their experience and yours more enjoyable. It can also help you resolve a customer's issue quicker.
- **Problem-solving:** A customer service associate will need to solve problems on a daily basis. Sometimes these are small issues, such as connecting a customer to another department. Other times, they are larger issues that may take a longer time to resolve. A strong associate will be able to quickly understand the customer's problem and propose the best solution.

## PRINCIPLES OF PROFESSIONAL CUSTOMER SERVICE

- **Be friendly**

The most important rule in providing excellent customer service is to be friendly. Try to greet customers with a smile and always be courteous and respectful. Be proactive by paying attention to the customer's needs and offering help or recommendations before they ask. It is important to always remain kind and empathetic to your customer, even through stressful or contentious situations when customers appear disappointed or angry.

- **Respond promptly**



Another factor in good customer service involves the timeliness of your responses. Customers appreciate a speedy response to their inquiries, especially when they have a time-sensitive request. Let customers know how long it will take you to assist them.

- **Know your product or service**

To offer your customers an excellent service, you should know every aspect of the product or service you are selling. Ideally, you will be able to discuss its features and uses, show your customers the advantages they get from using your product or service and troubleshoot anything that is not working correctly.

- **Listen to your customers**

Listening is one of the simplest ways to provide excellent customer service. Sometimes customers just need to be heard, so be sure to actively listen to what they have to say. They might have a valid point that you can use to make your product or service even better. By listening attentively, you can understand exactly what your customer needs from you.

- **Say thank you**

A simple “thank you” can go a long way when providing customer service. Customers often remember sincere gratitude, and it reminds them why they hired your company or shopped at your store. Saying thank you after every transaction is an easy way to provide excellent customer service. Here are a few other ways you can thank customers for their business:

- Send a handwritten thank you note
- Provide free samples
- Include something extra
- Offer a special discount



- **Get to know your customers**

Providing great customer service means knowing who your customers are and what they want. When you have a better understanding of your customers and what drives them, you’ll find it easier to offer them the customer service they need. Here are a few tips on how you can get to know your customers better: ask them, use social media and conduct a survey

- **Ask for feedback**

Asking your customers for feedback shows them you care about their opinion and want to be helpful. Allowing them to provide feedback can make them feel appreciated. You can use feedback forms, customer surveys, questionnaires or first-hand feedback when customers are completing their orders to find out what they need and what they think of your business, products or service.

- **Use the feedback you receive**

Once you have feedback from your customers, you should make use of it to improve your customer service process. You can take time regularly to review the feedback you are getting so you can identify areas where you can improve and note any specific changes you can make.

- **Focus on relationships**

A positive relationship with your customers will help you to ensure their return business. Showing that you care about them may inspire their loyalty and appreciation. You could offer personalized service, greet them by name and make notes of previous conversations so you can reference that information the next time you meet.

### **“HOW WOULD YOU DESCRIBE YOURSELF?”**

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.*

**I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**

A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don’t always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren’t muddled internally or when delivering information to a customer.



**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what’s required and your natural strengths.



## LIST OF WORDS TO DESCRIBE YOURSELF

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### Words to describe your work style:

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful





- Disciplined
- Inventive
- Tenacious
- Eager
- Persistent
- Thorough

**Words to describe your personality:**

- Adventurous
- Energetic
- Perceptive
- Balanced
- Enthusiastic
- Positive
- Courageous
- Methodical
- Risk-taker
- Creative
- Observant
- Savvy
- Curious
- Orderly
- Self-aware
- Driven
- Organized

**Words to describe how you work with others:**

- Attentive
- Helpful
- Collaborative
- Patient
- Cooperative
- Respectful
- Diplomatic
- Responsive
- Direct
- Sincere
- Empathetic
- Supportive
- Flexible
- Tolerant



**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ I**

OBSŁUGA KLIENTA ZAGRANICZNEGO

**SESJA 2**

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w

kontaktach z obcokrajowcami

- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej

obsługi klientów

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej



obsługi zagniewanych klientów

- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

**FOREIGN CUSTOMER SERVICE**

**Session 2.**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING  
INFORMATION. COPING WITH DIFFICULT SITUATIONS**

## Worksheet

### EXERCISE 1 - SMALL TALK

#### Introduction

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



#### **Weather**

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

#### **Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

#### **Sports**

- I. Did you see the game last night?
- J. No, I missed it. Was it a good game?

#### **Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

### SMALL TALK

#### Examples

*Decide what to say in these situations. Make out your own dialogues.*

Q. You are arriving for a meeting early. You are the second person there.

.....  
.....  
.....

R. You are having dinner with the visitors at your company. Break the ice.

.....  
.....  
.....

S. A new person joins your company. You meet her / him for the first time.

.....  
.....  
.....

T. You meet your colleague at the coffee machine.

.....  
.....  
.....



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



gggg) Is that the time?

hhhh) Really?

iiii) I see...

jjjj) Hello again

kkkk) It was nice talking to you.

llll) We haven't met. I'm ...

mmmm) That reminds me...

nnnn) Excuse me, ...

oooo) Will you excuse me?

pppp) Uh huh.

qqqq) I must just...

rrrr) Long time no see.

ssss) I'm afraid, I'll have to be going.

tttt) I couldn't help noticing...

uuuu) While we are on a subject of...

vvvv) I understand you...

wwww) By the way...

xxxx) You are..., aren't you?

yyyy) You must be...

zzzz) Right.

aaaaa) Mary asked me to give you best regards

Opening conversation	Directing conversation	Showing interest	Closing conversation

## SMALL TALK

### Faux pas

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

M. *I don't like Americans.*

You realize you are talking to an American.

.....  
.....

N. *Anyone can teach.*

You realize you are talking to a teacher.

.....  
.....

O. *I can't stand people who smoke.*



You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

.....

## EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE

25. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



26. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

27. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

28. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.

29. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.

30. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

- Y. Try to make sure customers stay with your company.
- Z. Design a service suitable for each person.
- AA. Ask customers questions.
- BB. Provide the service people want.
- CC. Make sure you take the goods to the customer on time.
- DD. Solve problems.

### **EXERCISE 3 - CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*

**In which of these situations should the customer complain? If not, why not?**



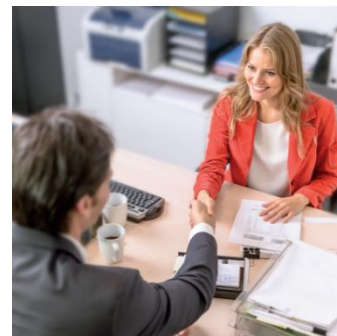
- 41. You wait 10 minutes to be served in a shop.
- 42. You don't like the music in the café.
- 43. The food in the restaurant is overcooked.
- 44. A car hire firm didn't provide maps on local roads.
- 45. There's a cigarette ash on the floor of an expensive hotel room.

46. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
47. The air company lost your luggage.
48. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
49. Your flight is delayed with no apparent weather problems.
50. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### EXERCISE 4 - CONSUMERS' COMPLAINTS

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot





- glitch

### Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

### EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- m. one month ago
- n. yesterday
- o. she hasn't purchased it yet

2. How many problems is the customer having?

- m. one
- n. two
- o. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.



- m. solution
- n. get rid of
- o. resolve

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- m. not the done thing
- n. not our policy
- o. not legit

5. When did the customer first notice the problem?

- m. when trying to connect to the internet.
- n. when plugging in the computer
- o. while in the shower

6. What suggestion does the customer service make to solve the problems?

- m. unplug the computer
- n. speak to it politely
- o. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- m. troubleshoot
- n. shoot-trouble
- o. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- m. make up

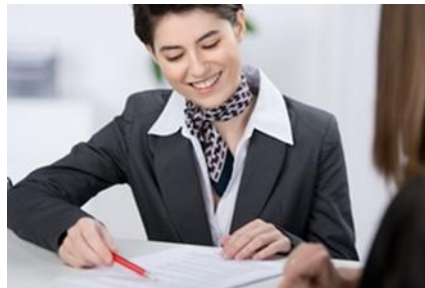
- n. identify
- o. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- m. get jiggy
- n. dispense
- o. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- m. administrative
- n. customer service
- o. clever



## EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....

6. ....

7. ....

**Now list at least 7 options that could prevent this from happening.**

29. ....

30. ....

31. ....

32. ....

33. ....

34. ....

35. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

41. ....

42. ....



43. ....
44. ....
45. ....
46. ....
47. ....
48. ....
49. ....
50. ....



### **EXERCISE 8 - ANGRY CUSTOMER**

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

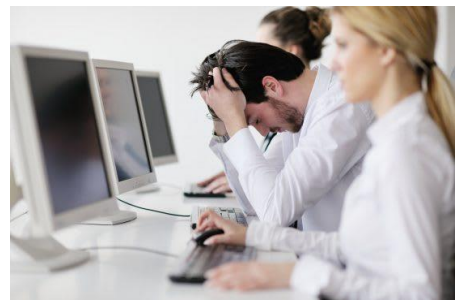
**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?
- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### Situation 1.

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....

### Situation 2.

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

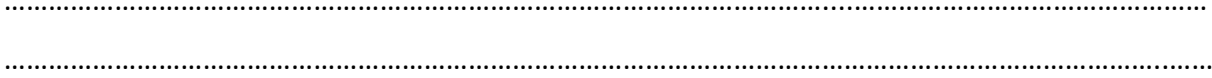


**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny





## COMPREHENSION QUIZ

### Correct answers

5. When did the customer buy the computer?

- m. **one month ago**
- n. yesterday
- o. she hasn't purchased it yet

2. How many problems is the customer having?

- m. one
- n. **two**
- o. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- m. solution
- n. get rid of
- o. **resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- m. not the done thing
- n. **not our policy**
- o. not legit

5. When did the customer first notice the problem?

- m. **when trying to connect to the internet.**
- n. when plugging in the computer
- o. while in the shower

6. What suggestion does the customer service make to solve the problems?

- m. unplug the computer
- n. speak to it politely

- o. bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- m. troubleshoot**
- n. shoot-trouble
- o. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- m. make up
- n. identify
- o. gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- m. get jiggy
- n. dispense
- o. deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- m. administrative
- n. customer service**
- o. clever





## FOREIGN CUSTOMER SERVICE

### Session 2.

## PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

### Training materials for participants

#### CUSTOMER SERVICE

##### ASAP

Apologize

Sympathize

Accept responsibility

Prepare to take action



#### Apologize

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon

- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

### **CUSTOMERS' COMPLAINTS**



### Useful Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"



## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

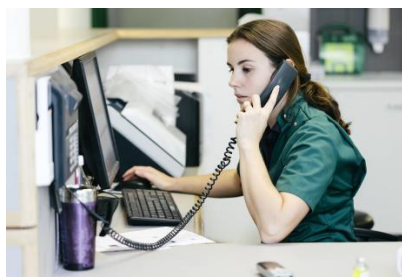
- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?

#### Receiver

- How can I help?

- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### **Asking for repetition**

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?

### Confirming Details

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### Handling Complaints

- Oh, no that's terrible.
- I agree with you that should not have happened.
- I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.
- I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.
- I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.
- I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.

<b>ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA</b>
--

<b>MODUŁ I</b>	OBSŁUGA KLIENTA ZAGRANICZNEGO
----------------	-------------------------------

<b>SESJA 3</b>	APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW
----------------	---



## REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

## PROGRAM SESJI:

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku

angielskim, argumentowanie

- Prezentacja - **„APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- Ćwiczenie 6. – **„APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- Ćwiczenie 7. – **„INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna



**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**  
**APPLICATION DOCUMENTS AND INTERVIEW**

**Worksheet**

**EXERCISE 1 - QUIZ**

*Choose the appropriate answer.*

**37. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**38. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**39. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**40. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**41. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form

**42. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**43. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**44. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**45. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick



## EXERCISE 2 - JOBS AND WORKS

*Write short answers to the questions below.*

72. What kind of job do you want to have?

73. Why do you want this kind of job?

74. How much salary can you get from this job?

75. Do you think this kind of job is easy to do? Why? / Why not?

76. Do you know anyone with this kind of job? If 'yes', who?

77. What do you need to study to get this job?

78. Will it be easy to find this kind of job? Why? / Why not?

79. If you can't get this job, what other job are you interested in?



### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

*Read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

#### **Possible answers**

**5** - I agree completely

**4** - I mostly agree

**3** - I'm not sure

**2** - I mostly disagree

**1** - I disagree completely



- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 41. Working is fun.                                    | 1 | 2 | 3 | 4 | 5 |
| 42. It's easy to find a job.                           | 1 | 2 | 3 | 4 | 5 |
| 43. Doctors have great jobs.                           | 1 | 2 | 3 | 4 | 5 |
| 44. Being a farmer is better than being a fisherman.   | 1 | 2 | 3 | 4 | 5 |
| 45. Librarians have boring jobs.                       | 1 | 2 | 3 | 4 | 5 |
| 46. Clowns have great jobs.                            | 1 | 2 | 3 | 4 | 5 |
| 47. Having an interesting job is more important than a | 1 | 2 | 3 | 4 | 5 |

well-paid job.

48. It would be great to never have to work.                    1    2    3    4    5
49. Teachers have easy jobs.    1    2    3    4    5
50. Flight attendants have exciting jobs.                            1    2    3    4    5

#### EXERCISE 4 - JOB ENQUIRY BY TELEPHONE

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....



– Thank you. I ..... to .....you.

### Useful expressions

want to ask	requirements
the work hours	3 years of experience
the sales position	work experience
come in for interview	responsibilities



### EXERCISE 5 - DISCUSSION ABOUT WORK

*Work in groups. Discuss the following questions.*

#### ***If you are still studying:***

17. What kind of organization do you want to work for?
18. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
19. Do you think it will later be possible to change departments? What do you think your first position will be?
20. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

#### ***If you are already working:***

17. What is your function or job title?
18. What are you responsible for?
19. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
20. What other units, departments or divisions do you regularly have to work with?





***Big or small companies?***

13. Do you or would you prefer to work for a big or small company? Why?
14. Think of advantages of working in a small or a big company.
15. Think of disadvantages of working in a small or a big company.



## BENEFITS AT WORK

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### Benefits

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your cover letter. You can use the offer example below or use the offers available on recruitment portals*

### **CUSTOMER SERVICE REPRESENTATIVE**

Are you an enthusiastic, results-driven individual with a positive attitude to customer service, if yes, we want you to join our team and help provide our customers with a first class service on every call! With training provided, you too can be part of a team that prides themselves on the products and exceptional service they offer.

#### **Responsibilities**

- This is a fast-paced environment where you as a “people person” with a “flair to deliver for the customer” can take ownership of the call and truly make a difference. Don’t worry, you don’t need to know anything about electronics! Your customer service and ability to cross-sell, up-sell and a passion for learning are key. You can learn everything you need to be successful in the job.

#### **Requirements**

- Previous experience in a Contact Centre and/or sales environment,
- Ability to cross-sell and link sell and connect with the customer to promote opportunities,
- Computer savvy – good working knowledge of Microsoft packages and the ability to learn quickly,
- Sound knowledge of the web and browsing to find results,
- Proven ability to multi-task,
- Ability to work under pressure, remain calm and diplomatic at all times,
- Having German language skills are plus,

#### **We Offer**

- In addition to our competitive salary and sales incentive bonus, we offer additional benefits which will be outlined as we progress through the interview process.

We are an equal opportunity employer and value diversity at our company. We do not

discriminate on the basis of race, religion, color, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status.

.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.*

*When you can ask these questions in pairs*



Tell me about yourself.

.....

.....

.....

.....

.....

.....

Why do you want this job?

.....

.....

.....

Why did you leave your last job?

.....

.....

.....

Tell me about your education.

.....  
.....  
.....

What special skills do you have?

.....  
.....  
.....

Why should we hire you?

.....  
.....  
.....

What hobbies do you have in your free time?

.....  
.....  
.....

## QUIZ

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

## JOB ENQUIRY BY TELEPHONE

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?



- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## **FOREIGN CUSTOMER SERVICE**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Training materials for participants**

#### **APPLICATION LETTER**

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address





Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear [hiring manager],

I'm writing to express my interest in your customer service position. Having worked across customer service for several years I feel I would be a valuable asset to your team. I have a wealth of experience when it comes to providing first class service and resolving any queries or issues that might arise with customers.

I also have a consistent track record for meeting targets. During my time at DOC Company I dealt with all initial customer communications by phone, mail and face to face. My number one priority was always the client, and I worked to resolve any issues they might have.

Above all, I love working with people. I'm friendly, sales driven and enjoy developing great rapport with everyone I interact with. I feel I would fit in with your vision, especially given your client-first approach and your favourable reputation within the industry.

I've attached my CV for you to review and would like the opportunity to meet with you to discuss my candidacy further.

Thank you for considering me for the customer service advisor position. I look forward to hearing back from you.

Sincerely,

Mateusz Nowak

Dear Ms. Smith:

I recently learned about the entry-level customer service position available at TT Company. I am familiar with your company and personally use several of your products. I believe I have many skills that make me an excellent candidate for this position, and I have a background in building strong customer relationships. Please consider my application for your customer service position.

I realize that customers are the most important part of building a business, and keeping customers satisfied can lead to sustaining loyal customers. My experience in the service industry has taught me how to both reach and exceed customer expectations and provide service that they can count on. I am a focused person, and I am always willing to go beyond the minimum expectations to make sure I serve customer needs. I approach new situations with enthusiasm and enjoy the challenge of learning something new in my work.

My background and proven commitment to creating strong customer relationships make me an ideal candidate for this position. I would appreciate the opportunity to discuss this customer service position and my qualifications with you. I invite you to contact me at your earliest convenience to arrange an interview. Thank you for your consideration of my application, and I look forward to hearing from you soon.

Sincerely,

Olga Lipińska

Dear Hiring Manager,

I'm very excited to be considered for the role of Customer Service Representative at Crane & Jenkins. As someone who can learn quickly and improve the process, I strive to be a vital component of every team I join. By staying on top of deadlines, I allow ample time to fix issues that may arise last-minute during projects. By combining my work ethic with the world-class team at Crane & Jenkins, I look forward to how much of a difference we can make for disabled youth.

During my previous role at River Tech, I was in charge of handling customer questions and concerns in a timely and professional manner. By providing impeccable service to clients, I was able to spread enthusiasm and positive word of mouth across the community.

I take pride in conducting myself in a professional manner when representing a company. I thoroughly enjoy getting to know customers and figuring out how best to serve their needs. At River Tech, I was consistently at the top of the list for most positive customer feedback each week. By setting a good example for my fellow employees, I helped propel River Tech to new heights.

Thank you for considering me for this position. I'm thrilled about getting to learn more details about the Customer Service Representative position. I will be committed to continuously learning, growing, and applying my skills to support the team and engage our community.

Sincerely,

Filip Rogoziński

## CUSTOMER SERVICE SKILLS FOR RESUMES

If the job you're seeking is in the customer service field, you've got to develop the key skills that make you an appealing candidate. These skills should bolster your ability to assist customers in resolving their issues, while also ensuring that customers walk away happy. Employers understand the importance of stellar customer service, so when they're recruiting, they'll be on the lookout for applicants with resumes that promote their awesome customer service skills.

- **Communication**

When you're assisting customers, you need to be able to convey information clearly and concisely to the customer so that they can resolve their issue without added confusion. Not only are the words you choose important, but conveying your message with tact can also be equally important in determining if your communication with the customer is ultimately effective.

*Example: Handle 50+ customer interactions per day, giving detailed, personalized, friendly & polite service to ensure customer retention.*

- **Interpersonal**



Interacting with people is a key part of customer service. If you have stellar interpersonal skills, your approachable demeanor and ability to cultivate friendships is a valuable asset that will help you build stronger customer relationships that benefit your company.

Example: *Received an average 85% customer satisfaction rating to date, 15% higher than company average.*

- **Problem Solving**

When a customer comes to you to resolve an issue, you need to have the problem solving skills necessary to effectively deal with the issue at hand, no matter what it is. This skill is also related to conflict resolution. If the customer is angry and has a problem, you'll also need to know how to de-escalate the situation and resolve the matter of contention efficiently.

Example: *Research complicated cases without prompting to provide more comprehensive service to customers.*

- **Patience**

This ability to stay collected at all times is an important weapon in the arsenal of a customer service agent that your employer definitely appreciates. Customer service representatives need to have a lot of patience to field all of these queries without losing their cool.

Example: *Remained courteous and calm at all times, even during moments of intense customer displeasure.*

- **Time Management**



As a customer service agent, it's unlikely that you'll be helping one customer at a time. In times like this, excellent time management skills come in handy. You need to know how to balance multiple tasks at once and solve them all in a timely manner.

Example: *Handle 90+ calls daily, with duties including signing up new customers, retrieving customer data, presenting relevant product information, and canceling services.*

- **Empathy**

Empathy is the ability for someone to understand the feelings of another person as if he or she had experienced them him or herself. This ability is incredibly useful for people in the customer service field because it allows these agents to better understand where customers are coming from so that they can help customers out more effectively.

*Example: Handle 50+ customer interactions per day, giving detailed, personalized, friendly & polite service to ensure customer retention.*

**AGNIESZKA MUSIAŁ**

048 765 992 111 | a.musial@gmail.com

**CUSTOMER SERVICE REPRESENTATIVE | CALL CENTER SETTINGS**

Polished, professional customer service rep offering:

- Proven experience providing customer support in busy call center environments for public utility and insurance industry employers.
- An unwavering commitment to customer service, with the ability to build productive relationships, resolve complex issues and win customer loyalty.
- Strategic-relationship and partnership-building skills—listen attentively, solve problems creatively and use tact and diplomacy to achieve win-win outcomes.

**EXPERIENCE**

**MPO UTILITY COMPANY**

**Customer Service Representative, 2/2017 to Present**

Handle customer inquiries, complaints, billing questions and payment extension/service requests. Calm angry callers, repair trust, locate resources for problem resolution and design best-option solutions. Interface daily with internal partners in accounting, field services, new business, operations and consumer affairs divisions.

- Resolved an average of 350 inquiries in any given week and consistently met performance benchmarks in all areas (speed, accuracy and volume).
- Became the lead “go-to” person for new reps and particularly challenging calls as one of the company’s mentors and trainers of both new and established employees.
- Commended for initiative, persuasiveness, intense customer focus and dependability in performance evaluations.

**PZU INSURANCE COMPANY**

**Customer Service Agent, 2/2013 to 11/2016**

Handled incoming calls from policyholders, responding to inquiries, resolving problems and correcting policy errors. Provided quotes and executed online policy changes for auto, home and excess liability.

- Co-developed on-the-job training program that reduced training time from eight weeks to five.
- Contributed to an 8% sales increase in 2014 by improving lead-generation and sales-tracking methods.

**Education & Training**

**CUSTOMER SERVICE SKILLS TRAINING**

Completed five 4-hour modules of customer service training. Topics included how to:



Greet transfer and hold calls / Build rapport, listen, clarify and manage conversational flow  
Manage upset customers, conflicts and challenging situations / Deliver outstanding service

## **ADAM TERLECKI**

T: 0048 632 800 126  
E: a.terlecki@gmail.com

### **CAREER HISTORY**

CUSTOMER SERVICE SUPERVISOR – January 2010 – present  
Employers name – RTR Company

Responsible for effectively monitoring staff performance and ensuring that all Customer Service Representatives are fully prepared for the working day.

Duties;

- Directly supervising and coordinating the activities of all customer service employees.
- Standardizing customer service procedures across the company.
- Training staff on customer service operating procedures.
- Answering inbound calls and emails from customers.
- Authorising refunds or other compensation to customers.
- Developing and maintaining productive relationships with all company staff.
- Assisting with staff hiring, training, support and retention.
- Writing up accurate records of discussions or correspondence with customers.
- Coordinating operational activities.
- Handling face-to-face enquiries from customers.
- Resolving escalated customer complaints or disputes.
- Evaluating the work and performance of staff.

### **KEY SKILLS AND COMPETENCIES**

- Able to use appropriate words and tone when dealing with difficult customers.
- Building customer relationships.
- Documenting Customer Service processes.
- Writing up Customer Service training materials.
- In-depth knowledge of Microsoft Office Excel and Word.
- Ability to adapt to a flexible schedule.
- Superb organising and prioritising skills.

- Fully aware of data protection legislation and confidentiality issues.
- Excellent oral and written communication skills.
- Friendly, helpful and knowledgeable.

## **ACADEMIC QUALIFICATIONS**

University of Warsaw – Business Degree 2005 – 2010

## **INTERVIEW**

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific

weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, explain why you're passionate about it, give examples of how you've pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.

- **„Do you have any questions?”**

Yes. Prepare several questions before the interview. You could ask about career/ development/training opportunities. Be sure to ask when they'll make their decision.



## **CUSTOMER SERVICE INTERVIEW QUESTIONS TO ASK CANDIDATES**

1. How would you define good customer service?
2. What appeals to you about this role?
3. What's the best customer service you've ever received? Why?
4. Can you tell me about a time when you received poor customer service?
5. Is there a difference between customer service and customer support?
6. Have you ever dealt with an unreasonable customer? How did you handle it, and how would you handle it today?
7. Have you ever bent the rules in assisting a customer? Tell me about the situation and the outcome.
8. Can you tell me about a customer who you found difficult to understand and how you approached that interaction?

9. Can you describe a time when you had to say no to an important customer's request?
10. Can you tell me about a situation with a customer when there wasn't a clear policy to use and you needed to make a judgment call? How did you approach your decision, and what happened?
11. Can you give me an example of a situation where there were major problems with your product/service and you needed to respond without having all the answers yet?
12. Can you give an example of how you handled alerting a customer when your product/service caused a major problem?
13. What's the last new skill you learned? Why did you choose that skill, and how did you learn it?
14. Can you tell me about a time when you made a great contribution to your team?
15. What do you think makes a good teammate?



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

MODUŁ I      OBSŁUGA KLIENTA ZAGRANICZNEGO

### ANKIETA EWALUACYJNA

#### PROWADZENIE SZKOLENIA

21. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

22. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

23. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

24. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

25. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

26. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

27. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

28. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

29. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

30. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
-------------------	------------	----------------	---------------	----------------------



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



1	2	3	4	5
---	---	---	---	---

# ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

## MODUŁ II

### BRANŻA LOGISTYCZNA

Broszura i instrukcje dla trenerów



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży logistycznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- Ćwiczenie 4. – „**CAREER DISCUSSION QUESTIONNAIRE**”

- Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
- Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży logistycznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży logistycznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży logistycznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą logistyczną w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

- 47. Karta pracy „Professional profile of an employee in the Logistics Industry. Self-presentation. Specialized vocabulary and phrases”
- 48. Materiały dla uczestników „Professional profile of an employee in the Logistics

Industry. Self-presentation. Specialized vocabulary and phrases”  
49. Prezentacja „Professional profile of an employee in the Logistics Industry”

**LOGISTICS INDUSTRY**

**Session 1.**

**PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY**

**SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES**

**Worksheet**

**EXERCISE 1 - FIND SOMEONE WHO..**

	<b>Name</b>	<b>Additional information</b> Who..? When...? What...? Why...? Where..? How..?
<b>... wants to work as a boss.</b> <i>Do you want to work as a boss?</i>		
<b>... is looking for a job.</b>		
<b>...thinks working is more fun than studying.</b>		
<b>...wants a job with a high salary.</b>		
<b>...had a part-time job last summer.</b>		
<b>...already has a great job.</b>		



**Do you...?** Yes, I do. No, I don't  
**Did you..?** Yes, I did. No, I didn't.  
**Are you..?** Yes, I am. No, I'm not.  
**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

101. Do you work inside?
102. Do you get a big salary?
103. Do you have to work at night?
104. Do you drive?
105. Do you sit at a desk?
106. Do you have to wear a uniform for your job?
107. Do you work with many other people?
108. Do you think many people want to have your job?
109. Do you have to study a lot to get your job?
110. Is your job difficult?
111. Is your job dangerous?
112. Is your job boring?
113. Is your job unusual?
114. Is your job stressful?

Ask your own questions!

- 115.
- 116.
- 117.
- 118.

119.

120.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

80. Do you expect a lot of advancement in your career ?

81. How do you plan to climb the ladder to success ?

82. What kind of attitude do you have?

83. Where do you want your career path to take you ?

84. What does loyalty mean to you?

85. How much time are you willing to devote to your work?

86. Would you prefer to work for a stable company or a start-up?

87. Do you want to work with peers that are the same age or colleagues that could be any age?



## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

56. He's really friendly and .....
57. They've just ..... university.
58. You have to be able to ..... at one time.
59. They are ..... be part of this team.
60. .... Adobe Photoshop.
61. I want to ..... in finance.
62. .... in chemistry.
63. .... a computer lab.
64. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
65. My long term goal is .....
66. We need someone who can ..... quickly.
- ddd. pursue a career
- eee. I have experience managing
- fff. financial freedom
- ggg. graduated from
- hhh. handle many tasks
- iii. eager to
- jjj. I majored



kkk. knows how to deal with  
customers

lll. solve problems

mmm. meet deadlines

nnn. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of logistics or warehouse worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

6. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
51. What are the duties in this position?
52. What is a typical working day like?
53. What talents are important in this profession?
54. What is a typical career path in this job?
55. Are there any promotion opportunities?
56. How can you improve your skills and professional qualifications?
57. Is it difficult to find a job in this profession?
58. Where do people working in this profession most often work?
59. What are the prospects of this profession in the future?
60. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 – SPECIALIZED VOCABULARY AND PHRASES

**Accessorial:** An extra fee charged by carriers for additional services rendered, which can include detention and fuel surcharges.

**Asset-based:** A transportation company that owns its own equipment, usually trucks or containers.

**Bill of Lading (BOL):** A transportation document that acts as a contract between a shipper and receiver and includes details specific to the shipment.

**Blanket rates:** Lower, contracted rates you can obtain from LTL carriers if you have enough shipping volume.

**Blocking and bracing:** A method of securing cargo to prevent shifting during transportation.

**Bulk cargo:** A cargo commodity that is transported unpackaged in large quantities. For example, coal and gravel.

**Capacity:** The availability of carriers and equipment to haul freight.

**Cargo:** Goods or product being shipped.

**Carrier:** A person or business that transports goods, usually used interchangeably with “trucking company.”

**Certificate of Insurance:** A document noting that insurance has been secured to cover loss or damage to a shipment while in transit.

**Claim:** A charge made against a carrier by a shipper or consignee due to loss, damage, or delay to the shipment.

**Commodity:** The type of goods you are shipping.

**Consignee:** The receiver of a shipment.

**Container:** A box or trailer used for shipping goods.

**Council of Supply Chain Management Professionals (CSCMP):** A professional association dedicated to the advancement of the logistics and supply chain industries.

**Cross docking:** The process of unloading inbound freight and immediately loading it onto a different outbound method of transportation, often across the same dock.

**Customs broker:** A firm that represents importers and exporters in dealing with customs in international shipments and is responsible for gathering all necessary documents to do so legally.

**Deadhead:** A truck traveling without freight in order to pick up its next load.

**Dead on Arrival (DOA):** When a product is delivered in a non-functional condition.

**Declared value:** The value of freight in a shipment as noted by the shipper on a bill of lading.

**Density rates:** LTL shipping rates that are based on the shipment’s density and size, rather than on their freight class.

**Department of Transportation (DOT):** A federal organization designed to manage the country’s transportation system and functions.

**Detention:** Additional shipping costs charged by a carrier if they must wait beyond the specified loading and unloading times.

**Dispatch:** A job function of the carrier to arrange drivers, tracing of drivers, and equipment for specified shipments.

**Door to door:** A shipment arranged by a single transportation provider that travels directly from the shipper to the consignee.

**Door to port:** A shipment arranged by a single transportation provider that travels directly from the shipper to a port.

**Drayage:** The transport of ocean or rail containers to and from ports or rail yards.

**Drop trailer:** A type of shipment when a carrier drops off their trailer at a facility for an extended period of time.

**Enroute:** When a shipment is in the middle of its transport.

**Expedited shipping:** A form of transportation that involves shipments being moved at a faster rate than usual.

**Federal Motor Carrier Safety Administration (FMCSA):** A federal organization whose primary mission is to reduce crashes, injuries and fatalities involving large trucks and buses.

**Freight All Kinds (FAK):** Refers to a negotiated LTL rate based on the combined freight class of multiple commodities.

**Flatbed:** A type of trailer that has a long floor, but is not enclosed. This is often used to ship large products, like equipment or pipes, that wouldn't ordinarily fit in the confines of a normal trailer.

**Freight:** Goods being transported from one place to another.

**Freight class:** A classification of LTL shipments based on the freight's weight, length, height, density, ease of handling, and value.

**Freight forwarder:** A company that specializes in the arranging and storage of foreign shipments.

**Freight quote:** Estimated pricing from a carrier or 3PL for the arrangement and shipping of specific freight on a specific lane.

**Goods:** Another term for freight or product.

**Hazmat:** A type of specialty shipment that involves the transport of hazardous materials.

**Hotshot:** A specialty LTL shipment that has a single customer's freight on board without multiple stops.

**Heavy haul:** A specialty shipment for goods heavier than normal truckload will allow for.

**Insurance certificate:** An official document issued to the consignee that outlines the insurance provided to cover potential loss or damage of freight while it's in transit.

**Intermodal:** A shipping mode that involves multiple modes of transportation. Most commonly, this refers to utilizing the rail in addition to trucks.

**International shipping:** Transportation of goods into or out of foreign countries.

**Just in Time (JIT):** A specialty transportation service that is based on the material flow of manufacturing companies. Products are delivered only when they are needed to cut down on required storage space.

**Lane:** The commercial route between the origin and the destination of your shipment. For example, "Miami to Chicago is a great lane for this carrier."

**Layover:** Extra charges from a carrier for the extra time (a day or more) spent waiting to load or unload at a shipper or receiver.

**Less-Than-Truckload (LTL):** A mode of transportation for freight that would not fill a full truckload trailer.

**Liftgate:** A mechanical platform on the back of a vehicle that can be raised during loading and unloading of heavy cargo. This is used when the shipper or consignee do not have a loading dock on site to load or unload the freight.

**Logistics:** The coordination of activities and transportation needed to bring goods to market.

**LTL Terminal:** Where LTL carriers load and unload freight that needs to switch trucks on the way to its final destination.

**Lumper:** Additional fee charged to the carrier when a shipper utilizes a third-party worker, called a lumper, to help load or unload trailer contents.

**Mileage:** The distance a carrier travels for a shipment, which is a determining factor in shipping costs.

**Mode:** A term used to distinguish different methods of transportation. For example, truckload, LTL, and intermodal.

**Motor carrier:** A private company that provides the transportation of goods by means of a commercial motor vehicle.

**National Motor Freight Transportation Association:** The organization who puts together the NMFC (National Motor Freight Classification) guidelines.

**National Motor Freight Classification:** The guidelines that determine the freight class of your shipment.

**NMFC number:** Different from freight class, this is a very specific number that corresponds to your commodity and how it is packaged. This number is used to determine your freight class.

**Over-the-Road (OTR):** A mode of travel that involves transportation of goods over public roadways.

**Overdimensional and oversized:** A specialty form of transportation for freight that cannot fit in the confines of a trailer due to its odd dimensions or size and isn't legally able to be transported without a special permit.

**Owner/Operator:** A truck driver that both owns a truck as well as operates it.

**P and D:** Pickup and delivery.

**Pallet:** A flat platform, typically made out of wood or plastic, that a shipment is placed upon (and usually shrink-wrapped to). This makes your shipment easier to lift, transport, and stack.

**Parcel Shipment:** Small shipments that are often for personal use versus commercial freight. These are typically sent via the postal service, or companies like UPS or FedEx.

**Picking:** The process of pulling products from storage to complete an order or shipment.

**Port:** A harbor where cargo ships anchor to load and unload.

**Power only:** Shipments that only require the use of a truck, as the customer provides a trailer.

**Proof of Delivery (POD):** An official document supplied to the consignee by the carrier that outlines the person who signed for the shipment and the time and date of delivery.

**Quick pay:** An expedited means for carriers to get paid by a 3PL or freight broker.

**Rail shipping:** Another term for intermodal shipping, or transportation using trains.

**Receiver:** A consignee of a shipment, or the party receiving the shipment.

**Reefer:** A refrigerated or temperature-controlled trailer.

**Refrigerated LTL:** Temperature-controlled less-than-truckload shipping.

**Responsible Care:** A certification that represents the good standing of chemical shipping companies and companies that serve the chemical industry in the areas of health, safety, and environmental performance standards.

**Route:** A shipping lane from pickup to delivery.

**Shipper:** The party in a shipment that sends goods.

**Spot market:** A quick, one-time quote provided by a carrier for particular lane often without much notice before pickup.

**Straight truck:** A truck that has a trailer built onto it, acting as a single unit.

**Step deck trailer:** A platform trailer with no sides or roof and two deck levels.

**Supply chain:** The process of getting a product to market, from acquiring raw materials all the way to the delivery of the final product to the customer.

**Tanker:** A truck that is capable of carrying liquids in bulk quantities.

**Temperature-controlled:** A trailer capable of maintaining a specific temperature range as to not damage a product.

**Third Party Logistics Provider (3PL):** A company that provides outsourced logistics services, often including freight shipping arrangement and warehousing.

**Tracing:** The process of tracking a carrier or shipment while it's in transit.

**Trailer:** The container attached to a truck that hauls goods.

**Transit time:** The time it takes to transport a shipment from pickup to delivery.

**Transportation Management Software (TMS):** A software designed to manage and optimize logistics processes.

**Truckload:** Shipments that occupy the space in a standard trailer, often weighing around 40,000 pounds.

**Van:** The most common type of freight trailer hauled by commercial motor carriers, often between 26 and 53 feet.

**Volume LTL:** A larger LTL shipment that is more than 6 pallets or 5,000lbs (but less than 10,000lbs); takes up part of a trailer, but not all of it.



## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB INTERVIEW EXPRESSIONS

56. He's really friendly and knows how to deal with customers.

57. They've just graduated from university.

58. You have to be able to handle many tasks at one time.

59. They are eager to be part of this team.

60. I have experience using Adobe Photoshop.

61. I want to pursue a career in finance.

62. I majored in chemistry.

63. I have experience managing a computer lab.

64. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.

65. My long term goal is financial freedom.

66. We need someone who can solve problems quickly

## LOGISTICS INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE LOGISTICS INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A LOGISTICIAN DO?

A logistician is a professional logistics practitioner. One can either work in a pure logistics company, such as a shipping line, airport, or freight forwarder, or within the logistics department of a company. However, logistics is a broad field, encompassing procurement, production, distribution, and disposal activities.



Logisticians analyze and coordinate an organization's supply chain—the system that moves a product from supplier to consumer. They manage the entire life cycle of a product, which includes how a product is acquired, allocated, and delivered.

Logisticians typically do the following:

- Manage a product's life cycle from design to disposal
- Direct the allocation of materials, supplies, and products
- Develop business relationships with suppliers and clients
- Understand clients' needs and how to meet them
- Review logistical functions and identify areas for improvement
- Propose strategies to minimize the cost or time required to transport goods

Logisticians oversee activities that include purchasing, transportation, inventory, and warehousing. They use software systems to plan and track the movement of products. They operate software programs designed specifically to manage logistical functions, such as procurement, inventory management, and other supply chain planning and management systems.



Regardless of the industry, a logistics coordinator is responsible for analyzing and coordinating an organization's supply chain in order to move products from the supplier to the consumer as quickly and efficiently as possible.

Some of the specific responsibilities for this role include:

- Managing the maintenance, preparation and routing of purchase orders
- Preparing accurate bills of lading and satisfying airbills in a timely manner
- Reviewing purchase orders and shipment contents prior to releasing them from the facilities
- Responding to customer inquiries and referring clients to the appropriate channels
- Communicating with van lines and airlines to ensure prompt pick-up and delivery of shipments
- Ensuring the quality of all processes and services within a facility

## SKILLS

While many are specific to the industry that the logistician is working in, some of the more general skills include:

- **Communication skills:** These include verbal and written communication skills, as well as the ability to read nonverbal cues and listen actively to others. Logisticians must

have strong communication skills to collaborate with colleagues and conduct business with customers and suppliers.

- **Interpersonal skills:** These are 'people skills' that include cooperation and impulse control. Logistics coordinators need to be able to demonstrate effective teamwork and collaboration skills and act as a leader in a group of peers. They need to practice impulse control to stay on task using time-management and organizational skills, complete tasks in a set order and demonstrate self-control in the event of distractions.
- **Critical thinking skills:** These include analytical, creativity and problem-solving abilities. Logistics coordinators must use these skills to find ways to improve efficiencies while reducing costs. They must also develop, adjust and carry out logistical plans. In addition, they must be able to handle unforeseen issues and adjust their plans as necessary to resolve the issues.
- **Awareness:** The ability to predict and analyze future conditions is extremely important, whether you're driving goods across the country or taking charge of warehouse inventory. In logistics management, you must be aware of any possible needs of your company as well as the outcomes of actions taken anywhere in your entire supply chain. For supply chain analysts, knowing your stock and how it is changing is essential for success.
- **Organization:** In the logistics industry, organization and precision can have a huge impact on efficiency. No matter what your position is, having documentation in-check can make for smooth sailing. For example, freight brokers need to help companies move shipments quickly and efficiently. Being in control of set processes and arrangements will keep things running smoothly.

- **Adaptability:** Flexibility is a huge asset when working in the supply chain industry. The ability to adapt on the fly will come in handy in this fast-paced business, as priorities can shift quickly.
- **Customer service skills:** Logistics coordinators must listen to and understand the needs of customers and apply this knowledge to products and systems to coordinate the movement of goods and materials between suppliers and customers.
- **Technical skills:** These refer to computer skills. Logistics coordinators must be computer-savvy with an in-depth knowledge of logistics software.



## A WAREHOUSE WORKER

Warehouse workers are responsible for performing an array of duties such as receiving and processing incoming stock and materials, picking and filling orders from stock, packing and shipping orders, or managing, organizing and retrieving stock and other. Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places.



Warehouse workers perform functions related to the receiving and processing of incoming goods and materials. Their responsibilities may include packing and shipping orders or managing, organizing and retrieving stock.

Warehouse Workers use specialized tools to sort, inventory, and store the items they receive, from specialized software for accounting to heavy-lifting machines for storing in secure places. They are usually hired by storing facilities, harbours, and distribution centres. Some companies may be big enough to have their own warehouse and employees, but most companies and businesses use independent storing warehouses for these purposes.

### Daily Tasks

- Checking lists of incoming items.
- Receiving incoming cargo and comparing them to the lists.
- Inspecting the condition of cargo.
- Storing cargo following labelling and sorting procedures.
- Updating inventory of stored items.
- Retrieving items according to clients' requests.
- Listing all outgoing items.
- Charging clients for storing services based on company policies.

### PRIMARY RESPONSIBILITIES

#### Receiving, sorting, and storing items in warehouse facilities:

- Checking the list of incoming items in advance with descriptions of their contents, weight, volume, and value in order to plan storing procedures;
- receiving products and checking that all items on the list are accounted for;
- inspecting all items to ensure quality of state and that no damage was caused during transport;
- reporting all damaged items to supervisors and clients;



- updating warehouse records to include incoming items;
- storing items using specialized machinery (e.g. forklifts, labelers, and special tags);  
and
- keeping a record of the precise location where every item is stored in order to later secure fast and easy retrieval.

**Conferring with clients and suppliers regarding the items' status:**

- Notifying clients when their items have been received and stored;
- informing clients about storage facility policies and costs of storing; and
- attending clients when they need to retrieve items from the facility.

**Retrieving items clients require to take out:**

- Verifying the client's identity and the availability of the items they require;
- filling the necessary paperwork to retrieve items, including specific locations and quantities;
- retrieving items according to instructions and preparing them for shipment; and
- filling the necessary paperwork to let clients know that their items have been shipped or having clients sign a form acknowledging that the item has been handed to them.

**Maintaining storing facilities clean and working in proper conditions:**

- Inspecting the specialized machinery to endure functionality;
- reporting malfunctioning machinery; and
- checking the status of items that require special storage conditions (e.g. refrigerated or fragile items).

- following all safety procedures to the letter in the workplace in order to avoid accidents and hazards.

## **REQUIRED SKILLS AND QUALIFICATIONS**

### **Good mechanical and technological skills:**

- Being able to use specialized machines (e.g. mechanical and manual forklifts) to carry and store items; and
- being proficient in the use of specialized storing software in order to keep track of inventory and record what goes in and out.

### **High levels of self-reliance and resourcefulness:**

- Being able to work independently and as part of a team; and
- being capable of solving minor problems without help.

### **Excellent physical condition and stamina:**

- Having the necessary physical strength to handle heavy items, as well as to load and unload cargo.

### **Good interpersonal and communication skills:**

- Interacting with loading and unloading crews;
- giving instructions to co-workers in a clear manner; and
- liaising with co-workers and clients.
- high levels of honesty, integrity, and reliability.



## **WAREHOUSE MANAGERS**

Warehouse Managers are in charge of the administrative aspects of warehouses and other storage facilities.





It is their job to coordinate the activities of all workers, contact and liaise with customers, oversee the receiving and shipping of goods, and ensure that all items are properly stored in an efficient and orderly manner.

Warehouses and storage facilities offer their services to customers by storing all sorts of goods for a determined period of time. Depending on the type of items to be stored, some special facilities and arrangements are necessary such as refrigeration, ventilation, or vacuum sealing. It is the responsibility of the Warehouse Manager to ensure that they possess the necessary space and equipment to store what their customer needs to store. They are also tasked with maintaining an inventory of all items stored and a following a strict and rigorous organization scheme in order to be able to retrieve items promptly when required.

The most common place where Warehouse Managers may be employed is in storage companies. These are special businesses that provide storing services to different clients. However, they may also work for companies and business big enough to have their own storage facilities and thus require someone to be in charge of them.

### **Daily Tasks**

- Issuing lists of incoming and outgoing shipments and handing them to Warehouse Workers.
- Ensuring that all items are properly stored and that any special requests are being met.
- Filling out paperwork regarding incoming and outgoing shipments.
- Assigning daily tasks to each Warehouse Worker
- Liaising with customers and employers by providing them regular reports on the status of their products and items.

**“HOW WOULD YOU DESCRIBE YOURSELF?”**

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

### **I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**



A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*



These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what’s required and your natural strengths.



### **LIST OF WORDS TO DESCRIBE YOURSELF**

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

#### **Words to describe your work style:**

- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

#### **Words to describe your personality:**

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

### Words to describe how you work with others:

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Flexible
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive
- Tolerant



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 2

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

### REZULTATY:

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

### PROGRAM SESJI:

- Ćwiczenie 1a. - „SMALL TALK - Introduction”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim

- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji





- Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych



sytuacjach

- Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

## **LOGISTICS INDUSTRY**

### **Session 2.**

#### **PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

#### **Worksheet**

#### **SMALL TALK**

#### **Introduction**

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



#### **Weather**

– Kind of chilly this morning, isn't it?

- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

**Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

**Sports**

- K. Did you see the game last night?
- L. No, I missed it. Was it a good game?

**Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

**SMALL TALK**

**Examples**

*Decide what to say in these situations. Make out your own dialogues.*

U. You are arriving for a meeting early. You are the second person there.

.....

.....

.....

V. You are having dinner with the visitors at your company. Break the ice.

.....

.....

.....

W. A new person joins your company. You meet her / him for the first time.

.....

.....

.....

X. You meet your colleague at the coffee machine.

.....

.....

.....



**SMALL TALK**

**Polite phrases**

*Categorize the phrases and expressions according to the following functions.*



bbbb)Is that the time?

cccc) Really?

dddd)I see...

eeee) Hello again

ffff) It was nice talking to you.

gggg) We haven't met. I'm ...

hhhh) That reminds me...

iiii) Excuse me, ...

jjjj) Will you excuse me?

kkkk) Uh huh.

llll) I must just...

mmmm) Long time no see.

nnnn) I'm afraid, I'll have to be going.

oooo) I couldn't help noticing...

pppp) While we are on a subject of...

qqqq) I understand you...

rrrr) By the way...

ssss) You are..., aren't you?

tttt) You must be...

uuuu) Right.

vvvv) Mary asked me to give you best regards

Opening conversation	Directing conversation	Showing interest	Closing conversation

## SMALL TALK

### Faux pas

Repair the following situations by using some of the language below, modal constructions, or something of their own creation.



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

P. *I don't like Americans.*

You realize you are talking to an American.

.....

.....

Q. *Anyone can teach.*

You realize you are talking to a teacher.

.....

.....

R. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

.....

## SIX RULES FOR GOOD CUSTOMER SERVICE

31. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



32. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

33. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

34. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.

35. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.

36. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

EE. Try to make sure customers stay with your company.

FF. Design a service suitable for each person.

GG. Ask customers questions.



HH. Provide the service people want.

II. Make sure you take the goods to the customer on time.

JJ. Solve problems.

## **CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

51. You wait 10 minutes to be served in a shop.

52. You don't like the music in the café.

53. The food in the restaurant is overcooked.

54. A car hire firm didn't provide maps on local roads.

55. There's a cigarette ash on the floor of an expensive hotel room.

56. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.

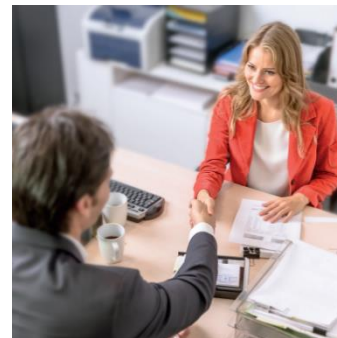
57. The air company lost your luggage.

58. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
59. Your flight is delayed with no apparent weather problems.
60. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### **EXERCISE 4 - CONSUMERS' COMPLAINTS**

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.



**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch



### Key Phrases

- What seems to be the problem?



- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

#### EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- p. one month ago
- q. yesterday
- r. she hasn't purchased it yet

2. How many problems is the customer having?

- p. one
- q. two
- r. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- p. solution
- q. get rid of
- r. resolve

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.



- p. not the done thing
- q. not our policy
- r. not legit

5. When did the customer first notice the problem?

- p. when trying to connect to the internet.
- q. when plugging in the computer
- r. while in the shower

6. What suggestion does the customer service make to solve the problems?

- p. unplug the computer
- q. speak to it politely
- r. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- p. troubleshoot
- q. shoot-trouble
- r. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

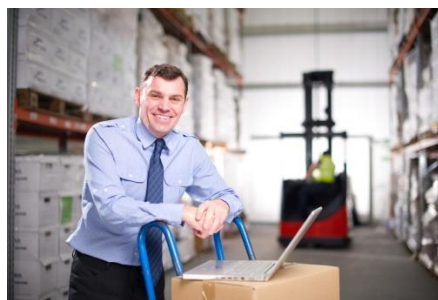
- p. make up
- q. identify
- r. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- p. get jiggy
- q. dispense
- r. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- p. administrative
- q. customer service
- r. clever



### EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Now list at least 7 options that could prevent this from happening.

- 36. ....
- 37. ....
- 38. ....
- 39. ....
- 40. ....
- 41. ....
- 42. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

Specify in 10 points what should characterize professional customer service.

- 51. ....
- 52. ....
- 53. ....
- 54. ....
- 55. ....
- 56. ....



57. ....

58. ....

59. ....

60. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?



- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### **Situation 1.**

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....

.....

.....

### **Situation 2.**

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

.....

.....



## COMPREHENSION QUIZ

### Correct answers

6. When did the customer buy the computer?

- p. **one month ago**
- q. yesterday
- r. she hasn't purchased it yet

2. How many problems is the customer having?

- p. one
- q. **two**
- r. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- p. solution
- q. get rid of
- r. **resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- p. not the done thing
- q. **not our policy**
- r. not legit

5. When did the customer first notice the problem?

- p. **when trying to connect to the internet.**
- q. when plugging in the computer
- r. while in the shower

6. What suggestion does the customer service make to solve the problems?

- p. unplug the computer
- q. speak to it politely



r. **bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

p. **troubleshoot**

q. shoot-trouble

r. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

p. make up

q. identify

r. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

p. get jiggy

q. dispense

r. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

p. administrative

q. **customer service**

r. clever



## LOGISTICS INDUSTRY

### Session 2.

## PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

### Training materials for participants

#### CUSTOMER SERVICE

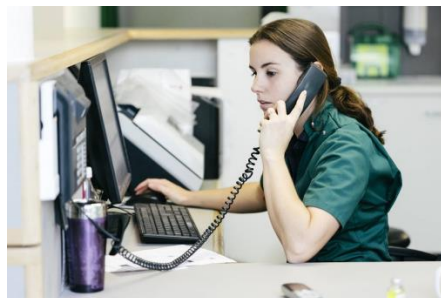
##### ASAP

Apologize

Sympathize

Accept responsibility

Prepare to take action



#### Apologize

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault

- I beg your pardon
- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

## **COSTUMERS' COMPLAINTS**



### Useful Phrases

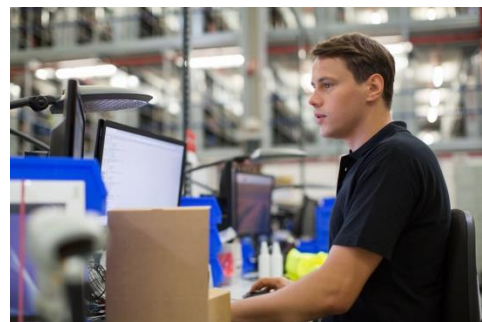
- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?





## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"





**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny





## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.





### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?
- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it

#### Receiver

- How can I help?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?



- I'll call back later
- Could you give him a message, please?
- Please hold / Hold the line, please
- I'll just put you through

### **Asking for repetition**

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?

### **Confirming Details**

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### **Handling Complaints**

- Oh, no that's terrible.
- I agree with you that should not have happened.

- I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.
- I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.
- I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.
- I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II

### BRANŻA LOGISTYCZNA

### SESJA 3

### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW

#### REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

#### PROGRAM SESJI:

- Ćwiczenie 1. - „QUIZ”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- Ćwiczenie 2. – „JOBS AND WORKS”



- Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
- Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim, argumentowanie
- **Prezentacja - „APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- **Ćwiczenie 6. – „APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- **Ćwiczenie 7. – „INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami

- Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

**LOGISTICS INDUSTRY**

**Session 3.**

**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

**APPLICATION DOCUMENTS AND INTERVIEW**

**Worksheet**

**EXERCISE 1 - QUIZ**

*Choose the appropriate answer.*

**46. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**47. Which of the following is an example of a job „benefit”?**





- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**48. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**49. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**50. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form

**51. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**52. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee



- b. ask many questions
- c. write a cover letter
- d. work overtime

**53. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**54. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick

**EXERCISE 2 - JOBS AND WORKS**

*Write short answers to the questions below.*

1. What kind of job do you want to have?
  
  
  
  
  
  
  
  
  
  
2. Why do you want this kind of job?
  
  
  
  
  
  
  
  
  
  
3. How much salary can you get from this job?



4. Do you think this kind of job is easy to do? Why? / Why not?
  
5. Do you know anyone with this kind of job? If 'yes', who?
  
6. What do you need to study to get this job?
  
7. Will it be easy to find this kind of job? Why? / Why not?
  
8. If you can't get this job, what other job are you interested in?



### **EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING**

*Now, read the sentences below. Circle the numbers that best express your opinions.*

*Then, compare your answers with your classmates. Give reasons.*

### Possible answers

5 - I agree completely

4 - I mostly agree

3 - I'm not sure

2 - I mostly disagree

1 - I disagree completely



51. Working is fun.	1	2	3	4	5
52. It's easy to find a job.	1	2	3	4	5
53. Doctors have great jobs.	1	2	3	4	5
54. Being a farmer is better than being a fisherman.	1	2	3	4	5
55. Librarians have boring jobs.	1	2	3	4	5
56. Clowns have great jobs.	1	2	3	4	5
57. Having an interesting job is more important than a well-paid job.	1	2	3	4	5
58. It would be great to never have to work.	1	2	3	4	5
59. Teachers have easy jobs.	1	2	3	4	5
60. Flight attendants have exciting jobs.	1	2	3	4	5

### EXERCISE 4 - JOB ENQUIRY BY TELEPHONE

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

### Useful expressions

- |                       |                       |
|-----------------------|-----------------------|
| want to ask           | requirements          |
| the work hours        | 3 years of experience |
| the sales position    | work experience       |
| come in for interview | responsibilities      |



## **EXERCISE 5 - DISCUSSION ABOUT WORK**

*Work in groups. Discuss the following questions.*

### ***If you are still studying:***

21. What kind of organization do you want to work for?
22. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
23. Do you think it will later be possible to change departments? What do you think your first position will be?
24. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

### ***If you are already working:***

21. What is your function or job title?
22. What are you responsible for?
23. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
24. What other units, departments or divisions do you regularly have to work with?

### ***Big or small companies?***

16. Do you or would you prefer to work for a big or small company? Why?
17. Think of advantages of working in a small or a big company.
18. Think of disadvantages of working in a small or a big company.



## BENEFITS AT WORK

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### Benefits

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals.*

### **LOGISTIC SPECIALIST**

*We're looking for the right person to make sure that shelves are properly stocked, invoices are correctly filled and orders are tracked accordingly.*

#### **Responsibilities**

- Coordinating logistics processes.
- Cooperation with various carriers/delivery companies
- Supervision over timeliness and compliance of deliveries
- Handling complaints
- Recording data in the system

#### **Qualification**

- Knowledge of English at a communicative level in speech and writing.
- Experience in logistics
- Knowledge of the transport and shipping industry
- Knowledge of the TRANS freight exchange is appreciated.
- Ability to work under time pressure in rapidly changing conditions.
- Ability to build long-term business relationships.
- Good organization and planning skills



- Experience in Microsoft office and online tools.

**Benefits:**

- You'll get to be the part of a young company on a rapid rise, with a vision, that's doing very exciting things!
- You'll develop personally and professionally –
- Your voice will be heard - we don't throw away any idea or assumption without considering them
- You'll be fairly remunerated 4 000 -4 500 PLN gross for job contract.

.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.  
When you can ask these questions in pairs*



Tell me about yourself.

.....

.....

.....

.....

Why do you want this job?

.....

.....

Why did you leave your last job?

.....

.....  
Tell me about your education.

.....  
.....

What special skills do you have?

.....  
.....

Why should we hire you?

.....  
.....

What hobbies do you have in your free time?

.....  
.....

## QUIZ

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

## JOB ENQUIRY BY TELEPHONE

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.



- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## **LOGISTICS INDUSTRY**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Training materials for participants**

#### **APPLICATION LETTER**

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address



Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Ms. Andrea Jones,

I would like to be considered for the logistics assistant position that was recently listed by your company Ares Technology.

While I do not hold a college degree, I do have my high school diploma and have worked in logistics for two years as an assistant. With my experience I am able to conduct surveys of supply, equipment, including computers and other electronic devices, and furniture needs to facilitate the operations department. This includes creating purchase orders or other request forms for purchasing supplies, equipment and furniture and all other supplies that are needed. I am also able to receive ordered items and equipment and verify quantity, description, condition, and price to actual order.

I was also responsible for recording supply inventory, equipment and furniture transactions in the appropriate automated system. This is done through my high computer skills which includes an advanced knowledge of all Microsoft Office applications. It was also my task to maintain formal inventory records of all property and track the property usage. Property tracking includes generation of hand receipts, assignment of equipment or supplies to users, reconciliation of hand receipts, and proper disposal of all damaged or out of date property.

One of the most important task I was assigned was determining stock levels for items based on usage, inventory, project demands, seasonal demands, changing customer needs and projected depletions. I am also able to work on my own without any supervision and can handle time sensitive projects without missing the deadline. I can be reached at any time by calling (555)-555-5555.

Respectfully,

Jeanine Willoughby

Dear (Hiring Manager):

My experience and results-oriented skills are surpassed only by my enthusiasm to effectively meet the challenges before me. After extensive logistical coordination with the United States Air Force, I am seeking new and stimulating opportunities within a corporation that offers an opportunity to utilize my logistical support and customer service expertise. An organization such as yours that prides itself on customer service would be ideal.

The enclosed résumé reflects a dynamic achiever eager to put knowledge and expertise to work in a fast-paced environment where performance affects the bottom line. I have effective and efficient warehouse logistical experience and extensive Inventory Control Management expertise.

As you will discover, I am a highly capable, detailed-oriented individual with more than 8 years of transportation and logistics management and customer service experience. Additionally, the following personal characteristics would benefit any employer:

- Strong belief in company loyalty and professional integrity support a superior work ethic.
- Logical thinking and ability to determine overall picture aid in making decisions and solving problems.
- Follow-up and follow-through to ensure positive outcomes and quality customer service.
- Readiness to accept change and embrace new ideas that illustrate flexibility.
- Friendly, personable, yet professional demeanor that enhances peer, employee, and customer relations.

You will find me an excellent Logistics and Transportation candidate with whom a personal interview would be beneficial. I would welcome a chance to meet with you at your convenience and further discuss my qualifications.

In the meantime, thank you for your time and consideration.





Sincerely,

Dear Mr. Solomon,

As a highly skilled Warehouse Worker, I read your posting for a new Warehouse Worker with interest. My experience aligns well with the qualifications you are seeking at Protechnics Industrial Warehouse, in particular my role as a Warehouse Worker at Jefferson Wright Transporters, and I am certain I would make a valuable addition to your organization.

With more than 9 years' experience as a Warehouse Worker, I am adept in preventative maintenance, inventory control, and shipping and receiving procedures. Moreover, while my on-the-job experience has afforded me a well-rounded skill set, including first-rate time management, and communication skills, I excel at:

- Production Monitoring
- Equipment Repair & Troubleshooting
- Quality Control

In addition to my experience and personal qualities, I have knack for dependable and efficient transportation and distribution. Please review my attached resume for additional details regarding my expertise and abilities. I will follow up to request an appointment to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Steven Rivera

## **THADDEUS MARTIN**

Tel: (020) 7123 4567 thaddeus-martin@email.com

### **SUMMARY**

Highly dependable and skilled General Warehouse Worker with a superior work ethic and customer service history. Flexible scheduling availability to include evenings, weekends and special construction and repair projects as necessary. Especially adept at troubleshooting wire and electrical system issues.

### **HIGHLIGHTS**

- Strong forklift operation and general warehouse experience
- Excellent grasp of warehouse safety and cleanliness standards
- Superior skills with radio frequency equipment operation
- Outstanding knowledge of warehouse equipment and operations
- High skills in wire cutting and measurement
- Good packaging and container securing abilities

### **WORK EXPERIENCE**

June 2011 to Present

Roberts Manufacturing, Inc., London, England

#### **General Warehouse Worker**

- Operated forklifts to transport a variety of manufacturing materials.
- Performed pick-ticket item assessments on a regular basis.
- Maintained and updated warehouse task documentation and records for submission to supervisors.
- Reviewed item locations to ensure proximity to construction sites.

June 2007 to May 2011

Upton & Sons Construction & Storage, Inc., Inver Grove Heights, MN

#### **General Warehouse Worker**

- Measured, cut and spooled wire for electrical system work.
- Maintained factory equipment documentation for completeness and accuracy.
- Reviewed materials inventory to ensure full stocking and availability for various projects.
- Manually transported light equipment loads on a regular basis.
- Filled in for ill or absent coworkers as needed.

### **EDUCATION**

2007 Anoka Senior Secondary School, Anoka, England

Secondary School GCSE

**Tom Swanson**

E: [tswanson@anymail.com](mailto:tswanson@anymail.com) T: 555-687-990

**Professional Summary**

Experienced, detail-oriented logistics coordinator qualified in data-based analytics and data management. Proficient at cutting costs and enhancing system efficiency through streamlined operations, and looking for areas where improvements can be made. Extremely effective at marketing for main liner freight forwarding as well as international shipping services. Committed to operational efficiency and adept at working within a team setting to ensure all members are on the same page. Interested in continually pursuing additional education and learning more about the logistics industry.

**Skills**

- Exceptional problem-solving skills that contribute to a successful logistics chain
- Effective at multitasking and organizing teams to complete a pre-determined goal
- Experienced with budget management, item tracking, vendor coordination, and inventory control
- Extensive knowledge of 3PL and other software and tracking programs used frequently in the supply chain management industry
- Dedicated to fulfilling both short and longterm goals and managing teams to meet them

**Work Experience**

Logistics Coordinator

June 2015 – Present

- Forward client-related service and quality issues to the right party for resolution.
- Complete and oversee traffic and registration documents so transportation issues are reduced.
- Communicate any delays due to weather or other emergencies to the appropriate party to maintain client satisfaction rating of above 90 percent.
- Resolve issues related to customer warehouses and related carriers.

Logistics Coordinator

May 2011 – June 2015

- Negotiated and oversaw the completion of contracts with outside providers to reduce costs and operational inefficiencies, resulting in \$60,000 saved per year.
- Defined helpful metrics and measurements so results could be achieved in a timely manner.
- Oversaw the scheduling for 250 transportation employees on a day-to-day basis.

- Created shipment assignments for carriers based on client timelines.

## Education

Paulson and Associates Transportation  
Bachelor of Science in Supply Chain Management 2007

## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you’re expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you’ve taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, give examples of how you’ve pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you’re

being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.

- „Do you have any questions?”

Yes. Prepare several questions before the interview. You could ask about career/ development/training opportunities.



## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ II BRANŻA LOGISTYCZNA

#### ANKIETA EWALUACYJNA

#### PROWADZENIE SZKOLENIA

31. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

32. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

33. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

34. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

35. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

36. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

37. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

38. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

39. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

40. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
-------------------	------------	----------------	---------------	----------------------





1	2	3	4	5
---	---	---	---	---

# ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

## **MODUŁ III**

### **BRANŻA POLIGRAFICZNA**

Broszura i instrukcje dla trenerów

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ III

### BRANŻA POLIGRAFICZNA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży poligraficznej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy
- Ćwiczenie 4. – „**CAREER DISCUSSION QUESTIONNAIRE**”

- Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
- Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży poligraficznej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży poligraficznej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASE”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą poligraficzną w języku angielskim
- Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

50. Karta pracy „Professional profile of an employee in the Printing Industry. Self-presentation. Specialized vocabulary and phrase”

51. Materiały dla uczestników „Professional profile of an employee in the Printing

Industry. Self-presentation. Specialized vocabulary and phrase”  
52. Prezentacja „Professional profile of an employee in the Printing Industry”

## PRINTING INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Worksheet

#### EXERCISE 1 - FIND SOMEONE WHO..

	Name	Additional information Who..? When...? What...? Why...? Where..? How..?
<p><b>... wants to work as a boss.</b></p> <p><i>Do you want to work as a boss?</i></p>		
<p><b>... is looking for a job.</b></p>		
<p><b>...thinks working is more fun than studying.</b></p>		
<p><b>...wants a job with a high salary.</b></p>		
<p><b>...had a part-time job last summer.</b></p>		
<p><b>...already has a great job.</b></p>		



**Do you...?** Yes, I do. No, I don't

**Did you..?** Yes, I did. No, I didn't.

**Are you..?** Yes, I am. No, I'm not.

**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

121. Do you work inside?
122. Do you get a big salary?
123. Do you have to work at night?
124. Do you drive?
125. Do you sit at a desk?
126. Do you have to wear a uniform for your job?
127. Do you work with many other people?
128. Do you think many people want to have your job?
129. Do you have to study a lot to get your job?
130. Is your job difficult?
131. Is your job dangerous?
132. Is your job boring?
133. Is your job unusual?
134. Is your job stressful?

Ask your own questions!

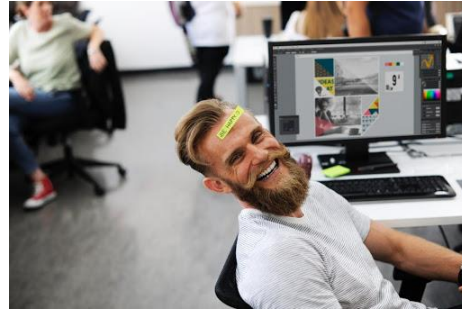
- 135.
- 136.
- 137.



138.

139.

140.



Your partner's jobs:

### EXERCISE 3 - JOB INTERVIEW ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

88. Do you expect a lot of advancement in your career ?

89. How do you plan to climb the ladder to success ?

90. What kind of attitude do you have?

91. Where do you want your career path to take you ?

92. What does loyalty mean to you?

93. How much time are you willing to devote to your work?

94. Would you prefer to work for a stable company or a start-up?

95. Do you want to work with peers of the same age or with colleagues of all ages?





## EXERCISE 5 - JOB EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

67. He's really friendly and .....
68. They've just ..... university.
69. You have to be able to ..... at one time.
70. They are ..... be part of this team.
71. .... Adobe Photoshop.
72. I want to ..... in finance.
73. .... in chemistry.
74. .... a computer lab.
75. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
76. My long term goal is .....
77. We need someone who can ..... quickly.

- ooo. pursue a career
- ppp. I have experience managing
- qqq. financial freedom
- rrr. graduated from
- sss. handle many tasks

ttt. eager to

uuu. I majored

vvv. knows how to deal with  
customers

www. solve problems

xxx. meet deadlines

yyy. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a dtp operator or a graphic designer or a printing house worker. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

7. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
61. What are the duties in this position?
62. What is a typical working day like?
63. What talents are important in this profession?
64. What is a typical career path in this job?
65. Are there any promotion opportunities?
66. How can you improve your skills and professional qualifications?
67. Is it difficult to find a job in this profession?
68. Where do people working in this profession most often work?
69. What are the prospects of this profession in the future?

70. Are there any non-financial benefits associated with doing this job?



#### EXERCISE 7 - SPECIALIZED VOCABULARY AND PHRASE

- A4 Paper** ISO standard paper size 210 x 297mm or 8.3 x 11.7". The common paper size used outside the US in place of 8.5 x 11.
- Accordion fold** Folding paper by bending each fold in the opposite direction of the previous fold creating a pleated or accordion effect.
- Acid-free paper** A paper containing no acidity or acid producing chemicals that degrades less over time than acidic papers.
- Against the Grain** Running a sheet of paper through a printing press at right angles to the grain direction of the paper, as opposed to with the grain. This is usually suboptimal for both press operation and registration of the 4 color process inks. Sometimes called cross grain.
- Airbrush** A compressed air tool that sprays a fine mist of paint or ink, used in illustration and photo retouching.
- Anti-aliasing** The process of averaging between pixels of different colors. This results in a smoother, more blended transition between the edge of two areas rather than a distinctly jagged appearance.
- Aqueous Coating** This clear coating is used to protect printed pieces. It provides a high-gloss surface that deters dirt and fingerprints. Aqueous coating improves the

durability of postcards as they go through the mail, and protects business cards as they ride around in people's pockets. It also looks beautiful on brochures, catalog covers, and stand-alone flyers.

**Artwork**

The original physical materials, including photos, graphic images, text and other components needed to produce a printed piece. Can also now refer to the electronic or digital components needed for preparing a printed piece for production on a press or copier.

**Ascender**

Any part of a lower case letter which rises above the main body of the letter such as in "d", "b" and "h".

**Backslant**

Any type that tilts to the left or backward direction; opposite of italic type.

**Back Up**

How an image on one side of a printed sheet aligns with the image on the other side.

**Balloon**

In an illustration, any line that encircles copy or dialogue.

**Base line**

The imaginary horizontal line upon which stand capitals, lower case letters, punctuation points, etc.

**Basis weight**

Basis or basic weight refers to the weight, in pounds, of a ream (500 sheets) of paper cut to a given standard size for that particular paper grade.

**Bible paper**

A thin but strong paper (opaque), used for bibles and books.

**Bindery**

A business or department within a printing company that does the cutting, folding, collating, drilling and other finishing operations used on printing projects.

**Blanket**

The rubberized surfaced material secured onto a cylinder onto which the ink is transferred from the plate and then to the paper.

**Bleed**

Any element that extends up to or past the edge of a printed page.

**Blind emboss**

A design or bas relief impression that is made without using inks or metal foils.

**Blocking**

When ink or coating causes printed sheets of paper in a pile to stick together, causing damage when they are separated. This is normally caused by not enough anti-offset powder or too much ink, and usually ruins the printed job.

**Body**

In typography, the main shank or portion of a letter character other than

the ascenders and descenders.

<b>Bond</b>	A grade of durable writing, printing and typing paper that is erasable and somewhat rigid.
<b>Book Paper</b>	Types of paper usually used for printing books. Book paper text weight and is divided into uncoated or offset paper, and coated paper, which includes matte or gloss coating.
<b>Bounce</b>	Inconsistent positioning of the printed image on the sheets of paper as they travel through a printing press.
<b>Bristol</b>	A board paper of various thicknesses having a smooth finish and used for printing or drawing.
<b>Bulk</b>	A term given to paper to describe its thickness relative to its weight.
<b>Bullet</b>	A boldface square or dot used before a sentence to emphasize its importance.
<b>C1S and C2S</b>	Acronyms for Coated One Side and Coated Two Sides paper stock. A cover stock with a glossy finish on one side and uncoated on the other, usually between 8pt (.008") and 18pt (.018") in thickness.
<b>Caliper</b>	The measurement of the thickness of paper measured in thousandths of an inch or mils.
<b>Case binding</b>	Books bound using hard board (case) covers.
<b>Carbonless Paper</b>	Paper that is chemically treated to transfer the impression from the first page to the subsequent pages.
<b>Cast coated</b>	A paper that is coated and then pressure dried using a polished roller that imparts an enamel like hard gloss finish.
<b>Center spread</b>	The two pages that face each other in the center of a book or publication.
<b>Chain lines</b>	Lines that appear on laid paper as a result of the wires of the papermaking machine.
<b>Clip art</b>	Graphic images, designs, and artwork in digital form that can be used in a digital document.
<b>Coarse screen</b>	Halftone screens commonly used in newsprint; up to 85 lines per inch.
<b>Coated stock</b>	Any paper that has a mineral coating applied after the paper is made,

giving the paper a smoother finish.

<b>Coil Binding</b>	Where a metal or plastic wire is spiraled through holes punched along the side of a stack of paper. Commonly used for reports, proposals and manuals. Documents bound with coil have the ability to lay flat and can rotate 360 degrees. Also called spiral binding.
<b>Cold color</b>	Any color that is toward the blue side of the color spectrum.
<b>Collate</b>	To gather sheets or printed signatures together in their correct order.
<b>Colophon</b>	A printers' or publishers' identifying symbol or emblem.
<b>Color balance</b>	The relative amounts of process colors used to reproduce an image, either digitally or when printed on a press.
<b>Color bars</b>	A color test strip that is printed on the waste portion of a press sheet. It helps a press operator to monitor and control the quality of the printed material relative to ink density, registration and dot gain. It can also include a Star Target, which is designed to detect inking and press problems.
<b>Color cast</b>	Unwanted color tone or overall color shading distorting the normal color balance of a photographic image.
<b>Color correction</b>	Using a computer to adjust, change or manipulate a color image, such as retouching, adjusting color balance, color saturation, contrast, etc.
<b>Color gamut</b>	The entire range of hues possible to reproduce on a specific system, such as a computer screen, or four-color printing press.
<b>Color separating</b>	The processes of separating the primary color components (CMYK) for printing.
<b>Color sequence</b>	The order in which process inks are printed on a printing press. Also called the color rotation or laydown sequence.
<b>Color shift</b>	Change in the perceived color of elements on a printed piece caused by changes or irregularities in ink densities, dot gain, or color register during a four-color printing press run.
<b>Color transparency</b>	Transparent film containing a positive photographic color image.
<b>Comb Binding</b>	Binding a stack of paper together by inserting the teeth of a flexible plastic comb into holes punched along one of the edges. Commonly used for catalogs, reports and manuals.

<b>Condensed type</b>	A narrow, elongated typeface.
<b>Contrast</b>	The degree of tonal separation or gradation in the range from black to white.
<b>Cover</b>	A term describing a general type of paper used for the covers of books, pamphlets, etc., also used for business cards and postcards.
<b>Coverage</b>	The extent to which printing ink covers the surface of a printed sheet. Ink coverage is frequently expressed as light, medium or heavy.
<b>Crop</b>	To reduce the size of an image.
<b>Crop marks</b>	Small printed lines around the edges of a printed piece indicating where it is to be cut out of the sheet. Sometimes referred to as cut marks.
<b>Crossover</b>	An image, rule or line art on one printed page that carries over to an adjacent page of a bound or folded work.
<b>Cyan</b>	A shade of blue used in four-color process printing. The C in CMYK. Also referred to as process blue.
<b>Dampening</b>	An essential part of the offset printing process whereby rollers distribute a solution to the plate that covers the non-printing area of the plate, repelling ink in those areas. Some newer presses use a waterless ink technology that does not use dampening.
<b>Deboss</b>	To press an image into paper with a die so it extends below the surface. The opposite of emboss where the image is raised above the paper surface.
<b>Deckle edge</b>	The rough or feathered edge of paper when left untrimmed.
<b>Densitometer</b>	An optical device used by printers and photographers to measure and control the density of ink or color.
<b>Density</b>	The degree of tone, weight of darkness or color within a photo or reproduction measured by a densitometer.
<b>Descender</b>	A term that describes that portion of lower case letters that extends below the main body of the letter, as in "p".
<b>Desktop Publishing</b>	Creating materials to be printed using a personal computer, as opposed to taking non-electronic documents to a commercial printing company to be prepared for printing.

<b>Die Cutting</b>	The process of cutting paper in a shape or design by the use of a wooden die or block in which are positioned steel rules in the shape of the desired pattern.
<b>Digital Proof</b>	Color separation data is digitally stored and then exposed to color photographic paper creating a picture of the final product before it is actually printed with ink.
<b>Dithering</b>	The process of averaging between pixels of different colors. This results in a smoother, blended transition between the edge of two areas rather than a jagged or 'stair-step' appearance. Also a method used on ink jet printers where colors are produced by mixing colored dots in a randomized pattern.
<b>Dot</b>	The smallest individual element of a halftone.
<b>Dot gain</b>	A term used to describe when dots are printing larger than they should.
<b>Double bump</b>	To print a single area on the sheet twice so it has two layers of ink. Usually done on soiled ink areas to increase the smoothness and/or density.
<b>Drill</b>	The drilling of holes into paper for ring or comb binding.
<b>Drop shadow</b>	A shadow image placed offset behind an image to create the affect of the image lifting off the page.
<b>Dull finish</b>	A semi-gloss finish on paper that is less glossy than gloss and more than matte paper.
<b>Dummy</b>	The preliminary assemblage of copy and art elements to be reproduced in the desired finished product, also called a comp.
<b>Duotone</b>	A two-color halftone reproduction generated from a one color photo.
<b>Dye sublimation</b>	A photographic looking color print created by heating dyes on a substrate instead of using inks. Often used for proofing.
<b>Electronic Proof</b>	A process of generating a prepress proof in which paper is electronically exposed to the color separation negatives and passed through electrically charged pigmented toners, which adhere electrostatically, resulting in the finished proof.
<b>Embossing</b>	The molding and reshaping of paper by the use of special metal dies and heat, counter dies and pressure, to produce a raised image on the paper surface.
<b>Enamel</b>	Another term for gloss coated paper.



<b>EPS</b>	Encapsulated Post Script. A standard file format used to transfer postscript formatting information between applications.
<b>Felt side</b>	The smoother side of a sheet in the paper. The wire side is the rougher side of the paper. The difference happens in the papermaking process. The differences are eliminated when papers are gloss or matte coated.
<b>Finish</b>	The surface quality of a paper.
<b>Fit</b>	The registration of the different colors on a printed sheet.
<b>Flexography</b>	A printing method using flexible plates where the image to be printed is higher than the non-printing areas. The inked areas are then contact the material to be printed, transferring the ink from the raised areas to the material. Fast drying inks are usually used in this process. Common uses are the printing of cans and bottles and other non-flat items.
<b>Fifth Color</b>	An ink color added to a printed piece in addition to the standard cyan, magenta, yellow and black used in 4 color process printing. Usually a Pantone spot color or custom formulated ink. Requires an extra run through the press on a four color press adding to the cost. Some presses have five units to accommodate fifth colors or clear coatings.
<b>Foil</b>	Then metal sheet that is applied to paper using the foil stamping process. Frequently gold colored, but available in many colors.
<b>Foil Embossing</b>	Stamping a thin sheet of metallic foil onto a sheet of paper and then embossing a pattern under it, creating a three dimensional raised area, usually text or an image.
<b>Foil Stamping</b>	Impressing metallic foil onto paper with a heated die.
<b>Font</b>	The characters which make up a complete typeface and size.
<b>FPO - For Position Only</b>	Low resolution or mockup images used to indicate placement and size in a design, but not intended for final production.
<b>Free sheet</b>	Any paper that is free from wood pulp impurities.
<b>Ganging</b>	The combining of two or more different printing projects on the same sheet of paper.
<b>Gate fold</b>	A three or four panel fold where the two outside panels fold inward to meet in the center. In an open gate fold, there are three panels, the bottom of which is twice the size of the folded panels. In a closed gatefold, there are four panels of roughly equal size where the outer panels are

folded inward together.

<b>Gathering</b>	Assembling sheets of paper and signatures into their proper sequence. See also collate.
<b>Ghosting</b>	Also known as gloss ghosting. A condition occurring during the printing process when vapors from drying ink on one side of a press sheet interact chemically with dry ink or blank paper on sheets in contact with or on the reverse side of the same sheet creating unintended faint images.
<b>Grain</b>	Paper fibers lie in a similar direction in a sheet of paper. This direction is called the grain. Printing is usually done so that if folding is required, the fold is done parallel to the grain.
<b>Gravure</b>	A printing process using recessed areas on a metal cylinder that hold the ink.
<b>Gripper</b>	A series of metal fingers that hold each sheet of paper as it passes through a printing press.
<b>Gripper edge</b>	The side of a piece of paper held by the gripper fingers as it passes through a printing press. Nothing can be printed in this area.
<b>Gutter</b>	A blank space or margin between components on a printed piece or press sheet.
<b>Halftone</b>	Using small dots to produce the impression of a continuous-tone image. The effect is achieved by varying the dot size and the number of dots per square inch.
<b>Halftone screen</b>	A sheet of film or glass containing ruled right-angled lines, used to translate the full tone of a photo to the halftone dot image required for printing.
<b>Hickey</b>	The effect that occurs when a spec of dust or debris (frequently dried ink) adheres to the printing plate and creates a spot or imperfection in the printing.
<b>Highlights</b>	The lightest tones of a photo, printed halftone or illustration. In the finished halftone, these highlights are represented by the finest dots.
<b>Hot melt</b>	An adhesive used in some binding processes, which requires heat for application.
<b>House sheet</b>	This is a term that refers to a paper that a printer keeps on hand in their shop.

<b>Image area</b>	That portion of a printing plate that carries ink and prints on paper.
<b>Imposition</b>	The correct sequential arrangement of pages that are to be printed, along with all the margins in proper alignment, before producing the plates for printing.
<b>Indicia</b>	An image and/or text pre-printed on mailing envelopes in place of a stamp.
<b>Ink Dry Back</b>	When printed ink colors become lighter or less dense after they have dried on the paper.
<b>Insert</b>	A piece of printed material that is inserted into another piece of printed material, such as a magazine or catalog.
<b>Italic</b>	Text that is used to denote emphasis by slanting the type body forward.
<b>Jacket</b>	Or dust jacket. The paper cover sometimes called the "dust cover" of a hardbound book.
<b>Jog</b>	To vibrate a stack of finished pages so that they are tightly aligned for final trimming or binding.
<b>Justification</b>	Adjusting the spacing or hyphenation of words and characters to fill a given line of text from end to end. Sometimes referred to as word spacing.
<b>Kerning</b>	The narrowing of space between two letters so that they become closer and take up less space on the page.
<b>Keyline</b>	Lines that are drawn on artwork that indicate the exact placement, shape and size of elements including halftones, illustrations, etc.
<b>Kraft</b>	A coarse unbleached paper used for printing and industrial products.
<b>Laid finish</b>	A parallel lined paper that has a handmade look.
<b>Lamination</b>	Applying thin transparent plastic sheets to both sides of a sheet of paper, providing scuff resistance, waterproofing and extended use.
<b>Landscape</b>	A document layout where the width is greater than the height. (the opposite of Portrait)
<b>Layout</b>	A rendition that shows the placement of all the elements, images, thumbnails etc., of a final printed piece.
<b>Leading</b>	Space between lines of type. The distance in points between one baseline and the next.

<b>Letterpress</b>	Printing that utilizes inked raised surfaces, usually type, to create the image.
<b>Letterspacing</b>	The addition of space between typeset letters.
<b>Line copy</b>	Any copy that can be reproduced without the use of a halftone screen.
<b>Linen</b>	A paper that emulates the look and texture of linen cloth.
<b>Lithography</b>	The process of printing that utilizes flat or curved inked surfaces to create the printed images.
<b>Logotype</b>	A personalized type or design symbol for a company or product.
<b>Loupe</b>	A small magnifier used to observe the details on a printed sheet.
<b>M weight</b>	The actual weight of 1000 sheets of any given size of paper.
<b>Magenta</b>	One of the four process colors, or CMYK, the M is for magenta. Magenta is a predominately red color with some blue. Magenta, cyan and yellow are also the three subtractive primary colors.
<b>Magnetic black</b>	Black ink containing iron oxides, used for magnetic ink character recognition used for check printing.
<b>Make-ready</b>	Paper that is used in the press set-up process before the printing run actually starts. Or the process of setting up press or bindery equipment to produce a specific product, including setting paper size, ink density, image alignment, fold sizes, etc., in preparation for the actual production run.
<b>Matte finish</b>	A coated paper finish that goes through minimal calendaring.
<b>Metallic Ink</b>	Ink that looks metallic when printed. Made with powdered metal or pigments that look metallic. The most common colors used are gold and silver.
<b>Moiré</b>	An undesirable halftone pattern produced by the incorrect angles of overprinting halftone screens.
<b>Mottle</b>	A term used to describe spotty or uneven ink absorption.
<b>Natural</b>	A term to describe papers that have a color similar to that of wood, also called cream, off-white or ivory.
<b>Newsprint</b>	A light, low-cost unbleached paper made especially for newspaper printing.

<b>Offset</b>	An erroneous variation of the word "setoff". Ink that is unintentionally transferred from a printed sheet to the back of the sheet above it as the pieces are stacked in a pile when printed.
<b>Offset printing</b>	The most commonly used printing method, where the printed material does not receive ink directly from a printing plate but from an intermediary blanket that receives the ink from the plate and then transfers it to the paper.
<b>Offset paper</b>	A term for sometimes used for uncoated book paper.
<b>Onionskin</b>	A light bond paper used for typing and used with carbon paper because of its thinness.
<b>Opacity</b>	Quality of papers that defines its opaqueness or ability to prevent two-sided printing from showing through.
<b>Opaque ink</b>	Ink that completely covers any ink under itself.
<b>Overlay proof</b>	A process of proof-making whereby the color separations are individually exposed to light sensitive film. This film is then set in registration with a piece of white paper in the background.
<b>Overprinting</b>	Any printing that is done on an area that has already been printed.
<b>Overrun</b>	Quantities of sheets printed over the requested number of copies.
<b>Page Count</b>	The total number of pages in a book, magazine or publication. Sometimes referred to as the extent.
<b>Pagination</b>	The numbering of individual pages in a multi-page document
<b>Parchment</b>	A hard finished paper that emulates animal skin used for documents, such as awards, that require writing by hand.
<b>Parent sheet</b>	A sheet that is larger than the cut stock of the same paper.
<b>Perfect Binding</b>	A binding process where the signatures of a book are held together by a flexible adhesive.
<b>Perfecting press</b>	A printing press that prints on both sides of a sheet in a single pass through the press.
<b>Pica</b>	A typesetting unit of measurement equaling 1/6th of an inch.
<b>Picking</b>	An occurrence in printing whereby the tack of ink pulls fibers or coating off

the paper surface, leaving spots on the printed surface.

<b>Plastic comb</b>	A method of binding books whereby holes are drilled on the spine, and a plastic grasping device is inserted to hold the pages together.
<b>PMS</b>	The abbreviation of the Pantone Color Matching System.
<b>Point</b>	A measurement unit equal to 1/72 of an inch. 12 points to a pica, 72 points to an inch.
<b>Portrait</b>	A document layout in which the height is greater than the width. (the opposite of Landscape)
<b>PostScript</b>	A tradename of Adobe Systems, Inc. for its page description language. This language translates a digital file from an application into a language a compatible printer or other device can use to create its output.
<b>Ppi</b>	Pages per inch or pixels per inch.
<b>Premium</b>	Any paper that is considered better than grade #1 by its manufacturer.
<b>Press Check</b>	When a client visits a printing company to view actual printed sheets of their project before a full production press run is started.
<b>Press Proof</b>	Printed sample made on the press that a project will be printed on to show exactly how it will actually print using the paper, ink and plates to be used for the final press run.
<b>Pressure-sensitive</b>	Self-adhesive paper covered by a backing sheet.
<b>Process printing</b>	A system where a color image is separated into different color values (cyan, magenta, yellow and black or CMYK) by the use of filters and screens or digitally with a software program and then transferred to printing plates and printed on a printing press, reproducing the original color image.
<b>Progressive proofs</b>	Any proofs made from the separate colors of a multi-color printing project.
<b>Quark</b>	Short for QuarkXPress, one of the primary computer applications used in graphic design.
<b>Quote or Quotation</b>	A price estimate to produce a specific printed piece, frequently with custom attributes not priceable in standard online pricing tools.
<b>Rag paper</b>	Papers with a complete or partial content of cotton fibers.



<b>Ragged left</b>	The term given to right-justified type that is uneven on the left.
<b>Ragged right</b>	The term given to left-justified type that is uneven on the right.
<b>Ream</b>	500 sheets of paper.
<b>Register</b>	The arrangement of two or more printed images in exact alignment with each other.
<b>Register marks</b>	Any crossmarks or other symbols used on a press sheet to assure proper registration.
<b>RGB</b>	The color space of Red, Green and Blue. These are the primary colors of light, which computers use to display images on your screen. An RGB computer file must be translated into the CMYK (the primary colors of pigment) color space in order to be printed on a printing press.
<b>Rich black</b>	Using multiple ink colors in addition to black to produce a deep, dark black color. Common CMYK values used are 30% Cyan, 20% Magenta, 20% Yellow and 100% Black.
<b>Right angle fold</b>	A term that denotes folds that are 90 degrees to each other.
<b>Running head</b>	A title at the top of a page that appears on all pages of a book or chapter of a book.
<b>Saddle stitch</b>	The binding of booklets or other printed materials by stapling the pages on the folded spine.
<b>Safety paper</b>	A paper that shows sign of erasure so that it cannot be altered or tampered with easily.
<b>Scoring</b>	To crease paper with a metal rule for the purpose of making folding easier.
<b>Screen angles</b>	The placement of halftone screens to avoid unwanted moiré patterns. Frequently used angles are black 45°, magenta 75°, yellow 90°, and cyan 105°.
<b>Screen ruling</b>	A measurement equaling the number of lines or dots per inch on a halftone screen.
<b>Screen tint</b>	A printed area of color created by dots of a certain screen percentage instead of using a layer of solid ink. Frequently used to create a colored area on the sheet, or tint the entire sheet instead of using colored paper.

<b>Scum</b>	Unwanted deposits of ink in the non-image area of a printed piece.
<b>Self cover</b>	A cover that is the same paper stock as the internal sheets.
<b>Sharpen</b>	To decrease the dot size of a halftone, which in turn decreases the color strength.
<b>Sheetwise</b>	The printing of two different images on two different sides of a sheet of paper by turning the sheet over after the first side is printed and using the same gripper and side guides.
<b>Show through</b>	When the printing on one side of a sheet is seen from the other side, a frequent problem with thin papers.
<b>Side guide</b>	The guides on the sides of a printing press that consistently positions the sheet sideways as it is fed through the press.
<b>Side stitch</b>	The stapling of sheets or signatures on the side closest to the spine.
<b>Signature</b>	A printed sheet with multiple pages on it that is folded so that the pages are in their proper numbered sequence, as in a book.
<b>Smoothness</b>	That quality of paper defined by its levelness that allows for pressure consistency in printing, assuring uniformity of print.
<b>Soy Inks</b>	Inks made with soy oils instead of petroleum as the base. They are considered to be more environmentally friendly, a standard component of green printing.
<b>Spiral bind</b>	A type of binding where a metal or plastic wire is spiraled through holes drilled along the binding side of a document.
<b>Stock</b>	A term for unprinted paper.
<b>Super calendaring</b>	A machine procedure that produces a very smooth paper surface that is exceptional for printing.
<b>Synthetic papers</b>	Any non-wood or cloth paper, usually petroleum (plastic) based.
<b>Text paper</b>	A high quality light weight printing paper.
<b>Thermography</b>	A printing process whereby slow drying ink is applied to paper and, while the ink is still wet, is lightly dusted with a resinous powder. The paper then passes through a heat chamber where the powder melts and fuses with the ink to produce a raised surface.



<b>Tint</b>	A halftone screen that contains all the same sized dots, or a diluted variation of a full strength color.
<b>Trapping</b>	The overlapping of one color over a different, adjacent color to ensure that no white space is visible where the two colors meet, especially when there are slight variations in the registration of the two colors during the printing process. Or the process of printing wet ink over wet or dry previously printed ink.
<b>Trim marks</b>	Marks placed on the printed sheet to indicate where cuts should be made.
<b>Trim size</b>	The final size of a printed piece after being cut from the sheet of paper that it was printed on.
<b>Typo</b>	A spelling mistake in printed material resulting from a mistake in typing or setting type.
<b>Undercolor removal</b>	The removing of cyan, magenta, or yellow from a heavily colored image to limit the total amount of ink being applied to that image to avoid potential production problems.
<b>Up</b>	A term used to describe how many similar pieces can be printed on a larger sheet; two up, four up, etc.
<b>UV Coating</b>	A very shiny and durable high gloss coating applied to printed material. It is applied as a liquid then cured with ultraviolet light.
<b>Variable Data Printing</b>	Is a form of on-demand printing in which elements (such as text, graphics, photographs, etc) can be changed from one printed piece to the next, without stopping or slowing down the press, using information from a database. For example, a set of personalized letters, each with the same basic layout, can be printed with a different name and address on each letter.
<b>Varnish</b>	A clear coating added to printed material as a protective layer for improved scuff resistance and usually higher gloss.
<b>Vellum</b>	A finish of paper that is somewhat bulky and is slightly rough.
<b>Vignette</b>	A photo or illustration, in which the tones fade gradually away until they blend with the background they are printed on.
<b>VOCs</b>	Abbreviation of volatile organic compounds. Petroleum based chemicals used in some printing inks and coatings who's high vapor pressure allows easy evaporation into the air.

<b>Warm color</b>	A color with a reddish tone rather than a blue tone. Browns, oranges, reds, and yellows are generally considered to be "warm" colors.
<b>Washup</b>	The procedure of cleaning a particular ink from the unit of a printing press.
<b>Watermark</b>	A translucent mark or image that is embossed during the papermaking process, or printed onto paper, which is visible when the paper is held up to the light.
<b>Web press</b>	A printing press that prints on rolls of paper passed through the press in one continuous piece, as opposed to individual sheets of paper.
<b>Widow</b>	A single word or two left at the end of a paragraph, or a part of a sentence ending a paragraph, which loops over to the next page and stands alone. Also, the last sentence of a paragraph, which contains only one or two short words.
<b>Work and Turn</b>	A printing production format that has the front and back of a printed piece on one side of the paper, that is then printed the same on the back side, producing two copies of the piece.
<b>Wove</b>	A smooth paper with a gentle patterned finish.
<b>Writing paper</b>	Another name for bond paper.
<b>Xerographic paper</b>	Papers made to reproduce well in copy machines.
<b>Yellow</b>	One of the four process colors of ink, or CMYK. The Y is for yellow.
<b>Zip file</b>	Zippping a file compresses one or more files into a smaller archive. It takes up less hard drive space and less time to transfer across a network or the internet.
<b>80# Gloss Text</b>	Standard glossy paper stock, about as thick as a light magazine cover. The shiny finish provides an excellent opaque base for rich process color printing. This is our most popular stock for: Brochures, Catalog Inserts, Flyers, Posters, etc.
<b>100# Gloss Text</b>	Similar to the 80# gloss text, but 25% thicker and heavier, for a piece that feels more substantial. Standard Uses: Brochures, Information Sheets, Self-mailers, etc.
<b>80# Dull/matte</b>	This stock is finely coated with a non-gloss finish. It provides an excellent opaque base for easy to read, crisp typography. Standard Uses: Brochures,



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



**text**

Catalog Inserts, and Flyers, etc.

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB EXPRESSIONS

67. He's really friendly and knows how to deal with customers.

68. They've just graduated from university.

69. You have to be able to handle many tasks at one time.

70. They are eager to be part of this team.

71. I have experience using Adobe Photoshop.

72. I want to pursue a career in finance.

73. I majored in chemistry.

74. I have experience managing a computer lab.

75. I am able to meet deadlines. For example, if I am asked to do three tasks I will complete them. Even if I work until midnight.

76. My long term goal is financial freedom.

77. We need someone who can solve problems quickly

## PRINTING INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE PRINTING INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A TYPOGRAPHER DO?



Visual effects and packaging play significant roles in product branding, and the job of a typographer is to create the typeface that graphically reflects the brand's true story. The layout of text as well as its size, color and associated font compose an item's typeface.

A typeface can set the visual mood of items for which it is associated. For example, typographers can craft a typeface for wedding invitations that exude elegance, or they can create a typeface for a children's book that evokes feelings of fun and excitement.

#### **Duties & Responsibilities**

- Sets type by hand and machine, and assembles type cuts in galley for printing articles, headings, and other printed matter, determining type size, style, and compositional pattern from work order.
- Measures copy with line gauge to define length of line.
- Sets composing stick to line length indicated on line gauge.
- Selects type from type case sets it in compositional sequence, reading from copy.
- Inserts spacers between words or units to balance justify lines.
- Transfers type from stick to galley when setup is complete.
- Inserts leads, slugs, or lines of quads between lines to adjust length of setup.

- Prepares proof copy of setup, using proof press.
- Examines proof for errors, corrects setup, and forwards it to imposing stone or bank.
- Cleans type after use distributes it to specified boxes in type case.

## GRAPHIC DESIGNERS

### Duties & responsibilities



Graphic designers create visual content in both print and digital form. They might work on advertisements, newsletters, publications, digital media, film, web or app design, product packaging, or interior or architect designs.

A company, client or art director will give a graphic designer a message or idea to communicate visually. The designer then uses text, images, and color to form that visual element.

Other job responsibilities might include:

- Selecting fonts, colors and photos for layouts
- Designing logos
- Using software to create digital illustrations
- Turning data and ideas into images
- Presenting designs to clients or managers and making changes as needed

Graphic designers are typically creative individuals who have completed some visual design training, either in college or through specific certifications and courses. Some specialize in certain areas, such as web design or product packaging, while others are proficient in a variety of creative mediums.

Most graphic design training occurs through experience. New graduates might get an internship to gain experience and start building a work portfolio. However, as design becomes increasingly digital, existing graphic designers might take computer or software training courses to keep their skills up to date. They might also keep up with current design trends by taking online classes or seminars.

## SKILLS & COMPETENCIES

Graphic designers must have a variety of professional skills in addition to creative talent to succeed. These might include:

- **Creativity:** Graphic designers must think of new and exciting ways to visually communicate ideas.

- **Artistry:** In addition to coming up with ideas, graphic designers must have the artistic talent to draw, illustrate or computer-generate images. They should also be comfortable using different mediums.



- **Typography:** The ability to make written language not only legible but also visually appealing is more important today than ever .
- **Adobe's creative apps:** Knowing how to use Adobe's creative software—specifically Adobe Illustrator, InDesign, and Photoshop—is a base requirement for many graphic design jobs.
- **Communication:** Graphic designers should clearly discuss messages and ideas with the art director, client or other artists to make sure they are creating an effective design.

- **Computer skills:** Today, most designers use graphic design software to create or edit images and layouts. They might need to understand how to use photo editing, layout and publishing software.
- **Time-management:** Graphic designers often work on strict deadlines and multiple projects at once. They must prioritize projects and use their time efficiently to meet these deadlines.
- **Analytical skills:** Graphic designers should be able to take a complex idea or data set and determine the best visual representation.

### “HOW WOULD YOU DESCRIBE YOURSELF?”

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**



Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness. In my previous role, I was promoted three times in less than two years.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing method so I’m always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.”*

- **I’m a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

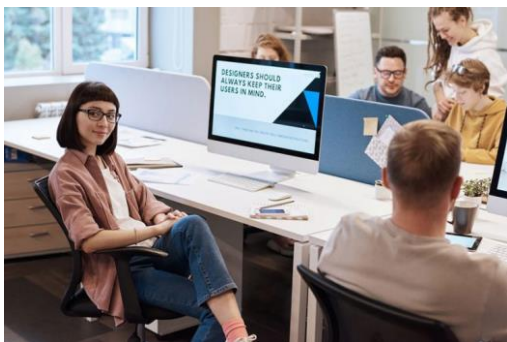
**Example:** *“I’m a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients’ customer satisfaction scores were 15% over the company average.”*

- **I’m a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *“I’m a natural leader. I’ve eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I’m not in a leadership role because if I don’t know the answer, I’ll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company.”*

- **I am results-oriented.**



A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring*

*and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.



## **LIST OF WORDS TO DESCRIBE YOURSELF**

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### **Words to describe your work style:**

- Analytical
- Calculated
- Entrepreneurial
- Focused
- Persuasive
- Practiced



- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

**Words to describe your personality:**

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

**Words to describe how you work with others:**

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Flexible
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive
- Tolerant



**ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA**

**MODUŁ III**

**BRANŻA POLIGRAFICZNA**

**SESJA 2**

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS,  
PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

**REZULTATY:**

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

**PROGRAM SESJI:**

- **Ćwiczenie 1a. - „SMALL TALK - Introduction”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1b. – „SMALL TALK - Examples”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim

- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja



- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń. Ćwiczenie umiejętności konwersacyjnych w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”



## PRINTING INDUSTRY

### Session 2.

#### PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### Worksheet

#### EXERCISE 1 - SMALL TALK

##### Introduction

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



##### Weather

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.
- It's been raining for weeks. Is this never going to end?

##### Weekend

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

##### Sports

- M. Did you see the game last night?
- N. No, I missed it. Was it a good game?

##### Keeping the conversation going

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?



- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

## **SMALL TALK**

### **Examples**

*Decide what to say in these situations. Make out your own dialogues.*

Y. You are arriving for a meeting early. You are the second person there.

.....

.....

.....

Z. You are having dinner with the visitors at your company. Break the ice.

.....

.....

.....

AA. A new person joins your company. You meet her / him for the first time.

.....

.....

.....

BB. You meet your colleague at the coffee machine.

.....

.....

.....



## SMALL TALK

### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



wwwww) Is that the xxxxx) Really?  
time?

yyyyy) I see...

zzzzz) Hello again

aaaaa) It was nice  
talking to you.

bbbbbb) We haven't  
met. I'm ...

ccccc) That reminds me...

dddddd) Excuse me, ...

eeeeee) Will you  
excuse me?

ffffff) Uh huh.

gggggg) I must just...

hhhhh) Long time no  
see.

iiiiii) I'm afraid, I'll have to  
be going.

jjjjjj) I couldn't help  
noticing...

kkkkkk) While we are  
on a subject of...

llllll) I understand you...

mmmmm) By the way...

nnnnnn) You are...,  
aren't you?

oooooo) You must be...

pppppp) Right.

qqqqqq) Mary asked  
me to give you best  
regards

Opening conversation	Directing conversation	Showing interest	Closing conversation

### SMALL TALK

#### Faux pas

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*



- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

5. *I don't like Americans.*

You realize you are talking to an American.

.....

.....

T. *Anyone can teach.*

You realize you are talking to a teacher.

.....

.....

U. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....

.....

## EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE

37. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



38. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

39. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

40. **Give complaints your full attention.** *Deal with complaints* quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.
41. **Take the extra step.** *Offer a personalized service* to your customers and they will feel more important. Deal with their requests on a personal basis.
42. **Give customers something extra.** *Encourage customer loyalty* by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

- KK. Try to make sure customers stay with your company.
- LL. Design a service suitable for each person.
- MM. Ask customers questions.
- NN. Provide the service people want.
- OO. Make sure you take the goods to the customer on time.
- PP. Solve problems.

### **EXERCISE 3 - CUSTOMER SATISFACTION**

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.



- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

61. You wait 10 minutes to be served in a shop.
62. You don't like the music in the café.
63. The food in the restaurant is overcooked.
64. A car hire firm didn't provide maps on local roads.
65. There's a cigarette ash on the floor of an expensive hotel room.
66. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
67. The air company lost your luggage.
68. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
69. Your flight is delayed with no apparent weather problems.
70. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### **EXERCISE 4 - CONSUMERS' COMPLAINTS**

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem.*

*The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch



### Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- s. one month ago
- t. yesterday
- u. she hasn't purchased it yet

2. How many problems is the customer having?

- s. one
- t. two
- u. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- s. solution
- t. get rid of
- u. resolve

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- s. not the done thing
- t. not our policy
- u. not legit

5. When did the customer first notice the problem?

- s. when trying to connect to the internet.
- t. when plugging in the computer
- u. while in the shower



6. What suggestion does the customer service make to solve the problems?

- s. unplug the computer
- t. speak to it politely
- u. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- s. troubleshoot
- t. shoot-trouble
- u. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- s. make up
- t. identify
- u. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- s. get jiggy
- t. dispense
- u. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- s. administrative
- t. customer service
- u. clever



### EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

**Now list at least 7 options that could prevent this from happening.**

43. ....
44. ....
45. ....
46. ....

47. ....

48. ....

49. ....



## EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

61. ....

62. ....

63. ....

64. ....

65. ....

66. ....

67. ....

68. ....

69. ....

70. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?
- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?

- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### **Situation 1.**

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....

.....

.....

.....



**Situation 2.**

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....  
.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....  
.....  
.....  
.....



## COMPREHENSION QUIZ

### Correct answers

7. When did the customer buy the computer?

- s. **one month ago**
- t. yesterday
- u. she hasn't purchased it yet

2. How many problems is the customer having?

- s. one
- t. **two**
- u. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- s. solution
- t. get rid of
- u. **resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- s. not the done thing
- t. **not our policy**
- u. not legit

5. When did the customer first notice the problem?

- s. **when trying to connect to the internet.**
- t. when plugging in the computer
- u. while in the shower

6. What suggestion does the customer service make to solve the problems?

- s. unplug the computer
- t. speak to it politely

**u. bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- s. **troubleshoot**
- t. shoot-trouble
- u. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- s. make up
- t. identify
- u. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- s. get jiggy
- t. dispense
- u. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- s. administrative
- t. **customer service**
- u. clever





## PRINTING INDUSTRY

### Session 2.

#### PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### Training materials for participants

#### CUSTOMER SERVICE

##### ASAP

Apologize

Sympathize

Accept responsibility

Prepare to take action



##### Apologize

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon
- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...

##### Sympathize

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

## **CUSTOMERS' COMPLAINTS**

### **Useful Phrases**

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"







**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny





## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?



### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

#### Caller

- Can I speak to ..., please?
- Could I speak to... please?

#### Receiver

- How can I help?
- Who's calling, please?



- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### Asking for repetition

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?



### Confirming Details

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### Handling Complaints

- *Oh, no that's terrible.*
- *I agree with you that should not have happened.*
- *I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.*
- *I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.*
- *I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.*
- *I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.*

<b>ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA</b>
--

<b>MODUŁ III</b>	<b>BRANŻA POLIGRAFICZNA</b>
------------------	-----------------------------

<b>SESJA 3</b>	<b>APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW</b>
----------------	--

## REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

## PROGRAM SESJI:

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku



angielskim, argumentowanie

- Prezentacja - **„APPLYING FOR JOBS”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- Ćwiczenie 6. – **„APPLICATION LETTER”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- Ćwiczenie 7. – **„INTERVIEW”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

**PRINTING INDUSTRY**

**Session 3.**



**APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**  
**APPLICATION DOCUMENTS AND INTERVIEW**

**Worksheet**

**EXERCISE 1 - QUIZ**

*Choose the appropriate answer.*

**55. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**56. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**57. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**58. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy





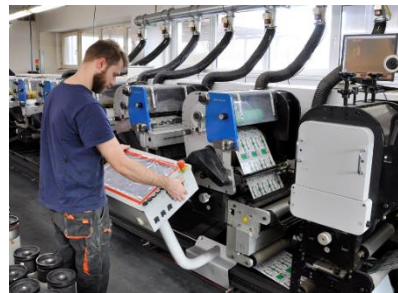


**59. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer
- c. promotion
- d. application form

**60. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**61. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**62. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**63. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick



## EXERCISE 2 - JOBS AND WORKS

*Write short answers to the questions below.*

96. What kind of job do you want to have?

97. Why do you want this kind of job?

98. How much salary can you get from this job?

99. Do you think this kind of job is easy to do? Why? / Why not?

100. Do you know anyone with this kind of job? If 'yes', who?

101. What do you need to study to get this job?

102. Will it be easy to find this kind of job? Why? / Why not?

103. If you can't get this job, what other job are you interested in?



### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

Now, read the sentences below. Circle the numbers that best express your opinions.

Then, compare your answers with your classmates. Give reasons.

#### Possible answers

5 - I agree completely

4 - I mostly agree

3 - I'm not sure

2 - I mostly disagree

1 - I disagree completely



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 61. Working is fun.   | 1 | 2 | 3 | 4 | 5 |
| 62. It's easy to find a job.  | 1 | 2 | 3 | 4 | 5 |
| 63. Doctors have great jobs.  | 1 | 2 | 3 | 4 | 5 |
| 64. Being a farmer is better than being a fisherman.                  | 1 | 2 | 3 | 4 | 5 |
| 65. Librarians have boring jobs.                                      | 1 | 2 | 3 | 4 | 5 |
| 66. Clowns have great jobs.   | 1 | 2 | 3 | 4 | 5 |
| 67. Having an interesting job is more important than a well-paid job. | 1 | 2 | 3 | 4 | 5 |

68. It would be great to never have to work.                    1    2    3    4    5
69. Teachers have easy jobs.    1    2    3    4    5
70. Flight attendants have exciting jobs.                            1    2    3    4    5

#### **EXERCISE 4 - JOB ENQUIRY BY TELEPHONE**

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....



- Thank you. I ..... to .....you.

### Useful expressions

want to ask	requirements
the work hours	3 years of experience
the sales position	work experience
come in for interview	responsibilities



### EXERCISE 5 - DISCUSSION ABOUT WORK

*Work in groups. Discuss the following questions.*

#### ***If you are still studying:***

25. What kind of organization do you want to work for?
26. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
27. Do you think it will later be possible to change departments? What do you think your first position will be?
28. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

#### ***If you are already working:***

25. What is your function or job title?
26. What are you responsible for?
27. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
28. What other units, departments or divisions do you regularly have to work with?



### ***Big or small companies?***

19. Do you or would you prefer to work for a big or small company? Why?
20. Think of advantages of working in a small or a big company.
21. Think of disadvantages of working in a small or a big company.

### **BENEFITS AT WORK**

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

#### **Benefits**

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5



- |                          |   |   |   |   |   |
|--------------------------|---|---|---|---|---|
| ✓ flying business class  | 1 | 2 | 3 | 4 | 5 |
| ✓ your name on your door | 1 | 2 | 3 | 4 | 5 |



## EXERCISE 6 - „APPLICATION LETTER”

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals*

### **GRAPHIC DESIGN/PRE-PRESS TECHNICIAN**

We are a fast-paced, growing print company looking for a self-motivated individual. This full-time position is responsible for pre-press operations for all of the production we do including, print, apparel, signs, engraving, direct mail, rubber stamps. You will be responsible for designing and preparing files for production. This is a full time position offering competitive pay and benefits.

#### **Knowledge, Skill, and Ability:**

- Extremely well organized
- Understand/follow directions to meet deadlines
- Work well as a team or individually with minimal direction
- Detail-oriented with a professional attitude
- Learn and retain new skills quickly
- Experience with production of at least some of the products we make.
- Experience in a similar position

- Exceptional Skills in Adobe InDesign, Adobe Illustrator, and Adobe Photoshop
- Familiar with raster and vector graphics including the differences and when each is appropriate
- Familiar with spot color, process color, overprint, and bleed as well as how to properly use these
- Ability to design and prep files in a manner that makes print production efficient
- Ability to design in a fast paced production based environment
- Experience with direct mail prep is a plus

**Job Tasks:**

- Potential job tasks include but are not limited to: File preparation for production, design, and more

.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....





.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.  
When you can ask these questions in pairs*



Tell me about yourself.

.....

.....

.....

.....

.....

Why do you want this job?

.....  
.....  
.....

Why did you leave your last job?

.....  
.....  
.....

Tell me about your education.

.....  
.....  
.....

What special skills do you have?

.....  
.....  
.....

Why should we hire you?

.....  
.....  
.....

What hobbies do you have in your free time?

.....  
.....  
.....

**QUIZ**

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C



## **JOB ENQUIRY BY TELEPHONE**

- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## PRINTING INDUSTRY

### Session 3.

#### APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION

#### APPLICATION DOCUMENTS AND INTERVIEW

#### Training materials for participants

#### APPLICATION LETTER

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.
- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including

these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Mr. Baker:

From your listing on CareerJimmy.com, I see that you are in need of printing machine operators.

Such work is ideal for me since I've been a printing machine operator in the past and am now open to returning to this field. I can operate any or all of the following printing machines: offset lithography, gravure, flexography, screen-printing, letterpress, and digital. I would be very happy to join Any Town Press and to conduct trainings, as well.

Thanks for taking time to read and respond to my resume cover letter. I'd be pleased to meet you in person any day next week for an interview, if you are available. Just call my home office at 897-687-0897 to set up an appointment that is convenient for you.

Sincerely,

Joe Jobhunter

Dear Mr. Tucker:

Tending complex printing machines with exceptional prowess and expertise is something that I have done every day for the past 6 years. As an experienced and highly skilled printing press operator, with a strong exposure to handling large printing jobs of complicated natures, I am sure that my candidature will be of great interest to you.

Visual color discrimination and the ability to match and detect differences between colors is a combination that you will rarely find in a printing press operator. I boast of both, along with exceptional comprehension of installing plates, handling machine controls and levers, manually and automatically setting and adjusting speed, temperature, ink-flow and tension, and loading, positioning and adjusting parts and equipment.

As far as my oversight skills go, I am competent in monitoring feeding, printing and delivery processes of presses to maintain specified operating levels and detecting malfunctions. Moreover, I am proficient in inspecting and examining printed products to ensure compliance with quality standards, including clarity, color accuracy and conformance to specifications.

With the skills set and expertise that I have to offer if considered seriously for the position of a printing press operator, I am sure you will not have to look elsewhere. To further build up on this, I would like to meet with you in person soon – I will call to set up a meeting time. In the meantime, you may reach me at (000) 444-4444 if you require further information regarding my skills and experience in this regard.

Sincerely,

(Signature)

Dear Mr Smith

I have read your advertisement for a Graphic Designer with great interest as I believe that my skills and qualifications match your requirements for this position.

I would welcome the chance to apply the skills and knowledge I have gained to your vacancy and I feel my abilities would prove to be an asset for your organization.

Currently I am employed with Unique Web Design Services as a graphics designer and have been involved in a number of high profile projects. I am comfortable working as part of a team or individually and have an in-depth understanding of emerging technologies in new media.

I have enclosed my resume for your review, it includes a more detailed list of my technical skills. Please feel free to contact me on the number given below and I look forward to meeting you in the near future.

Thank you in advance for your time and consideration and I look forward to hearing from you.

Yours sincerely,



**Karen Brown**  
Dayjob Limited  
The Big Peg

## **PERSONAL SUMMARY**

A confident and creative designer who is self-motivated, self-sufficient and comes to you with a strong background in both print and digital media. Karen has worked extensively in the automotive and travel industries producing high end business to business and consumer facing designs. She is detail oriented, and has a comprehensive understanding of Photoshop, Indesign, Dreamweaver, Illustrator and the latest web technologies. Possessing a get it done attitude while not compromising on quality means that she will always maximise the impact of any marketing material. As a hard working and ambitious individual she has no problem following instructions from senior designers and customers. Right now she is looking to join a creative team of designers, and to work for a company that only hires the best.

## **CAREER HISTORY**

GRAPHIC DESIGNER – January 2010 – present

Employers name – Coventry

Responsible for creating exciting materials and design solutions that have a high visual impact.

### **Duties;**

- Meeting clients to discuss their needs, objectives and budgets.
- Designing and creating a wide variety of graphic art and promotional material.
- Producing designs for both internal and external communications. Involving customers in the design process.
- Creating integrated design projects across both online and offline outputs.
- Developing design briefs.
- Explaining design concepts and ideas to clients and colleagues.
- Coordinating multiple publishing projects.
- Commissioning illustrators and photographers.
- Providing graphical support for Blogs, websites and social media.
- Working on presentations, leaflets, trade-marks, marketing materials and banner designs.
- Producing accurate and high-quality design work.

TRAINEE GRAPHIC DESIGNER – May 2008 – January 2010

Employers name – Birmingham



CASHIER – July 2007 – May 2008  
Employers name – Birmingham

### **KEY SKILLS AND COMPETENCIES**

#### Graphic Designing

- First class visual communications skills.
- Experience of print and web design experience.
- Able to tailor designs to meet the needs of the customer.
- Exceptional understanding of colours, style of type, illustrations, photography and animation.
- Proficient knowledge of Web, Social Media and Video applications.
- Exceptional conceptual, graphic design and layout skills.
- Good understanding of latest digital marketing trends.

#### Personal

- Having a love of good design and typography.
- A great communicator, project manager, planner and team leader.
- Excellent presentation, listening and communication skills.
- Able to quickly learn new skills, technologies and applications.

### **AREAS OF EXPERTISE**

Designing Graphics  
Leaflet Design  
Brochure Design  
Business Card Design

### **ACADEMIC QUALIFICATIONS**

Central Birmingham University – Design and Artwork Degree 2003 – 2007  
Aston College – HND 2001 – 2003  
Coventry School; O levels Maths (A) English (B) Geography (B) Physics (A)

### **REFERENCES**

Available on request.



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



Jeannette Hunter  
123 Main Street, San Francisco, CA 94122  
Home: 000-000-0000 | Cell: 000-000-0000  
email@example.com

## **Professional Summary**

Digital Print Operator looking to obtain a position in which all knowledge and experience gained in the industry can be put to use.

## **Core Qualifications**

- Exceptional knowledge of digital as well as traditional printing
- Great capacity for learning new and more advanced technology in the printing business
- Meticulous attention to detail in all projects
- Ability to complete orders in an organized and timely fashion
- Proficient in all computer programs related to digital printing
- Excellent knowledge of mechanics of printing machines
- Editing capabilities to correct mistakes before printing
- Exemplary customer service and communication skills

## **Experience**

**Digital Print Operator**  
**10/1/2009 – Present**  
**Earth Printing Inc.**  
**Kennesaw, GA**

- Complete orders of all sizes and levels of importance
- Multitask to run many different machines at one time
- Complete all paperwork necessary for completion of orders
- Ensure that all supplies such as ink and paper are fully stocked
- Troubleshoot problems and repair printing machines when needed
- Delegate jobs to other employees and supervise to ensure proper fulfillment of responsibilities
- Stay current on all new technology and machinery that could potentially increase production and efficiency of digital printing
- Train new employees on all digital and traditional printing machines
- Prepare financial reports for supplies used and supplies needed maintaining a strict budget when possible

## **Education**

**Associate's Degree**  
Printing Equipment Operation Kennesaw State University  
Kennesaw, GA



## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to

focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **„Why do you want to work here?”**

Interviewers often ask this question as a way to determine whether or not you took the time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace.

- **„What interests you about this role?”**

Like the previous question, hiring managers often include this question to make sure you understand the role and give you an opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience.

- **„What are you passionate about?”**

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. To answer, select something you are genuinely passionate about, explain why you're passionate about it, give examples of how you've pursued this passion and relate it back to the job.

- **„Why do you want to leave your current job?” / „Why did you leave your last job?”**

Never say anything bad about your previous employers. Think about leaving for a positive reason. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your



current or previous role, focus on the future and what you hope to gain in your next position.

- **„Do you have any questions?”**

Yes. Prepare several questions before the interview. You could ask about career/development/training opportunities. Be sure to ask when they'll make their decision.



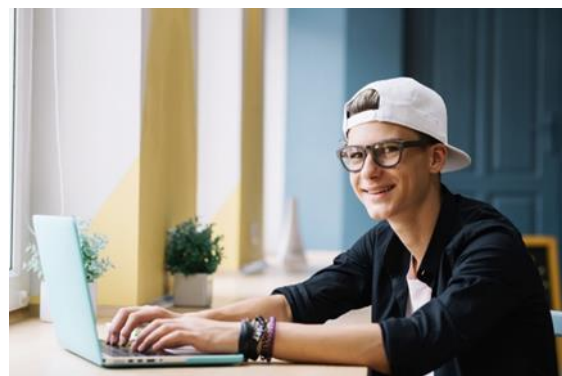
## GRAPHIC DESIGN INTERVIEW QUESTIONS

- **Tell me about yourself.**

While this is asked of interviewees across all industries, it carries an added weight for creatives because you are your brand. Open-ended requests like these can leave even the most seasoned interviewees stumped if they haven't prepared. Key points to share are recent successes, strengths and abilities that relate to the job or company, and a statement on your current situation.

- **Where do you see yourself in five years?**

With this question, your potential employer wants to hire someone that sees this role as a good career move. A happy and motivated employee means a productive and a highly retentive one.



*“My goal right now is to work in a company that enables me to work with people I can learn from. Later down the line, I would like to hold more responsibility for creative direction.”*

- **What makes you a good graphic designer?**

Graphic design as a profession is a juggling act. You're working to create something that incorporates your client's specifications as well your own design sensibilities. If you're lucky, the two overlap, but that's often not the case. Sought-after qualities in this field include communication, curiosity, passion, ability to take criticism, problem-solving, patience, and reliability.

- **What are your strengths and weaknesses?**

Employers ask this question to ensure that your abilities line up with the skills needed for the role. More importantly, they're looking for candidates that are confident and self-aware about their strengths and shortcomings. When talking about your strength(s) ensure you have an example or two handy to illustrate how it has benefitted you or others. A strength can be something technical, like UX, or something less tangible, like problem-solving.

- **Do you work better alone or in a group?**



While your day-to-day would typically consist of solo work, graphic designers should be able to work well with coworkers (e.g. UX, developers, copywriters) and clients. Like your strength and/or weakness question, it's best to answer truthfully so your manager knows your preference.

If you fall on the far end of either side of the spectrum (i.e. a very strong preference for working alone or in groups) it may be best to bring up ways you manage that – much like the weakness question above. *"I prefer working alone when there is a deadline. However, I find that I come up with better ideas when working collaboratively."*

- **If I asked you to design x, which software would you use? What is the use of x in Photoshop? What is the shortcut for x in CAD?**



Questions like these are used to test your technical skills for the job. Employers want to check if you know the most efficient way to get from a to z. Even if you're a pro, it could be valuable to go over shortcuts in programs like Illustrator, Photoshop or InDesign, and refamiliarize yourself with tools you haven't used recently.

- **Can you provide me with examples of relevant communication experiences you had in your previous job?**

This question is designed to weigh your interpersonal skills. As graphic design encompasses more than design creation, you should also be able to communicate the needs of your client and coordinate with your coworkers. Your interviewer might be trying to see what you can offer in terms of communication. *„In my previous position, I was responsible for communicating directly with my supervisor about a client's wishes for their logos or website designs. A large part of my role was understanding what the client envisioned and translating that into a digital design format. Throughout the duration of my projects, I enlisted the help of my coworkers to get constructive feedback and talked with my supervisor when a question arose so they could relay my concerns to the client.”*

- **How would you handle negative client feedback on one of your designs?**



An interviewer might ask this question to see how well you are accustomed to receiving critical feedback. Your answer should reflect a positive outlook on the situation and how you approach such situations.

*“Negative comments are always disappointing, as you want to deliver the best quality of work to represent your company and please the client. In these situations, I would use the client's feedback as fuel to revamp the project to incorporate their new vision and restructure my design based on the elements they disliked.”*

- **Are you comfortable with the design programs you would be expected to use in this position?**

This question is designed to gauge how well you read the job description and the requirements that are expected of an ideal candidate. A good answer should include the names of the design programs that a candidate is expected to be familiar with and examples of when you used those programs. *"I have in-depth experience working with Adobe Dreamweaver, Illustrator and InDesign with my previous graphic design projects. I utilized the program features of Adobe Illustrator to design company logos and used InDesign to create marketing materials like posters, brochures and interior layouts for magazines."*

- **How would you explain the color theory to someone without any graphic design experience?**

By asking this question, the interviewer wants to find out what graphic design theories and terminology you are familiar with. Your answer should address the definition of color theory and use common language to define it. *"Color theory is very important to graphic design as it theorizes that colors have a significant impact on a consumer's receptiveness of a design. It looks at the aesthetically pleasing nature of certain color combinations and the psychology of color. The aim of color theory is to help graphic designers and other artists to use colors in a purposeful way."*

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

MODUŁ III BRANŻA POLIGRAFICZNA

### ANKIETA EWALUACYJNA

#### PROWADZENIE SZKOLENIA

41. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

Bardzo źle	Źle	Średnio	Dobrze	Bardzo dobrze
------------	-----	---------	--------	---------------

1	2	3	4	5
---	---	---	---	---

42. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

43. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

44. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

45. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

46. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

47. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

48. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia ?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

49. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

50. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
-------------------	------------	----------------	---------------	----------------------



Fundusze Europejskie  
Wiedza Edukacja Rozwój



Rzeczpospolita  
Polska

Unia Europejska  
Europejski Fundusz Społeczny



1	2	3	4	5
---	---	---	---	---

# ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

## MODUŁ IV

### BRANŻA SAMOCHODOWA

Broszura i instrukcje dla trenerów

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV

### BRANŻA SAMOCHODOWA

### SESJA 1

### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY. SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### REZULTATY:

- podniesienie kompetencji językowych i przygotowanie do profesjonalnej aktywności w przyszłej pracy zawodowej
- rozwijanie samodzielności w nauce języka angielskiego przydatnego w zawodzie pracownika branży samochodowej
- kształtowanie postaw umożliwiających efektywne i odpowiedzialne funkcjonowanie w środowisku pracy

#### PROGRAM SESJI:

- Ćwiczenie 1. - „**FIND SOMEONE WHO..**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające i integracyjne, wzajemne poznanie się uczestników
  - Kompetencje językowe: Ćwiczenie umiejętności autoprezentacji
- Ćwiczenie 2. – „**WHAT’S MY JOB?**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie integracyjne, zadawanie pytań dotyczących specyfiki wybranych przez uczestników zawodów
  - Kompetencje językowe: Ćwiczenie zadawania pytań w języku angielskim
- Ćwiczenie 3. – „**JOB INTERVIEW ADJECTIVES**”
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z orientacją zawodową i poszukiwaniem pracy

- **Ćwiczenie 4. – „CAREER DISCUSSION QUESTIONNAIRE”**
  - Kompetencje interpersonalne i zawodowe: Określenie planów i oczekiwań związanych z przyszłością zawodową
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 5. – „JOB INTERVIEW EXPRESSIONS”**
  - Kompetencje interpersonalne i zawodowe: Poznanie cech i umiejętności poszukiwanych na różnych stanowiskach pracy
  - Kompetencje językowe: Poznanie słownictwa związanego z poszukiwaniem pracy
- **Prezentacja - „PROFESSIONAL PROFILE OF OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY”**
  - Kompetencje interpersonalne i zawodowe: Przedstawienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 6. – „CAREER PATH”**
  - Kompetencje interpersonalne i zawodowe: Omówienie profilu zawodowego pracownika branży samochodowej
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze specyfiką pracy pracownika branży samochodowej; opis kwalifikacji, wymagań, zakresu obowiązków, typowego dnia pracy
- **Ćwiczenie 7. – „SPECIALIZED VOCABULARY AND PHRASES”**
  - Kompetencje interpersonalne i zawodowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z branżą samochodową w języku angielskim
- Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

53. Karta pracy „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”

54. Materiały dla uczestników „Professional profile of an employee in the automotive industry. Self-presentation. Specialized vocabulary and phrases”

55. Prezentacja „Professional profile of an employee in the automotive industry”

## AUTOMOTIVE INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Worksheet

#### EXERCISE 1 - FIND SOMEONE WHO..

	Name	Additional information Who..? When...? What...? Why...? Where..? How..?
<b>... wants to work as a boss.</b> <i>Do you want to work as a boss?</i>		
<b>... is looking for a job.</b>		
<b>...thinks working is more fun than studying.</b>		
<b>...wants a job with a high salary.</b>		
<b>...had a part-time job last summer.</b>		
<b>...already has a great job.</b>		





**Do you...?** Yes, I do. No, I don't  
**Did you..?** Yes, I did. No, I didn't.  
**Are you..?** Yes, I am. No, I'm not.  
**Were you.. ?** Yes, I was. No, I wasn't.



## EXERCISE 2 - WHAT'S MY JOB?

*Ask the 20 questions on the left. Can you guess your partner's jobs?*

141. Do you work inside?
142. Do you get a big salary?
143. Do you have to work at night?
144. Do you drive?
145. Do you sit at a desk?
146. Do you have to wear a uniform for your job?
147. Do you work with many other people?
148. Do you think many people want to have your job?
149. Do you have to study a lot to get your job?
150. Is your job difficult?
151. Is your job dangerous?
152. Is your job boring?
153. Is your job unusual?
154. Is your job stressful?

Ask your own questions!

- 155.
- 156.
- 157.
- 158.

159.

160.



Your partner's jobs:

### EXERCISE 3 - JOB ADJECTIVES

*This exercise introduces employment related adjectives. Try to match adjectives with the right sentences.*



1.	<b>Conscientious</b>
2.	<b>Reliable</b>
3.	<b>Confident</b>
4.	<b>Punctual</b>
5.	<b>Persistent</b>
6.	<b>Motivated</b>
7.	<b>Loyal</b>
8.	<b>Honest</b>
9.	<b>Enthusiastic</b>
10.	<b>Committed</b>
11.	<b>Ambitious</b>


- A** She will never tell a lie
- B** He will follow his favorite team all his life
- C** They are committed to a long term deal
- D** He is proud of his appearance
- E** The salmon continually try to swim upriver
- F** He believes he can achieve all his goals
- G** She wants to achieve many things
- H** They are really happy when their team is successful
- I** He is always on time
- J** He always completes all his tasks/work



K He does lots of research

#### **EXERCISE 4 - CAREER DISCUSSION QUESTIONNAIRE**

*Write short answers to the questions below.*

104. Do you expect a lot of advancement in your career ?
105. How do you plan to climb the ladder to success ?
106. What kind of attitude do you have?
107. Where do you want your career path to take you ?
108. What does loyalty mean to you?
109. How much time are you willing to devote to your work?
110. Would you prefer to work for a stable company or have your own business



## EXERCISE 5 - JOB INTERVIEW EXPRESSIONS

*Complete the sentences below with the appropriate phrases.*

78. He's really friendly and .....
79. They've just ..... university.
80. You have to be able to ..... at one time.
81. They are ..... be part of this team.
82. .... Adobe Photoshop.
83. I want to ..... in finance.
84. .... in chemistry.
85. .... a computer lab.
86. I am able to ..... For example, if I am asked do three tasks I will complete them.  
Even if I work until midnight.
87. My long term goal is .....
88. We need someone who can ..... quickly.

zzz.pursue a career

- aaaa. I have experience managing
- bbbb. financial freedom
- cccc. graduated from
- dddd. handle many tasks

eeee. eager to

ffff. I majored

gggg. knows how to deal with  
customers

hhhh. solve problems

iiii. meet deadlines

jjjj. I have experience using



## EXERCISE 6 - CAREER PATH

*Prepare a presentation in pairs or in groups of 3-4 people about the profession of a car mechanic. Use training materials during the presentation. Share your work with the whole group.*

Examples of questions:

8. What are the requirements (education, courses, licenses, languages, etc.), to be able to do this job?
71. What are the duties in this position?
72. What is a typical working day like?
73. What talents are important in this profession?
74. What is a typical career path in this job?
75. Are there any promotion opportunities?
76. How can you improve your skills and professional qualifications?
77. Is it difficult to find a job in this profession?
78. Where do people working in this profession most often work?
79. What are the prospects of this profession in the future?



80. Are there any non-financial benefits associated with doing this job?



## EXERCISE 7 – SPECIALIZED VOCABULARY AND PHRASES

### PARTS OF A CAR



#### Steering wheel

UK /'stiə.rɪŋ ,wi:l/

A wheel in a vehicle that the driver turns in order to make the vehicle go in a particular direction.



### **Windshield**

UK /'wɪnd.ʃiːld/

The window at the front of a car.



### **Headlight**

UK /'hed.laɪt/

A large, powerful light at the front of a vehicle.



### **Tail light**

UK /'teɪl ,laɪt/

A red light on the back of a road vehicle that makes it possible for the vehicle to be seen in the dark.



### **Engine**

UK /'en.dʒɪn/

A machine that uses the energy from liquid fuel or steam to produce movement.





### Seat belt

UK /'si:t ,belt/

A belt that fastens around you in a vehicle or aircraft and holds you in your seat, in order to reduce the risk of being injured in an accident.



### Back seat

UK /,bæk 'si:t/

Seat behind driver.



### Front seat

UK /,frʌnt 'si:t/

A seat at the front of a vehicle, especially the one next to the driver.



### Dashboard

UK /'dæʃ.bɔ:d/

The part of a car that contains some of the controls used for driving and the devices for measuring speed and distance



### Airbag

UK /'eə.bæg/

A bag in a vehicle that automatically fills with air if the vehicle is involved in an accident, in order to protect the driver or a passenger from injury



### Jump leads

UK /'dʒʌmp ,li:dz/

A pair of thick wires for starting the engine of one vehicle with electricity from the battery of another vehicle



### Speedometer

UK /spi:'dɒm.i.tər/

A device in a vehicle that shows how fast the vehicle is moving



### Stick shift

UK /'stɪk ,ʃɪft/

A gear lever



### Parking brake

UK /'pɑ:.kɪŋ ,breɪk/

A device operated by hand that locks into position and prevents a vehicle from moving

## PARTS OF A CAR - PHRASES

wheel

koło

There is a strange noise in my car's left **wheel**.



<b>tyre</b>	opona	You have a flat <b>tyre</b> .
<b>rim</b>	felga	A steel <b>rim</b> doesn't look nice.
<b>alloy wheel</b>	felga aluminiowa	I have just bought new <b>alloy wheels</b> . Now my car looks awesome.
<b>hubcap</b>	kołpak	I've lost a <b>hubcap</b> again.
<b>door</b>	drzwi	Most cars have four <b>doors</b> . But some have two or even five <b>doors</b> .
<b>door handle</b>	klamka	Doors in this car are remote controlled. You don't need a <b>door handle</b> to open it.
<b>wing mirror</b>	lusterko boczne	Be aware of the blind spot when you use the <b>wing mirrors</b> .
<b>front fender</b>	przedni błotnik	I must replace the <b>front fender</b> in my car after that fender-bender.
<b>back fender</b>	tylny błotnik	The <b>back fender</b> only needs some new paint.
<b>bumper</b>	zderzak	<b>Bumpers</b> have got special crumple zones.
<b>number plate</b>	tablica rejestracyjna	You get a ticket when your <b>number plate</b> is unreadable.
<b>headlight</b>	przedni reflektor	You busted <b>headlights</b> in my car.
<b>indicator</b>	kierunkowskaz	The latest model of our car has got mirrors with built in <b>indicators</b> .
<b>taillight</b>	tylny reflektor	The bulb in the right <b>taillight</b> is dead.
<b>reversing light</b>	światło cofania	They are coming back. I can see the <b>reversing light</b> .
<b>stop light</b>	światło stop	Press the brake pedal. It's fine. Your <b>stop light</b> is

		working.
<b>fog light</b>	światło przeciwmgielne	All cars come with rear <b>fog light</b> because it's a legal requirement.
<b>bonnet</b>	maska	The engine is under the <b>bonnet</b> .
<b>boot</b>	bagażnik	The light on your dashboard shows that the <b>boot</b> is open.
<b>rear window</b>	szyba tylna	Wipe the snow off the <b>rear window</b> .
<b>side window</b>	szyba boczna	Wind the <b>side window</b> down and pass me your driving licence, please.
<b>windscreen</b>	szyba przednia	Use the air-conditioning to demist the <b>windscreen</b> faster.
<b>sunroof</b>	szyberdach	We need some fresh air. Open the <b>sunroof</b> , please.
<b>windscreen wiper</b>	wycieraczka	Did you check the <b>windscreen wipers</b> before the trip?
<b>roof</b>	dach	I can see some rust on the <b>roof</b> of your car.
<b>aerial</b>	antena	I am looking for an <b>aerial</b> with a good reception.
<b>exhaust pipe</b>	rura wydechowa	I've lost the <b>exhaust pipe</b> on that bumpy road.
<b>steering wheel</b>	kierownica	The best way to hold the <b>steering wheel</b> is at 9 and 3 position.
<b>ignition</b>	stacyjka	To start the engine turn the car keys in the <b>ignition</b> .
<b>accelerator</b>	pedał gazu	The <b>accelerator</b> is operated with the right foot.
<b>brake</b>	hamulec	The <b>brake</b> is between the clutch and the accelerator.

<b>speedometer</b>	prędkościomierz	Pay attention to the <b>speedometer</b> . Don't exceed the speed limit.
<b>clutch</b>	sprzęgło	There is no <b>clutch</b> pedal in cars with automatic gearbox.
<b>handbrake</b>	hamulec ręczny	Use the <b>handbrake</b> when you park a car on a hill.
<b>fuel gauge</b>	wskaźnik poziomu paliwa	We run out of petrol because the <b>fuel gauge</b> had been broken.
<b>gear lever</b> <b>gear shift</b>	drążek zmiany biegów	To change gear use the <b>gear lever</b> .
<b>horn</b>	klakson	The <b>horn</b> is usually placed in the middle of the steering wheel.
<b>dashboard</b>	deska rozdzielcza	My son draw an elephant on my car's <b>dashboard</b> .
<b>rear-view mirror</b>	lusterko wsteczne	This car has got camera installed in the <b>rear-view mirror</b> .
<b>battery</b>	akumulator	If you take care of your <b>battery</b> , you will prolong its life.
<b>gearbox</b>	skrzynia biegów	Manual <b>gearbox</b> is tiring in a traffic jam.
<b>suspension</b>	zawieszenie	Off road cars have got higher <b>suspension</b> .
<b>shock</b>	amortyzator	In my opinion <b>shoks</b> are making this odd sound.
<b>braking pads</b>	klocki hamulcowe	Ceramic <b>braking pads</b> are the most expensive.
<b>air conditioning</b>	klimatyzacja	It's very hot today. Turn on the <b>air conditioning</b> .

## JOB INTERVIEW ADJECTIVES

1.	<b>Conscientious</b>	He does lots of research
2.	<b>Reliable</b>	He always completes all his tasks/work
3.	<b>Confident</b>	He is proud of his appearance
4.	<b>Punctual</b>	He is always on time
5.	<b>Persistent</b>	The salmon continually try to swim upriver
6.	<b>Motivated</b>	He believes he can achieve all his goals
7.	<b>Loyal</b>	He will follow his favorite team all his life
8.	<b>Honest</b>	She will never tell a lie
9.	<b>Enthusiastic</b>	They are really happy when their team is successful
10.	<b>Committed</b>	They are committed to a long term deal
11.	<b>Ambitious</b>	She wants to achieve many things

## JOB INTERVIEW EXPRESSIONS

78. He's really friendly and knows how to deal with customers.

79. They've just graduated from university.

80. You have to be able to handle many tasks at one time.

81. They are eager to be part of this team.

82. I have experience using Adobe Photoshop.

83. I want to pursue a career in finance.

84. I majored in chemistry.

85. I have experience managing a computer lab.

86. I am able to meet deadlines. For example, if I am asked do three tasks I will complete them. Even if I work until midnight.

87. My long term goal is financial freedom.

88. We need someone who can solve problems quickly

## AUTOMOTIVE INDUSTRY

### Session 1.

#### PROFESSIONAL PROFILE OF AN EMPLOYEE IN THE AUTOMOTIVE INDUSTRY

#### SELF-PRESENTATION. SPECIALIZED VOCABULARY AND PHRASES

#### Training materials for participants

#### WHAT DOES A MECHANIC DO?



Automotive service technicians and mechanics, often called *service technicians* or *service techs*, inspect, maintain, and repair cars and light trucks. It isn't just about fixing vehicles. Auto mechanics have other responsibilities as well.

Mechanics are professionals trained to perform repairs and regular maintenance on motorized vehicles. Part of their job involves understanding how internal combustion and diesel motors work, as well as their components, and how to dismantle and reassemble them in order to fix any problems.

#### **Duties & responsibilities**

- Interact with customers to obtain information about the problems they're experiencing with their cars.
- Examine various systems within cars to diagnose problems. They run computerized diagnostic tests to help them identify components that might be malfunctioning.
- Remove parts that are worn or not operating properly and replace them with new or used parts.



- Perform routine maintenance like oil, filter, and belt changes according to schedules established by various car manufacturers.
- Explain repairs to customers and provide estimates for unanticipated repairs.
- Pitch optional repairs or preventative maintenance to customers to generate additional revenue for the shop, although this can depend upon the employer.

## **REQUIRED SKILLS AND QUALIFICATIONS**

### **Outstanding knowledge and understanding of motorized vehicles:**

- Being capable of identifying, diagnosing, and repairing malfunctioning parts of vehicles and engines;
- being able to work with different types of motors (e.g. fuel, diesel, or electric);
- possessing knowledge of intricate electric and air conditioning systems; and
- being able to work on and repair vehicles' chassis.

### **Excellent interpersonal, communication, and leadership skills:**

- Communicating clearly, both verbally and in writing, in order to create a clear and communicative environment with coworkers and clients;
- being able to read and write technical reports; and
- being able to work cohesively as part of a multidisciplinary team.

### **Analytical, problem-solving, and critical-thinking skills:**

- Identifying issues and resolving problems in a timely manner using critical thinking and good judgment; and
- being precise and accurate in their calculations and analyses.



### **Organizational and time management skills and great attention to detail:**



- Avoiding disorganization in the workplace that can lead to accidents and damage to equipment;
- being able to work independently and as part of a team in a fast-paced environment;
- handling various projects with aggressive deadlines; and
- being able to prioritize tasks and responsibilities accordingly.

## SKILLS & COMPETENCIES



Workers in the automotive industry need a number of skills to help them maintain and repair cars, trucks and other vehicles, and to work with customers, managers, employees, and team members. Employers seek these skills in the candidates they hire for automotive jobs.

- **Customer-service skills.** Service technicians discuss automotive problems—along with options to fix them—with their customers. Because workers may depend on repeat clients for business, they must be courteous, good listeners, and ready to answer customers' questions.
- **Detail oriented.** Service technicians must be aware of small details when inspecting or repairing vehicle systems, because mechanical and electronic malfunctions are often due to misalignments or other easy-to-miss causes.
- **Dexterity.** Service technicians perform many tasks that require steady hands and good hand–eye coordination, such as assembling or attaching components and subassemblies.

- **Mechanical skills.** Service technicians must be familiar with engine components and systems and know how they interact with each other. They often must take apart major parts for repairs and be able to put them back together properly.
- **Organizational skills.** Service technicians must keep workspaces clean and organized in order to maintain safety and ensure accountability of parts.
- **Troubleshooting skills.** Service technicians use diagnostic equipment on engine systems and components in order to identify and fix problems in increasingly complicated mechanical and electronic systems. They must be familiar with electronic control systems and the appropriate tools needed to fix and maintain them.

## PRIMARY RESPONSIBILITIES

Here's a non-exhaustive list of common tasks mechanics are required to complete.

### Performing regular maintenance and status checks:

- Checking the levels of important fluids (e.g. motor oil, coolant, and brake fluid) and refilling them as necessary;
- inspecting and replacing filters when required;
- cleaning and lubricating engine pieces; and
- checking the battery and the electric systems of the vehicle.



### Inspecting, diagnosing, and repairing malfunctioning parts of the vehicle:

- Conducting a thorough and complete diagnosis of the status of the vehicle using specialized hardware and software;
- inspecting and calibrating brakes;
- checking the air pressure in the wheels, as well as their condition;
- aligning the wheels;
- looking for loose screws and bolts and tightening them; and
- dismantling engine pieces to look for malfunctioning parts.

**Performing general and specific repairs and replacing malfunctioning parts:**

- Extracting malfunctioning parts following diagnosis and using specialized tools (e.g. wrenches, screwdrivers, pliers, and hydraulic lifts);
- following specific instructions for different types of engines and vehicles;
- dismantling pieces of the engine in order to repair minor malfunctions;
- replacing and reassembling pieces when repair was possible;
- requesting replacement and spare pieces when repair is not possible;
- assembling and mounting new pieces; and
- testing the proper functioning of new pieces.

**Documenting and reporting all vehicle repairs to employer or customer:**

- Creating a budget of the expected expenses for the repairs;
- keeping track of all the pieces and parts changed, repaired, and replaced;
- maintaining a record of all pieces that were requested and bought; and providing clients with a bill explaining all purchases and repairs done.

**Following safety measures and protocols when performing repairs:**

- Using the necessary safety tools and gadgets (e.g. safety goggles, gloves, and suits) to avoid accidents; and
- adhering to safety regulations when using heavy or dangerous machines and tools (e.g. hydraulic lifts, power tools, and welders).

## Maintaining a stock of frequently used pieces and tools.

### Performing all the administrative tasks necessary:

- Keeping track of all transactions, purchases, and services provided;
- paying taxes and submitting financial records to the correspondent government agency; and managing payroll operations, including sales and services commissions for employees when necessary.




The Automotive industry has been growing steadily for years now, and with it, so has the need for professionals capable of repairing and servicing cars and other vehicles. There are plenty of job opportunities for Mechanics in the labour market.

Mechanics are commonly employed by garages and auto-workshops. They may also work in car dealers, vehicle rental agencies, or in transportation companies providing regular maintenance checks and repairs, or be self-employed, working in their own garages.

## YOUR OWN BUSINESS

Mechanics work in a variety of automotive service settings including car dealers, tire stores, oil change operations, gas stations, and full-service repair shops. Some mechanics operate their own business and take on management functions such as setting prices, advertising, training, and supervising staff.

- **Problem Solving Skills:** To be a good automotive technician, you'll need to identify what's wrong with the vehicles you service and provide the best possible solutions. You'll have to look at problems from many different angles to diagnose and repair whatever comes into your garage.

- **Perseverance:** Even with the most finely-honed problem-solving skills, you're bound to encounter issues you can't solve on the first go-round. Your ability to stick to it until you find a solution won't just help your customers; it will help you become a better mechanic and add to your overall automotive knowledge.
  - **A good work ethic:** Your customers will depend on you, so you'll need to be dependable. That means you'll need to come to work every day ready to put your best effort forward. You'll need to be hard-working and reliable and ready to tackle all aspects of your job.
  - **Attention to detail:** Whether you work on maintenance, diagnostics, or repairs, you'll have to perform those tasks with exacting detail. That is because your careful work on important vehicle components could save someone's life!
  - **Desire to learn:** New makes, models, and technology mean that if you want to find success as an automotive technician, you must continue to keep learning.
- 
- **Good interpersonal skills:** If you want to be a great automotive technician, you'll need great customer service skills. You'll need to communicate well to understand the needs of your clients and to explain what you'll be doing to their vehicle. A pleasant and positive attitude will also make customers want to come back to you for the servicing.

### **“HOW WOULD YOU DESCRIBE YOURSELF?”**

To help you decide how to describe yourself in an interview, consider these examples:

- **I am passionate about my work.**

Every employer seeks to hire people who enjoy their work, but the word “passion” evokes feelings of dedication and loyalty. When someone is passionate about the work they’re doing, they’re naturally committed to quality and positive outcomes.

**Example:** *“I am passionate about my work. Because I love what I do, I have a steady source of motivation that drives me to do my best. In my last job, this passion led me to challenge myself daily and learn new skills that helped me to do better work. For example, I taught myself how to use Photoshop to improve the quality of our photos and graphics. I soon became the go-to person for any design needs.”*

- **I am ambitious and driven.**

Ambition and drive are two qualities that are essential to success and growth in many jobs. When an employer hires an ambitious candidate, they can rest assured this new hire will consistently seek ways to improve themselves and keep their eyes firmly set on their next goal.



**Example:** *“I am ambitious and driven. I thrive on challenge and constantly set goals for myself, so I have something to strive toward. I’m not comfortable with settling, and I’m always looking for an opportunity to do better and achieve greatness.”*

- **I am highly organized.**

An organized candidate is a detail-oriented candidate and someone an employer can trust to meet deadlines. This quality is especially important in administrative positions, project management and other roles that require adherence to process and quality.

**Example:** *“I am highly organized. I always take notes, and I use a series of tools to help myself stay on top of deadlines. I like to keep a clean workspace and create a logical filing*

*method so I'm always able to find what I need. I find this increases efficiency and helps the rest of the team stay on track, too.*

### **I'm a people-person.**



Some people are naturally outgoing, conversational and quickly find ways to feel at home in groups of complete strangers. This attribute is especially helpful for professionals in customer service and sales positions.

**Example:** *"I'm a people-person. I love meeting new people and learning about their lives and their backgrounds. I can almost always find common ground with strangers, and I like making people feel comfortable in my presence. I find this skill is especially helpful when kicking off projects with new clients. In my previous job, my clients' customer satisfaction scores were 15% over the company average."*

- **I'm a natural leader.**

While you can teach people management skills, some people naturally take on the role of a leader in group settings. Employers often seek natural leaders for leadership and non-leadership positions because they set a good example and can boost team morale.

**Example:** *"I'm a natural leader. I've eventually been promoted to a leadership role in almost every job because I like to help people. I find co-workers usually come to me with questions or concerns even when I'm not in a leadership role because if I don't know the answer, I'll at least point them in the right direction. In my last two roles, I was promoted to leadership positions after less than a year with the company."*



- **I am results-oriented.**

A results-oriented candidate is someone who keeps the end goal in mind and knows which resources it will take to get there. Employers know when they hire someone who is results-oriented, they will do whatever it takes to get the job done.

**Example:** *“I am results-oriented, constantly checking in with the goal to determine how close or how far away we are and what it will take to make it happen. I find this pressure inspiring and a great motivator for the rest of the team. In fact, over the past year, I was able to help my team shorten our average product time to market by two weeks.”*

- **I am an excellent communicator.**

Effective communication skills are necessary for ongoing success in almost any position and every industry, but they don't always come naturally to everyone. When a candidate can communicate well, they help ensure messages aren't muddled internally or when delivering information to a customer.

**Example:** *“I am an excellent communicator. I pride myself on making sure people have the right information because it drives better results. Most business issues stem from poor communication, so I feel a responsibility to keep everyone on the same page. These skills helped increase my personal client retention rate by more than 40% in a year, and helped the team deliver 100% of our projects by the original deadline.”*

These are just a few examples of how to answer the question, “How would you describe yourself?” but there are plenty of other qualities you could share. Take time to review the job description and look for similarities between what's required and your natural strengths.







## LIST OF WORDS TO DESCRIBE YOURSELF

Here are several examples of words you can use to describe yourself in an interview, elevator pitch or resume summary.

### Words to describe your work style:

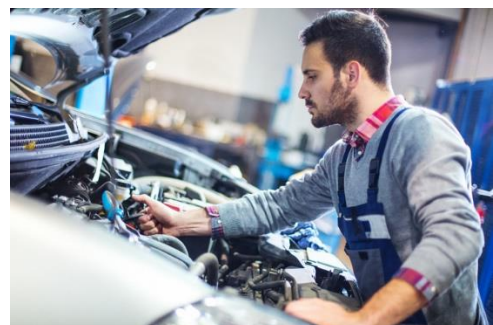
- Analytical
- Calculated
- Committed
- Conscientious
- Dedicated
- Diligent
- Disciplined
- Eager
- Entrepreneurial
- Focused
- Hardworking
- Industrious
- Initiator
- Insightful
- Inventive
- Persistent
- Persuasive
- Practiced
- Proactive
- Reliable
- Resourceful
- Skillful
- Tenacious
- Thorough

### Words to describe your personality:

- Adventurous
- Balanced
- Courageous
- Creative
- Curious
- Driven
- Energetic
- Enthusiastic
- Methodical
- Observant
- Orderly
- Organized
- Perceptive
- Positive
- Risk-taker
- Savvy
- Self-aware

### Words to describe how you work with others:

- Attentive
- Collaborative
- Cooperative
- Diplomatic
- Direct
- Empathetic
- Helpful
- Patient
- Respectful
- Responsive
- Sincere
- Supportive



- Flexible
- Tolerant

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV

### BRANŻA SAMOCHODOWA

### SESJA 2

PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS

#### REZULTATY:

- podniesienie kompetencji w zakresie profesjonalnej obsługi klienta w języku angielskim
- doskonalenie umiejętności nawiązywania i budowania pozytywnych relacji w kontaktach z obcokrajowcami
- nabycie umiejętności analizy potrzeb i rozwiązywania problemów w profesjonalnej obsłudze klienta zagranicznego

#### PROGRAM SESJI:

- Ćwiczenie 1a. - „**SMALL TALK - Introduction**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające, nawiązywanie i budowanie relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach grzecznościowych w języku angielskim
- Ćwiczenie 1b. – „**SMALL TALK - Examples**”
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych
  - Kompetencje językowe: Ćwiczenie zwrotów używanych w rozmowach

grzecznościowych w języku angielskim

- **Ćwiczenie 1c. – „SMALL TALK - Polite phrases”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 1d. – „SMALL TALK - Faux pas”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie z zakresu nawiązywania i budowania relacji interpersonalnych oraz obsługi klienta
  - Kompetencje językowe: Ćwiczenie zwrotów i form gramatycznych używanych w rozmowach grzecznościowych w języku angielskim
- **Ćwiczenie 2. – „SIX RULES FOR GOOD CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Prezentacja - „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów
- **Ćwiczenie 3. – „CUSTOMER SATISFACTION”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat różnych sytuacji związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
- **Ćwiczenie 4. – „CONSUMERS' COMPLAINTS”**
  - Kompetencje interpersonalne i zawodowe: Omówienie zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń

- **Ćwiczenie 5. – „COMPREHENSION QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie znajomości zasad profesjonalnej obsługi klientów w sytuacjach reklamacji
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
  
- **Ćwiczenie 6. – „REASONS FOR CANCELLATION OF THE SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 7. – „PROFESSIONAL CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Omówienie i dyskusja na temat standardów związanych z obsługą klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 8. – „ANGRY CUSTOMER”**
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej obsługi zagniewanych klientów
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń
  
- **Ćwiczenie 9. – „ROLEPLAYING SCENARIOS”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów
  - Kompetencje językowe: Ćwiczenie umiejętności konwersacyjnych w języku angielskim – wyrażanie opinii, argumentacja
  
- **Ćwiczenie 10. – „DIFFICULT SITUATIONS IN CUSTOMER SERVICE”**
  - Kompetencje interpersonalne i zawodowe: Podniesienie umiejętności związanych z obsługą trudnych klientów, ćwiczenie reakcji w konkretnych sytuacjach
  - Kompetencje językowe: Podniesienie znajomości słownictwa i zwrotów językowych związanych z profesjonalną obsługą klientów, m.in. w sytuacjach składania reklamacji, zastrzeżeń.

• **Ćwiczenie 11. – „PRACTICE TEST”**

- Kompetencje interpersonalne i zawodowe: Podniesienie znajomości terminologii związanej z branżą samochodową
- Kompetencje językowe: Podniesienie znajomości terminologii związanej z branżą samochodową w języku angielskim

Rozdanie materiałów informacyjnych i podsumowanie zajęć

**MATERIAŁY:**

1. Karta pracy „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
2. Materiały dla uczestników „Professional customer service. Accepting orders, complaints, providing information. Coping with difficult situations”
3. Prezentacja „Professional customer service”

**AUTOMOTIVE INDUSTRY**

**Session 2.**

**PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING  
INFORMATION. COPING WITH DIFFICULT SITUATIONS**

**Worksheet**

**EXERCISE 1 - SMALL TALK**

**Introduction**

*Discuss the following questions.*

- *What is the main purpose of small talk in business communication?*
- *What themes do you think are adequate to start the conversation?*



**Weather**

- Kind of chilly this morning, isn't it?
- What a beautiful morning. A bit windy, but beautiful.
- It's never that hot at this time of the year.

– It's been raining for weeks. Is this never going to end?

**Weekend**

- How did you spend the weekend?
- Did you do anything special?
- How was your weekend?

**Sports**

- O. Did you see the game last night?
- P. No, I missed it. Was it a good game?

**Keeping the conversation going**

- Is this your first visit to Warsaw?
- How long are you going to stay?
- What do you do, by the way?
- What line of business are you in?
- How are you enjoying the conference?
- Do you know many people here?

**SMALL TALK**

**Examples**

*Decide what to say in these situations. Make out your own dialogues.*

CC. You are arriving for a meeting early. You are the second person there.

.....

.....

.....

DD. You are having dinner with the visitors at your company. Break the ice.

.....

.....

.....

EE. A new person joins your company. You meet her / him for the first time.

.....  
.....  
.....

FF. You meet your colleague at the coffee machine.

.....  
.....  
.....



### SMALL TALK

#### Polite phrases

*Categorize the phrases and expressions according to the following functions.*



rrrrrr) Is that the time?

ssssss) Really?

tttttt) I see...

uuuuuu) Hello again

vvvvvv) It was nice talking to you.

wwwwww) We haven't met. I'm ...

xxxxxx) That reminds me...      yyyyyy)      Excuse me, ...      zzzzzz) Will you excuse me?

aaaaaaa)      Uh huh.      bbbbbbb)      I must just...      cccccc)      Long time no see.

ddddddd)      I'm afraid, I'll have to be going.      eeeeeee)      I couldn't help noticing...      fffffff)      While we are on a subject of...

ggggggg)      I understand you...      hhhhhh)      By the way...      iiiiii)      You are..., aren't you?

jjjjjjj)      You must be...      kkkkkk)      Right.      llllll)      Mary asked me to give you best regards

Opening conversation	Directing conversation	Showing interest	Closing conversation

### SMALL TALK

#### Faux pas

*Repair the following situations by using some of the language below, modal constructions, or something of their own creation.*





- What I mean is ...
- What I meant was...
- Let me put it another way ...
- What I'm saying is ...
- What I'm trying to say is ...
- Don't get me wrong ...
- Please don't misunderstand ...
- Excuse me, if I said that I didn't really mean to.
- Let me rephrase what I just said.

V. *I don't like Americans.*

You realize you are talking to an American.

.....  
.....

W. *Anyone can teach.*

You realize you are talking to a teacher.

.....  
.....

X. *I can't stand people who smoke.*

You realize that the extremely pleasant person you're talking to has a suit that smells like stale smoke.

.....  
.....

**EXERCISE 2 - SIX RULES FOR GOOD CUSTOMER SERVICE**

43. **Answer your phone.** The golden rule is “never miss a phone call”, so someone should always be available to pick up the phone. Your company may have to set up a call centre to meet the needs of customers.



44. **Keep your promises.** Customers want reliable service, so always do what you say you will do. Keep to your delivery dates and you will get repeat business from your satisfied customers.

45. **Listen to your customers.** Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

46. **Give complaints your full attention.** Deal with complaints quickly and efficiently. If you have to give a refund, do it with smile. Satisfied customers will recommend you to friends and get you more business.

47. **Take the extra step.** Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis.

48. **Give customers something extra.** Encourage customer loyalty by giving your regular customers something extra. They will be happy to get something they didn't expect.

*Match the phrases in italics to definitions below.*

QQ. Try to make sure customers stay with your company.

RR. Design a service suitable for each person.

SS. Ask customers questions.

TT. Provide the service people want.

UU. Make sure you take the goods to the customer on time.

VV. Solve problems.

### EXERCISE 3 - CUSTOMER SATISFACTION

*Read the text and discuss the following questions.*

Customer satisfaction is an important part of a company's sale strategy, so companies try to provide good customer service. That means offering high quality products and services, answering queries, making it easy for customers to order and pay for goods, and delivering on time. Companies also need to have a system for handling complaints, so that if they make a mistake or offer poor service, they can deal with the problem. Most companies train their customer service staff to deal politely with customers.

- *What problems can you deal with at work?*
- *What is ideal customer service for you?*
- *How would you describe the quality of service?*



**In which of these situations should the customer complain? If not, why not?**

71. You wait 10 minutes to be served in a shop.
72. You don't like the music in the café.
73. The food in the restaurant is overcooked.
74. A car hire firm didn't provide maps on local roads.
75. There's a cigarette ash on the floor of an expensive hotel room.
76. After ordering a book online, the wrong book is sent. You sent it back but after three weeks, the right book still hasn't arrived.
77. The air company lost your luggage.
78. You have booked a round trip ticket but the return trip was canceled because of the volcano ashes and you lost a lot of money because of that including hotel other air fares.
79. Your flight is delayed with no apparent weather problems.

80. When you get your bag at the baggage reclaim area you see that the zipper has been broken due to extreme handling.

#### EXERCISE 4 - CONSUMERS' COMPLAINTS

*Mistakes happen. When they do, customer service representatives often need to handle consumers' complaints. It's also important for customer service reps to gather information to help resolve the problem. The following short dialog provides some helpful phrases to deal with complains:*



**Customer:** Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

**Customer Care Representative:** What seems to be the problem?

**Customer:** I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

**Customer Care Representative:** Did you read the instructions that came with the computer?

**Customer:** Well, yes. But the troubleshooting section was no help.

**Customer Care Representative:** What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was trying to connect to the Internet! What kind of question is that?!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**Customer Care Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my computer to connect to the Internet.

**Customer Care Representative:** We'll do our best to get your computer working as soon as possible.

### Key Vocabulary

- customer service representatives (reps)
- gather information
- resolve the problem
- deal with complaints
- not our policy
- troubleshoot
- glitch



### Key Phrases

- What seems to be the problem?
- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...



- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?

### EXERCISE 5 - COMPREHENSION QUIZ

*Answer the questions to check your understanding of the dialogue between a customer and a customer service representative.*

1. When did the customer buy the computer?

- v. one month ago
- w. yesterday
- x. she hasn't purchased it yet

2. How many problems is the customer having?

- v. one
- w. two
- x. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- v. solution
- w. get rid of
- x. resolve

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- v. not the done thing
- w. not our policy
- x. not legit

5. When did the customer first notice the problem?

- v. when trying to connect to the internet.
- w. when plugging in the computer
- x. while in the shower

6. What suggestion does the customer service make to solve the problems?

- v. unplug the computer
- w. speak to it politely
- x. bring it in for repairs

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- v. troubleshoot
- w. shoot-trouble
- x. sing gently to

8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- v. make up
- w. identify
- x. gather

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- v. get jiggy
- w. dispense
- x. deal

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- v. administrative
- w. customer service
- x. clever

### EXERCISE 6 - REASONS FOR CANCELLATION OF THE SERVICE

*Form of work - in a group*

**List at least 7 reasons that you think are causing customers to drop out of the service, etc.**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

**Now list at least 7 options that could prevent this from happening.**

50. ....
51. ....



- 52. ....
- 53. ....
- 54. ....
- 55. ....
- 56. ....



**EXERCISE 7 - PROFESSIONAL CUSTOMER SERVICE**

*Work in pairs*

**Specify in 10 points what should characterize professional customer service.**

- 71. ....
- 72. ....
- 73. ....
- 74. ....
- 75. ....
- 76. ....
- 77. ....
- 78. ....
- 79. ....

80. ....



## EXERCISE 8 - ANGRY CUSTOMER

*An angry customer is something just about every seasoned business owner has witnessed. So, you've got an angry customer — perhaps you're communicating over the phone. In any case, the best thing to remember when you have an angry customer negatively addressing you is one simple acronym: HEARD.*

The **HEARD** technique goes like this:

**H: Hear** – Let your customer know they are being heard. Be patient, and don't cut them off.

**E: Empathize** – Having empathy in business pays off in all relationships—practice understanding and compassion when listening to your customer's grievances.

**A: Apologize** – Even if you were not at fault, after empathizing with the customer, you should be able to sincerely apologize. Nobody likes being inconvenienced; you should understand that.

**R: Resolve** – Come to some sort of common ground with the customer. Ask how you can help. Find a way to make things right—whether this means you give them a discount on future purchases or a free product.

**D: Diagnose.** After the issue has been resolved and both parties are amicable, get to the bottom of the issue. Who or what *really* caused this to happen? This way, both you and the customer benefit from new information that can help it from happening again.



## EXERCISE 9 - ROLEPLAYING SCENARIOS

*Below are some examples of customer service role-play scenarios. In pairs, play one selected scene related to serving an angry customer.*

- A customer has come to speak to a member of staff to make a complaint. They are threatening to get you to shut down. Your objective is to resolve the issue with minimum reputation and financial damage to the company. What do you do?
- Someone slipped and hurt his or her self in your place of business. What is the wrong thing to do in this situation? The right thing?



- Your employee accidentally deleted your entire database, including personal customer information. Customers are not happy and refuse to give you their information again. What's your first move?
- Someone wants a refund but it's unwarranted. They're trying to bully you into giving them their money back for no real cause. What do you say to him/her?
- A thief broke into your office last night and stole most of the electronics. What's the first thing you do? The second?
- Two employees are having a disagreement. There are customers all around and curse words are being said. As the manager, how do you resolve the issue without scaring off customers?



## EXERCISE 10 - DIFFICULT SITUATIONS IN CUSTOMER SERVICE

*Prepare an example of a solution to a difficult situation*

### Situation 1.

**Customer:** To whom it may concern, I ordered a product 2 weeks ago, and it was supposed to turn up 3 days ago. What's going on?

**Representative:** My sincerest apologies. Late deliveries can be a real pain. I assure you that we're doing everything possible to resolve this issue for you. And as an apology, we're happy to give you a 10% discount on your next purchase.

**Your solution to the problem:**

.....  
.....  
.....  
.....

### Situation 2.

**Customer:** Hi there, I bought this computer 3 days ago, but it doesn't perform as well as described on the website. I chose my platform and the games I would be playing, but the computer doesn't come anywhere close to hitting the frame rate that the manufacturer said it would even on the lowest graphic settings. I'd like to return it.

**Representative:** Hey there! No problem. You can return it or exchange it for a different computer. Many of our customers are serious gamers, and they speak highly of this (other) model. Why don't you demo it and tell us what you think?

**Customer:** Wow! This computer's great! I hope I won't regret it if I do an exchange.

**Your solution to the problem:**

.....

.....  
.....  
.....

**Situation 3.**

**Customer:** Hi there. I'd love to purchase this vehicle, but its price is well beyond my budget, so I'll have to pass.

**Representative:** I understand that the price is steep for you, but this car is durable and fuel-efficient – it achieves up to 48 MPG on the highway. So the price is reasonable. Over time, if you count the money you save in gas and car repairs, you'll see that the vehicle practically pays for itself! However, what we can offer you is 0% financing for the next 5 years. Would that work for you?

**Your solution to the problem:**

.....  
.....  
.....  
.....

**Situation 4.**

**Customer:** Hello! I'm very interested in buying one of your down-feather jackets. The price is right, and it's exactly what I'm looking for. But unfortunately, it is out of stock. Do you know when you'll be getting more?

**Representative:** Hi there. We recently ran out, and unfortunately, we're not sure when our new shipment will come in as it depends on our supplier. However, in the meantime, here is

a link to our similar brands. Please feel free to browse them. Either way, we will reach out to our supplier and notify you as soon as we receive a response. What is the best way to contact you?

**Your solution to the problem:**

.....

.....

.....

.....

### EXERCISE 11 - PRACTICE TEST

1. You are replacing brake pads. You've already removed the wheels. What is the appropriate next step for most vehicles?
  - e. Remove the old brake pads
  - f. Unbolt the caliper
  - g. Break the lugs
  - h. None of the above
  
2. A low-mileage vehicle is running hot. Assuming the radiator has enough coolant, what is the most likely problem?
  - f. The block has a partial restriction.
  - g. The water pump has broken down.
  - h. The thermostat has stopped working.
  - i. All of the above
  - j. Either b or c
  
3. A car is pulling to one side as it drives. The most common causes of this problem are

listed below. Which one should you check first?

- e. Uneven tire wear
  - f. Bad alignment
  - g. Low or uneven tire pressure
  - h. A sticking brake caliper
4. When you replace an oil drain plug, you should retighten it according to the old maximum "snug, but not too hard."
- c. True
  - d. False
5. In what order should you replace spark plugs?
- e. All at once
  - f. An entire row at once
  - g. One at a time, starting at the bottom of the row
  - h. One at a time, starting at the top of the row
6. You are replacing a fuel tank. You've drained and stored all the gas in the vehicle. What is the next step?
- e. Take the straps off the tank and drop it.
  - f. Disconnect the fuel lines.
  - g. Drop the rear suspension.
  - h. None of the above
7. A vehicle comes into your shop with a transmission problem. What is the FIRST thing you should do?
- e. Check the fluid level
  - f. Check for leaks
  - g. Look at the filter
  - h. Disassemble the transmission and check the gears.
8. Problems with spark plug wires are almost always caused by cracks in the insulation.
- c. True



- d. False
9. You are completing a radiator flush. You have drained the old coolant and added the flush solution. What is the next step?
- e. Turn the vehicle on and let it run until it reaches its normal operating temperature.
  - f. Turn the heater on and let it run at the highest setting for 10 minutes.
  - g. Drain the solution and add fresh radiator coolant.
  - h. None of the above
10. An engine is misfiring. Which of the following is NOT a likely cause?
- e. The ignition timing may be set wrong.
  - f. The cooling system may be malfunctioning.
  - g. The fuel filter may be clogged.
  - h. The vehicle may have a vacuum leak.
11. What is the last step in a brake job?
- e. Replace the caliper assembly
  - f. Replace and tighten the nuts
  - g. Press the brake pedal to make sure the brake pressure is satisfactory.
  - h. None of the above
12. An air filter should not be replaced until it shows visible signs of accumulated particles.
- c. True
  - d. False
13. Black smoke is mixed into the exhaust of a vehicle you have been tasked to repair. Which of the following is a likely cause?
- e. Leaking fuel injectors
  - f. A closed carburetor choke
  - g. A dirty air filter
  - h. Any of the above
14. Which of the following is NOT a possible cause of an engine hesitating?



- e. The air filter needs to be replaced.
  - f. The ignition wires need to be replaced.
  - g. The fuel filter is clogged.
  - h. The engine has a vacuum leak.
15. A vehicle is knocking when it goes over bumps or cracks in the road. Which of the following is a likely cause of the problem?
- e. Low power steering fluid
  - f. Shocks or struts that need to be replaced.
  - g. A broken tie rod
  - h. A worn power steering belt
16. It is recommended that a timing belt be replaced at the manufacturer's suggested interval if a visual inspection reveals only minor fraying.
- c. True
  - d. False
17. A brake pedal has to go down too far to stop. Which of the following is not likely to be a cause of this problem?
- e. Low brake fluid
  - f. Worn brake pads
  - g. Contaminated brake fluid
  - h. A brake line obstruction
18. What type of fuse is a car made before 1980 likely to have?
- e. Blade
  - f. Ceramic
  - g. Glass Tube
  - h. Any of the above
19. What is the most common reason a car will not start?
- e. A bad fuse
  - f. A dead battery



- g. A bad starter
  - h. A bad ignition switch
20. The water pump is the most important part of any vehicle's cooling system.
- c. True
  - d. False
21. An engine has recently begun using a lot of oil and the coolant is foamy and brown. Which of the following is likely to have caused this problem?
- e. A cylinder head has been cracked.
  - f. A head gasket has blown.
  - g. The oil-to-water cooler is leaking.
  - h. Any of the above
22. Transmissions have a tendency to start leaking over time. Which of the following is NOT a common spot for a leak to occur?
- e. The drain hole beneath the transmission
  - f. The base of the filler tube
  - g. The filter housing
  - h. The mounting point of the speed sensor

## COMPREHENSION QUIZ

### Correct answers

8. When did the customer buy the computer?
- v. **one month ago**
  - w. yesterday
  - x. she hasn't purchased it yet



2. How many problems is the customer having?

- v. one
- w. two**
- x. three

3. If you can answer a few questions, I'm sure we'll \_\_\_\_\_ the problem soon.

- v. solution
- w. get rid of
- x. resolve**

4. I'm afraid it's \_\_\_\_\_ to replace computers with software problems.

- v. not the done thing
- w. not our policy**
- x. not legit

5. When did the customer first notice the problem?

- v. when trying to connect to the internet.**
- w. when plugging in the computer
- x. while in the shower

6. What suggestion does the customer service make to solve the problems?

- v. unplug the computer
- w. speak to it politely
- x. bring it in for repairs**

7. Could you please \_\_\_\_\_ my computer? I can't seem to get this software working properly.

- v. troubleshoot**
- w. shoot-trouble
- x. sing gently to



8. Once I \_\_\_\_\_ the information, I can help you solve your problem.

- v. make up
- w. identify
- x. **gather**

9. As a customer service representative, I need to \_\_\_\_\_ with complaints and troubleshoot software problems.

- v. get jiggy
- w. dispense
- x. **deal**

10. Our \_\_\_\_\_ representatives provide help for customers from around the world.

- v. administrative
- w. **customer service**
- x. clever



## PRACTICE TEST

### Correct answers

1. You are replacing brake pads. You've already removed the wheels. What is the appropriate next step for most vehicles?



- e. Remove the old brake pads
  - f. Unbolt the caliper**
  - g. Break the lugs
  - h. None of the above
2. A low-mileage vehicle is running hot. Assuming the radiator has enough coolant, what is the most likely problem?
- f. The block has a partial restriction.
  - g. The water pump has broken down.
  - h. The thermostat has stopped working.
  - i. All of the above
  - j. Either b or c**
3. A car is pulling to one side as it drives. The most common causes of this problem are listed below. Which one should you check first?
- e. Uneven tire wear
  - f. Bad alignment
  - g. Low or uneven tire pressure**
  - h. A sticking brake caliper
4. When you replace an oil drain plug, you should retighten it according to the old maximum "snug, but not too hard."
- c. True
  - d. False**
5. In what order should you replace spark plugs?
- e. All at once
  - f. An entire row at once
  - g. One at a time, starting at the bottom of the row**
  - h. One at a time, starting at the top of the row
6. You are replacing a fuel tank. You've drained and stored all the gas in the vehicle. What is the next step?



- e. Take the straps off the tank and drop it.
  - f. **Disconnect the fuel lines.**
  - g. Drop the rear suspension.
  - h. None of the above
7. A vehicle comes into your shop with a transmission problem. What is the FIRST thing you should do?
- e. **Check the fluid level**
  - f. Check for leaks
  - g. Look at the filter
  - h. Disassemble the transmission and check the gears.
8. Problems with spark plug wires are almost always caused by cracks in the insulation.
- c. **True**
  - d. False
9. You are completing a radiator flush. You have drained the old coolant and added the flush solution. What is the next step?
- e. **Turn the vehicle on and let it run until it reaches its normal operating temperature.**
  - f. Turn the heater on and let it run at the highest setting for 10 minutes.
  - g. Drain the solution and add fresh radiator coolant.
  - h. None of the above
10. An engine is misfiring. Which of the following is NOT a likely cause?
- e. The ignition timing may be set wrong.
  - f. **The cooling system may be malfunctioning.**
  - g. The fuel filter may be clogged.
  - h. The vehicle may have a vacuum leak.
11. What is the last step in a brake job?
- e. Replace the caliper assembly
  - f. Replace and tighten the nuts

- g. **Press the brake pedal to make sure the brake pressure is satisfactory.**
- h. None of the above
12. An air filter should not be replaced until it shows visible signs of accumulated particles.
- c. **True**
- d. False
13. Black smoke is mixed into the exhaust of a vehicle you have been tasked to repair. Which of the following is a likely cause?
- e. Leaking fuel injectors
- f. A closed carburetor choke
- g. A dirty air filter
- h. **Any of the above**
14. Which of the following is NOT a possible cause of an engine hesitating?
- e. The air filter needs to be replaced.
- f. The ignition wires need to be replaced.
- g. The fuel filter is clogged.
- h. **The engine has a vacuum leak.**
15. A vehicle is knocking when it goes over bumps or cracks in the road. Which of the following is a likely cause of the problem?
- e. Low power steering fluid
- f. **Shocks or struts that need to be replaced.**
- g. A broken tie rod
- h. A worn power steering belt
16. It is recommended that a timing belt be replaced at the manufacturer's suggested interval if a visual inspection reveals only minor fraying.
- c. True
- d. **False**
17. A brake pedal has to go down too far to stop. Which of the following is not likely to be a cause of this problem?





- e. Low brake fluid
  - f. Worn brake pads
  - g. Contaminated brake fluid
  - h. A brake line obstruction**
18. What type of fuse is a car made before 1980 likely to have?
- e. Blade
  - f. **Ceramic**
  - g. Glass Tube
  - h. Any of the above
19. What is the most common reason a car will not start?
- e. A bad fuse
  - f. **A dead battery**
  - g. A bad starter
  - h. A bad ignition switch
20. The water pump is the most important part of any vehicle's cooling system.
- c. True
  - d. False**
21. An engine has recently begun using a lot of oil and the coolant is foamy and brown. Which of the following is likely to have caused this problem?
- e. A cylinder head has been cracked.
  - f. A head gasket has blown.
  - g. The oil-to-water cooler is leaking.
  - h. Any of the above**
22. Transmissions have a tendency to start leaking over time. Which of the following is NOT a common spot for a leak to occur?
- e. The drain hole beneath the transmission
  - f. The base of the filler tube
  - g. The filter housing**



h. The mounting point of the speed sensor

## **AUTOMOTIVE INDUSTRY**

### **Session 2.**

#### **PROFESSIONAL CUSTOMER SERVICE. ACCEPTING ORDERS, COMPLAINTS, PROVIDING INFORMATION. COPING WITH DIFFICULT SITUATIONS**

#### **Training materials for participants**

#### **CUSTOMER SERVICE**

##### **ASAP**

Apologize

Sympathize

Accept responsibility

Prepare to take action



#### **Apologize**

- I'm so sorry
- I'm terribly sorry
- I'd like to apologize for the inconvenience
- Sorry, that's my fault
- I beg your pardon
- Please accept my apologies
- On behalf of my company I'd like to say sorry for ...



### **Sympathize**

- I'll do my best to help you
- I can imagine how this situation makes you feel
- I realize how complicated it is to ...
- I'm glad you came / phoned us so that we can take care of the problem right away

### **Accept responsibility**

- If the problem is on our side, I'll try to find a prompt solution
- There seems to be a problem with our system
- This was caused by ...
- I can assure you that situation will never take place again
- I'll contact our IT department to check what happened
- I'm afraid this was due to circumstances beyond our control

### **Prepare to take action**

- I have all the information I need, so this is what I can suggest –
- To make up for this, we can ...
- I wonder if you would be willing to accept ...
- In order to show how sorry we are ...
- To compensate you for the trouble ..
- I have passed this issue on my manager. You will be contacted tomorrow by phone.

## **CUSTOMERS' COMPLAINTS**

### **Useful Phrases**

- What seems to be the problem?



- What happened exactly?
- I'm afraid it's not our policy to ...
- I promise you I'll ...
- Did you read the instructions that came with the ...?
- How were you using the ...?
- I understand you're upset, sir.
- I'm just trying to understand the problem.
- We're sorry that you've had a problem with this product.
- Is there anything else I need to know about this that I haven't thought to ask?



## TELEPHONE CONVERSATION

- Answer all incoming phone calls before the third ring.
- When you answer the phone, be warm and enthusiastic.
- When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. IT Technologies. Susan speaking. How may I help you?"
- Enunciate clearly, keep your voice volume moderate, and speak slowly and clearly when answering the phone, so your caller can understand you easily.
- Don't use slang or jargon. Instead of saying, "OK", or "No problem", for instance, say "Certainly", "Very well", or "All right".
- Train your voice and vocabulary to be positive when phone answering. For example, rather than saying, "I don't know", say, "Let me find out about that for you."
- Take telephone messages completely and accurately. If there's something you don't understand or can't spell, ask the caller to repeat it or spell it for you.
- Answer all your calls within one business day.
- Always ask the caller if it's all right to put her on hold when answering the phone, and don't leave people on hold.
- Provide callers on hold with progress reports every 30 to 45 seconds.
- Offer them choices if possible, such as "That line is still busy. Will you continue to hold or should I have ..... call you back?"





**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny





## USEFUL PHRASES

### Answering the phone:

- Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
- Who's calling, please?

### Introducing yourself:

- This is Paul Smith speaking.
- Hello, this is Paul Smith from Speakspeak International.

### Asking for someone

- Could I speak to John Martin, please?
- I'd like to speak to John Martin, please.
- Could you put me through to John Martin, please?
- Could I speak to someone who ...

### Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

### Putting someone through

- One moment, please. I'll see if Mr Jones is available.
- I'll put you through.
- I'm connecting you now.



### Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr Jones that you called
- I'll ask him/her to call you as soon as possible.

### Explaining

- I'm afraid Mr Martin isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.

### Putting someone on hold

- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.



The following useful phrases will help you to manage the telephone call.

**Caller**

**Receiver**



- Can I speak to ..., please?
- Could I speak to... please?
- Thanks for returning my call
- Sorry, we were cut off
- Could you tell him ...?
- I'll spell it
- I'll call back later
- Could you give him a message, please?
- How can I help?
- Who's calling, please?
- Who shall I say is calling?
- Who is on the line, please?
- Could / can / will / would you give me your name, please?
- Please hold / Hold the line, please
- I'll just put you through

### **Asking for repetition**

- I'm sorry, I didn't quite catch that
- Sorry, I didn't get that
- Could you say that again please?
- Could you repeat that please?
- Could you speak a little slower please, as my English isn't very good?
- I'm afraid this line isn't very good, can I phone you back on my land line?
- Could I just go through the main points again?
- Could you speak up / speak louder a bit, please?

### Confirming Details

- Can I please have your account name/number?
- Could you provide me with your details? (For example, Phone number, address,)
- May I have more information about what has happened?
- Do you know the name of the last representative with whom you spoke?
- What was the order/shipping/tracking number on the package you received?
- Can you please confirm your address for me?
- What is the best method of contact for you?

### Handling Complaints

- *Oh, no that's terrible.*
- *I agree with you that should not have happened.*
- *I understand you are upset and I want to help you resolve the problem, can you give me any more details about what happened.*
- *I completely understand how you feel; I would feel the same way if that happened to me so, let me see what I can do to resolve the problem for you.*
- *I'm so sorry to hear what has happened, of course, you're upset, I would be too. Let me see what I can do to help.*
- *I apologize on our behalf of our company for any misunderstanding, let me see what I can do to solve the problem.*

<b>ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA</b>
--

<b>MODUŁ IV</b>	<b>BRANŻA SAMOCHODOWA</b>
-----------------	---------------------------

<b>SESJA 3</b>	<b>APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION. APPLICATION DOCUMENTS AND INTERVIEW</b>
----------------	--

## REZULTATY:

- rozwijanie świadomości swoich mocnych stron i poczucia wartości na rynku pracy
- zdobycie wiedzy na temat przygotowywania dokumentów aplikacyjnych w języku angielskim
- zwiększenie efektywności i profesjonalizmu autoprezentacji zawodowej w procesie poszukiwania zatrudnienia i w kontaktach z pracodawcami

## PROGRAM SESJI:

- **Ćwiczenie 1. - „QUIZ”**
  - Kompetencje interpersonalne i zawodowe: Ćwiczenie wprowadzające tematykę rynku pracy
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z rynkiem pracy i zatrudnianiem pracowników
- **Ćwiczenie 2. – „JOBS AND WORKS”**
  - Kompetencje interpersonalne i zawodowe: Określenie przez uczestników swoich preferencji i oczekiwań zawodowych
  - Kompetencje językowe: Ćwiczenie zwrotów i struktur gramatycznych związanych z planowaniem kariery zawodowej
- **Ćwiczenie 3. – „OPINIONS ABOUT JOBS AND WORKING”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku angielskim
- **Ćwiczenie 4. – „JOB ENQUIRY BY TELEPHONE”**
  - Kompetencje interpersonalne i zawodowe: Przygotowanie do kontaktów z pracodawcami oraz rozmowy kwalifikacyjnej
  - Kompetencje językowe: Ćwiczenie rozmowy przez telefon, poznanie zwrotów i słownictwa związanego z poszukiwaniem pracy
- **Ćwiczenie 5. – „DISCUSSION ABOUT WORK”**
  - Kompetencje interpersonalne i zawodowe: Określanie przez uczestników swoich preferencji osobistych i zawodowych
  - Kompetencje językowe: Wyrażanie opinii, preferencji oraz oczekiwań w języku



angielskim, argumentowanie

- Prezentacja - „**APPLYING FOR JOBS**”
  - Kompetencje interpersonalne i zawodowe: Przedstawienie zasad związanych z poszukiwaniem pracy i sporządzaniem dokumentów aplikacyjnych
  - Kompetencje językowe: Poznanie słownictwa i zwrotów językowych związanych ze sporządzaniem dokumentów aplikacyjnych: listu motywacyjnego i życiorysu zawodowego
- Ćwiczenie 6. – „**APPLICATION LETTER**”
  - Kompetencje interpersonalne i zawodowe: Przygotowanie profesjonalnego listu motywacyjnego na przykładową ofertę pracy
  - Kompetencje językowe: Ćwiczenie w stosowaniu słownictwa i zwrotów językowych przydatnych w sporządzaniu dokumentów aplikacyjnych
- Ćwiczenie 7. – „**INTERVIEW**”
  - Kompetencje interpersonalne i zawodowe: Poznanie zasad profesjonalnej autoprezentacji w kontaktach z pracodawcami
  - Kompetencje językowe: Poznanie słownictwa i zwrotów związanych z autoprezentacją i rozmową kwalifikacyjną

Rozdanie materiałów informacyjnych i podsumowanie zajęć

#### **MATERIAŁY:**

1. Karta pracy „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
2. Materiały dla uczestników „Applying for jobs. Preferences and expectations towards the job position. Application documents and interview”
3. Prezentacja „Applying for jobs”
4. Ankieta ewaluacyjna

## **AUTOMOTIVE INDUSTRY**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**



## Worksheet

### EXERCISE 1 - QUIZ

*Choose the appropriate answer.*

**64. Which of the following things does a job „applicant” ask for?**

- a. more money
- b. a holiday
- c. work
- d. a coffee break

**65. Which of the following is an example of a job „benefit”?**

- a. paid holidays
- b. co-workers
- c. an employment office
- d. a salary

**66. Which of the following is closest in meaning to „bonus”?**

- a. office
- b. boss
- c. money
- d. job

**67. When a job is „challenging” then it is NOT**

- a. a part-time job
- b. difficult
- c. nine-to-five
- d. easy



**68. Which of the following is closest in meaning to „employee”?**

- a. worker
- b. employer



- c. promotion
- d. application form

**69. When „a company hires” someone they...**

- a. give that person a job
- b. make them change jobs
- c. let that person quit
- d. fire that person



**70. During a job „interview” an employer will ...**

- a. relax and drink lots of coffee
- b. ask many questions
- c. write a cover letter
- d. work overtime

**71. Which of the following can a „resume” tell you about a person?**

- a. his or her name
- b. his or her work experience
- c. his or her phone number
- d. all of the above

**72. Which of the following is an example of a job „skill”?**

- a. being able to have a lunch break
- b. being able to come to work on time
- c. being able to use a computer
- d. being able to call in sick



*Write short answers to the questions below.*

1. What kind of job do you want to have?
2. Why do you want this kind of job?
3. How much salary can you get from this job?
4. Do you think this kind of job is easy to do? Why? / Why not?
5. Do you know anyone with this kind of job? If 'yes', who?
6. What do you need to study to get this job?
7. Will it be easy to find this kind of job? Why? / Why not?
111. If you can't get this job, what other job are you interested in?





### EXERCISE 3 - OPINIONS ABOUT JOBS AND WORKING

Now, read the sentences below. Circle the numbers that best express your opinions.

Then, compare your answers with your classmates. Give reasons.

#### Possible answers

5 - I agree completely

4 - I mostly agree

3 - I'm not sure

2 - I mostly disagree

1 - I disagree completely



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 71. Working is fun.   | 1 | 2 | 3 | 4 | 5 |
| 72. It's easy to find a job.  | 1 | 2 | 3 | 4 | 5 |
| 73. Doctors have great jobs.  | 1 | 2 | 3 | 4 | 5 |
| 74. Being a farmer is better than being a fisherman.                  | 1 | 2 | 3 | 4 | 5 |
| 75. Librarians have boring jobs.                                      | 1 | 2 | 3 | 4 | 5 |
| 76. Clowns have great jobs.   | 1 | 2 | 3 | 4 | 5 |
| 77. Having an interesting job is more important than a well-paid job. | 1 | 2 | 3 | 4 | 5 |
| 78. It would be great to never have to work.                          | 1 | 2 | 3 | 4 | 5 |
| 79. Teachers have easy jobs.  | 1 | 2 | 3 | 4 | 5 |
| 80. Flight attendants have exciting jobs.                             | 1 | 2 | 3 | 4 | 5 |



#### EXERCISE 4 - JOB ENQUIRY BY TELEPHONE

*Complete the conversation below between a job applicant and a company.*

- Hello, this ..... May .....? ( think of a company)
- Yes, ..... about the job. Can I ..... (calling about job and ask to talk to manager)
- Yes, ..... (manager answers phone)
- Hello, I am the ..... May I help you?
- Hi, ..... available ? (ask if the job is still available)
- Yes, sure.
- What are the ..... for this job?
- Well, you need.....
- What are .....?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I ..... interview ?
- .....
- Thank you. I ..... to .....you.

#### Useful expressions

- |                       |                       |
|-----------------------|-----------------------|
| want to ask           | requirements          |
| the work hours        | 3 years of experience |
| the sales position    | work experience       |
| come in for interview | responsibilities      |



## **EXERCISE 5 - DISCUSSION ABOUT WORK**

*Work in groups. Discuss the following questions.*

### ***If you are still studying:***

29. What kind of organization do you want to work for?
30. In which department? (e.g. production, finance, accounting, marketing, sales, human resources).
31. Do you think it will later be possible to change departments? What do you think your first position will be?
32. Do you expect to have one immediate boss, to work for more than one superior, or to be part of a team?

### ***If you are already working:***

29. What is your function or job title?
30. What are you responsible for?
31. Who are you responsible to? (Who do you report to?) / Does anybody report to you?
32. What other units, departments or divisions do you regularly have to work with?

### ***Big or small companies?***

22. Do you or would you prefer to work for a big or small company? Why?
23. Think of advantages of working in a small or a big company.
24. Think of disadvantages of working in a small or a big company.



## **BENEFITS AT WORK**

*How important are the following job benefits? Give everyone a score from 1 (very important) to 5 (very important). Why?*

### **Benefits**

✓ taking holidays when you like	1	2	3	4	5
✓ a company credit card	1	2	3	4	5
✓ an office with a window	1	2	3	4	5
✓ a reserved parking space	1	2	3	4	5
✓ a uniform	1	2	3	4	5
✓ a personal business card	1	2	3	4	5
✓ your own office	1	2	3	4	5
✓ a company car	1	2	3	4	5
✓ having fixed working hours	1	2	3	4	5
✓ flying business class	1	2	3	4	5
✓ your name on your door	1	2	3	4	5



## EXERCISE 6 - APPLICATION LETTER

*In response to the selected job offer, prepare your application letter. You can use the offer example below or use the offers available on recruitment portals*

### **CAR MECHANIC**

#### **Tasks:**

- cars diagnostic, a large knowledge of vehicle mechanics (practical and theoretical),
- current maintenance and review,
- making current repairs,
- installation of car parts,

#### **Requirements:**

- the high quality of technical tasks, focus on the result (the realisation of tasks and goals of the company),
- appreciated a communicative knowledge of English or German,
- experience as a car mechanic/mechatronic,
- professional education in the profession of a car mechanic (vocational or technical),
- extensive knowledge of mechanics,
- very good organisation of work and self-discipline, the ability of quickly assimilating the technical knowledge (theoretical and practical),
- appreciated driving license cat. B, E
- honesty, precision, conscientiousness, responsibility, orderliness, punctuality.



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



**We offer:**

- legal employment,
- a permanent job based on a contract employment with a full social package,
- insurance and guarantees to pay contributions,
- attractive salary.



.....

.....

.....

.....

.....

.....

.....

.....,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 7 - INTERVIEW**

*Write short answers to the questions below.  
When you can ask these questions in pairs.*



Tell me about yourself.

.....

.....

.....

.....

.....

Why do you want this job?

.....

.....

.....

Why did you leave your last job?

.....  
.....  
.....

Tell me about your education.

.....  
.....  
.....

What special skills do you have?

.....  
.....  
.....

Why should we hire you?

.....  
.....  
.....

What hobbies do you have in your free time?

.....  
.....  
.....

**QUIZ**

1.C, 2.A, 3.C, 4.D, 5.A, 6.A, 7.A, 8.D, 9.C

**JOB ENQUIRY BY TELEPHONE**

Complete the conversation below between a job applicant and a company





- Hello, this is Play's company. May I help you?
- Yes, I want to ask about the job. Can I talk to manager?
- Yes, hold the line, please.
- Hello, I'm the manager. May I help you?
- Hi, is the sales position still available ?
- Yes, sure.
- What are the requirements for this job?
- Well, you need 3 years of experience.
- What are the work hours?
- You work from 8.00 am to 4 pm with 1 hour break.
- When can I come in for interview ?
- You can come in tomorrow.
- Thank you, I look forward to seeing you.

## **AUTOMOTIVE INDUSTRY**

### **Session 3.**

#### **APPLYING FOR JOBS. PREFERENCES AND EXPECTATIONS TOWARDS THE JOB POSITION**

#### **APPLICATION DOCUMENTS AND INTERVIEW**

#### **Training materials for participants**

## RESUME



Getting a job as a mechanic requires you to have a resume that stands out from those of other applicants. When employers are searching through resumes, they are looking for very specific skills and traits. By including these sought-after skills on your resume, you give yourself a better chance at getting noticed.

Mechanic resume skills are the soft and hard skills you'll want to include on your resume to help you get a job as a mechanic. There are certain skills that employers are looking for when they want to hire a mechanic, so it's important that you include these skills on your resume. Some of these skills include different personality traits, while others are related to car repairs.

### Examples of mechanic resume skills

Below are eight soft skills that should make you a good mechanic candidate, along with a list of hard skills that most employers will look for:

- Problem solving
- Detail-oriented
- Efficient
- Organized
- Administrative skills
- **Problem solving**
- Computers
- Learning
- Communication
- Hard skills

The primary responsibility of any mechanic is to figure out why a machine isn't working and repair it. Sometimes the answer is simple, but in other cases, it will require some problem-solving skills. Employers want a mechanic who will figure out solutions on their own, no matter how long it takes. For example, someone brings in an old car to the auto repair shop where you work. The customer describes the problem as the car shaking when they apply

the brakes. After replacing the brake pads, the car is still experiencing the same issue. It would now be up to the mechanic to find different solutions until the problem ultimately goes away.

- **Detail-oriented**

When fixing a car, it's important that you pay attention to the little details. Doing so will allow you to fix a car properly the first time so that customers do not need to bring the car back in. This will likely result in higher customer satisfaction and lead to repeat business.

- **Efficient**

While it's important to pay attention to each detail, it's also important for a good mechanic to use their time wisely. An important skill is efficiency, as it shows you can get your repairs done in a reasonable amount of time. For employers, this means you can handle more repairs throughout the day, increasing the productivity of the repair shop. To show efficiency on your resume, you can talk about how long you take to complete certain repairs. For example, you could list that you take 20 minutes to perform an oil change or 30 minutes to rotate tires. This skill is especially useful in locations that specialize in a high-volume of customers each day.

- **Organized**

To get jobs done quickly, it's important that you have an organized workspace. This will allow you to quickly find the parts and tools you need. Keeping your workspace organized not only helps you, it also allows your coworkers to operate more efficiently.

- **Administrative skills**

In many cases mechanics are required to perform simple administrative tasks. These could include:

- Answering phones
- Responding to emails
- Scheduling appointments
- Searching through parts inventory

- Cleaning up waiting areas

- **Computers**

You can diagnose the problems in newer cars by hooking them up to specialized computers. Mechanics these days need to have strong computer skills to run these diagnostic tests effectively. In addition, auto shops will use computers to store information about customers, schedule appointments and store replacement part information, making this skill even more useful.

- **Learning**

Since car manufacturing processes are changing constantly, mechanics need to stay up to date on the latest information. Employers want to know that you can not only fix cars now, but that you'll be able to fix any new car that comes into the shop. By listing learning as one of your skills, you show your dedication towards always improving yourself as a mechanic.

- **Communication**



The last soft skill that mechanics should have is communication. In many cases, you will need to discuss issues with a customer, then explain the steps you took to repair the car. This requires strong communication skills, both verbal and written, from a mechanic.

- **Hard skills**

The above skills were mostly personality traits that would make you a good mechanic. However, there are also certain hard skills that employers will look for when scanning your resume. Some hard skills you'll want on your resume include:

- Brake repair and brake pad replacement
- Oil changes
- Car tune-ups
- Auto body repair
- Transmission diagnostics and repairs

- Diagnostic tests
- Engine repair
- Electrical systems
- Wheel alignment
- Fluid leaks

**Maxine Curry**

T: 0044 121 638 0026

E: info@dayjob.com

## **PERSONAL SUMMARY**

A positive and energetic Automotive Technician who has a mechanical aptitude and the ability to professionally inspect, repair and maintain vehicles. Maxine loves cars and enjoys fixing things, both of these are traits which enable her to produce excellent results. She has a long record of helping customers with their automotive needs, primarily by completing each job on time, and without error or omission. As a true professional she likes to be at the centre of the action and works hard to stay abreast with the rapidly changing world of automotive technology. On a personal level she is confident, has high integrity, and is able to maintain a positive attitude along with a keen sense of urgency. Her key strengths lie in her expertise in working on a vehicles electrical, engine, transmission, suspension and braking systems. Right now she is looking for a suitable position with a company that offers its employees excellent opportunities for career growth and advancement.

## **CAREER HISTORY**

**AUTOMOTIVE TECHNICIAN** – January 2010 – present

Employers name – Coventry

Responsible for providing a full range of automotive services to a wide range of customers.

Duties;

- Maintaining an organized, neat and safe work area.
- Working out the estimated time and cost for a vehicles repair or service.
- Repairing both domestic and foreign vehicles.
- Diagnosing and repairing automotive problems.
- Explaining technical problems clearly to vehicle owners.
- Performing all other duties as assigned by the manager.
- Replacing damaged vehicle parts.
- Cleaning and washing vehicles so they are in a good state when handed back to a customer.
- Supervising the work of junior mechanics.
- Monitoring the cost of a vehicles repair and ensuring that it does not go over budget.

- Ordering vehicle parts and supplies for the garage.
- Writing up detailed and accurate reports for customers.
- Road testing vehicles to ensure they are safe to drive.

TRAINEE TECHNICIAN – May 2008 – January 2010  
Employers name – Birmingham

## **KEY SKILLS AND COMPETENCIES**

### Technical

- Converting standard vehicles to liquid petroleum gas (LPG).
- Experience of working on electric and hybrid vehicles.
- Superb problem solving abilities.
- Ability to communicate verbally and in writing with customers.
- Fleet management experience.
- Long record of prioritizing and delivering work on time.

### Personal

- Committed to learning new technical information and techniques.
- Possessing a full set of tools.
- Able to concentrate for long periods of time.
- Physically fit and able to stand, walk, bend, kneel, crouch, twist, reach, grip, handle, lift and carry heavy loads.
- Superb manual dexterity.
- Having a professional appearance at all times.
- Possessing a Valid Driver's License and clean driving record.
- Treating people fairly and consistently.

## **AREAS OF EXPERTISE**

Computer systems diagnosis

Decision making

Vehicle repairs

## **ACADEMIC QUALIFICATIONS**

Central Birmingham University – Engineering Degree 2003 – 2007  
Aston College – HND 2001 – 2003  
Coventry School; O levels Maths (A) English (B) Geography (B) Physics (A)

## REFERENCES

Available on request.

## APPLICATION LETTER

An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.



- **Emphasize your skills and abilities.** An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.
- **Stay concise.** Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.
- **Proofread the letter.** Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.



- **Review the job listing keywords.** Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

### **Job application letter template**

*Consider the following template when planning your job application letter:*

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.



Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.

Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Dear Mr. Howard,

I am writing to apply for the auto mechanic position at Fred's Auto Body and Repair shop. My interest in cars began at a young age and I have been working on vehicles since I was twelve years old. After finishing high school, I attended California Regional Technical Institute where I obtained my certificate in Auto Body and Repair.

I have extensive knowledge of all automobile mechanic systems, including transmissions, engines, carburetors, exhaust systems and cooling systems. I understand how to use diagnostic machines and read codes for troubleshooting problems. I have a lot of experience with rebuilding engines and transmissions and can bring cars back to life.

My strong mechanical and technical skills make me well-suited for the mechanic job. I get along with other people well and have good customer service skills. I understand how to fix old and new cars, trucks and motorcycles.



I would like to join Fred's Auto Body and Repair Shop as a new auto mechanic and believe I'll be a great choice for the job. I would like to come by the shop so we can sit down and discuss the job in more depth along with my qualifications. I have attached my resume.

Sincerely,  
Bev Myers

Dear Ms. Rosales,

The full time position of Auto Mechanic with Nofsinger's Auto Repair, Inc. caught my attention and I am very interested in learning more about it.

I have experience doing general maintenance on different types of vehicles but I specialize in Nissans. I have extensive knowledge working with every part of the vehicle from the engine to the transmission. I am currently working for Tuffy Auto Service where performing regular maintenance on vehicles is my main duties.

This includes but is not limited to changing oil and other fluids, changing filters and repairing brakes. I also have the ability to spot potential problems that need attention in order to avoid major issues in the future. I have the ability to run diagnosis tests to determine what is wrong with the vehicle. I can then determine what steps are needed to make necessary repairs to get the vehicle back up and running in a reasonable amount of time.

In addition, I have my license to perform state inspections and I know all of the rules and regulations involved in conducting these inspections. I understand the importance of staying updated on all current changes that take place in the automobile industry. I also have great customer service skills and experience dealing directly with clients.

I am confident that I can be a great addition to your team. I welcome the opportunity to meet with you in person to discuss all of my qualifications and the specifics of this position in more details. You can reach me by calling (555)-555-5555 and I am available anytime.

Sincerely,  
Paul Winder

## INTERVIEW

These are the most common questions asked in a normal interview with some ideas of how to prepare an answer:



- **„Tell me about yourself”.**

Your interviewers will likely start out with a question about yourself and your background to get to know you. This does not mean "Give me your life story". It's your chance to give an overall impression of who you are. Make sure you concentrate on who you are, your work experience, and relate everything to show that you would be a great candidate for the position. Start out by giving them an overview of your current position or activities, then provide the most important and relevant highlights from your background that make you most qualified for the role.

- **„What were your main responsibilities in your last job?”**

Be specific and positive about what you did in your current / previous job. Try to relate them to the job you are being interviewed for.

- **„What are your greatest strengths?”**

This question gives you an opportunity to talk about both your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing. Be prepared to give real life examples. Be honest about a specific weakness, but show what you are doing to overcome it.

- **„What are your greatest weaknesses?”**

It can feel awkward to discuss your weaknesses in an environment where you're expected to

focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job. Remember to start with the weakness and then discuss the measures you've taken to improve.

- **What are your strengths as a mechanic?**

If you don't have any previous experience, focus on the strengths from your studies/apprenticeship. For those with more experience, this is your chance to shine by flexing the skills you've mastered, whether it's customer service, problem solving or knowledge of a particular vehicle brand's makeup.

- **Why do you want to work for our garage?**

This is a very common interview question. The person interviewing you will be looking to find out just how interested you are in the job, as opposed to someone just looking for a job to pay the bills. They will be particularly interested to hear your answer to this question if you're interviewing for a large brand or a large used car dealership. The key to this question is to research in advance. Use the company's website if they have one to gain an insight.

- **A client is unhappy with your services – how would you respond?**

If you want to be a customer facing mechanic, your customer service skills will be challenged at your interview. For this question, the interviewer is looking to find out more about your problem solving skills and how you deal with disgruntled customers.



Acknowledge the importance of having good interpersonal and communication skills when dealing with customers. Try to give an example, if you can, of a problem you've solved for someone in the past, whether it was suggesting an alternative fix to their vehicle.

*"I would first try to understand what their issue is, and listen very carefully to their concerns. I would show them the utmost respect, and speak genuinely with them about how we can help to resolve their problem. I think for a garage it's important not to take customer complaints personally. It's all about reputation in this profession, so my main goal would be to have them leaving happy to avoid any negative reviews."*

- **What is the most complicated repair you've come up against? How did you resolve it?**

Here, the interviewer is looking to find out more about your experience and skill level. Revealing more about your work history helps them to understand what issues you've come up against in your career, which helps them to identify if you have the right amount of experience they are looking for.

- **Tell me how you organise, plan and prioritise work**

This question will test your experience of managing a busy workload. You'll need to have an understanding of what repairs etc. should be prioritised and how to manage your time against customer expectations etc.

*"I make a list and set appropriate time frames for each task. I work out what order to do things in by thinking about which tasks are urgent and how important each task is. If I'm not sure what's urgent and what isn't, or how important different tasks are, I find out. If I'm given a new task I add it to the list and decide when to do it, so I adapt the order in which I do things as necessary."*

- **How would you cope in a high-stress situation? Can you think of a time where this was put to the test?**



Mechanics have a large workload, so working under pressure is a skill you must have if you want to keep everyone happy. This question tests your ability to work in stressful situations to see how you cope under pressure, so give a good example.

*“I try to react to situations, rather than to stress. That way, the situation is handled and doesn’t become stressful. For example, when I dealt with an unsatisfied customer, rather than focusing on feeling stressed, I focus on the task at hand. I believe my ability to communicate effectively with customers during these moments helps reduce my own stress in these situations and also reduces any stress the customer may feel.”*

## ANGIELSKI W ZAWODZIE I OBSŁUDZE KLIENTA

### MODUŁ IV BRANŻA SAMOCHODOWA

#### ANKIETA EWALUACYJNA

#### PROWADZENIE SZKOLENIA

51. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **wiedzę i przygotowanie merytoryczne** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

52. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **umiejętność przekazania wiedzy** przez osobę prowadzącą szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

53. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **kontakt i umiejętność pracy z grupą** osoby prowadzącej szkolenie?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

#### PROGRAM SZKOLENIA I MATERIAŁY DYDAKTYCZNE

54. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność szkolenia** względem potrzeb uczestników?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5



55. Proszę ocenić na pięciostopniowej skali, w jakim stopniu szkolenie pogłębiło Pani/Pana **wiedzę teoretyczną** z omawianego na szkoleniu obszaru?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

56. Proszę ocenić na pięciostopniowej skali, w jakim stopniu przeprowadzone szkolenie pogłębiło Pani/Pana **umiejętności praktyczne** z omawianego na warsztatach tematu?

<i>Niewystarczająco</i>	<i>Wystarczająco</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

57. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanych **kart pracy**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

58. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **przydatność ćwiczeń** w zdobyciu wiedzy i umiejętności z zakresu tematyki szkolenia?

<i>Zdecydowanie nieprzydatne</i>	<i>Raczej nieprzydatne</i>	<i>Trudno powiedzieć</i>	<i>Raczej przydatne</i>	<i>Zdecydowanie przydatne</i>
1	2	3	4	5

59. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość** wykorzystanej **prezentacji multimedialnej**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5

60. Proszę odpowiedzieć na pięciostopniowej skali, jak ocenia Pani/Pan **jasność i zrozumiałość materiałów dla uczestników**?

<i>Bardzo źle</i>	<i>Źle</i>	<i>Średnio</i>	<i>Dobrze</i>	<i>Bardzo dobrze</i>
1	2	3	4	5



## TEST ZNAJOMOŚCI JĘZYKA ANGIELSKIEGO

**1. What \_\_\_ tonight?**

- a) are you doing
- b) you are doing
- c) do you do

**2. \_\_\_ computer games?**

- a) You play
- b) Do you plays
- c) Do you play

**3. I \_\_\_ a shower every morning.**

- a) 'm have
- b) have
- c) having

**4. Where \_\_\_ on holiday?**

- a) do you usually go
- b) go you usually
- c) you usually go

**5. I haven't got \_\_\_ money for new clothes.**

- a) some
- b) no
- c) any



**6. Adam spent his \_\_\_ on a farm.**

- a) children
- b) childhood
- c) child

**7. How many brothers \_\_\_ ?**

- a) has she got
- b) have she got
- c) is shee got

**8. Driving a car is \_\_\_ than riding a bike.**

- a) difficulter
- b) difficult
- c) more difficult

**9. Mount Everest is \_\_\_ mountain in the world.**

- a) highest
- b) the highest
- c) the higher

**10. Anna is \_\_\_ intelligent student in the whole school.**

- a) the more
- b) the most
- c) most

**11. Is \_\_\_ Rachel's purse on the table?**

- a) that



- b) these
- c) those

**12. He gets up \_\_\_ seven o'clock.**

- a) on
- b) in
- c) at

**13. They're very close friends but we \_\_\_ see them.**

- a) always
- b) hardly ever
- c) sometimes

**14. I've got a dishwasher in my \_\_\_ .**

- a) bathroom
- b) kitchen
- c) living room

**15. The museum's \_\_\_ the pharmacy and the bank.**

- a) inside
- b) between
- c) under

**16. There's a good car park \_\_\_ the supermarket.**

- a) behind



- b) between
- c) on

**17. There isn't \_\_\_ food in the fridge.**

- a) some
- b) any
- c) a

**18. It's a lovely day. The sun \_\_\_.**

- a) shine
- b) shines
- c) is shining

**19. We've got \_\_\_ beer but there isn't any wine.**

- a) some
- b) a few
- c) any

**20. Can I have \_\_\_ egg salad and some bread, please?**

- a) a
- b) an
- c) any

**21. We usually go to work \_\_\_ bus.**

- a) in
- b) by
- c) on



**22. I went to meet him \_\_\_ the airport.**

- a) on
- b) in
- c) at

**23. You \_\_\_ use the mobile phone when you drive.**

- a) must
- b) mustn't
- c) have to

**24. I'm going \_\_\_ him tonight.**

- a) to see
- b) see
- c) seeing

**25. We aren't going \_\_\_ a new car because we don't have any money.**

- a) buy
- b) to buy
- c) buying

**26. Take an umbrella because it \_\_\_ rain later.**

- a) must
- b) might
- c) should

**27. 'Why \_\_\_ go to the cinema?' 'Good idea.'**

- a) do



- b) don't
- c) aren't

**28. He works very \_\_\_ but he doesn't earn much.**

- a) good
- b) hardly
- c) hard

**29. Ann drives very \_\_\_ . She's never had an accident.**

- a) careful
- b) carefully
- c) slow

**30. I \_\_\_ visited USA, but I'd like to go there one day.**

- a) have never
- b) never have
- c) has never

### **TEST MOTYWACJI DO NAUKI JĘZYKA ANGIELSKIEGO**

*Ludzie różnią się między sobą poziomem zaangażowania w naukę języka angielskiego. Celem tego testu jest ustalenie, jaką wagę do tego przykładasz. Przeczytaj uważnie wszystkie stwierdzenia i zakreśl wybraną z spośród czterech możliwości odpowiedź.*

**1. Szukam różnych możliwości podnoszenia swoich umiejętności językowych.**

- a) bardzo często
- b) często

- c) rzadko
- d) nigdy

**2. Zwracam uwagę na wszelkie informacje, które mogę wykorzystać w realizacji swoich celów związanych z nauką języka.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

**3. Zdobywanie nowych umiejętności językowych jest dla mnie sukcesem.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

**4. Z zaangażowaniem myślę o możliwości wykorzystania języka angielskiego w swojej karierze zawodowej.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

**5. Wykorzystuję każdą okazję do zdobycia nowych umiejętności językowych, które mogą mi się przydać w przyszłości.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy



- 6. Uważam, że dążenie do konsekwentnej nauki języka angielskiego zwiększa szansę na dobrą pracę.**
- a) bardzo często
  - b) często
  - c) rzadko
  - d) nigdy
- 7. Z myślą o przyszłej pracy staram się aktualizować swoją wiedzę na temat fachowego słownictwa związanego z moją branżą i zawodem.**
- a) bardzo często
  - b) często
  - c) rzadko
  - d) nigdy
- 8. Dokładnie planuję kolejne kroki związane z nauką języka angielskiego.**
- a) bardzo często
  - b) często
  - c) rzadko
  - d) nigdy
- 9. Uważam, że sukces w nauce języka angielskiego zależy od mojego zaangażowania.**
- a) w bardzo dużym stopniu
  - b) w dużym stopniu
  - c) w niewielkim stopniu
  - d) nie zależy
- 10. Podejmuję różne działania i kroki, aby osiągnąć swoje cele związane z nauką języka angielskiego.**



**Fundusze Europejskie**  
Wiedza Edukacja Rozwój



**Rzeczpospolita  
Polska**

**Unia Europejska**  
Europejski Fundusz Społeczny



- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

## TEST UMIEJĘTNOŚCI Z ZAKRESU OBSŁUGI KLIENTA

**1. Wiem, jak swoją postawą sprawić, żeby klient mógł szczerze powiedzieć, że został znakomicie obsłużony**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

**2. Gdy mam od czynienia ze zdenerwowanym i zestresowanym klientem, zawsze wiem, jak poprawić jego nastrój.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

3. Potrafię okazać klientowi zrozumienie,

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

4. Mam swój własny styl, umiem jednak dostosować się do stylu innych.

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

5. Utrzymuję partnerskie stosunki z klientami i współpracownikami.

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

1. Umiem wyjaśnić, w jaki sposób produkty i usługi oferowane przez moją firmę przyczyniają się do sukcesu klienta.

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie umiem

2. Potrafię porównać nasze produkty i usługi z konkurencyjnymi.

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie potrafię

3. Mam wszelkie potrzebne informacje o najnowszych lub planowanych ofertach dotyczących produktów i usług.

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie mam

45. Wiem, jakie pytania klienci zadają najczęściej i znam odpowiedzi na nie.

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie znam

1. Wiem, na co najczęściej narzekają klienci i za co najczęściej nas chwalą,
2. Wiem, dlaczego klienci wybierają nas, a nie naszych konkurentów,
3. Mam odpowiedni zasób wiedzy o moich najważniejszych klientach,
4. Wiem, w jaki sposób usługi świadczone przeze mnie wpływają na wizerunek całej firmy,
5. Nieustannie poszukuję nowych sposobów znakomitej obsługi klientów.

### **TEST UMIEJĘTNOŚCI Z ZAKRESU OBSŁUGI KLIENTA**

**3. Wiem, jak swoją postawą sprawić, żeby klient mógł szczerze powiedzieć, że został znakomicie obsłużony**

- e) bardzo często
- f) często
- g) rzadko
- h) nigdy

**4. Gdy mam od czynienia ze zdenerwowanym i zestresowanym klientem, zawsze wiem, jak poprawić jego nastrój.**

- e) bardzo często
- f) często
- g) rzadko
- h) nigdy

**5. Potrafię okazać klientowi zrozumienie.**

- a) bardzo często
- b) często
- c) rzadko
- d) nigdy

**6. Umiem wyjaśnić, w jaki sposób produkty i usługi oferowane przez moją firmę przyczyniają się do sukcesu klienta.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie umiem

**7. Potrafię porównać nasze produkty i usługi z konkurencyjnymi.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie potrafię

**8. Mam wszelkie potrzebne informacje o najnowszych lub planowanych ofertach dotyczących produktów i usług.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie mam

**9. Wiem, jakie pytania klienci zadają najczęściej i znam odpowiedzi na nie.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie znam

**10. Wiem, dlaczego klienci wybierają nas, a nie naszych konkurentów**

- a) w bardzo dużym stopniu

- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie wiem

**11. Wiem, w jaki sposób usługi świadczone przeze mnie wpływają na wizerunek całej firmy.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie wiem

**12. Nieustannie poszukuję nowych sposobów znakomitej obsługi klientów.**

- a) w bardzo dużym stopniu
- b) w dużym stopniu
- c) w niewielkim stopniu
- d) nie poszukuję

**ARKUSZ OCENY – INSTRUKCJA**

Arkusz oceny składa się z trzech części:

- Test znajomości języka angielskiego
- Test motywacji do nauki języka angielskiego
- Test umiejętności z obsługi klienta

W każdym z nich można otrzymać maksymalnie 30 punktów, łącznie maksymalny wynik wynosi 90 punktów.

**Interpretacja wyników:**



<b>Ilość punktów</b>	<b>Ocena</b>
90 - 81	Bardzo wysoka
80 - 66	Wysoka
65 - 51	Średnia
50 - 36	Zadawalająca
35 - 21	Niska
Poniżej 20	Bardzo niska





I. Test znajomości języka angielskiego

Pytanie	Odpowiedź		
	a	b	c
1.	1	0	0
2.	0	0	1
3.	0	1	0
4.	1	0	0
5.	0	0	1
6.	0	1	0
7.	1	0	0
8.	0	0	1
9.	0	1	0
10.	0	1	0
11.	1	0	0
12.	0	0	1
13.	0	1	0
14.	0	1	0
15.	0	1	0
16.	1	0	0
17.	0	1	0
18.	0	0	1
19.	1	0	0
20.	0	1	0
21.	0	1	0
22.	0	0	1
23.	0	1	0



<b>24.</b>	1	0	0
<b>25.</b>	0	1	0
<b>26.</b>	0	1	0
<b>27.</b>	0	1	0
<b>28.</b>	0	0	1
<b>29.</b>	0	1	0
<b>30.</b>	1	0	0
<b>Suma</b>			
<b>Razem</b>			

## II. Test motywacji do nauki języka angielskiego

Pytanie	Odpowiedź			
	a	b	c	d
1.	3	2	1	0
2.	3	2	1	0
3.	3	2	1	0
4.	3	2	1	0
5.	3	2	1	0
6.	3	2	1	0
7.	3	2	1	0
8.	3	2	1	0
9.	3	2	1	0
10.	3	2	1	0
Suma	3	2	1	0
Razem				



### III. Test umiejętności z obsługi klienta

Pytanie	Odpowiedź			
	a	b	c	d
1.	3	2	1	0
2.	3	2	1	0
3.	3	2	1	0
4.	3	2	1	0
5.	3	2	1	0
6.	3	2	1	0
7.	3	2	1	0
8.	3	2	1	0
9.	3	2	1	0
10.	3	2	1	0
Suma	3	2	1	0
Razem				

## WYNIKI

<b>Część arkusza oceny</b>	<b>Wynik</b>
Test znajomości języka angielskiego	
Test motywacji do nauki języka angielskiego	
Test z obsługi klienta	
<b>Suma</b>	

<b>Ilość punktów</b>	<b>Ocena</b>
90 - 81	Bardzo wysoka
80 - 66	Wysoka
65 - 51	Średnia
50 - 36	Zadawalająca
35 - 21	Niska
Poniżej 20	Bardzo niska