NEW HIRE RECRUITER CURRICULUM

INSTRUCTOR GUIDE
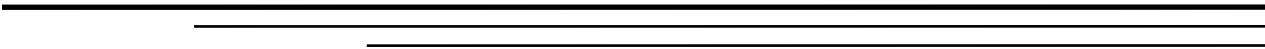
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Introduction

HOW THIS PROGRAM WORKS

- The New Hire Recruiter training program is a 4-week curriculum that contains both classroom and self-paced learning modules along with on the job practice activities.
- The customer service and communication modules are delivered via classroom, the accent reduction via a lab, and the process instructions and application training via the eLearning modules.

Each day of the 4-week program consists of:

1. A classroom or eLearning module
2. A learning exercise or activity related to the module
3. An accent reduction lab
4. On the job practice conducted in the actual production environment

- Each day (morning) there will be a learning module, either classroom or ELearning, followed by an associated learning activity such as a role-play or an exercise in the JobDiva system. If the module is a classroom module, an instructor will facilitate it. If it is an eLearning Module, it will be self-paced.
- Each day (mid-morning) there will also be an accent reduction lab that will consist of an audio and/or video and practice. An instructor will facilitate the accent reduction labs.
- Each (afternoon/evening) there will be OTJ practice activities. These activities will be led by the new hire's mentor and will relate to the day's topic or topic of mentor's choice

Program Overview

ABOUT THIS PROGRAM

The new hire program shortens the time from hire to productivity for entry -level recruiters through:

- A vast set of program topic including recruiting process, customer service, communication, accent reduction, and ATS systems training (JobDiva)
- A blended delivery system including both classroom instruction and eLearning
- Teaming with an experience Recruiting mentors
- On the job practice

TARGET AUDIENCE

This program is designed for entry-level recruiters with some prior business experience.

PROGRAM LEARNING GOALS

When participants complete this program, they will be able to:

- Perform all the steps in the recruiting lifecycle to source, recruit, and place candidates on jobs
- Understand technology and technology jobs in order to make effective matches between job requisitions and candidates
- Communicate effectively with candidates in order to make job placements
- Use the ATS system (JobDiva) to effectively track and document all workflow

GUIDE SECTIONS

1. Materials & Equipment
2. Delivery Instructions
3. Weekly Training Schedule
4. Accent & Speech Reduction Schedule
5. Class Preparation Checklist
6. Instruction Notes
7. Icon Glossary
8. Learning Modules – Class Sessions
9. Appendix

DELIVERY DESIGN AND METHOLOGY

The New Hire Program uses a "blended" methodology to deliver the learning to the students/participants. The type of learning design used in this program is the most effecting type of learning mechanism as it moves the learner from basic comprehension of concepts to application in the actual working environment.

1. DELIVERY METHOD – CLASSROOM

Location

Classroom or conference room

Preparation

Direct participants to the designated classroom 10 minutes prior to class time.

Inform participants that they will need the following materials & equipment:

- Notebook for taking notes
- Pen or pencil
- This guide

2. DELIVERY METHOD – eLearning

Location

Classroom or workstation (at the discretion of instructor/manager)

Preparation

Inform participants that they will need to find a quiet place, block off time for the lesson, and have the following materials and equipment available:

- computer with access to the internet
- url of elearning module:
- ability to log in to JobDiva
- notebook and pen or pencil for taking notes
- headset for audio
- handouts for this session

3. DELIVERY METHOD – Lab

Location

Classroom or workstation (at the discretion of instructor/manager)

Preparation

Inform participants that they will need to find a quiet place, block off time for the lesson, and have the following materials and equipment available:

- computer with access to the internet
- url of eLearning site:
- ability to log in to JobDiva
- notebook and pen or pencil for taking notes
- headset for audio

4. DELIVERY METHOD – OTJ (Production Environment)

Location

Production Floor

OTJ Practice will be conducted under the guidance of a mentor in conjunction with the instructor. Daily activities and assignments will be based upon the current lesson being taught in the classroom or the eLearning module being studied that day.

- Mentors should have a copy of the new hire production floor log
- Participants should have their notebooks and pen/pencil

MATERIALS AND EQUIPMENT

MATERIALS	EQUIPMENT
For the Instructor: • PowerPoint® Slides • Participant Guides • Handouts • Course Evaluation Form • Extra Pens and Pencils	**For the Instructor:** • Flip charts/Whiteboard • Laptop • LCD Projector • Tape (if using a flipchart)

5. DELIVERY METHOD – CLASSROOM

Location

Classroom or conference room

Preparation

Instruct participants to assemble in the designated classroom 10 minutes prior to class time.

Materials & equipment you will need

- flipchart/whiteboard
- flipchart paper (if using a flipchart)
- markers
- projector
- computer
- files for this session (ex. PowerPoint – your learning program.ppt)
- handouts for this session

6. DELIVERY METHOD – eLearning

Location

Classroom or workstation (at the discretion of instructor/manager)

Preparation

Instruct participants to find a quiet place and block off time for the lesson.

Materials & equipment you will need

- computer with access to the internet
- url of elearning module:
- ability to log in to JobDiva
- notebook and pen or pencil for taking notes
- headset for audio
- handouts for this session

7. DELIVERY METHOD – Lab

Location

Classroom or workstation (at the discretion of instructor/manager)

Preparation

Instruct participants to find a quiet place and block off time for the lesson.

Materials & equipment you will need

- computer with access to the internet
- url of eLearning site
- ability to log in to JobDiva
- notebook and pen or pencil for taking notes
- headset for audio

8. DELIVERY METHOD – OTJ (Production Environment)

Location

Production Floor
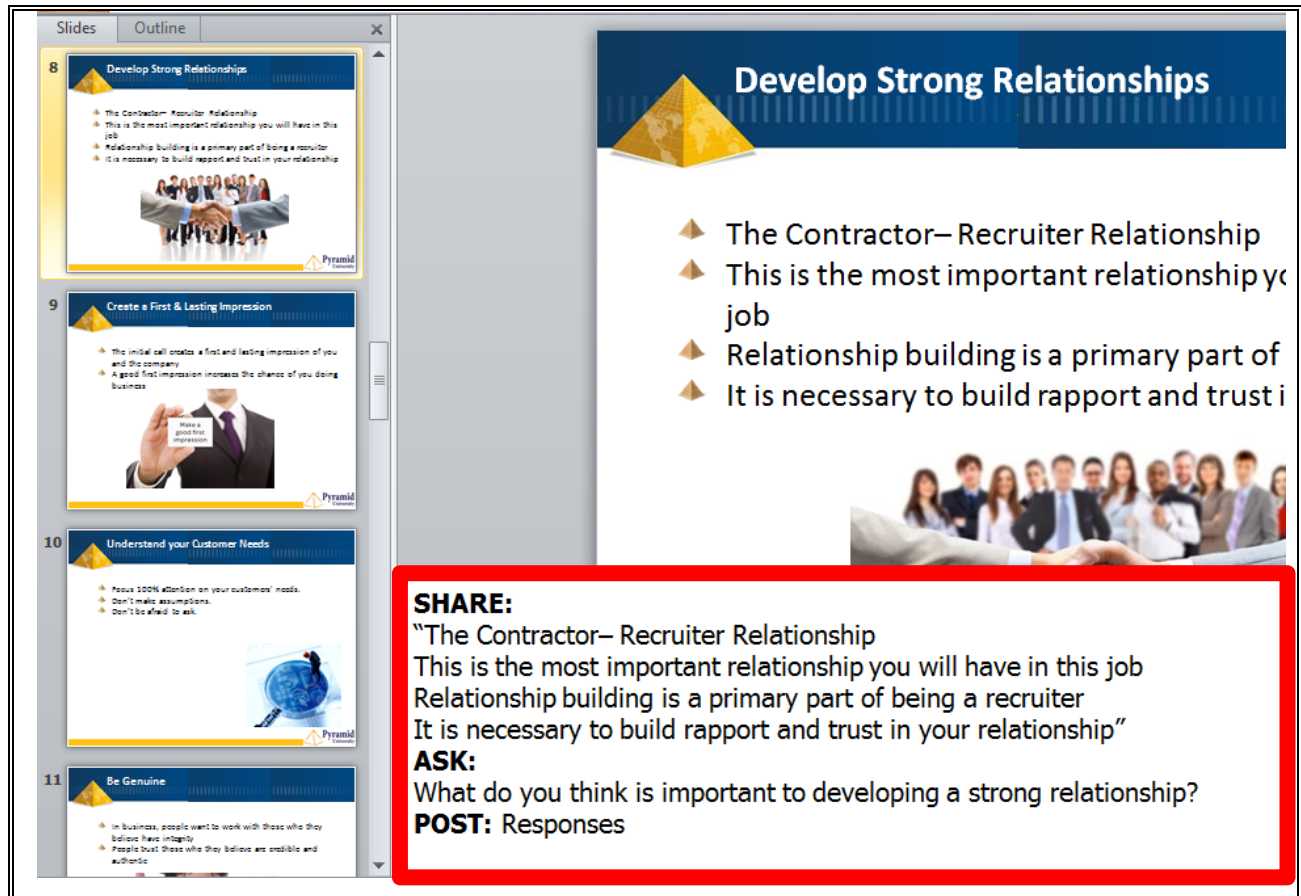
OTJ Practice will be conducted under the guidance of the mentor in conjunction with the instructor. Daily activities and assignments will be based upon the current lesson being taught in the classroom or the eLearning module being studied that day.

CLASS PREPARATION CHECKLIST

Task	✓
Obtain and test LCD projector and personal computer/laptop	
Obtain flip charts and markers (Or Whiteboard)	
Copy participant materials. For each participant:	
• Participant Workbook	
• Handouts for each exercise	
• Guide to Speaking American English with Confidence & Clarity	
Obtain and test PowerPoint file (PPT)	
Prepare flip charts/whiteboard	
Obtain and test Accent Reduction Videos and Audio	
Obtain & Test Headsets for all Participants	

INSTRUCTION NOTES

Suggested actions for the instructor are located in the Script/Key Points section of each slide, the scripts for each slide of each lesson are located in the **Notes section of the PowerPoint for the lesson**. (See example below)

Also included are references to the audio and video files, and their accompanying pages in the manual. The electronic files are located in the dropbox at: xx
Copy the folder to the computer or laptop that will be used in class, so they can be accessed during the session.

Each section contains instructions on when and how to use the Job Diva exercises. After each eLearning module, participants will need to login to JobDiva to perform those exercises.

Use this information to help prepare for your sessions and to guide you during the class session. Be sure to refer participants to the appropriate page number in their guides throughout the sessions.

The listed times are approximates and should be verified during the pilot process. Be sure to allot time for breaks.

ICON GLOSSARY

THIS LESSON HAS A POWERPOINT SLIDE SHOW ASSOCIATED WITH IT

FLIPCHART/WHITEBOARD USE

SUPPLEMENTAL INFORMATION OR JOB AID TO HELP PERFORM A TASK MORE EASILY

SMALL GROUP EXERCISE

QUESTIONS FOR FACILITATOR TO ASK PARTICIPANTS

ELEARNING

AUDIO OR LANGUAGE LAB

ON THE JOB ACTIVITY – PERFORMED IN THE ACTUAL PRODUCTION ENVIRONMENT

REFER TO GUIDE

Schedules

WEEK 1 SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Induction & About the Company (HR)	**Topic: Staffing Industry Overview- E-Learning Module** • How Staffing Works • About Jobs/Consultants/Clients • The Recruiting Lifecycle • Wholesale/Retail Model • Staffing Industry Terms & Acronyms • Check your Learning Quiz	**Topic: The Basics of Customer Service - Instructor-Led Module** • Understanding Customer Needs • Profile of an IT Professional • Dealing with Difficult Customer Situations	**Topic: Working a New Job- E-Learning Module**	**Topic: Communication Skills – Instructor-Led Module** • Speaking & Listening • Techniques for Ensuring Understanding • Telephone Etiquette • Using Email Effectively
	Topic: Your Learning Program- Instructor-Led Module • Program Topics & Components • Schedule • How it Works • Expectations	**Topic: The Basics of Customer Service – Exercises** • Identifying Customer Service Excellence • Understanding Your Customer	**Topic: Working a New Job - JobDiva Exercises** • Editing and Posting a New Job	**Topic: Communication Skills – Exercises** • Telephone Etiquette Role Play • Using Email Exercise
	Topic: Speech & Accent Reduction -Lab 1 • Introduction/Overview • Vowel Work • Group Practice	**Topic: Speech & Accent Reduction - Lab 2** • Consonant Work • Group Practice	**Topic: Speech & Accent Reduction - Lab 3** • Endings • Group Practice	**Topic: Speech & Accent Reduction – Lab 4** • Word Stress Patterns • Group Practice
	Topic: Intro to Production Floor – Activity • New Hires will tour the production floor • Manager will introduce new hires to recruiters & match up new hires with their mentors to get to know each other	**Topic: Customer Service on the Production Floor – Activity** • Shadow Recruiters Making Calls/Team up with Mentor • Observe and take notes based upon what was learned in the morning session, note questions for next session	**Topic: Working a New Job- Production Floor Activities** • Activity: Requirement Review • Review Assigned Sample Requirements for: • Status of Open Requirements • Account Details of the Requirements • Review Technical & Job Details • Rate & Work Authorization	**Topic: Communication Skills on the Production Floor - Activities** • Shadow Recruiters Making Calls/Team up with Mentor • Observe and take notes based upon what was learned in the morning session, note any questions for next

			for Requirement	session

WEEK 2 SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Conversation Skills – ISL Module • Conversation Lifecycle (Open, Body, Close) • Developing Rapport • Using "Small Talk"	**Topic: Sourcing Candidates- E-Learning Module**	**Topic: The Candidate Call – ISL Module - Lesson 1** • Purposes &Types of Calls • Call Structure • Using a Script	**Topic: Technology Workshop ISL Module – Part 1** • Computer Systems & Technologies • Understanding IT Job Roles & Skill Sets • Types of Technologies We Place	**Topic: Technology Workshop – ISL Module- Part 2** • Understanding Technology Jobs & IT Professional's Resumes
Topic: Sourcing Conversation Skills – Exercise • Sourcing Call Exercise– Identifying Conversation Skills in Sourcing Calls	**Topic: Sourcing Candidates- JobDiva Exercises** • Talent Search • Agent Search • Email Merge	**Topic: The Candidate Call Lesson 1 - Sourcing Call Skills – Exercise(s)** • Role Play: Sourcing Calls using a Script	**Topic: Usage & Grammar** • Importance of proper usage and grammar • Identifying & correcting common usage and grammar mistakes • Basic idioms & meanings	**Topic: Technology Workshop – ISL Module Part 3** • Matching and Qualifying IT Candidates for Jobs
Topic: Speech & Accent Reduction – Lab 5 • Intonation Patterns • Group Practice	**Topic: Speech & Accent Reduction – Lab 6** • Reductions • Group Practice	**Topic: Speech & Accent Reduction – Lab 7** • Volume • Group Practice	**Topic: Speech & Accent Reduction – Lab 8** • Breath • Group Practice	**Topic: Speech & Accent Reduction – Lab 9** • Speech & Articulation • Group Practice
Topic: Conversation Skills - Production Floor Activities • Shadow Recruiters Making Calls/Team up with Mentor • Listen for conversation skills; document observations	**Topic: Sourcing Candidates - Production Floor Activities** • Source Candidates for Sample Requirement - Existing Consultants - Consultants finishing Assignments - Social Media & Referrals	**Topic: Sourcing Calls 1- Production Floor Activities** • Make Sourcing Calls with Mentor – use small talk, develop rapport and follow the call lifecycle • Debrief & Identify AFI	**Topic: Sourcing Calls 2- Production Floor Activities** • Make Sourcing calls with Mentor as assigned	**Topic: Requirement Review - Production Floor Activities** • Recruiting Activities with Mentor as assigned

WEEK 3 SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Qualifying Candidates-E-Learning Module	**Topic: The Candidate Call – ISL Module - Lesson 2** • Information Gathering • Probing & Questioning techniques	**The Candidate Call – ISL Module - Lesson 3** • Pitching the Requirement	**Topic: Employment Law - E-Learning Module** • Legal Posting & Questioning Techniques • Check your learning Quiz	**Topic: The Candidate Call – ISL Module - Lesson 4** • The Candidate "Lockdown" (Gaining Right to Represent) • Negotiation Techniques
Topic: Qualifying Candidates- JobDiva Exercise(s) • Create a Candidate Profile • Enter answers from the Call into the Candidate Profile	**Topic: The Candidate Call Lesson 2 – Qualification Call Skills – Exercise(s)** • Role Play: Qualification Calls • Information Gathering & Questioning Group Practice	**Topic: Candidate Calling Best Practices – Exercise(s)** • Role Play: Pitching the Requirement • Call Listening & Assessment Exercise	**Topic: Legal Questioning Techniques – Exercise(s)** • Legal Questioning Techniques - Call Listening & Job Posting Assessment	**Topic: Negotiating Rates with Candidates – Exercise(s)** Negotiation & Candidate "Lockdown" Role Play Practice Exercises
Topic: Speech & Accent Reduction – Lab 10 • Continued Improvement & Breathing Skills • Group Practice	**Topic: Speech & Accent Reduction – Lab 11** • Continued Improvement & Breathing Skills • Group Practice	**Topic: Speech & Accent Reduction – Lab 12** • Continued Improvement & Breathing Skills • Group Practice	**Topic: Speech & Accent Reduction – Lab 13** • Continued Improvement & Breathing Skills • Group Practice	**Topic: Speech & Accent Reduction – Lab 14** • Communication & Advanced Techniques • Group Practice
Topic: Matching Candidates to Requirements - Production Floor Activities • Assign and review a requirement • Develop a search in JobDiva based upon the Requirement • Mentor reviews New Hire's matches, and provides feedback	**Topic: Qualifying Candidates to Requirements - Production Floor Activities** • Mentor makes Qualification Calls with New Hire listening • New Hire Makes Qualification Calls with Mentor Support	**Topic: Candidate Calls - Production Floor Activities** • Make Sourcing/Recruiting calls with Mentor as assigned	**Topic: Candidate Calls - Production Floor Activities** • Make Sourcing/Recruiting calls with Mentor as assigned	**Topic: Candidate Calls - Production Floor Activities** Make Sourcing/Recruiting calls with Mentor as assigned

WEEK 4 SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Submitting Candidates- E-Learning Module	**Topic: The Candidate Call – ISL Module- Lesson 5** • How to Leave Messages	**Topic: Certification - E-Learning Module**	**Topic: Making a Reference Check Call – ISL Module** • Conducting a Reference Check Call • Reference into a Leads	**Topic: Interview Management - E-Learning Module**
Topic: Submitting Candidates - JobDiva Exercise(s) Reformat Resume Submit Candidate Reject Candidate	**Topic: Leaving Effective Voice Mail Messages – Exercise(s)** • Techniques for Leaving Messages Exercise & Assessment	**Topic: Certification– Exercise(s)** • Role Play: Procuring certification documents from a candidate	**Topic: Reference Checking– Exercise(s)** • Role Play: Conduct a Reference Check	**Topic: Engagement Management - E-Learning Module**
Topic: Speech & Accent Reduction – Lab 15 • Accent Reduction Video • Group Practice	**Topic: Speech & Accent Reduction – Lab 16** • Accent Reduction Video • Group Practice	**Topic: Speech & Accent Reduction – Lab 17** • Accent Reduction Video • Group Practice	**Topic: Speech & Accent Reduction – Lab 18** • Accent Reduction Video • Group Practice	**Topic: Speech & Accent Reduction – Lab 19** • Accent Reduction Video • Group Practice
Topic: Submitting - Production Floor Activities • New Hire performs submittal process with Mentor	**Topic: Candidate Calls - Production Floor Activities** • Recruiting or "Lockdown" calls with Mentor as assigned	**Topic: Candidate Calls - Production Floor Activities** • New Hire performs a Certification with Mentor as assigned	**Topic: Reference Checking - Production Floor Activities** • Reference check calls with Mentor for candidates submitted to assignments	**Topic: Interviewing & Engagement Management** • Role Play or Conduct an Conduct a Mock Interview with a Candidate • Quality-check a candidates on assignment

Accent & Speech Reduction Lab Schedule

Week 1

	Lab 1	Lab 2	Lab 3	Lab 4
Topic	Vowel Work	Consonant Work	Endings	Word Stress Patterns
Instruction Manual Pages	4-13	14-23	24-28	29-36
Audio Files	4-13	14-23	24-28	29-36
Associated Videos	• The Schwa The long /i/ • The short /I/ • The long /i/ and the short /I/ contrasted • Mid-length AE vs the long AHH • /aw/, /ou/ and using the long /a/ as a substitute • Distinguishing /aw/ and /ou/ spelling to sound • Articulation Exercises for Vowels • The Rubber Band and Fixed vs. Variable Length Syllables • Vowel Review Sentences • American Vowels (3:50)	• /l/, /m/ and /n/ • Jumps and Glides • WH and Yes/No questions • Compound Nouns • F V and W • Breathy Consonants • The TH sound (4:27)	• Forward Palate Movement • Speaking Too Fast	• Word Stress 1 • Word Stress 2 • Word Stress 3 • Word Stress 4 and Silent Letters
Practice	Pages 10, 11,13	Pages 22-23	Pages 25-28	Page 33

Week 2

	Lab 5	Lab 6	Lab 7	Lab 8	Lab 9
Topic	Intonation Patterns	Reduction	Volume	Breath	Speech & Articulation Exercises
Instruction Manual Pages	37-41	42-43	44	45	53-54
Audio Files	37-41	42-43	44	45	46-47
Associated Videos	Break-through Breathing 1 (10:14)	Break-through Breathing 2 (10:25)	Break-through Breathing 3 (8:59)	Break-through Breathing 4 (4:59)	How to breathe The Importance of Breath Breathing While Speaking Tense vs. Lax Articulation Articulation Exercises (9:20)
Practice		43		45	53-54

Week 3

	Lab 10	**Lab 11**	**Lab 12**	**Lab 13**	**Lab 14**
Topic	Continued Improvement & Breathing Skills	Continued Improvement & Breathing Skills	Continued Improvement & Breathing Skills	Continued Improvement & Breathing Skills	Communication & Advanced Techniques
Associated Videos	Learn to Speak with Clarity and Confidence in American English (6:54)	American Accent Training for Indian Speakers (8:51)	Self-Correcting and Best Practices (4:06)	Learn what 4 Areas to Focus On (2:46)	Negotiation Strategies for Non-native Speakers (7:46)
	Breakthrough Breathing 5 (10:00)	Breakthrough Breathing 6 (16:54)	Breakthrough Breathing 7 (8:47)	Breakthrough Breathing 8 (7:53)	

Week 4

	Lab 15	**Lab 16**	**Lab 17**	**Lab 18**	**Lab 19**
Topic	Communication & Advanced Techniques	Communication & Advanced Techniques	Communication & Advanced Techniques	Communication & Advanced Techniques	Makeup
Associated Videos	Communicating with Confidence Part 1 (8:53)	Communicating with Confidence Part 2 (6:08)	Communicating with Confidence Part 3 (5:51)	Communicating with Confidence Part 4 (5:37)	TBD
	The Secret to the American Accent Video 1 (8:07)	The Secret to the American Accent Videos 2 (5:19)	The Secret to the American Accent Videos 3 (6:52)		

Learning Modules

Expected Time: 40 minutes

Delivery Method: **_eLearning Module_**

Access url: http://pyramidcore.pyramidci.com:7012/Home/index.htm

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- There is a quiz at the end of this module
- Participants need to acknowledge completion by sending an email to training@thecompany.com

Expected Time:	60 minutes for Lecture/Discussion

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Use the **(Your Learning Program)** PowerPoint

- Review the Objectives of this Lesson:

  - **Program Topics & Components**
  - **Schedule**
  - **How it Works**
  - **Expectations**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio
	10 minutes for Practice
	Video – time varies

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **Vowel Work**
- Have participants listen to audio for this lesson
- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **4-13**

- Lead group through the practice on pages **4-13**
- Review the videos as time permits
    - ***The Schwa The long /i/***
    - ***The short /I/***
    - ***The long /i/ and the short /I/ contrasted***
    - ***Mid-length AE vs the long AHH***
    - ***/aw/, /ou/ and using the long /a/ as a substitute***
    - ***Distinguishing /aw/ and /ou/ spelling to sound***
    - ***Articulation Exercises for Vowels***
    - ***The Rubber Band and Fixed vs. Variable Length Syllables***
    - ***Vowel Review Sentences***
    - ***American Vowels***
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Intro to the Floor**
    - **New Hires will tour the production floor**
    - **Manager will introduce new hires to recruiters & match up new hires with their mentors to get to know each other**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Any issues should be documented and followed up with both the instructor and manager

SESSION 5 – THE BASICS OF CUSTOMER SERVICE

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: **_Instructor-Led Classroom_**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Welcome the participants and introduce yourself
- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.
- Review the Objectives of this Lesson:
    - **Understanding Customer Needs**
    - **Profile of an IT Professional**
    - **Dealing with Difficult Customer Situations**
- Use the associated slides (**The Basics of Customer Service**)
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity
- Print out the slides in Notes view to use as a guide during this lesson
- Refer Participants to the associated page in their Participant Guide during the lesson
- Handout the following worksheets:
    - **Caring Customer Service Worksheet**
    - **IT Candidate Profile**
    - **Customer Workup Worksheet**
- Lead the Exercises:
    - **Identifying Customer Service Excellence**
    - **Understanding Your Customer**

- Debrief exercise or activity
- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio
	10 minutes for Practice
	Video – time varies

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **Consonant Work**
- Have participants listen to audios for this lesson **(14-23)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **14-23**

- Lead group through the practice on pages **23-23**
- Review the videos as time permits
    - ***/l/, /m/ and /n/***
    - ***Jumps and Glides***
    - ***WH and Yes/No questions***
    - ***Compound Nouns***
    - ***F V and W***
    - ***Breathy Consonants***
    - ***The TH sound***
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Customer Service**

    - Shadow Recruiters Making Calls/Team up with Mentor

    - Observe and take notes based upon what was learned in the morning session, note questions for next session

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	40 minutes for the eLearning Module
	45-60 minutes for the JobDiva Exercises

Delivery Method: ***eLearning Module***

Access url: http://pyramidcore.pyramidci.com:7012/Home/index.htm

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email to training@thecompanyi.com
- After completing the module, participants will need to complete the JobDiva exercises for the module
- Instruct participants to refer to the Job Aids **(Posting a New Job)** located in the job aid section while completing the exercises.

Editing and Posting a New Job in JobDiva

Instructions:

1. Open a New Job Record in JobDiva that has been assigned to you
2. Edit the Job Posting per the Job Posting Template
3. Make sure to complete the **Mandatory Minimums**
4. Add Search Criteria
5. Save
- *Do not actually post the job as this is just a practice exercise*
6. Review the job with Team Lead/Manager or Instructor to ensure that you have completed this exercise properly

Expected Time:	10 minutes for Audio
	10 minutes for Practice
	Video – time varies

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic – **Endings**
- Have participants listen to audio for this lesson**(24-28)**
- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **24-28**

- Lead group through the practice on pages **25-28**
- Review the videos as time permits
    - ***Forward Palate Movement***
    - ***Speaking Too Fast***
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Working a New Job**

    - **Activity: Requirement Review**

    - **Review Assigned Sample Requirements for:**

        - **Status of Open Requirements**
        - **Account Details of the Requirements**
        - **Review Technical & Job Details**
        - **Rate & Work Authorization for Requirement**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Any issues should be documented and followed up with both the instructor and manager

SESSION 11 – COMMUNICATION SKILLS

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: **_Instructor-Led Classroom_**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **Speaking & Listening**

    - **Techniques for Ensuring Understanding**

    - **Telephone Etiquette**

- Use the associated slides **(COMMUNICATION SKILLS)**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following worksheets/job aids

    - **Telephone Etiquette Assessment Sheet**

    - **Helpful Telephone Etiquette Tips**

- At the end of the session review the next upcoming activity or module

  Lead the Exercise: -   **Telephone Etiquette Role Play**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time: 10 minutes for Audio/Video

                        10 minutes for Practice

Delivery Method: **Speech & Accent Reduction Lab**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **WORD STRESS PATTERNS**
- Have participants listen to audio for this lesson**(29-36)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **29-36**

- Lead group through the practice on page **33**
- Review the videos as time permits
    - **Word Stress 1,2, 3, & 4**
    - **Silent Letters**
- At the end of the session review the next upcoming activity or module

Expected Time:　　　　2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Communication Skills in Action**
    - Shadow Recruiters Making Calls/Team up with Mentor
    - Observe and take notes based upon what was learned in the morning session, note questions for next session
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: **_Instructor-Led Classroom_**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **Conversation Lifecycle (Open, Body, Close)**

    - **Developing Rapport**

    - **Using "Small Talk"**

- Use the associated slides **(CONVERSATION SKILLS)**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following worksheet(s)

    - **Conversation Skills Answer Sheet**

Lead the Exercises: - **Sourcing Call Skills: Identifying Conversation Skills in Sourcing Calls**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time: 10 minutes for Audio

                        Video – time varies

Delivery Method: **Speech & Accent Reduction Lab**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **INTONATION PATTERNS**
- Have participants listen to audio for this lesson **(37-41)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **37-41**

- Review the videos as time permits
  - **Breakthrough Breathing 1**
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Conversation Skills in Action**
    - Shadow Recruiters Making Calls/Team up with Mentor
    - Observe and take notes based upon what was learned in the morning session, listen for conversation skills; document observations, note questions for next session
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Any issues should be documented and followed up with both the instructor and manager

| Expected Time: | 40 minutes for the eLearning Module |
| | 45-60 minutes for the JobDiva Exercises |

Delivery Method: ***eLearning Module***

Access url:

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email to training@pyramidci.com
- After completing the module, participants will need to complete the JobDiva exercises for the module
- **Talent Search**
- **Agent Search & Email Merge**
- Instruct participants to refer to the Job Aids **(Talent Search, Agent Search & Email Merge)** located in the job aid section while completing the exercises.

Instructions:

Talent Search

- Perform a Talent Search in JobDiva
- Add criteria to the search, using the following types of options
  - Technologies
  - Software
  - Hardware
  - Platform
  - Industry
  - Years of Experience
  - Location
- Refine and adjust as necessary to obtain the desired results

Agent Search & Email Merge

- Using the job assigned to you by your mentor or team lead, perform an Agent Search in JobDiva
- Add criteria to the search, using the following types of options
  - Technologies
  - Software
  - Hardware
  - Platform

- - Industry
  - Years of Experience
  - Location
- Save the search
- Using the email merge template, create an email merge with your mentor/team lead
- *Do not actually send the email merge as this is just a practice exercise*
- Review the process with your mentor/team lead

| Expected Time: | 10 minutes for Audio/Video |
| | 10 minutes for Practice |

Delivery Method: **Speech & Accent Reduction Lab**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **Reduction**
- Have participants listen to audio for this lesson **(42-43)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, pages **42-43**

- Lead group through the practice on page **43**
- Review the videos as time permits
  - **Breakthrough Breathing 2**
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Sourcing Candidates for an Assigned Sample Requirement**
    - **Existing Consultants**
    - **Consultants finishing Assignments**
    - **Social Media & Referrals**

- Activities should be "hands on" wherever possible

- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **Purposes &Types of Calls**

    - **Call Structure**

    - **Using A Script**

- Use the associated slides **(CANDIDATE CALL LESSON 1)**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the associated documents for the exercise

    - **Sourcing Script or Recruiting Job Aid**

    - **Sample Resume**

Lead the Exercises: -   **Role Play: Sourcing Calls using a Script**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

| Expected Time: | 10 minutes for Audio |
| | Video – time varies |

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic - **Volume**
- Have participants listen to audio for this lesson

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, page **44**

- Review the videos as time permits
    - ***Breakthrough Breathing 3***
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Sourcing Calls**
  - **Make Sourcing Calls with Mentor – use small talk, develop rapport and follow the call lifecycle**
  - **Debrief & identify areas for improvement**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
  1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
  2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
  3. Mentor assesses the participant's performance
  4. Mentor debriefs the activity with the participant
  5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Sourcing Section of the Recruiting Job Aid** for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time: 60 minutes for Lecture/Discussion

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Use the **(Technology Workshop)** PowerPoint

- Review the Objectives of this Lesson:

    - **Computer Systems & Technologies**
    - **Understanding IT Job Roles & Skill Sets**
    - **Types of Technologies We Place**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- At the end of the session review the next upcoming activity or module

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: **_Instructor-Led Classroom_**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Welcome the participants and introduce yourself
- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.
- Review the Objectives of this Lesson:
    - **Importance of proper usage and grammar**
    - **Identifying & correcting common usage and grammar mistakes**
    - **Basic idioms & meanings**
- Use the associated slides **(CONVERSATION SKILLS**)
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity
- Print out the slides in Notes view to use as a guide during this lesson
- Refer Participants to the associated page in their Participant Guide during the lesson
- Handout the following worksheets
    - **Sample Emails**
    - **Is Your Email Accurate? Worksheet**
    - **Idiom Cards**

Lead the Exercises:
- **Is Your Email Accurate?**
- **Matching Idioms**

- Use the **Is Your Email Accurate Worksheet Answer sheet** to debrief exercise or activity
- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic – **Breath**
- Have participants listen to audio for this lesson **(45)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, page **45**

- Lead group through the practice on page **45**
- Review the videos as time permits
  - ***Breakthrough Breathing 4***
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Sourcing Calls**
    - **Make Sourcing Calls with Mentor**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Sourcing portion of the Recruiting Call Job Aid** for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time: 60 minutes for Lecture/Discussion

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Use the **(Technology Workshop)** PowerPoint

- Review the Objectives of this Lesson:

    - **Understanding Technology Jobs & IT Professional's Resumes**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- At the end of the session review the next upcoming activity or module

Expected Time: 60 minutes for Lecture/Discussion

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Use the **(Technology Workshop)** PowerPoint

- Review the Objectives of this Lesson:

    - **Matching and Qualifying IT Candidates for Jobs**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Refer Participants to the associated page in their Participant Guide during the lesson

- Print out the slides in Notes view to use as a guide during this lesson

Lead the Exercises:
- **Questioning Role Play**
- **Resume to Requisition Matching Exercise**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

| Expected Time: | 10 minutes for Audio/Video |
| | 10 minutes for Practice |

Delivery Method: **Speech & Accent Reduction Lab**

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic – **Speech & Articulation**
- Have participants listen to audio for this lesson **(46-47)**

- Refer participants to the *Guide to Speaking American English with Confidence & Clarity*, page **53-54**

- Lead group through the practice on page **53-54**
- Review the videos as time permits
  - **How to breathe**
  - **The Importance of Breath**
  - **Breathing While Speaking**
  - **Tense vs. Lax Articulation**
  - **Articulation Exercises**
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Review Requirements**

    - **Review Technologies in any Current Requirements**

    - **Develop Questions for Calls**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Refer the New Hire to the **Technology Job Aid** as a reference for support during calls

- Any issues should be documented and followed up with both the instructor and manager

SESSION 31 – QUALIFYING CANDIDATES

| Expected Time: | 40 minutes for the eLearning Module |
| | 45-60 minutes for the JobDiva Exercises |

Delivery Method: **eLearning Module**

Access url:

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email
- After completing the module, participants will need to complete the JobDiva exercises for the module

Create a Candidate Profile & Enter Responses from the Call into the Candidate Profile in JobDiva

Instructions:

1. Using a resume of your choosing, create a Candidate profile in JobDiva
2. Rename the candidate, using your first name as the candidates first name and the last name "Candidate", e.g. Alisha Candidate
3. Email the resume to xx@jobdiva.com
4. Using the Recruiting Call Script, answer the questions on the attributes tab of your candidate's profile
5. Save

SESSION 32– SPEECH & ACCENT REDUCTION LAB – CONTINUED IMPROVEMENT & BREATHING SKILLS

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the videos for this lesson:

    - **Learn to Speak with Clarity and Confidence in American English**
    - **Breakthrough Breathing Continued**

- Lead group Practice
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours	OTJ

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Matching Candidates to Requirements**

    - **Assign and review a requirement**

    - **Develop a search in JobDiva based upon the Requirement**

    - **New Hires finds 3 resumes that are good matches**

    - **Mentor reviews New Hire's matches, and provides feedback**

    - **Mentor helps New Hire to refine search to produce better results if necessary**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Any issues should be documented and followed up with both the instructor and manager

- Refer participants to the **JobDiva Search Job Aid** for support

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **Information gathering**

    - **Probing & questioning techniques**

- Use the associated slides **(THE CANDIDATE CALL – LESSON 2)**
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout any worksheets or associated Job Aids

    - **Recruiting Script or Recruiting Job Aid**

    - **Sample Resume**

Lead the Exercises:
- **Role Play: Qualification Calls**
- **Information Gathering & Questioning Group Practice Exercise**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

SESSION 35– Speech & Accent Reduction Lab – CONTINUED IMPROVEMENT & BREATHING SKILLS

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **American Accent Training for Indian Speakers**
    - **Breakthrough Breathing Continued**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Qualifying Candidates to Requirements**

    - **Mentor makes Qualification Calls with New Hire listening**

    - **New Hire Makes Qualification Calls with Mentor Support**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls

- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **Pitching a Requirement to the Candidate**

- Use the associated slides **(THE CANDIDATE CALL – LESSON 3)**
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following documents for the exercise:

    - **Requirement Pitch Script or Recruiting Job Aid**

    - **Sample Requirement**

    - **Sample Resume**

Lead the Exercises:	- **Role Play: Pitching the Requirement**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **Self-Correcting & Best Practices**
    - **Breakthrough Breathing Continued**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Pitching Requirements to Candidates**

    - **Develop a Pitch for an Active/Live Requirement**

    - **Pitch the Requirement to a Candidate**

    - **Continue to Make Candidate Calls**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions

    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

    3. Mentor assesses the participant's performance

    4. Mentor debriefs the activity with the participant

    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Refer the New Hire to the **Pitch Section of the Recruiting Job Aid** as a reference for support during calls

- Any issues should be documented and followed up with both the instructor and manager

| Expected Time: | 40 minutes for the eLearning Module |
| | 45-60 minutes for the JobDiva Exercises |

Delivery Method: ***eLearning Module***

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- There is a Check your Learning Quiz at the end of this module
- Participants need to acknowledge completion by sending an email

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Obtain & test audio/video files for this session

- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*

- Introduce topic

- Have participants review the video for this lesson

    - **Learn What 4 Areas to Focus On**

    - **Breakthrough Breathing 6**

- Lead group practice

- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Making Recruiting Calls**
    - **Mentor assigns Live Requirements**
    - **New Hire Makes Recruiting Calls with Mentor Support**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **The Candidate "Lockdown" (Gaining Right to Represent)**

    - **Negotiation Techniques**

- Use the associated slides **(THE CANDIDATE CALL – LESSON 4)**
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following document for use in the exercise:

    - **Sample Requirement**

Lead the Exercises:
    - **Role Play: Negotiation Techniques and Candidate "Lockdown**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **Negotiation Strategies for Non-native Speakers**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Making Recruiting Calls**
    - **Mentor assigns Live Requirements**
    - **New Hire Makes Recruiting Calls with Mentor Support**
    - **Special Attention should be given to Rate Negotiations and Gaining the Right to Represent**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

| Expected Time: | 40 minutes for the eLearning Module |
| | 45-60 minutes for the JobDiva Exercises |

Delivery Method: ***eLearning Module***

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email
- After completing the module, participants will need to complete the JobDiva exercises for the module

Submit Candidate & Reject Candidate in JobDiva

1. Using the Submittal Template, submit the candidate (Your first Name, Last Name – Candidate) from the exercise in Module 3 to the Job from Module 1
2. Attach the reformatted resume
3. Then perform an External Submittal
4. Reject your candidate from the job, make sure to select a reason for the rejection

| Expected Time: | 10 minutes for Audio/Video |
| | 10 minutes for Practice |

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **Communicating with Confidence, Part 1**
    - **The Secret to the American Accent, Part 1**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time:　　　　　2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Submitting Candidates**
    - **Mentor performs live submits with New Hire**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **How to Leave Messages**

- Use the associated slides **(THE CANDIDATE CALL – LESSON 5)**
- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following document for use in the exercise:

    - **Sample Requirement**

Lead the Exercise: - **Techniques for Leaving Messages Exercises and Assessment**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **Communicating with Confidence, Part 2**
    - **The Secret to the American Accent, Part 2**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Making Recruiting Calls**
    - **Mentor assigns Live Requirements**
    - **New Hire Makes Recruiting Calls with Mentor Support**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

SESSION 52 –CERTIFICATION

| Expected Time: | 40 minutes for the eLearning Module |
| | 45-60 minutes for the JobDiva Exercises |

Delivery Method: *eLearning Module*

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- There is a Check your Learning Quiz at the end of this module
- Participants need to acknowledge completion by sending an email

SESSION 53– SPEECH & ACCENT REDUCTION LAB – COMMUNICATION & ADVANCED TECHNIQUES

| Expected Time: | 10 minutes for Audio/Video |
| | 10 minutes for Practice |

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
- Have participants review the video for this lesson
    - **Communicating with Confidence, Part 3**
    - **The Secret to the American Accent, Part 3**
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time: 2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Making Recruiting Calls**
    - **Mentor assigns Live Requirements**
    - **New Hire Makes Recruiting Calls with Mentor Support**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	60 minutes for Lecture/Discussion
	10 minutes for Break
	20 minutes for Activity/Exercise

Delivery Method: ***Instructor-Led Classroom***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Welcome the participants and introduce yourself

- Explain housekeeping items, such as break times, use of mobile phone in the classroom, etc.

- Review the Objectives of this Lesson:

    - **How to Conduct a Reference Check**

- Use the associated slides **(Making a Reference Check Call)**

- Refer to the PowerPoint notes section for the scripts and key information for the lesson and activity

- Print out the slides in Notes view to use as a guide during this lesson

- Refer Participants to the associated page in their Participant Guide during the lesson

- Handout the following documents for use in the exercise:

    - **Reference Check Script**

    - **Sample Requirement**

    - **Sample Resume**

Lead the Exercises:
  - **Role Play: Reference Check Call**

- Debrief exercise or activity

- At the end of the session review the next upcoming activity or module

Expected Time:	10 minutes for Audio/Video
	10 minutes for Practice

Delivery Method: *Speech & Accent Reduction Lab*

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson

- Obtain class roster from Admin

- Take attendance using the roster

- Obtain & test audio/video files for this session

- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*

- Introduce topic

- Have participants review the video for this lesson

    - **Communicating with Confidence, Part 4**

- Lead group practice

- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor
- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Making Reference Check Calls**
    - **Mentor provides New Hire with a list of Candidates that need references**
    - **New Hire Makes reference Calls with Mentor Support**
    - **Mentor demonstrates how to document a reference in JobDiva**
    - **New Hire documents the information from the reference calls in JobDiva**
- Activities should be "hands on" wherever possible
- OTJ process should follow:
    1. Mentor demonstrates the activity while providing step-by-step explanation/instructions
    2. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions
    3. Mentor assesses the participant's performance
    4. Mentor debriefs the activity with the participant
    5. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)
- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls
- Any issues should be documented and followed up with both the instructor and manager

Expected Time:	40 minutes for the eLearning Module
	45-60 minutes for the JobDiva Exercises

Delivery Method: ***eLearning Module***

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email
- After completing the module, participants will need to complete the JobDiva exercises for the module

Set an Interview in JobDiva

1. Set an interview for your candidate at the job you were assigned in Module 1
2. Document the results of the interview in JobDiva

Expected Time:	40 minutes for the eLearning Module
	45-60 minutes for the JobDiva Exercises

Delivery Method: ***eLearning Module***

Access url

SCRIPT/KEY POINTS OR INFORMATION

- Participants will need headsets
- Participants need to acknowledge completion by sending an email
- After completing the module, participants will need to complete the JobDiva exercises for the module

Set a Start & Document an Engagement Milestone in JobDiva

1. Set the start for your candidate at the job
2. Document a first day quality check on your candidate in JobDiva

| Expected Time: | 10 minutes for Audio/Video |
| | 10 minutes for Practice |

Delivery Method: ***Speech & Accent Reduction Lab***

SCRIPT/KEY POINTS OR INFORMATION

- Prepare the classroom prior to the lesson
- Obtain class roster from Admin
- Take attendance using the roster
- Obtain & test audio/video files for this session
- Handout out a copy of the *Guide to Speaking American English with Confidence & Clarity*
- Introduce topic
    - **This time is reserved for Makeup Lab**
- Have participants listen to audio or review the video for this lesson
- Lead group practice
- At the end of the session review the next upcoming activity or module

Expected Time:	2-3 hours

Delivery Method: ***On the Job Practice Activity***

SCRIPT/KEY POINTS OR INFORMATION

- All production activities should be directed/led by Mentor or Team Lead and coordinated with the instructor

- Exercises and should be assigned by the Mentor/Team Lead and coordinated with the day's learning topic – **Interviewing & Engagement Management**

  - **Role Play or Conduct an Conduct a Mock Interview with a Candidate**

  - **Quality-check a candidates on assignment**

  - **New Hire documents the information from the quality check calls in JobDiva**

- Activities should be "hands on" wherever possible

- OTJ process should follow:

  6. Mentor demonstrates the activity while providing step-by-step explanation/instructions

  7. Mentor coaches the participant through the performance of activity observing, providing instructions and making adjustments/suggestions

  8. Mentor assesses the participant's performance

  9. Mentor debriefs the activity with the participant

  10. Mentor documents activity in the *New Hire Training Production Floor Log* (A copy of can be found in the appendix of this guide)

- Refer the New Hire to the **Recruiting Job Aid** as a reference for support during calls

- Any issues should be documented and followed up with both the instructor and manager

CONCLUSION

Expected Time: 10 minutes

Job Aids

The following job aids are designed to support performance both during and after the training period.

JOBDIVA POSTING PROCESS JOB AID
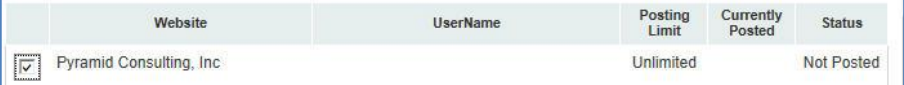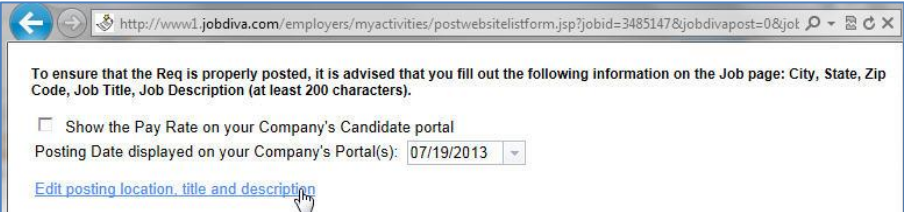
Introduction
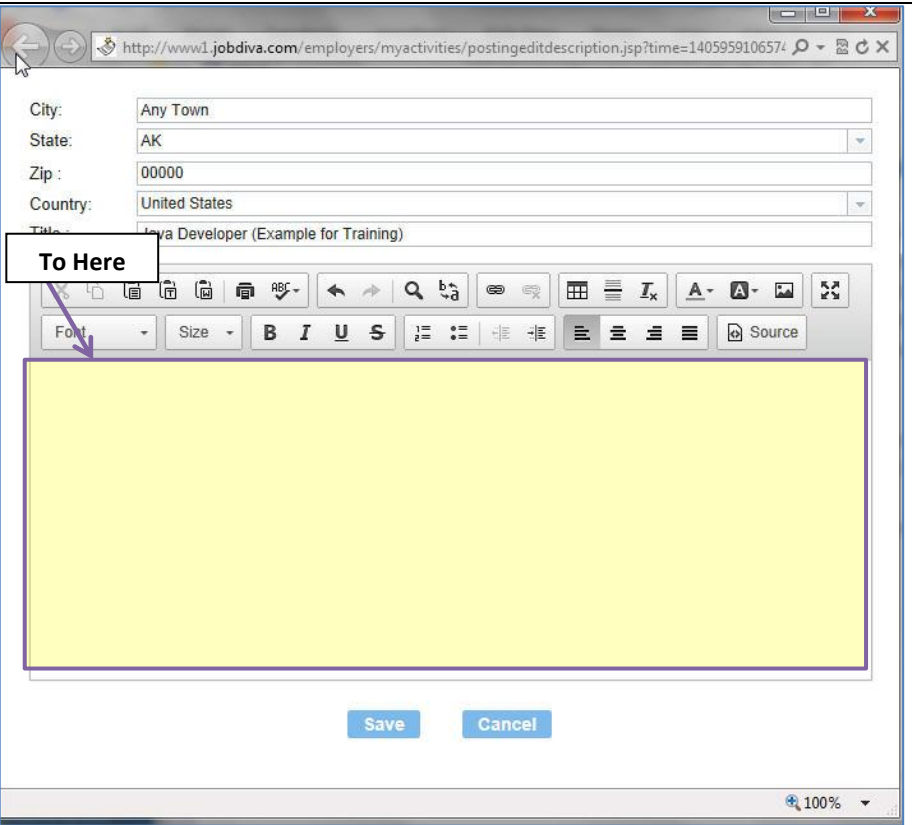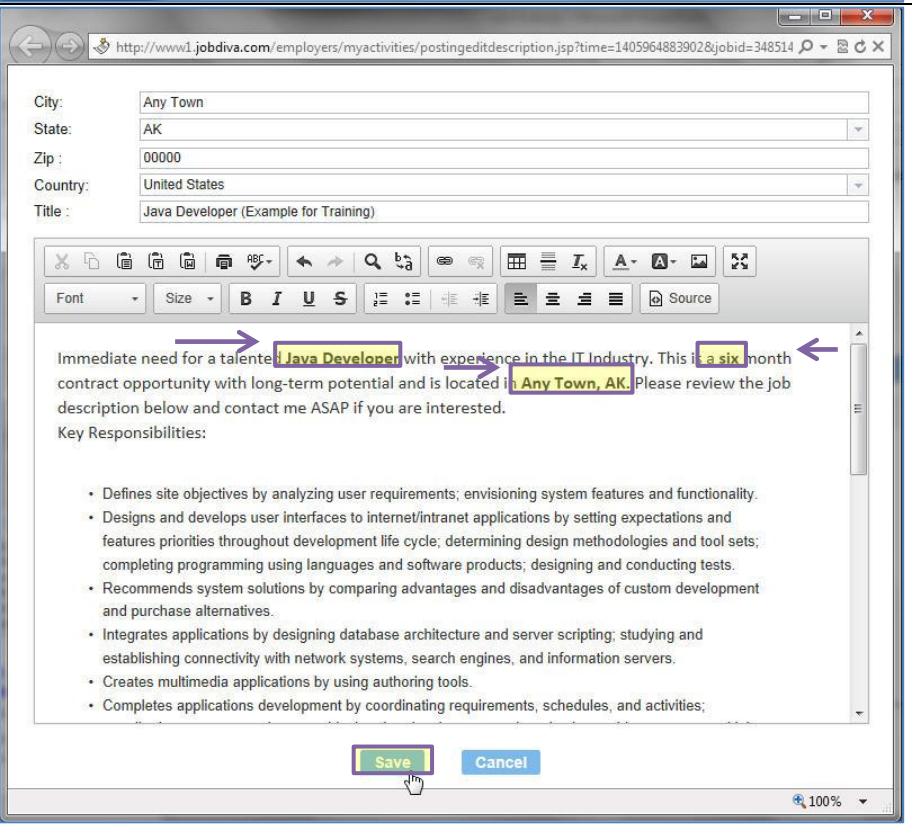
The purpose of this job aid is to provide the proper guidelines for posting jobs to the website using JobDiva. The use of this process will help to ensure that you are getting the best results possible from your postings.

Job Posting Instructions

The instructions below will show you how to post to the Website.
_____

1. **Post a Job to the Pyramid Website**

Step	Action	Display
1	From the Job Order, click the push pin icon	Post to Job Boards
2	Check the checkbox next to the website **Consulting, Inc. and** any other job boards you wish to post to	Website — UserName — Posting Limit — Currently Posted — Status Pyramid Consulting, Inc — Unlimited — Not Posted
3	Click the Edit posting location, title and description link. Make sure the Show the Pay Rate on your Company's Candidate portal is **not checked**	http://www1.jobdiva.com/employers/myactivities/postwebsitelistform.jsp?jobid=3485147&jobdivapost=0&jot To ensure that the Req is properly posted, it is advised that you fill out the following information on the Job page: City, State, Zip Code, Job Title, Job Description (at least 200 characters). ☐ Show the Pay Rate on your Company's Candidate portal Posting Date displayed on your Company's Portal(s): 07/19/2013 Edit posting location, title and description
4	Copy the contents of the **Job Posting Template**, you can get a copy from the e-learning modules 1. Select all of the text 2. Press CTRL+A 3. Copy the contents to the clipboard 4. Press CTRL+C	Immediate need for a talented **[Job Title]** with experience in the **[Industry Type]** Industry. This is a **[Duration]** month contract opportunity with long-term potential and is located in **[Location]**. Please review the job description below and contact me ASAP if you are interested. Key Responsibilities: **[Add Job Responsibilities]** Key Requirements and Technology Experience: **[Add Job Requirements and Technologies Needed]** Our client is a leading **[Industry]** organization and we are currently interviewing to fill this and other similar contract positions. Qualified candidates should apply NOW for immediate consideration. If you are interested in this position, please email me the most current Microsoft Word version of your resume and refer to **[JobDiva Job Number]** in the subject line of the email. Regards, **Name** *Title* Address Phone Email **From Here**

5	Paste the contents of the *Job Posting Template* into the window Press CTRL+A	
6	Replace the words in brackets with the corresponding details from the Job Description: • Job Title • Job Length • Location • Job Diva Job Order Number • Recruiter Contact info Click Save	
7	Check the checkbox next to the website *Consulting, Inc.*	

| 8 | Visit the Website to make sure that the job posted properly. | |

JOBDIVA SEARCH PROCESS JOB AID

Introduction

The purpose of this job aid is to provide the proper guidelines for setting up a search in JobDiva either from a job order or a hotlist. The use of this process will help to ensure that you are getting the best results possible from your search efforts. This process can be used to create a search either from a job order or from a hotlist.
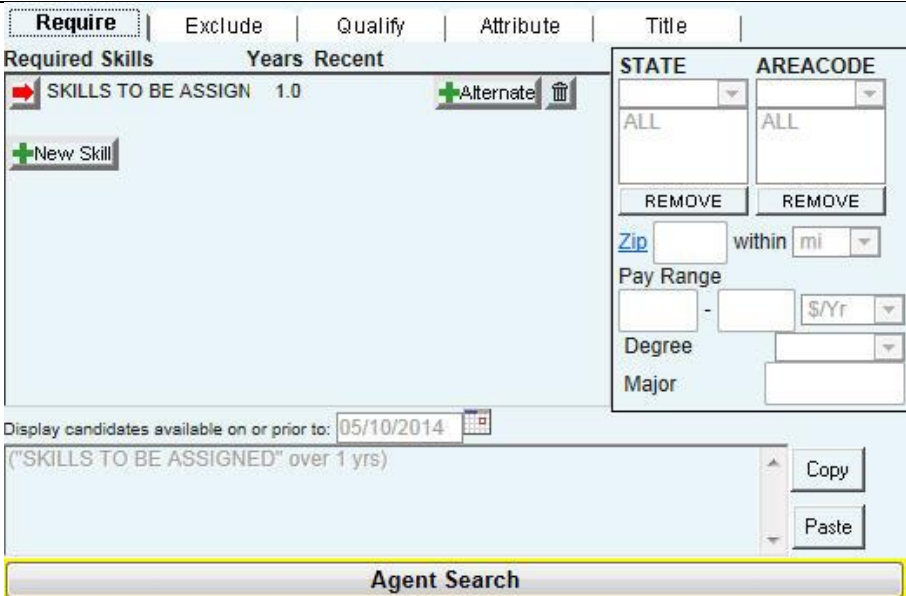
Search Process Instructions
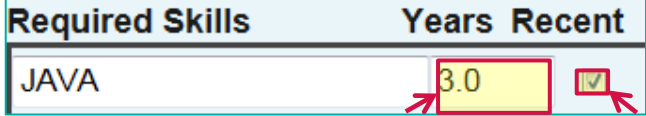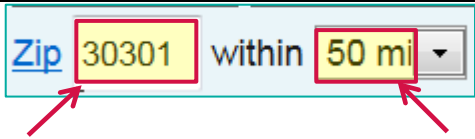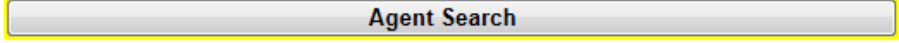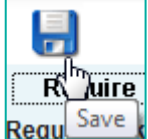
There are two options to search for candidates in JobDiva. One is to search from an existing job order, and the other is to perform a talent search. Since a talent search does not enable you to save the search or select individual resumes to review or send email, it is necessary to create a hotlist when searching using a talent search.

The instructions below will show you how to search using both methods.
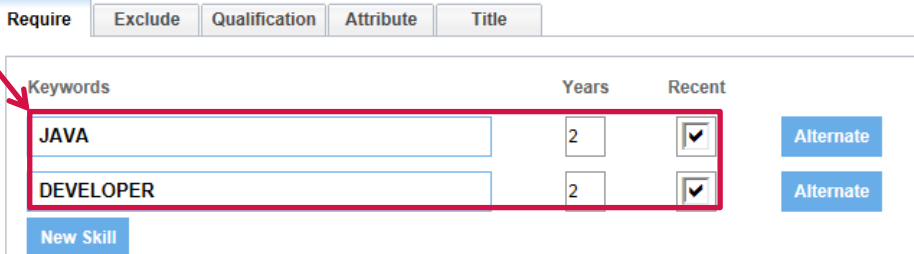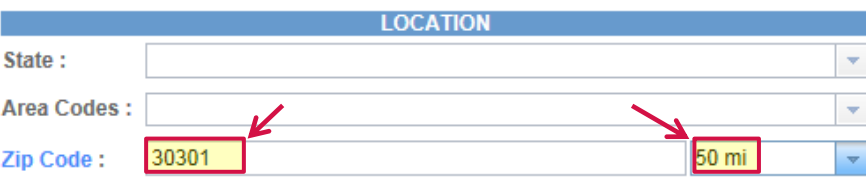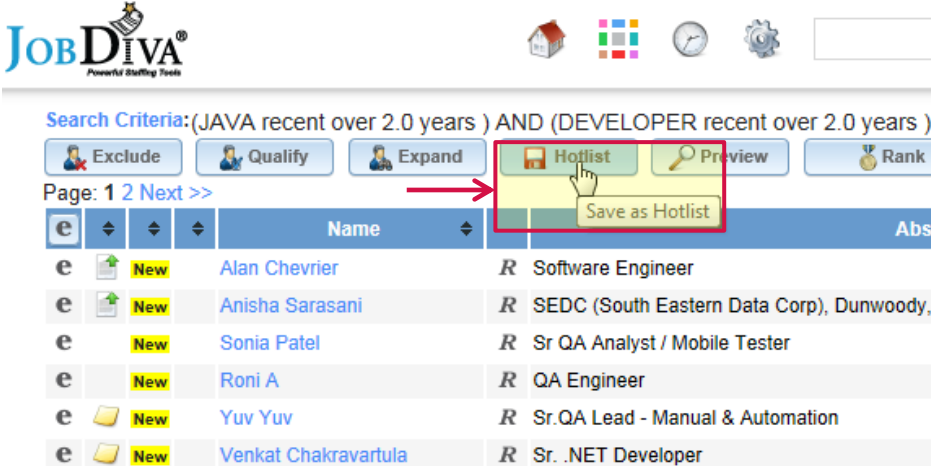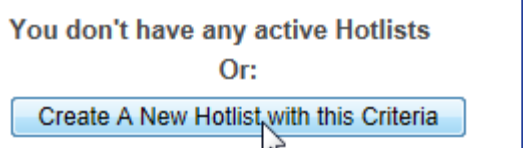
1. Perform an Agent Search from a Job Order
2. Perform a Talent Search and Create a Hotlist

_____

2. Perform an Agent Search from a Job Order

Step	Action	Display
1	Open the Job Order page; use the job description to determine what skills to add to the required skills section.	

2	If the skills have been automatically populated, as in this example, validate required skills against skills in the job description.	
3	If appropriate, add years of experience to the year's section and indicate if the experience should be recent.	
4	Make sure to enter location information into the search. It is best to use the zip code and select a reasonable search radius, in this case 50 miles, to search within.	
5	Click Agent Search to perform the search.	
6	If you wish to save this search for future use, click the Save icon.	

3. Perform a Talent Search and Create a Hotlist

Step	Action	Display
1	From JobDiva Home page, click Talent Search.	**Talent Search**
2	Enter the skill keywords into the required skills fields. Make sure to enter years of experience if needed and check recent if you want the persons to have used that skill recently.	Require Exclude Qualification Attribute Title Keywords — Years — Recent JAVA — 2 — ☑ — Alternate DEVELOPER — 2 — ☑ — Alternate New Skill
3	Enter location criteria into the location area. It is best to use the zip code and select a reasonable search radius, in this case 50 miles, to search within.	**LOCATION** State : Area Codes : Zip Code : 30301 — 50 mi
4	Click the search button.	**SEARCH**
5	From the results page, save your search as a hotlist, by clicking the Save as Hotlist button.	JobDiva Search Criteria: (JAVA recent over 2.0 years) AND (DEVELOPER recent over 2.0 years) Exclude Qualify Expand Hotlist Preview Rank Page: 1 2 Next >> Save as Hotlist Name — Abs New Alan Chevrier R Software Engineer New Anisha Sarasani R SEDC (South Eastern Data Corp), Dunwoody, New Sonia Patel R Sr QA Analyst / Mobile Tester New Roni A R QA Engineer New Yuv Yuv R Sr.QA Lead - Manual & Automation New Venkat Chakravartula R Sr. .NET Developer
6	Click Create a New Hotlist with this Criteria.	You don't have any active Hotlists Or: Create A New Hotlist with this Criteria

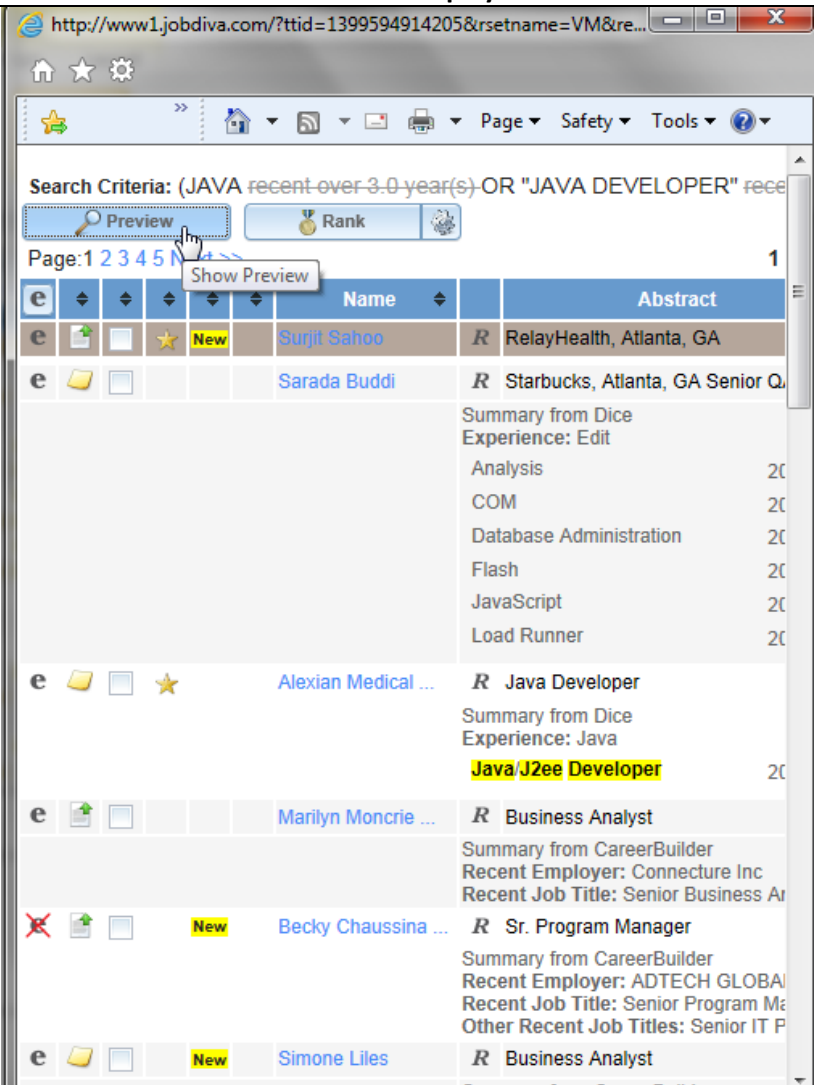| 7	You must enter a Name and a Note for your hotlist and then click Save.	**Options for your new Hotlist**
		Name — Java Developers Atlanta
		Note — Java Developers within 50 mi. of Atlanta
		Select Job (Optional)
		Hiring Manager (Optional)
		Assign Users — Users: Able, Andrew; Abrol, Amit; Acharya, Nisha; Adams, Emma; Administrator, Timesheet; Agarwal, Abhishek — Groups: Accenture Perm; Accenture- Nationa; AT&T - Dheeraj; AT&T - Hyd; AT&T - National Te
		Save
8	The resulting screen will show the name of your hotlist and allow you to review resumes and use selected resumes to create an email merge.	**JOBDIVA®** *Powerful Staffing Tools*
		Hotlist: **Java Developers Atlanta**
		Expand Preview Filter Results
		Page: 1 2 Next >>
		e Name
		e New Alan Chevrier R Software Engineer
		e New Anisha Sarasani R SEDC (South Eastern
		e New Sonia Patel R Sr QA Analyst / Mobile
		e New Roni A R QA Engineer
		e New Yuv Yuv R Sr.QA Lead - Manual &
		e New Venkat Chakrava ... R Sr. .NET Developer

JOBDIVA EMAIL MERGE PROCESS JOB AID
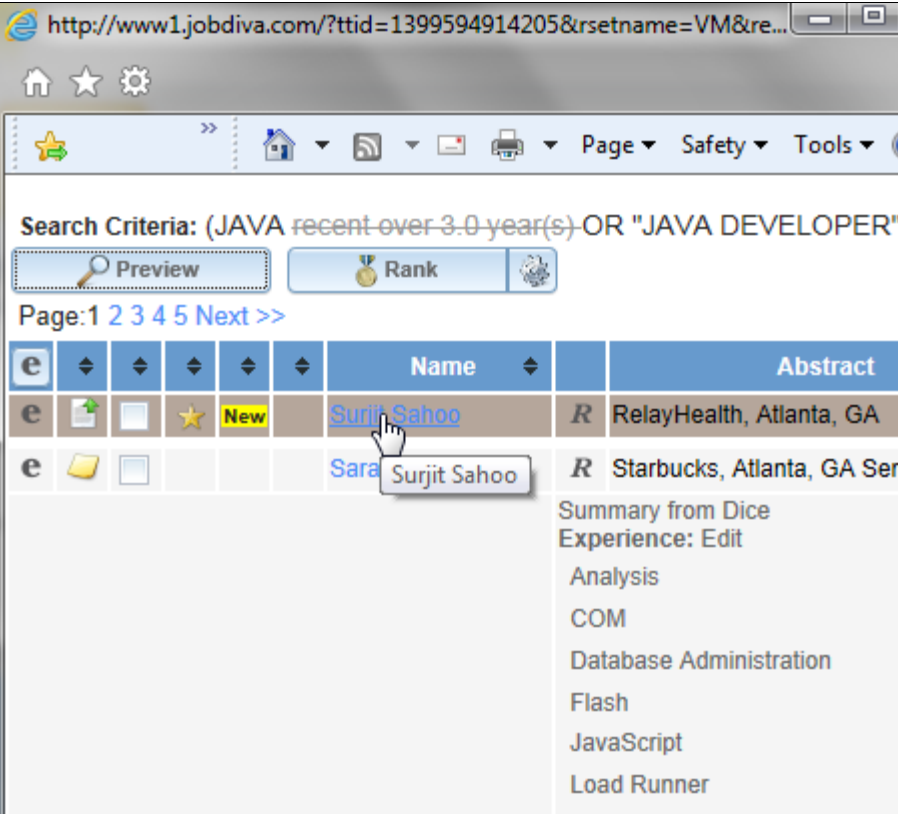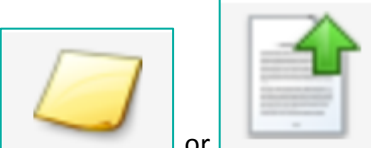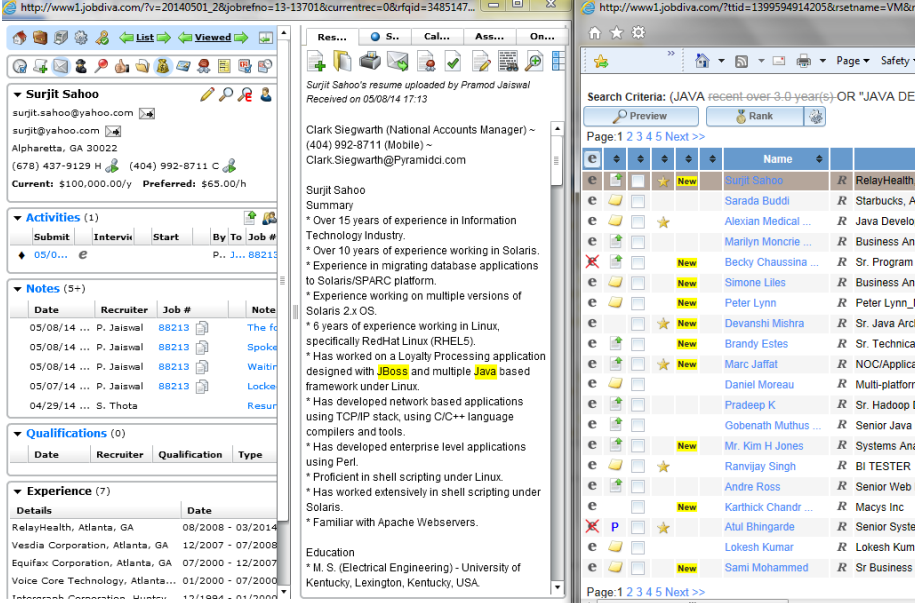
Introduction
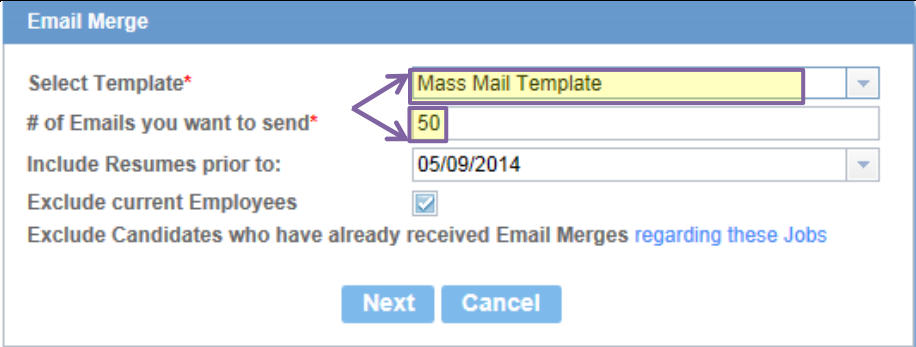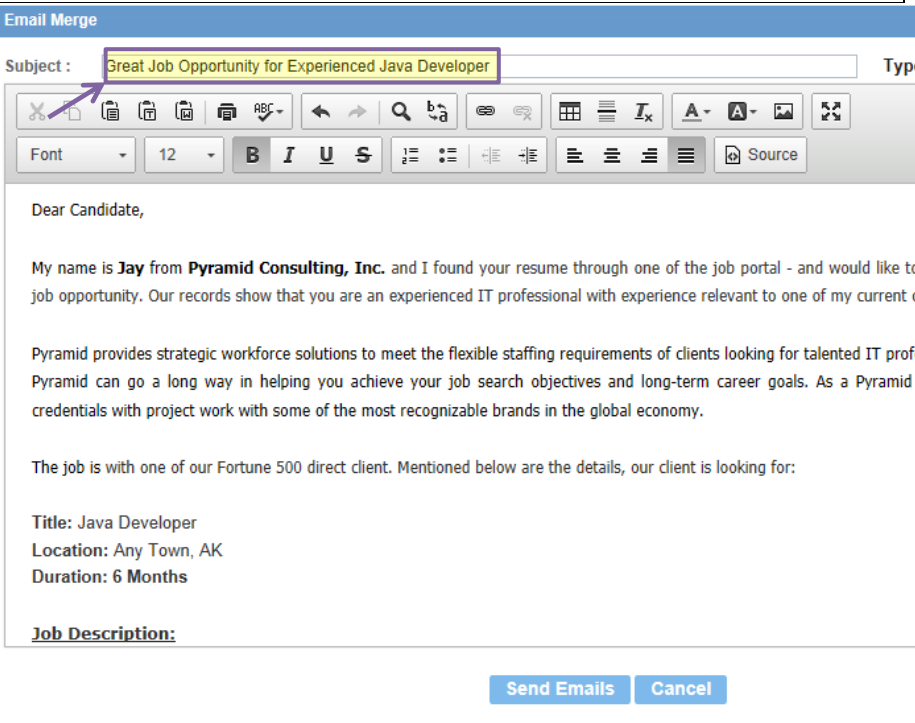
The purpose of this job aid is to provide the proper procedure for using the JobDiva email merge to candidates function. All recruiters *are required* to use this procedure when contacting candidates using email merge.

Email Merge Process Instructions

After conducting a search either from a job or from a hotlist, the following are the steps that must take place when using the email merge to contact candidates. Note: this process cannot be used from a talent search; you must create a hotlist from the talent search or have a job order. *You must review every candidate's entire resume to ascertain their match the job, prior to adding them to the email merge.*

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Step	Action	Display
1	From the search results page, show the abstract, by clicking the preview.	

2	Click on the first name you wish to view to open the profile.	
3	If there are any notes associated with the candidate, or they have been presented to a company prior, make sure to review this in their profile.	or
4	Review the resume to ascertain the candidate's fit to the requirement.	
5	If the person's skills, ability, and location fit the requirements of the job, put a check in the box next to their name.	
6	Repeat for *up to 50* more candidates.	

7	When you have enough matching candidates for a merge, click on the email merge button	**Email Merge**
8	From the email merge dialog box, select the appropriate template. Enter the number of emails to send. *Remember the limit is 50 for each email merge and 250 candidates per day. The 250 can be divided into any number of merges.* Make sure the exclude current employee check box is checked and select Next.	**Email Merge** Select Template* Mass Mail Template # of Emails you want to send* 50 Include Resumes prior to: 05/09/2014 Exclude current Employees ☑ Exclude Candidates who have already received Email Merges regarding these Jobs Next Cancel
9	Add a subject to the subject line, edit the template as needed, and click Send Emails.	**Email Merge** Subject : Great Job Opportunity for Experienced Java Developer Typ Font 12 **B** *I* U S Source Dear Candidate, My name is **Jay** from **Pyramid Consulting, Inc.** and I found your resume through one of the job portal - and would like to job opportunity. Our records show that you are an experienced IT professional with experience relevant to one of my current c Pyramid provides strategic workforce solutions to meet the flexible staffing requirements of clients looking for talented IT prof Pyramid can go a long way in helping you achieve your job search objectives and long-term career goals. As a Pyramid credentials with project work with some of the most recognizable brands in the global economy. The job is with one of our Fortune 500 direct client. Mentioned below are the details, our client is looking for: **Title:** Java Developer **Location:** Any Town, AK **Duration: 6 Months** **Job Description:** Send Emails Cancel

Appendices

On-the-Job Training Production Floor Log

Form to be completed by OJT Mentor. Return to Instructor when complete.

OJT Topic: <Title of Activity>

Meeting Date/OJT Date & Time:

Name of New Hire/Mentor or Team Lead:

Purpose: ▪ Provide new hire with detailed instructions on how to complete this task independently ▪ Explain the importance of this task to Recruiting ▪ Explain the impact of this task to upstream/downstream partners (Sales/Back Office)			
Knowledge: Describe key concepts. New Hire's ability to demonstrate comprehension of concepts.	Explains Consistently (3)	Explains with Help (2)	Cannot Explain (1)
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Application: 1. <u>Demonstrate</u> the actions listed. 2. <u>Coach</u> the associate through the performance of the task 3. <u>Observe</u> Associate performing the task on his/her own. 4. <u>Assess</u> performance.	Performs Consistently (3)	Performs with Help (2)	Cannot Perform (1)
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Debrief: Document any relevant notes and/or next steps for additional training in box below:			

Applicant Tracking System (ATS)	A software application that enables the electronic handling of corporate recruitment needs. ATS solutions stores candidate data inside a database to enable effective searching, filtering, and routing of applications.
Assignment	A task or duty being performed by a contingent worker (i.e., a requisition for a temp, or each on-boarded consultant associated with a consulting engagement). Assignment may also refer to the period of time that a temporary employee is working at an organization's facility; however, change orders such as extensions, do not count as separate assignments. (See also: Placement.)
Bench	Consultants employed by a staffing company that are in-between client assignments.
Bill Rate	The amount the buyer of staffing services is expected to pay the agency inclusive of the pay, statutory expenses, benefits and agency markup.
Burden	The mandatory employer-paid payroll taxes and benefits based on the wage or salary of the employees. In many countries, including the United States, both state and federal authorities collect some form of payroll tax. In the United States, Burden will include workers' compensation, unemployment insurance, employer's share of FICA and state or local taxes, for each temporary employee on assignment. In staffing, Pay Rate plus Burden equal Direct Cost.
Candidate	An applicant for a job who has been pre-qualified for temp or full-time consideration. Also used to distinguish an individual from a pool of unqualified applicants.
Co-employment (Co-employer)	Legally referred to as a "Joint Employer" relationship, co-employment is often used to describe the relationship among two or more organizations that exert some level of control over the same worker or group of workers. Co-employers often share some degree of liability for shared employees.
Consultant	A term often used interchangeably with "temporary employee," though typically one performing professional-level work in areas such as IT, Engineering or Management Consulting Services.
Contingent Worker	Used to describe work arrangements that differ from regular/permanent, direct wage and salary employment. Contingent work and workers are primarily distinguished by having an explicitly defined or limited tenure.
Contractor	An individual hired to deliver a specified service as laid out in a contract. In some organizations this term is used interchangeably with "temporary employee" to refer to individuals employed by a temporary staffing firm,

	typically at a professional level.
Contract-to-Hire	Is a bridge to permit or direct employment, with the contractor working for a pre-determined time as a contractor and then transitioning to a full time employee after a pre-determined amount of time. This allows each party, both client and consultant to ascertain if there is a good fit, without committing to an employer- employee relationship immediately.
Corp-to-Corp	In this employment situation, the contractor **must** be incorporated and have his or her own business filing and tax identification number. In corp-to-corp, the contractor is responsible for all of their own tax filing and government fees, and the staffing firm pays the incorporated entity directly. The benefit to this for the consultant is that there is usually a larger pay rate as the agency does not have the burden to pay. The corp-to-corp option can be a good negotiation tactic for recruiters when negotiating rates with candidates
Conversion Fee	Compensation fee paid to a temporary staffing firm for the loss of an employee when the staffing firm's customer hires the temporary employee on a direct-hire basis.
Customer Relationship Management (CRM)	Software that enables users to track and manage customer or prospect contacts and information centrally. Ideally, all customer contacts are captured by the system and then made available to the organization through pre-defined or ad-hoc reports.
Direct Hire	A term commonly used to refer to services provided by a staffing agency related to helping an organization obtain an employee to work on their payroll as opposed to temporary staffing relationship where the employee is typically working on the staffing firm's payroll.
Diversity Supplier	In North America, this refers to a minority-, woman-, disabled- or veteran-owned staffing supplier. Organizations often find that using diversity suppliers as part of their staffing supplier base is a good way to meet their diversity recruitment goals.
Employee	An individual who works directly for an organization in a job with no specific end date. Employees are mostly full-time engagements, but can be part-time as well. The term employee is generally accepted as one who receives a W-2 (or equivalent outside the United States).
Enterprise Resource Planning (ERP)	Integrates internal and external management information across an entire organization, embracing finance/accounting, manufacturing, sales and service, customers, and HR, etc. ERP systems automate this activity by way of an integrated software application in order to facilitate the flow of information between internal business functions as well as external connections to outside stakeholders.

E-recruitment	Refers to methods and processes undertaken by sourcers and recruiters, which rely significantly on electronic platforms like job boards, social networks and other online labor platforms, to find candidates.
Exclusive	This occurs when a client gives the right to fill a job order or a requirement to one agency only, for a pre-determined time before giving it out to all the other vendors. (Sometimes a semi-exclusive where the job is only given to a select few vendors.)
Fixed Rates	When uniform, fixed candidate staffing agency bill rates are pre-determined for each job title. Generally in conjunction with job title, description and geography. Fixed rated are often tied to a contract.
Full-time Equivalent (FTE)	A measure in which the total hours worked are divided by the contractual hours in a full-time job (2,080 hours in the United States), used to convert hourly rate to yearly rate and vice versa.
Gross Margin	The difference between the bill rate for the temporary services and the direct costs of employment (pay rate plus burden and/or mandatory benefits. In the United States, burden will include workers 'compensation, unemployment insurance, employer's share of FICA and state or local taxes for each temporary employee on assignment. Staffing company gross margins vary per country and per staffing category depending on the market value of the skill. *Expressed as a percentage, this term is often incorrectly confused with markup, whereas gross margin is a percentage of the hourly bill rate before Value Added Tax, and markup is a percentage of the temporary worker's hourly gross wage.* (See also: Markup.)
H-1B Visa	A visa classification that allows a foreign worker to enter the U.S. temporarily for the purpose of performing services in a "specialty occupation" for a U.S. employer. The H-1B visa classification requires that (1) a foreign national be coming to the U.S. to work temporarily in a "specialty occupation"; (2) that the foreign national have the equivalent of at least a U.S. Bachelor's degree in a field related to that occupation; and (3) that the sponsoring company pay the foreign national the prevailing wage, provide proper notice to its workforce, and not be involved in a strike or lockout.
Headcount	A measure of workforce size that counts all people equally, as individuals, regardless of their hours of work or number of assignments over the course of the calendar year.
Hiring Manager	The manager/employee within a buyer organization who requests a new job position be filled or to fill an open job. In most cases the hiring manager is also the manager that the new employee will report to once the hire is completed.
Independent Contractor	A self-employed individual performing services for a company under

(IC)	contract rather than as an employee, either on- or off-site. (Also referred to as freelancers, consultants, and, in the United States, "1099s."
Job Boards	Employment websites designed to allow employers to post job requirements for open positions and allow job seekers to post their resumes for consideration. Some top job boards are Monster, Dice & Indeed. Job Boards sometimes refer to themselves as Job Portals or Career Portals.
Job Order	Refers to a bona fide request to a staffing firm or employment agency to refer applicants for a specific position. A job order is the specific set of requirements set forth by an employer for an actual position.
Managed Service Provider (MSP)	A company that takes on primary responsibility for managing an organization's contingent workforce program. Typical responsibilities of an MSP include overall program management, reporting and tracking, supplier selection and management, order distribution and often consolidated billing.
Markup	The percentage added to the temporary employee's hourly pay rate to reach the bill rate. (For example, a $15.00 bill rate and a $10.00 pay rate would compute to a 50% markup.) The markup percentage includes all selling, recruiting, general, direct payroll and administrative costs associated with providing contract services, plus profit. In the staffing industry, markups can vary even for a single supplier depending on the extent of direct recruiting, training, and other costs associated with providing a specific employee for a specific client assignment.
Offshoring	Getting work done in a different country, usually to leverage cost advantages. While many offshore projects are outsourced to third party intermediaries, a company can offshore activities using facilities/resources it owns/controls in another country, such that the term does not necessarily imply outsourcing. (See also: Outsourcing)
On-Boarding	The process of acclimating a new employee, contractor, or consultant by providing them with all of the tools and information necessary to be productive as quickly as possible, as well as the completion of all the necessary employment forms.
Outsourcing	Use of an outside business services vendor (and its supervised personnel), either on the customer's premises or off-site at the vendor's location, to perform a function or run a department that was previously staffed and supervised by the customer directly.
Pay Rate	Direct compensation paid by the staffing agency employer to its contract employee.

Per Diem	Latin for 'By the day'. Per diem can mean that someone is working and being paid on a daily basis or, more commonly, it is a daily allowance paid to an employee, contractor, or consultant for temporary living arrangements while working out of town.
Placement	A placement indicates acceptance of candidate by the client, and acceptance of the offer by the candidate, and that the contractor will work the assignment/job.
Placement Fee	The fee due to an agency when a referred candidate is hired by a direct employer, typically in the range of 15% to 35% of annual salary.
Preferred Vendor/Supplier	A staffing model in which the provision of the majority of a contingent workforce is exclusively granted to a limited number of staffing providers, but more than one, under specified conditions such as a contract or SLA.
Procurement	Also known as purchasing department, responsible for obtaining the requisite approvals and dispensing purchase orders for contingent or contract workers as well as other organizational resources.
Purchase Order	(PO) A pre-approval for spending on a specific product or service. Some organizations require the issuance and approval of a purchase order before a contingent worker may be employed.
Refer, Referral	The act of sending a specific applicant or candidate from an agency to a client for consideration for employment. Also can refer to one search professional's sending a candidate to another search professional who may have an open order that fits that candidate.
Requirement	Also known as a Job Order, a requirement is the specific information provided by a client company to a staffing or recruiting firm about a specific open position. A requirement contains the necessary experience and skill levels, job description, length of assignment, and any other pertinent information needed to fill the job.
Request for Proposal (RFP)	A request for proposal (RFP) is a document that an organization posts to elicit bids from potential vendors. In staffing, this might include questions regarding what services the company offers, servicing capacity, etc.
Service Level Agreement (SLA)	is a part of a service contract, where a service is formally defined. Particular aspects of the service - scope, quality, responsibilities - are agreed between the service provider and the service user. A common feature of an SLA is a contracted delivery time (of the service or performance). In staffing, this might include turnaround times for qualified submits.
Solutions Business	Most often used when describing the provision of IT services as a total "solution" or package customized to an organization's specific needs.

	Solutions work is typically sold on a fixed-fee basis rather than a time basis. Used to distinguish from "staffing," which is the simple provision of a person or persons to fulfill a specific work assignment.
Sourcing (aka Candidate Sourcing)	A typically early stage of a talent acquisition process which is dominated by candidate search and identification of potentially attractive candidates, but which typically excludes actual engagement of candidates (recruiting) except to obtain clarifying or pre-qualifying information.
Submittal	The process of presenting a qualified and vetted candidate to a client for review. Submittals are often referred to as *internal* (presentation to the client's account manager prior to client) or *external* (directly to client).
Talent Acquisition	The ongoing cycle of processes related to attracting, sourcing, recruiting, and hiring (or placing) employees within an organization.
Vendor Management System (VMS)	An Internet-enabled, often Web-based application that acts as a mechanism for business to manage and procure staffing services (temporary help as well as, in some cases, permanent placement services) as well as outside contract or contingent labor. Typical features of a VMS include order distribution, consolidated billing and significant enhancements in reporting capability over manual systems and processes.
W-2 Employees	Workers who are paid hourly on a regular basis and work with a staffing firm that handles their payroll. Named for the form provided to employee by their employer for the purpose of annual tax reporting. W2s are given to those employees for whom the employer has deducted and paid all applicable payroll fees and taxes.
Workers' Compensation	Financial compensation to an employee for work-related injuries, in particular compensation of loss of wages, sometimes also for medical costs.

Course Evaluation

Please help us improve the workshop by responding candidly to the following statements:

Scale Definition: 1 – Strongly Disagree   2 – Disagree   3 – Neither Agree nor Disagree   4 – Agree   5 – Strongly Agree

Course objectives were well communicated	1 2 3 4 5
The training was built to match the way I need to do my job	1 2 3 4 5
Adequate time was allotted for explanations/practice	1 2 3 4 5
The training materials were well written	1 2 3 4 5
Job aids are available to support what I learned	1 2 3 4 5
I know where to get assistance when I return to my job	1 2 3 4 5
Overall the class was satisfactory	1 2 3 4 5

What did you like most about the class?

How can we improve the class?

Do you have any additional questions regarding this topic?

If you wish us to contact you, please provide the following information:

Name	Email	Telephone Number