

SYKES

**NEW HIRE
orientation**

Facilitator Guide



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SYKES New Hire Orientation Facilitator Guide

About This Guide

This Facilitator Guide provides content for the enterprise portion of the SYKES New Hire Orientation Program. This guide specifically provides you with:

- an overview of the Enterprise Sessions
- preparation recommendations and requirements
- on-screen text for the session presentations
- instructions to help you organize activities and assessments

Please study this guide *completely* and *carefully* before beginning the program.

Purpose and Organization of the Enterprise Sessions

The enterprise portion is designed to give new hires a common, basic understanding of SYKES policies and procedures that apply throughout the company. It covers information that new hires should know, that they want to know and that SYKES needs them to know, no matter what their job or where they live.

The enterprise portion is composed of a Welcome presentation and seven Enterprise Sessions, listed as follows:

- Introduction
- Standards of Conduct for Compliance and Integrity
- Proper Use of Technology
- Confidentiality
- Legal Compliance
- Harassment
- Security and Safety

You must use all the Enterprise Sessions in all New Hire Orientation classes.

Each session is composed of a certain number of slides that play in a Web browser. The slides are sequenced to play automatically and contain a voice-over narration. You must launch and play each session separately.

Session Timing

The enterprise portion is designed to last slightly over two hours. Each Enterprise Session consists of:

- a learning presentation, which you must launch from a computer and display from a projector;
- a timed activity, which you must facilitate; and
- a timed assessment (quiz), which you must monitor.


Learning Objectives

After completing the Enterprise Sessions, new hires will be able to:

- Describe the SYKES Mission and Vision.
- List the elements of the SYKES PRIDE in Performance Values.
- List ways they can follow the SYKES' Drug and Alcohol Policy.
- Describe how they can comply with the SYKES Policy on Intranet and Internet Use.
- Discuss why harassment in the workplace should not be tolerated.
- List ways to keep Personal Identifiable Information, passwords and confidential information private.
- Describe the proper use of SYKES and client technology assets.
- Briefly describe the reason behind the work badge system.
- Describe the SYKES Zero Tolerance on Violence Policy.

Icons Used in the Facilitator Guide

Throughout this Guide, instructional icons will assist you in launching and facilitating the learning presentations, activities and assessments. The icons will instruct you to follow certain activities throughout each session.

| | | | |
|---|---|--|--|
|  | <p>This icon instructs you to launch and display the Welcome or an Enterprise Session presentation.</p> |  | <p>This icon instructs you to facilitate an individual activity.</p> |
|  | <p>This icon alerts you to a timed activity or assessment.</p> |  | <p>This icon instructs you to read text aloud to the class.</p> |
|  | <p>This icon instructs you to facilitate a small-group activity.</p> |  | <p>This icon instructs you to introduce and monitor an assessment.</p> |

Instructions to Facilitator

Your Role as Facilitator

As facilitator, you will guide new hires through the Enterprise Sessions. You must:

- Distribute Learner Guides, writing paper and pens to the class
- Launch the Welcome presentation before launching any Enterprise Session
- Launch each session's learning presentation, beginning with the Introduction
- Facilitate each session's activity
- Monitor each session's assessment
- Collect all Assessment Answer Sheets at the end of the last Enterprise Session and deliver them to your Human Resources representative
- Collect all Learner Guides at the end of the last Enterprise Session for reuse

Equipment, Materials and Resources You Will Need

| | |
|---|---|
| <i>Equipment:</i> <ul style="list-style-type: none">• Computer• LCD Projector• Projection Screen (optional)• External Speakers | <i>Materials and Resources:</i> <ul style="list-style-type: none">• Facilitator Guide• A new or reused Learner Guide for every new hire• Writing paper and pens• Nametags (optional)• A Human Resources representative to contact for questions |
|---|---|

Class Preparation Procedures

Follow these steps to prepare for the Enterprise Sessions:

At least one day before class begins:

1. Access the latest version of all presentations and guides.
2. Study the Facilitator and Learner guides. If you're the facilitator with an ESL class (or if English isn't your first language), review the content and make sure you understand all terms before you begin, so you can explain them to your class if necessary.
3. Determine which format you will conduct each Enterprise Session activity. They are pre-formatted for either individual or small group presentation, but you can facilitate them in any format: individual, small group or entire class.
4. Print the required number of Learner Guides as needed for the new hires in your class. If you reuse Learner Guides from previous classes, attach an unmarked Assessment Answer Sheet and a SYKES Hotline Sheet to the end of each Learner Guide.
5. Determine the best room layout for the class, maximizing the placement of equipment.
6. Set up all equipment and test it so that you know how to do it again efficiently right before class.
7. Play the Welcome presentation and each of the seven Enterprise Sessions to make sure that there are no technical problems and to familiarize yourself with the content.

At least one hour before class begins:

1. Position all equipment in the classroom so that it does not require new hires to step on, over or around it. Equipment should also not block access to any doors.
2. Have the Welcome presentation and Introduction session ready to launch.
3. Keep any other sessions for that day accessible so you can launch them easily instead of opening folders and finding files at the last minute.

4. Keep the progress bar visible on all presentations so that you and the class can see how much time in the session remains.
5. Select the "full screen" option in the web browser.
6. Ensure that the area around the screen is dark enough so the screen doesn't appear washed out. If necessary and appropriate, turn out one or more lights in the class and/or close the blinds.
7. Close all other file folders, applications and windows on your computer.
8. Test all session files again to make sure that they work properly in the classroom and you can see and hear them well from any location.
9. Because each presentation plays without stopping, your computer's screen saver may appear during class and interfere with the presentation. If you can control the computer's display settings, turn off the screen saver. Otherwise, if you have a screen saver pushed to your machine, have an exception sent from your IT department.
10. Post legible signs reading "New Hire Orientation in Progress" outside the room to indicate that training is taking place.

Required and Recommended Presentation Practices

Sequence of Sessions

1. In addition to the Enterprise Sessions, you will also present a number of Local Sessions. You have several sequence options to present the sessions; for example:

| Option | First... | Then... | Then... |
|--------|---|---|--|
| 1 | All the Local Sessions | Welcome presentation and <i>all</i> the Enterprise Sessions (beginning with Introduction) | |
| 2 | Welcome presentation and <i>all</i> the Enterprise Sessions (beginning with Introduction) | All the Local Sessions | |
| 3 | Welcome presentation | One or more Local Sessions OR one or more Enterprise Sessions (beginning with Introduction) | The remaining Local and/or Enterprise Sessions |
| 4 | One or more Local Sessions | Welcome presentation and one or more Enterprise Sessions (beginning with Introduction), | The remaining Local and/or Enterprise Sessions |

2. However, you must *always* present the Welcome and Introduction in order before you present any of the other Enterprise Sessions. We recommend that you present the remaining Enterprise Sessions in the following order:
 2. Standards of Conduct for Compliance and Integrity
 3. Proper Use of Technology
 4. Confidentiality
 5. Legal Compliance
 6. Harassment
 7. Security and Safety
3. If you decide *not* to present the Welcome and the Introduction session in sequence right after the other, you should acknowledge—right before you play the Introduction—Chuck Sykes's comment in his Welcome about the class meeting the narrator Carlotta PRIDE. This is important for maintaining continuity.

Required Practices

You *must* follow these procedures and practices for the Enterprise Sessions:

1. Follow this sequence for each Enterprise Session:
 - a) Launch and display the learning presentation.
 - b) Lead an individual, small-group or class-based activity.
 - c) Monitor an assessment.
2. Do not omit or shorten the learning presentation, activity or assessment of any session. Also, do not omit or shorten any session. Each component of each session must be completed by all new hires in the class, and all sessions must be completed by all new hires in the class.
3. Answer any new hire questions. However, refer specific questions to a Human Resources representative. Do not present any information about SYKES and company policies or procedures not contained in the presentation nor contradict any information in an Enterprise Session.
4. After presenting all Enterprise Sessions, collect the Assessment Answer Sheets and return them to your Human Resources representative.

Recommended Practices

You *should* follow these procedures and practices for the Enterprise Sessions:

General practices:

1. Allow the class to be physically alert by having them move around often instead of remaining in their seats; for example:
 - a) After each hour (or after every two or three sessions), ask them to stand up and stretch
 - b) Incorporate physical movement in the activity by creating groups from individuals in different parts of the classroom
 - c) Ask students to stand before speaking or voting in an activity for the answer they believe is correct
2. Repeat questions and summarize comments from the class so that everyone hears.

Beginning the class:

1. Ask the class to turn off all electronic devices (if these are allowed in the building).
2. Use an attendance sheet to check off names and ensure that all new hires scheduled for the class are present.
3. Identify exits and the procedures for evacuating the building during an emergency.
4. Tell the class the schedule for each day's activities, including any breaks. We recommend a five-minute break every 1½ to 2 hours. For example, if presenting the Welcome presentation, Enterprise Sessions (beginning with Introduction) and Local Sessions in sequence and in their entirety within one day, schedule breaks after the fourth Enterprise Session, before the first Local Session and after the fourth Local Session.
5. Distribute a new or reused Learner Guide to each new hire.
6. Distribute name tags (if needed), writing instruments and paper for activities.

During breaks:

1. Be sure to keep to the allotted amount of break time.
2. Ask the class not to stray far from the class during break
3. Recheck the attendance sheet as everyone returns

Playing the Enterprise Sessions:

Read the following script to the class, adjusting it to fit your needs:

“Now we will start the sessions that discuss SYKES as a global company. We will begin with the Welcome presentation, which contains a short video about SYKES and a special message from Chuck Sykes, our president and CEO.

“Then we will have seven sessions with information and policies that apply to all SYKES employees around the world. The complete list of sessions is on Page 2 of your Learner Guide.

“There are three parts to each session:

- *First, there’s a slideshow where your guide, Carlotta PRIDE, presents an important topic;*
- *Second, I lead you through an activity, and*
- *Third, you will take a quiz (we call it an assessment).*

“Please pay close attention to each Carlotta PRIDE presentation as it plays because, right after that, you will have an activity and an assessment to apply your knowledge and confirm your understanding of what you learned. If you want to, you can also follow along with Carlotta using the Summary in your Learner Guide. The Learner Guide also contains the activities and assessments.

“Before you begin each activity, I’ll tell you exactly what page to turn to. Use the writing paper that I gave you to make notes and write answers for the activities; don’t write directly in your Learner Guide because we may reuse them in the next class. In fact, don’t mark in the Learner Guide at all.

“Before you begin each assessment, I’ll tell you what page to turn to and what section of your answer sheet to use. At this time, I’d like you to remove both the Assessment Answer Sheet and the SYKES Hotline Numbers Sheet. These are the last two pages of the Learner Guide. (pause) You should keep the Hotline Numbers Sheet for reference, but I will be collecting your Answer Sheet at the end of class along with your Learner Guide.

“All the activities and assessments are timed in the slideshow. I recommend that you keep your eye on the progress bar at the bottom of the screen so that you’ll know how much time remains. Are there any questions? (pause for questions, then answer them) So, let’s begin with the Welcome presentation.”

Conducting Activities:

1. Note an activity’s delivery format if it is different from the format in the Facilitator Guide. For small-group activities, divide the class into teams of 3-6 each, so that you have no more than five teams.
2. Leave the slide showing the activity on the screen.
3. Display the page in the Learner Guide where the activity can be found.
4. Read the section “Activity” to the class.
5. Remind the class to write their notes or answers on writing paper, not in the Learner Guide.
6. Ask the class if they have any questions, then answer them before they begin the activity.
7. Provide only the allotted time listed in the activity for the class to complete it, then tell them to stop.
8. For small-group activities, ask team representatives to speak loud and clear when giving the team’s report. For individual activities, tell the class to exchange papers with the person next to them.
9. Unless described otherwise the activity’s “Instructions to Facilitator” section, call on no more than the number of the teams than there are questions in the activity. If applicable, call on different teams than in the last small-group activity.
10. Watch your time; keep your eye on the movement of the progress bar at the bottom of the Activity slide.
11. At the end of the activity, facilitate a brief discussion and refer specific questions to a Human Resources representative.
12. End the activity when the Assessment Introduction slide appears.

Conducting Assessments:

1. If you have not done so already, instruct the class before the first assessment to tear out the Answer Sheet from the back of their Learner Guide.
2. Remind the class not to write in the Learner Guide but to use the sheet to circle the letter they think is the correct answer to each question.
3. For each assessment, display the page in the Learner Guide where it can be found, then display the Answer Sheet and point out the section that matches the session name to mark their answers.
4. Ask the class if they have any questions, then answer them before they begin the assessment.
5. Keep your eye on the progress of the four timed question slides.
6. End the assessment as the Intermission slide appears.
7. If the assessments will be graded by Human Resources, do not read the answers to the class. If they will *not* be graded, you may review the answers with the class.

After each day of class:

Return the classroom to its original condition.

At the end of the last day of presenting Enterprise Sessions:

1. Deliver the class's completed Assessment Answer Sheets to your Human Resources representative.
2. Collect Learner Guides for reuse.

Qualities of a Good Classroom Presenter

Your objective in delivering the New Hire Orientation should be to minimize the amount of time it takes you to facilitate each session element, and to maximize learning effectiveness. You can make the program more interesting and engaging by:


- displaying an appropriate level of interest and enthusiasm
- interacting with the class frequently and when necessary
- answering questions and explaining procedures effectively
- helping everyone in the class achieve better understanding
- explaining the objective of each activity, facilitating the activity and discussing relevant topics

We recommend that you review and practice the following qualities as you present the New Hire Orientation Program, because a good classroom presenter:

- Knows the content fully by rehearsing the presentation in advance
- Is well-organized by having all materials and equipment ready and easily accessible
- Is enthusiastic about working at SYKES and projects this enthusiasm to the class through choice of words, tone of voice and body language
- Speaks calmly and at a steady pace and doesn't rush through the presentation
- Is flexible whenever the need arises and displays poise to deal with any unforeseen event.
- Looks and acts like a professional and serves as a role model in speech, behavior and appearance.
- Assertively manages the classroom environment, time and members of the class.


Here's to your success in presenting the New Hire Orientation Program.

Welcome

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|  | <p>Play Welcome ("I Am SYKES" and Chuck Sykes Welcome videos)</p> |
|---|---|

Introduction




Learning Presentation

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|---|--|
|  | <p>Play Session</p> |
| <p>Slide 1</p> | <p>SYKES New Hire Orientation</p> |
| <p>Slide 2</p> | <p>Introduction</p> |
| <p>Slide 3</p> | <p>Welcome to New Hire Orientation Your Guide: Carlotta PRIDE SYKES Employee for 4 Years</p> <p>Some of my favorite things:</p> <ul style="list-style-type: none"> • Working at SYKES • Supporting our clients • Keeping their customers satisfied <p>Short sessions:</p> <ul style="list-style-type: none"> • Learn important information • Participate in activities • Take quizzes <p>What's expected of you as a SYKES employee...wherever you are!</p> |
| <p>Slide 4</p> | <p>All About SYKES</p> <p>Topics</p> <ul style="list-style-type: none"> ✓ Company profile ✓ Company mission and vision ✓ PRIDE in Performance Values ✓ Equal Opportunity Employment/Non-Discrimination Policy |



| | |
|-----------------------|--|
| <p>Slide 5</p> | <p>Definition of Terms</p> <p>Clients</p> <ul style="list-style-type: none"> • Clients are the companies that contract with SYKES <p>Customers</p> <ul style="list-style-type: none"> • Customers are the people who buy products or services from our clients <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>The credit card company</p> <p>↓</p> <p>SYKES' Client</p> </div> <div style="text-align: center;"> <p>The consumer who calls</p> <p>↓</p> <p>Customer of SYKES' Client</p> </div> </div> <p>Business Process Outsourcing</p> <ul style="list-style-type: none"> • Business Process Outsourcing (BPO) is the act of giving a third party the responsibility of running what would otherwise be an internal system or service |
| <p>Slide 6</p> | <p>What Is SYKES?</p> <ul style="list-style-type: none"> • A global leader in customer contact management solutions and services • Business process outsourcing (BPO) arena • Based in Tampa, Florida • Customer contact centers throughout the world <p>Providing services through multiple communication channels including:</p> <ul style="list-style-type: none"> • Phone • E-mail • Web • Chat |
| <p>Slide 7</p> | <p>SYKES History</p> <ul style="list-style-type: none"> • Founded by John H. Sykes in 1977 in Charlotte, North Carolina • Providing engineering support services • Expands into Technical Support and Customer Care Solutions in 1992 • SYKES goes public in 1996, trades on NASDAQ • Chuck Sykes becomes President and Chief Executive Officer in 2004 |
| <p>Slide 8</p> | <p>SYKES Services</p> <ul style="list-style-type: none"> • Serving the world's largest companies in these industries: <ul style="list-style-type: none"> – Communications – Financial services – Healthcare – Technology – Transportation – Leisure • Flexible, high-quality customer support solutions • Emphasis on providing technical support and customer service |

| | |
|-----------------|---|
| Slide 9 | <p>Areas of Operation</p> <ul style="list-style-type: none"> • Integrated global delivery model • Two geographic operating segments: <ul style="list-style-type: none"> ○ The Americas (United States, Canada, Latin America and Asia Pacific) ○ EMEA (Europe, Middle East and Africa) • Various support services in the Americas • Fulfillment services in EMEA <ul style="list-style-type: none"> ○ Multi-lingual sales order processing ○ Payment processing ○ Inventory control ○ Product delivery ○ Product returns handling |
| Slide 10 | <p>Our Global Reach</p> <ul style="list-style-type: none"> • 45,000+ employees • 80+ global centers • 24+ countries • 40+ languages |
| Slide 11 | <p>Our Mission and Vision</p> <p>The SYKES Mission: Keeps everyone focused on a company's purpose To make our clients more efficient and more profitable while improving loyalty to their company brands</p> <p>The SYKES Vision: Keeps a company growing toward a goal To be the Global Standard for delivering value-based customer contact management solutions tailored to the unique needs of our clients</p> |
| Slide 12 | <p>SYKES PRIDE in Performance Values</p> <ul style="list-style-type: none"> • P: Professional in everything we do • R: Respectful of the diversity, culture and ideas of others • I: Integrity is the core of our character • D: Dependable to others • E: Excellence is your work's autograph |
| Slide 13 | <p>SYKES is an Equal Opportunity Employer</p> <ul style="list-style-type: none"> • Observes and supports all applicable laws and regulations • Does not tolerate discrimination based upon: <ul style="list-style-type: none"> ○ Race ○ Color ○ Religion ○ National origin ○ Genetic information ○ Disability ○ Gender ○ Age ○ Other protected classification |
| Slide 14 | <p>Zero Tolerance Discrimination Policy</p> <p>If you believe you or someone else is being discriminated against...</p> <ul style="list-style-type: none"> • Contact your supervisor or Human Resources department immediately! |

Activity: Introduction

| | |
|---|--|
| <p>Small-group Activity</p>  <p>group activity</p> | <p>Activity Topic: SYKES Mission and Vision</p> <p>Note: This is a small-group activity, but you can facilitate it as an individual or class activity.</p> |
| <p>Instructions to Facilitator</p>  <p>timed activity</p> | <p><i>This is a timed activity! Keep your eye on the movement of the Activity slide.</i></p> <ol style="list-style-type: none"> 1. Leave the slide showing this Activity on the screen. 2. Divide the class into teams of 3-6 each, so that you have no more than five teams. 3. If you haven't already done so, provide writing paper and pens. 4. Display Page 4 (Activity: Introduction) in the Learner Guide and tell the class to turn to that page. 5. Read aloud to the class the "Activity" information below. 6. Tell the class to write notes on writing paper, not in the Learner Guide. 7. Give the class two minutes to discuss the mission statements and answer the question. 8. Ask a representative from three or four different teams to answer the question. Refer to the "Answers" information below to confirm that the team understood the exercise. 9. Facilitate a brief discussion and refer specific questions to a Human Resources representative. 10. The Activity Slide will automatically advance to the Assessment Introduction slide, signaling the end of the activity. |
| <p>Activity</p>  <p>read</p> | <p>Here are mission statements from three different companies. For each statement, what is the one thing that seems to be the most important to that company?</p> <p>SYKES To make our clients more efficient and more profitable while improving loyalty to their company brands.</p> <p>Nike To bring inspiration and innovation to every athlete in the world. If you have a body, you are an athlete.</p> <p>Meralco (Manila Electric Company) To provide our customers the best value in energy, products and services.</p> <p>You have two minutes to discuss the answer. (<i>wait two minutes</i>) Let's hear your answer to the question. Which team would like to start?</p> |
| <p>Answers</p> | <p><i>Note: You do not need to read this section to the class. There are no right or wrong answers to this activity; the discussion and each team's responses are most important. Some examples might be:</i></p> <ul style="list-style-type: none"> • SYKES' mission is to serve its clients, Nike is focused on helping athletes do their best, and Meralco is concerned with energy customers. • SYKES wants to improve its clients' businesses, Nike wants to inspire athletes, and Meralco wants to provide the best value. • SYKES' mission is to help other companies grow, Nike wants to help everyone realize their athletic potential, and Meralco's mission is to serve its customers. |

Assessment: Introduction

| | |
|--|--|
| <p>Instructions to Facilitator</p>   | <p><i>This is a timed assessment! Keep your eye on the movement of the question slides.</i></p> <ol style="list-style-type: none"> 1. Tell the class to tear out the Assessment Answer Sheet at the back of the Learner Guide and write their name and today's date in the spaces at the top of the sheet. 2. Display Page 5 (Assessment: Introduction) in the Learner Guide and tell the class to turn to that page. 3. Display the answer sheet and point to the heading "Introduction." Tell the class to use this section to circle the letter they think is the correct answer to each question. 4. Ask the class if they have any questions, then answer them before they begin the assessment. 5. Tell the class to begin. Slides will advance every 30 seconds until the assessment is complete. When the Session Intermission slide appears, tell the class to stop. 6. If your HR representative has informed you that the assessments will be graded, don't review the answers with the class; if they won't be graded, review the answers if time permits. In any case, allow the class to ask questions about the assessment. |
| <p>Question 1, answer B</p> | <ol style="list-style-type: none"> 1. Who is the current President and Chief Executive Officer of SYKES? <ol style="list-style-type: none"> a. John Sykes b. Chuck Sykes c. Carlotta Pride d. Francis Tampa e. Thomas Lee |
| <p>Question 2, answer C</p> | <ol style="list-style-type: none"> 2. What term is defined as "the act of giving a third party the responsibility of running what would otherwise be an internal system or service"? <ol style="list-style-type: none"> a. Customer contact management b. Technical support c. Business process outsourcing d. Customer service e. Inventory control |
| <p>Question 3, answer A</p> | <ol style="list-style-type: none"> 3. Which of the following is the SYKES Mission? <ol style="list-style-type: none"> a. To make our clients more efficient and more profitable while improving loyalty to their company brands. b. To maximize global market share by establishing locations on every continent. c. To create value, maintain profitability, and sustain communities across the globe. d. To offer a healthy profit for our stakeholders and an enjoyable work environment. e. To provide high-quality products and services while maintaining value and profitability. |
| <p>Question 4, answer C</p> | <ol style="list-style-type: none"> 4. The letter "R" in the SYKES PRIDE in Performance Values stands for: <ol style="list-style-type: none"> a. <i>Reliability</i> in our products and services. b. <i>Regulatory</i> compliance in our processes. c. Respectful of the diversity, culture and ideas of others. d. <i>Real</i> solutions to our client's problems. e. <i>Raising</i> our standards to achieve more. |