Trainer Handbook

1. Preamble

The Hong Kong Institute of Bankers (HKIB) has been serving as a leading education and examination Institute for the local banking community since 1963. The Institute's significance in the banking industry rests on the mutually supportive relationship between the Institute and Trainers. This Trainer's Handbook intends to preserve the significance of the Institute, protects the interest of both parties and serves as a guide for all Trainers to support their service delivery. It also serves as a supplementary document to the "Professional Service Agreement".

2. Key Notes on Service Terms

2.1 Protect the Interests of HKIB

It is the responsibility of a Trainer to protect the interests of HKIB all the time. This includes but not limited to the responsibility of assuring all teaching materials developed for or acquired by HKIB are used strictly for members or clients of HKIB. Trainer is not permitted to market or conduct programme developed for HKIB to other organisations without prior approval from HKIB.

2.2 Refrain from Marketing Personal or Companies' Interest

It is strictly forbidden for the Trainer to perform any kind of marketing or promotional activities for his or her own personal or companies' interests. Upon request, the Trainer may distribute name cards issued by HKIB for the purpose of self-introduction.

2.3 Ensure Teaching Materials do not Contain Unauthorised Promotional Messages

Information contained in the teaching materials shall not be related to the promotion of other commercial organisations and professional bodies unless with prior written approval by HKIB.

2.4 Observe Non-compete Principle

During the Term and for a period of two years following the end of this Agreement, the Trainer will not, without the prior written consent of HKIB, directly or indirectly, on his own behalf or in the service or on behalf of others, whether or not for compensation, engage in any business activity, or have any interest in any person, firm, corporation or business, through a subsidiary or parent entity or other entity (whether as a shareholder, agent, joint venture, security holder, trustee, partner, Executive, creditor lending credit or money for the purpose of establishing or operating any such business, partner or otherwise) with any clients of HKIB.

2.5 Comply with Conflict of Interests Principle

2.5.1 During the term of his/her appointment the Trainer shall comply with all HKIB policies regarding actual or apparent conflicts of interest with respect to the Trainers's duties and obligations to HKIB. Any promotion or recommendation of products and services, other than those offered by HKIB, is strictly prohibited.

2.5.2 The Trainer and their personnel undertake, throughout the term of their appointment, to declare to the HKIB any interest if it is considered to be a real or apparent conflict with the duties to be performed under this Agreement, and further undertake not to perform any services which give risk to a conflict of interest without HKIB's prior written consent.

2.5.3 The Trainer and their personnel will ensure they disclose to the HKIB by completing a "Disclosure for Potential Conflicts of Interest Form" as in Appendix 2 to this agreement that if any of their relatives or close friends, whom they know of, are candidates of examinations to be conducted by HKIB.

3. Privacy and Data Protection

It is the responsibility of the Trainer to protect the privacy of members, staff and clients of HKIB. The Trainer shall preserve confidentiality of all personal data, participant information and other information concerning HKIB's members, staff and clients. The Trainer shall use any information of HKIB and its members, staff and clients only for the purposes of teaching and consultancy. The Trainer shall also ensure that all confidential and restricted information of HKIB which may be in their possession are not abused or misused.

4. Copyright

The copyrights and other rights of the learning materials shall be vested to HKIB. All learning materials provided by the Trainer shall be his or her own original work, without any plagiarism whatsoever.

5. Racial Discrimination and Sexual Harassment

The Trainer should observe the Race Discrimination Ordinance and Sex Discrimination Ordinance and comply with the requirements all the time.

6. Role and Responsibility of Trainer

6.1 Before the Class

6.1.1 Advance Preparation and Instructional Delivery

The most effective trainings are not accidental – they are the result of the Trainer spending hours familiarising her/himself with content knowledge, adult learning principles, and instructional materials such as lesson plan.

6.1.2 Learn the Material

Be well acquainted with the material, and make your own notes, highlight portions that you want to focus on and stress.   This will lend the impression that you are a competent and confident Trainer.   It will also facilitate effective training delivery, and will increase your ability to answer questions correctly that the adult learner might pose.

6.1.3 Use your Own Words

The training will be better received and more interesting for adult learners and you will be more confident if you know the important points well enough to be able to express them in your own unique style.

6.1.4 Incorporate Experiential Learning

Make connections between your own experiences as a former teacher and some of the main points.   Personalizing information with your own anecdotes (stories) will assist in both stressing and expanding points. Remember, for the adult learner, life experiences add enrichment to the learning process, and supplement the material provided in the handouts and/or power point presentations that you use.

6.1.5 Reference Lesson Overview, Course Objectives and Learning Outcomes

Be sure to incorporate unit overview, course objectives and learning outcomes in your presentation(s) as they establish the framework and context for subject matter.

6.1.6 Design and Refine Teaching Materials for Corresponding Courses

It is the Trainer's obligation to design and refine teaching materials for corresponding courses. If applicable, circulating samples of relevant documents (e.g. real financial statements for Interpreting Financial Statement Course) will help to arouse participants' interest and facilitate their understanding of the concepts and application in learning.

6.1.7 Interaction with Participants

The Trainer shall check the students' background and profiles and ask about their expectations in attending the course to encourage class interaction and participation.

6.1.8 Up-to-date Case Studies/Field Experience Sharing

The Trainer shall provide up-to-date case studies, discussion of industry hot issues and field experience sharing to students.

6.1.9 Submit Revised Teaching Materials at least 5 Working Days prior Commence of the Course

All revised teaching materials, including lesson plan are subject to HKIB's prior approval. They shall be compiled and submitted to HKIB at least five working days before the commencement of a course by email.

6.2   During the Class

6.2.1 Be Punctual at Training Sessions

The Trainer is required to be punctual at each training session and shall arrive to the classroom at least 15 minutes before commencement of the class to ensure the classroom settings fit the expected training outcomes. The Trainer is also required to sign in when arrival.

6.2.2 Follow the Attendance Policy

The Trainer is required to remind participants to strictly follow the HKIB's Attendance Policy (HKIB Website → Application and Info Centre → Training → HKIB Attendance Policy (Training Programmes). i.e. participants will not be given any core CPT/CPD/OPT hours if they are late from the class for more than 30 minutes or the participants will just receive the deducted

CPT/CPD/OPT hours (i.e. 0.5 CPD hours will be deducted for an activity if the total accumulated late time > 15 minutes but < 30 minutes and so on) if they are away from the Training.   Please refer to HKIB Website → Application and Info Centre → Training → HKIB Attendance Policy (Training Programmes) for the details.

6.2.3 Be Guided by the Best Interests of Participants

A Trainer shall endeavour to provide professional service, to guide and better serve the participants' interest in the banking and finance industry.

6.2.4 Dismiss the Training Sessions on Time

The Trainer shall follow the lesson plan to deliver the training class.   The Trainer shall manage the training time properly and should dismiss the training session according to the HKIB Attendance Policy and sign out when leaving classroom.

6.2.5 Ensure Participants do not Record in Training Sessions

The Trainer shall inform the participants not to record (including but not limited to audio or video) any training sessions without obtaining consent from HKIB beforehand.

6.2.6 Reject Favours that Will Impede Professional Service

The Trainer shall not accept or solicit favours or gifts from participants.

6.2.7 Avoid Conflict of Interests

The Trainer shall be aware of the potential conflicts of interest and avoid these.   Any promotion or recommendation of products and services, other than those offered by HKIB, is strictly prohibited.

6.2.8 Training Evaluation

To strive for continuous improvement of the training programme, it is always important to collect the feedback from the participants.   The Trainer shall remind the participants to complete and return the Training Evaluation to HKIB colleagues on the last training date before the participants leave the venue.

6.3 <u>After the Class</u>

6.3.1 Reporting any Abnormal Incident

The Trainer shall report any abnormal incident (e.g., participants early leave or late to attend the class, harassment of participants, unauthorised access) or accidents (if any) to Senior Programme Manager/Programme Manager/ Business Development Manager after the class.

6.3.2 Post Training Support to Participants

The Trainer is expected to answer any participants' enquiries relating to the training programmes offered by HKIB within a reasonable time upon receipt the enquiries.

7. Roles and Responsibilities of Trainer for Flex Learning

Virtual Classroom Training

FLEX Learning is HKIB's training programmes delivered through a virtual classroom training delivery mode.   Learners can use their own PC or mobile device and do not need to come to our premises to attend the training. There are some keynotes for the Trainer to conduct Virtual Classroom Training:

7.1 <u>Before the Virtual Classroom Training</u>

7.1.1   The Trainer shall schedule the rehearsal or dry run before the class/event start.

7.1.2   The Trainer shall check with HKIB for the attendee report to see who may be joining their class, and where they are from.   Please review Learners' questions and comments (if any) to tailor the presentation to trends that you may discover. This is the earliest chance gather feedback and to provide a unique and engaging attendee experience.

7.1.3   The Trainer is required to be punctual to all virtual classroom trainings.   The Trainer shall arrive at the teaching venue 20 minutes prior to the commencement of the virtual classroom training.

7.1.4   The Trainer shall observe the alert learners' engagement.   Keep in mind that they are in front of their mobile devices and computers – and can be easily distracted.

7.1.5   The Trainer shall explain and introduce the common features of the virtual

training platform (i.e. "Zoom") to participants (e.g. any engagement features, poll, raise hand and chat function, etc.) to facilitate ease of use.

7.1.6   The Trainer shall check with the participants to ensure they have received the teaching materials beforehand.

7.1.7   The Trainer is required to remind participants to strictly follow HKIB's Attendance Policy i.e. participants will not be given any core CPT/CPD/OPT credits if they are late and/or absent from the class for more than a total of   minutes.   Please refer to HKIB Website → Application and Info Centre → Training → HKIB Attendance Policy (Training Programmes).

7.2 <u>During the Virtual Classroom Training</u>

7.2.1   The Virtual Classroom Training-Teaching Assistant (VTA) will assist the Trainer in presenting the teaching materials using the share screen function.

7.2.2   The Trainer is required to show their face during the whole virtual classroom training.   We recommend the Trainer to stand during the broadcast as this is more engaging, and similar to an in-person class.

7.3   <u>After the Virtual Training Class</u>

7.3.1   The Trainer shall remind participants to complete the online Training Evaluation Form on the last training date before participants leave the virtual training class.

7.3.2   The Trainer is required to sign the attendance sheet for attendance record purpose after the completion of each virtual training class.

7.3.3   The Trainer shall refer the "Guideline for VTA/Trainer for Zoom" for how to use Zoom for teaching.   Please refer to Appendix A for details.

7.3.4   The Trainer shall refer to "Best Practice for Trainer to conduct Virtual Classroom Training/Events".   Please refer to Appendix C for details.

8. Emergencies

8.1 Fire

The Trainer shall observe the rules and regulations concerning fire safety prescribed.

8.2 Other Emergencies

In case of other emergencies, the Trainer shall inform the administrative office as soon as possible.

9. Cancellation and Suspension of Classes

9.1 Sickness

If the Trainer is unable to attend the training sessions due to sickness, he/she shall call or email the Senior Programme Manager/Programme Manager/Learning & Development Manager well before the class commence, so that we can provide sufficient notice to the participants and also make necessary arrangements.

9.2 Bad Weather Arrangements

Details refer to HKIB "*Bad Weather Arrangements*". (HKIB Website > Home > Resource Hub for Trainers and Examiners > Trainers > HKIB Bad Weather Arrangements)

Appendix A: Guideline for Virtual Classroom Training-Teaching Assistant (VTA) /Trainer for ZOOM

FLEX Learning is HKIB's training programmes delivered through a virtual classroom training delivery mode. Learners can use their own PC or mobile device and do not need to come to our premises to attend the training.

1. Getting Prepared

1.1 Get Started

1. Visit HKIB.zoom.us.

2. Enter username and password and access HKIB Admin account.

3. Now you are 'signed in' to your ZOOM account.

1.2 Schedule a Meeting/Training/Events/Conference from Your Browser

1. From your HKIB.zoom.us page, select "**Schedule a Meeting**".

2. Enter meeting details.

3. Under "**Meeting Options**", select "**Enable join before host**".

4. Select "**Save**" at the bottom.

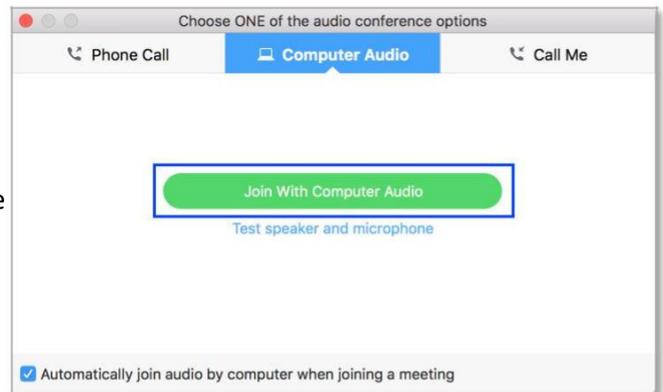### 1.3 Prepare for the Meeting/Training/Events/Conference

1. Reserve your physical training room 30 minutes before the meeting start time to set up and practice.

2. You'll need a working internet connection.

3. Consider the audio, video and general needs for the Meeting/Training/ Events/Conference in advance:

   • VTA should collect the presentation materials in advance of the meeting so they can be placed on one computer.

   • VTA should set up and launch the ZOOM meeting.

   • VTA should moderate Chat.

   • VTA should manage the ZOOM participants' audio and video.

- VTA should assist the Trainer to present the PowerPoint or other content if needed.
- VTA should to prepare more than one device to run your meeting i.e. one for presenting and one for moderating ZOOM.

## 2. Assist to facilitating the Meeting/Training/Events/Conference

2.1 Start the Meeting/Training/Events/Conference from Your Browser

- Visit HKIB.zoom.us.
- Select "sign-in".
- Select "Meetings" on the left side of the screen.
- Go to the meeting you want to start on the "Upcoming Meetings" tab and select "Start" on the right.
- Enter the Meeting Room by selecting "Join With Computer Audio".

2.2 Run the Meeting/Training/Events/Conference

1. Unmute your audio and start VTA and Trainer's video when ready.
2. Click on "Manage Participants" icon to check on participants. View the Participant window on the right.
3. Do a verbal check-in with participants to test if they can hear you and you can hear them.
4. If Trainer need to sharing content, VTA should open up the file that he/she wants to share. Select the "New Share" icon.
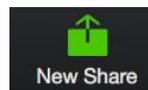
Select the screen or software you wish to share. (e.g., PowerPoint, Word, the desktop, etc.)
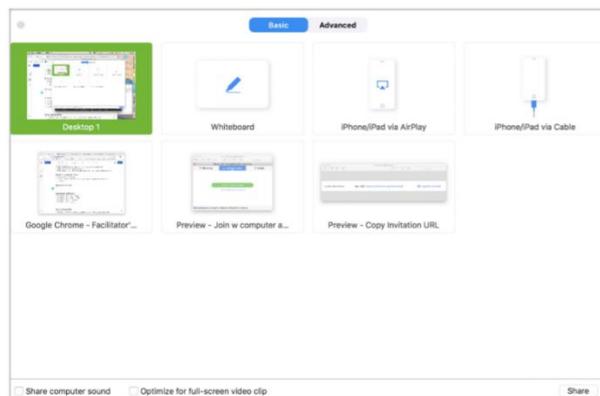
2.3 Launching a Meeting/Training/Events/Seminars

VTA can launch a meeting/Events/Seminars/Training by clicking on a web link created when you scheduled the meeting.   Or, try these other ways:

1. Meeting ID in ZOOM Client Method.
2. Open ZOOM Client.
3. Click "Join".
4. Enter Meeting ID.
5. Click "Join" again.

Meeting ID in Browser Method

1. Visit hkib.zoom.us.
2. A Meeting".
3. Enter meeting ID.

Managing Audio

Enable the "Same as System" settings to avoid managing ZOOM audio settings independently of those of your device's system settings:

1. Open ZOOM Client.
2. Click "Settings" gear icon in the upper right of the Client window.
3. Select the "Audio" tab on the left.
4. Select "Same as System" from the dropdown menus for speaker and microphone.
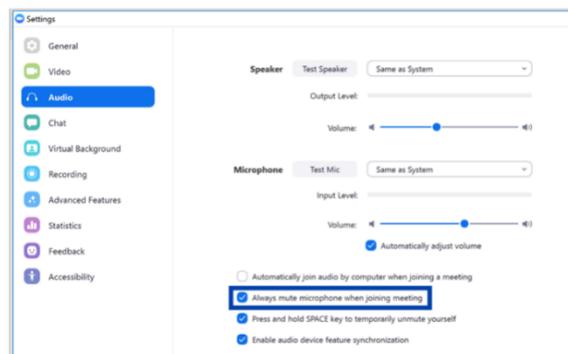5. Test the audio for both the speaker and microphone.
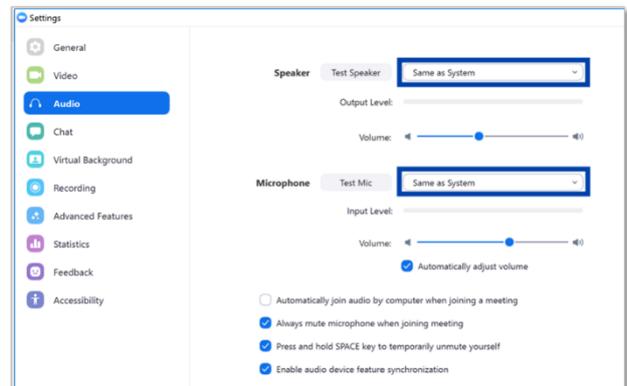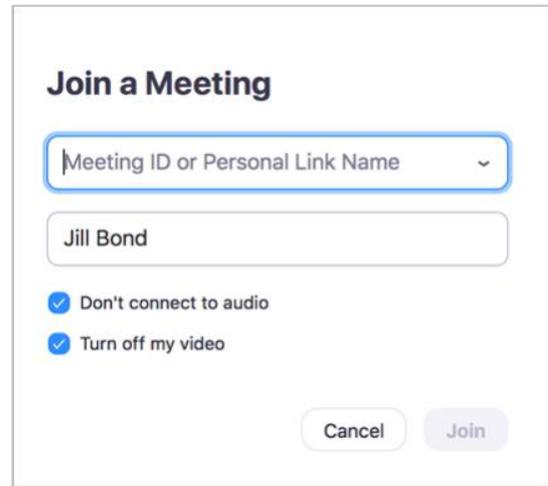
Enable the "Mute microphone when joining a meeting" setting.

Adjust audio for what OTHERS hear:
- Monitor your mute/ unmute option on the ZOOM toolbar in the bottom left of the ZOOM meeting window.
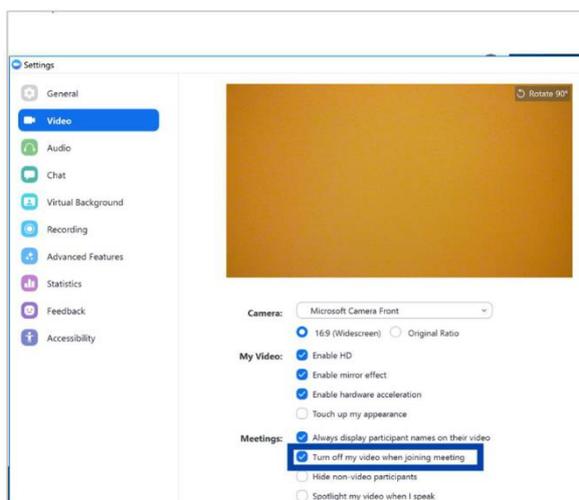
Adjust audio for what YOU hear:
- On your computer or headphones, adjust the volume control.

Managing Video

Enable the "Turn off my video when joining a meeting" setting.   You can turn on your video when you are in the meeting and ready:

1. Open ZOOM Client.
2. Click "Settings" gear icon in the upper right of the Client window.
3. Select the "Video" tab on the left.
4. Enable the setting.

Managing General Settings in Zoom

Enable the "Scale to fit shared content to Zoom window" setting.   This will help make sure the resolution of the shared content is good quality:

1. Open ZOOM Client.
2. Click "Settings" gear icon in the upper right of the Client window.
3. Select the "General" tab on the left.
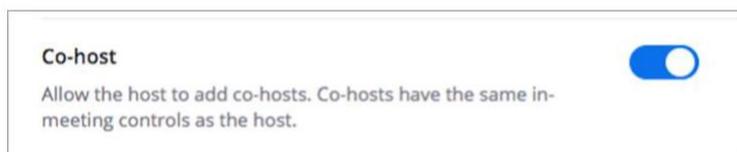4. Enable the setting.
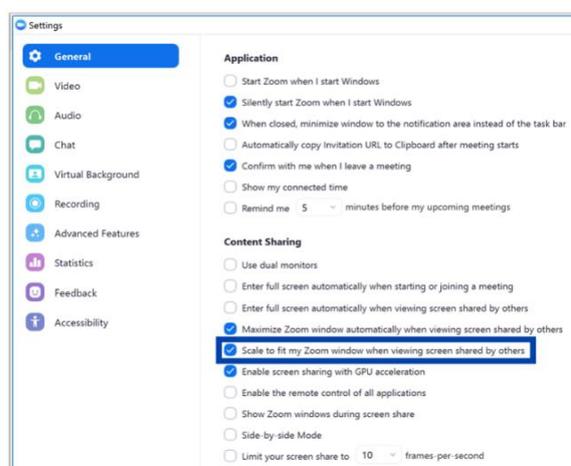
Managing Advanced Settings in your Browser

VTA should be another person(s) to act as a **co-host**, sharing in-meeting host responsibilities, such as moderating chat or participants:

1. Click on "Meeting Settings" on the left menu.
2. Scroll down to "In Meeting (Basic)".
3. Make sure the "Co-host" setting is enabled.

- In a live ZOOM meeting, you can assign a person as co-host by clicking on the "Manage Participants" in the ZOOM meeting window.
- Hover over the name of the participant and choose "More" ○ Click "Make Co-Host".

3

2.4 Troubleshooting -Audio & Video

Questions	Answers
The participants can't hear the VTA or the Trainer.	Please try moving the microphone closer to the Trainer and check the connection with the computer.
	VTA should ensure both he/she and the Trainer have joined with audio. If not, leave the meeting and re-join with audio.
I can't hear the participants at all.	VTA or the Trainer's computer system volume can be low or muted.
	The participants might be muted. Unmute the participants: Click on "Manage Participants" icon, view the Participant window on the right, and manage participant audio next to each name.
	Ask participants to unmute themselves and/or type your request in the Chat feature.
	Adjust the volume on your computer or the device controlling audio.
	Ask participants to check their audio connections and settings.
There is a noisy participant who is unmuted.	On the VTA's or the Trainer's computer, select "Manage Participants" on the ZOOM toolbar. See the list of participants on the right and mute the one who is unmuted. You can also "Mute All" participants; if so, you should have Chat available so participants can communicate.
I am getting major audio feedback.	If you are in a room with video conferencing and you used your laptop to log into ZOOM, be sure to mute your audio. Leaving it unmuted will create feedback. As a best practice, avoid logging into ZOOM with your device in a video conferencing room.
I don't see any participants in the meeting.	Check to make sure you are using the ZOOM meeting link you sent. Click "participants" icon

Questions	Answers
	to see if participants have joined. Introduce yourself and ask if anyone is there. You may have to wait.
I can't share my presentation.	Make sure the document is open so it is ready for sharing. If you are concerned that you're not seeing shared content, then check in verbally with other participants.

Appendix C: Best Practice for Trainer to conduct Virtual Classroom Training/Events

Trainer should use the following guide for the training or events:

1. Before the Class/Events

Set Your Duration with Care:

Trainer should alert learner's attention.   Keep in mind that they are in front of their computers – commonly known as the most distracting environment ever.

Plan a Rehearsal:

Trainer should schedule the rehearsal or dry run before the class/event start.

Review the Attendee Report:

Trainers should check with for the attendee report and to see who may be joining you and where from.   Review Learners' questions and comments (if any) to gear the presentation to trends that you may discover.   This is the earliest chance to hit them where they live and provide a unique and engaging attendee experience.

2. During the Class/Events

Start Early and Start Interacting:

Trainer should always have your session open at least 20 minutes prior to the start time to get himself/herself and the team prepared, try adding some interaction early to motivate learners to join early.   Turn on audio and video and start asking learners questions or request that they ask you questions.   If they receive some rather exclusive interaction with Trainer, word will get out that there is valuable time being shared before the event even starts.

Get Teaching Assistant to Help:

If more than 50 people to join, Trainer should consider get one more subject matter expert to assist you. Zoom allows Trainer to make them a co-host (locate the "more" menu next to their name in the participants list to "make co-host") so that they can help manage participants, chat, and Q&A*.

Use Dual Monitors:

It may prove quite difficult to manage all aspects of a virtual classroom training or event on a single monitor. Add screen sharing to that and Trainer may find windows are always in his/her way while his/her present. With a second monitor, Trainer can host the screen sharing on the primary display and move windows like the participants list, chat, Q&A, and polling to a secondary monitor which will give Trainer a greater ability to track everything at a glance. If no dual monitors are available, bring a second laptop, make sure it is made a co-host and Trainer can monitor additional features there.

Provide Housekeeping:

If Trainer wants the session to be engaging and interactive, Trainer should have to use the tools to the advantage. Provide a brief housekeeping at the start of the event to show the attendees what tools Trainer will use and set expectations.

Waste no Time Getting into Your Content:

Many virtual classroom training or online events are service oriented. There should be a call-to-action and there should be some form of promotion of services in the training or event. Consider saving that content for the end of the training or event. Providing a lengthy pitch at the beginning of the training/event encourages a lack of engagement and simply begs the learner to tune out. Provide a brief, five-minute (at most) introduction to the training event and dive right into the content. Content is what the learner are there to hear. If the content is compelling, learners will stay with you to hear that call-to-action at the end.

Avoid "Death by PowerPoint" – Visualise Your Content:

Those text-heavy slides may seem meaningful and informative, but what learner actually

does is draw attention from the Trainer's verbal content.   Replace those wall-of-text slides with images, single key terms or brief phrases that help to drive the content home without distracting from the presentation.   Trainer may need more slides to do this successfully and Trainer may need to push through them more quickly than before.   Visualise the content to create a more lasting impression.

Encourage a Discussion-based Presentation:

Trainers are great for conveying information, but never discount the engaging power of discussion.   Hearing multiple voices and learners' questions and comments brought into the presentation will discourage learners from tuning out.

Interact within the First Few Minutes:

The beauty of virtual classroom training / online event is that it is a synchronous experience for Trainers and Learners.   Trainers should treat it as you would an in-person presentation.   Drive engagement and interest in topic by getting learners to interact with you early and often.   Set the stage for a highly interactive and engaging session right away by immediately using features such as Q&A and polling.

Use Frequent and Varied Interaction:

Interaction with learns promotes engagement with and interest in an event.   Consider interacting at regular intervals without making it too formulaic.   A five-minute interval (give or take) is a good marker.   Use all of the tools at your disposal so that the interaction avoids becoming mundane.   Polling is an obvious option, but also considers asking them to type in a response to a question or comment using Q&A or chat.   Hand rising is also a quick and easy way to interact with learners.   Trainer can start a session by asking participants to chat in where learners are joining from and read through several responses just to give the event that real-life feeling.

Use Annotation to Grab and Direct Attention:

Zoom's annotation tools are top notch.   Trainers have a lot of options for drawing, highlighting, making lines and arrows, and even blocking out areas on your screen under the "draw" menu. Use the spotlight menu to access the arrow pointer, and (our personal favourite) the red spotlight

tool tip that will even let you use your mouse as normal while it's active, which is ideal for demos.

Manage the Aesthetics of Your Webcam View:

Zoom lets you get face-to-face with learners, which adds a high level of engagement opportunities for you as a host.   Take advantage of this by optimising your meeting space for video.   Lighting should come from in front of you and never behind you to avoid casting shadows on your face.   One or two crane lamps set up behind your computer monitor and facing you will accomplish this nicely.   Your background should be interesting but not distracting – consider a canvas to pretty up your wall or a folding/modular screen if you have no wall behind you.

Make Eye Contact:

Trainers should look at webcam instead of screen.   This will give the effect of eye contact and visual engagement.   Use the gestures and mannerisms that you would typically use in person. If you are viewing the video feed of others, try moving that feed to a monitor position just below your webcam to make this easier.

Leave Attendees with a Call-to-action:

Trainer should save this call-to-action for the end of training/event to avoid appearing to "salesy." Don't miss this opportunity to promote any upcoming events that will hosting or are involved with as well.   Make your call-to-action clear and concise, and be sure to provide your audience with everything that they need to succeed.

3. Post-Event Best Practices:

Download the Q&A Report and Respond to Unanswered Questions*:

Zoom gives you the opportunity to respond to questions while in session either verbally by selecting "answer live" or via text by selecting "answer by text."   Using these options accurately in Zoom will help Trainer review Q&A report to find questions that were not addressed in session. Take some time after the training or event to review the report and respond to any unanswered questions via email.   All questions including name and email of the asker will be represented in the report.   Be sure to review the document completely as some attendees may have more than

one unanswered question.

Provide a Follow-up Survey:

While Zoom does not include an integrated follow-up survey tool, it is very easy to use services external to Zoom such as <u>Google Form</u> or <u>SurveyMonkey</u> to fill this need.