

## Guidelines for Leveraging OBL Career Tracks

*OBL Career Tracks have been created to provide a general foundation for bankers in any financial institution. However, since the execution of the process can be impacted due to several factors, the following guidelines will provide guidance on the intent of each career track section and ideas on how the program can be adjusted based on the needs of the financial institution.*

### Mentors

Mentorship is a crucial component of career development. It is built into the career track processes to provide optimal support to the banker. Identifying mentors can sometimes feel just as taxing as the educational process. Here are some concepts to support this function.

- Mentors can be from inside or outside of the institution.
- Being a mentor can be built in to other bankers' development planning to enhance their leadership and coaching skills.
- Multiple articles are available online and there are many books that exist which provide insight into how mentors and mentees can make the most of the mentorship. Participants should be encouraged to explore this information together. Examples include but are not limited to ***Mentoring 101***, ***Modern Mentoring***, and ***One Minute Mentoring***.

### Assessing Skills

There are many assessment tools available to familiarize bankers with their strengths and opportunities. Banks should leverage whatever assessment tool they have identified as being best for their institution. If the bank does not have a specific assessment tool they use regularly, here are some concepts to support this function.

- Books exist with single use assessments. This is a great option for a banker who already demonstrates strong self-awareness. Examples include but are not limited to ***StrengthsFinder*** and ***Emotional Intelligence 2.0***.
- Various types of assessments are available online for free and for a cost. Paid multiple and single use options are available that also provide coaching tools to help bankers understand the strengths and opportunities revealed in the assessment.
  - Free examples include but are not limited to [EI through GlobalLeadership Foundation](#), [DISC through Truity](#), [VIA through the VIA Institute on Character](#) and [CVI through Conscious Endeavors](#)
  - Paid examples include but are not limited to [DiSC through DiSC Profiles](#), [MBTI through the Myers & Briggs Foundation](#), and [EQ-i 2.0 through EITC](#)
- Local executive or professional development coaches can conduct assessments and will also work with bankers to understand their strengths and opportunities. This is the most expensive option and is often best utilized by contracting with the coach to

conduct an assessment for a group of people in a classroom environment. For institutions that do not have a specific coach they already work with, the OBL Professional Development team can provide support locating and contracting with an executive coach.

- If a banker has completed an assessment within the last 3 years, that assessment may still be valid depending on how much a banker was coached and developed from those assessment results in the past.

## Order of Rotations

Unless indicated otherwise, it is recommended the rotations be completed in the order they are listed. In many cases, the regulatory compliance listed for an earlier rotation will be important in a subsequent rotation. If a bank's workflow, staffing issues or any other factors impact the order of rotations, here are some concepts to support this function.

- Review the full track rotations with the newly assigned point person.
  - The point person can see what the banker hasn't learned yet so the educator can explain things that would have been covered in a different rotation that is critical to understand the current rotation.
  - The point person can then add any additional regulatory compliance that may be listed in a different rotation.

## Identifying Educators

A point person should be identified for each rotation who is responsible for moving the banker through the various components outlined in that rotation, provide feedback on the banker's level of proficiency and provide high level insight of the banker's strengths and opportunities identified during the rotation. The point person may educate some, all, or none of the components his/herself. Whoever is identifying the educators for the track progression (HR, Training, management, the point person) should leverage the following concepts to support the function.

- **Availability** – educators should have the time to be able to slow down processes so they can explain each of the components outlined and answer questions the banker may have. Educators who are operating in a short-staffed situation and/or who have recently taken on additional assignments may not have the time needed to effectively educate the banker.
- **Interest** – not everyone who is effective at their job has an interest in explaining their job to others. Ideally, educators would have an interest in educating others and view educating others as an opportunity to enhance their own development. If there is only one person who can cover a specific component, and that person has little to no interest in educating others, a discussion should take place helping the educator understand what benefit exists, for them personally, from participating in the process.
- **Adaptability** – not everyone learns the same way or at the same speed. The best educators understand this and can adapt their style based on how the banker learns. Educators should have the ability to be patient and not judge their student.

- **Evaluation** – the educator needs to be able to accurately determine if the banker has met the standards listed in the rotation outline. An effective educator understands the difference between basic knowledge, intermediate application and advanced performance. S/he understands that the banker does not need to perform at the educator’s level of performance to meet the requirements outlined in the rotation.

## Rotation Length

Each rotation can take as much, or as little, time as is needed for the banker to display the required abilities outlined in the rotation. The time spent on a rotation will be impacted by the amount of the banker’s time that can be committed to his/her development.

- **Full-time development** – in this case, the banker does not have any additional job duties beyond learning the function outlined in the career track.
  - This rotation development may be on-the-job if the banker is expected to learn and operate in the designated role. The education is based on the banker being able to consistently and accurately conduct each rotation’s components. The rotation could take 30-60 days.
  - If the banker is not expected to operate in the designated role, and the education is based on mere awareness of each rotation’s components, then the rotation could be completed within 1-10 days.
- **Part-time development** – in this case the banker is needed to function in their current role while they are going through the career track. Development time is directly worked into their schedule and they are not expected to function in their current role during the scheduled development time. The scheduling can be based on a certain number of hours per day or a certain number of days per week. Completion of the rotations will depend on how much of the banker’s schedule is committed to development.
- **Sporadic development** – in this case the banker is needed to function in his/her current role while they are going through the career track. Development time occurs whenever scheduling and staffing allows for it. While this is not recommended for the career track process, if this is the only option available, these concepts should make the process more effective.
  - Have the banker take thorough notes that s/he can review between development sessions.
  - If documented processes exist, have the banker gather that information from the educator prior to their sessions. This will allow the banker to review the process and ask specific questions during the educational session maximizing the time the educator and banker are spending together.

## Educational Options

The career tracks are a constant work in progress. Each track was released with initial educational options and activities and will be updated and enhanced as necessary. The pages listing external educational options and activities are meant to be a guide for the educator or leader to plan the learning path for the banker. The educational pages and rotation information can be printed separately. Recommended education is typically in four main areas.

- **Online** – Regulatory University (Reg U), TTS, GSB and ABA are the main current organizations referenced. Additional courses will be offered by OBL throughout the year. Other resources such as CFT, BAI and CBAO may also be sources for some of these topics.
- **External in-person courses** – OBL, GSB, and ABA are the main current organizations referenced. Additional courses will be offered by OBL throughout the year. Other resources such as CFT, BAI and CBAO may also be sources for some of these topics.
- **Internal in-person courses** – depending on the size of the bank’s education function, there may be courses that are offered in-house that the banker could use.
- **In-house** – in addition to in-person courses, the bank’s education function may have procedures, books, online courses, etc. that bankers could use. In-house options are highly encouraged as they will help to ensure consistency in processes.
- **Activities** – These suggested activities can provide the banker with hands on experience, insight and practice on components in rotations throughout the tract. Most activities should be reviewed with the banker’s supervisor or a senior banker\* within the rotation. How well the banker performs will provide insight into how well concepts are understood. Questions that come out of the work will have a greater impact on the absorption of the information. They are recommended during, or immediately after, each rotation and would ideally be completed before the banker is permanently moved into the job function outlined in the track.

\*Senior banker refers to a banker who has held the respective career track position for at least two years.

*For questions regarding any of the educational options listed in the career tracks, please go to [www.ohiobankersleague.com](http://www.ohiobankersleague.com) or contact any of the following members of the OBL Professional Development Team:*

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*For questions regarding any other aspects of the career tracks, please contact Julie Kiplinger.*