Talent Development in Banking
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About this Project

This report was authored by the Association for Talent Development (ATD) and will be presented by ATD at the 2017 Bank Trainers Conference, hosted in June by Total Training Solutions (TTS) and Center for Financial Training (CFT).

About the Bank Trainers Conference

As the nation’s fastest growing conference and expo designed exclusively for bank and credit union trainers, the Bank Trainers Conference brings together trainers from all over the country, for a three-day, action-packed event. You’ll enjoy a variety of learning experiences, including pre-conference workshops, training-specific seminars, networking sessions, and special events. Learn the newest techniques in training, how to implement them, and ways to make your training stick. For more information, visit www.banktrainers.com.

About Total Training Solutions

The staff at Total Training Solutions (TTS) has been working with the financial industry since 1983. TTS delivers training in many formats from classroom to web-based. Because we have worked exclusively with the financial industry since our founding, we understand the needs of training departments in financial institutions and are alert to changes that affect the industry. We maintain a network of consultants throughout the country who serve as subject matter experts when needed. For more information, visit www.ttstrain.com.

About the Center for Financial Training

The Center for Financial Training (CFT) is dedicated to providing professionally administered banker education and training that continually meets the educational needs of bank, credit union, and other employees in the financial services industry. Since 1901, CFT has served the educational needs of the financial services industry and currently enrolls more than 10,000 financial institution employees in a variety of education and training programs each year. The company employs 10 full and part-time employees dedicated to the careers of banking professionals, and operates offices in Connecticut, Colorado, Massachusetts, Minnesota, Missouri, New Jersey, and New York. From the Principles of Banking to Regulation Z, CFT offers effective training solutions in a variety of delivery formats including online, classroom, self-study, workshops, webinars, and customized in-house training. For more information, visit www.cftnow.org.
Overview and Key Findings

Section 1 of this report provides a snapshot of talent development professionals that work full-time in banks and credit unions in the United States. ATD deployed an online survey to 54 individuals that met these criteria in 2017. For the purposes of this report, talent development professionals are all individuals who manage the talent development, training, or learning function, as well as all individuals who design, deliver, or manage the function’s offerings and programs.

The following key findings emerged from the data:

- The largest group, 57 percent, work for banks (in this report, all banks and credit unions are referred to as “banks”) with 100 to 999 employees. However, 28 percent work for very large banks with 10,000 or more employees. Slightly more than half of survey participants (54 percent) were individual contributors.
- The median annual salary for talent development professionals in banking is in the $70,000s. Previous ATD research has found that the median for talent development professionals in all industries is in the $80,000s. However, talent development professionals in banking are more likely to have less than 15 years of experience and are more likely to be primarily involved in delivering training instead of managing learning programs, compared with their peers in other industries (ATD 2017).
- When asked about primary job responsibilities, the most common response was delivering training among talent development professionals in banking. For those that deliver training in banks, 41 percent of the work week, on average, is spent facilitating training, and 31 percent is spent planning and preparing.

Section 2 delivers a summary of organization-level data on talent development in banks and provides organizational benchmarks. ATD also distributed a separate online survey to 21 talent development leaders at banks who had knowledge of their departments’ overall accomplishments and activities in 2015.

Key findings from the survey were:

- On average, bank employees (in all job functions and departments) use 29 hours of training per year. According to ATD’s State of the Industry, across companies in all industries, the average is 33 to 34 hours per person (ATD 2016).
- On average across all participating companies, 47 percent of all formal training hours are delivered in live, instructor-led traditional classroom settings (almost all of the remaining hours are delivered using only technology-based methods or using a mix of technology and live classroom methods). ATD’s State of the Industry found that, across companies in all industries, 49 percent of all hours available are delivered in the traditional instructor-led classroom (ATD 2016).
- The most important content area is processes, procedures, and business practices, followed closely by mandatory and compliance. This is not surprising given the critical importance of adhering to processes and procedures in a banking setting, as well as the highly regulated nature of banks. The third- and fourth-ranked areas were customer service and interpersonal skills; many banking jobs are customer-facing. Talent development functions in banks tend to rank customer service content much higher than similar functions in other industries.
ATD notes that all figures here are only aggregates, medians, and averages across groups, and the circumstances facing an individual or organization may be vastly different than those facing the average participating talent development professional or bank. In the future, ATD plans to survey a larger sample of individuals and organizations to allow richer comparisons.
Section 1: A Snapshot of Talent Development Professionals

ATD surveyed 54 talent development professionals in 2017 that identified their employer as a bank or credit union in the United States. In this report, ATD refers to these employers as “banks.” Where appropriate, this report provides statistics on talent development functions in all industries from other ATD research reports to provide context.

Employers and Departments

All participants worked full-time in the United States. Figure 1 shows participants’ primary work locations by statistical region, as defined by the U.S. Census Bureau (2010). Most participants (37 percent) worked in the South, which covers more states than any other region and has a larger population than any other region (U.S. Census Bureau 2010). Note that a participant’s work location may be different from the location of the bank’s headquarters.

Figure 1: Primary Work Location

Only 4 percent worked for employers with less than 100 employees (across all job functions and locations or branches); small organizations typically do not have full-time talent development staff. The largest group, 57 percent, worked for banks with 100 to 999 employees. Note that 28 percent worked for very large banks with over 10,000 employees (Figure 2).

Are these individuals part of a large or small department? More than two-thirds of participants reported that their bank’s talent development staff size—including all professionals across the entire company involved in managing the talent development, learning, or training function, or delivering, designing, and evaluating or managing the function’s programs—was less than 15 full-time equivalent (FTE) employees. This figure includes the participant. However, 17 percent reported that their organization employed more than 100 FTE talent development employees; these were all employees of very large banks (Figure 3).

Note that ATD’s State of the Industry found that, across companies in all industries, there were 374 workers in all job functions per talent development professional (ATD 2016). Since about 60 percent of talent development
professionals in banking work in companies with less than 1,000 employees, it is not surprising that nearly half were on a team of one to four people.

**Figure 2: Bank Size (Total Employees)**

![Pie chart showing bank size distribution.]

**Figure 3: Talent Development Staff Size**

![Bar chart showing talent development staff size distribution.]

<table>
<thead>
<tr>
<th>Staff Size Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to four</td>
<td>45%</td>
</tr>
<tr>
<td>Five to 14</td>
<td>25%</td>
</tr>
<tr>
<td>15 to 24</td>
<td>4%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>6%</td>
</tr>
<tr>
<td>50 to 74</td>
<td>2%</td>
</tr>
<tr>
<td>75 to 100</td>
<td>2%</td>
</tr>
<tr>
<td>More than 100</td>
<td>17%</td>
</tr>
</tbody>
</table>
Span of Control
Participants were asked about their span of control in their organization; note that these categories are meant to be descriptive rather than actual job titles (Figure 4). Slightly more than half were individual contributors; 30 percent were managers, supervisors, or team leaders (meaning they oversee a group, team, or department within a functional area); and 17 percent were directors or executives (who oversee one or more functional areas). The distribution across job levels was almost identical to that of talent development professionals in all industries (ATD 2017).

Figure 4: Span of Control

Salary
The median annual base salary among all the surveyed talent development professionals in banking was in the $70,000s (Table 1). The median, or typical, salary is reported here instead of the average salary, because averages can be distorted by a few very high salaries. The majority made between $50,000 and $90,000. About 4 percent made more than $120,000, and 2 percent reported a salary below $40,000.

To put these figures into context, the far-right column in Table 1 shows the salary distribution across all talent development professionals in all industries. This data was taken from a 2017 survey of 1,230 talent development professionals in all industries (including banking, which made up less than 10 percent of this group; ATD 2017).

Note that a greater percentage of this group made at least $100,000 (31 percent versus 8 percent) and the median for this group was higher at $80,000 to $89,999. This may be because, as this report discusses later, talent development professionals in all industries are more likely to have more than 15 years of experience in the profession. Another possible reason (also discussed later) is that talent development professionals in all industries are more likely to be involved in managing learning programs, and are much less likely to consider delivering training to be their primary job function compared with those in banking. Having many years of experience and working in roles other than delivering training are strongly associated with a higher salary, even after controlling for other factors such as demographics and title (ATD 2015).
### Table 1: Salary Distribution Across Talent Development Professionals

<table>
<thead>
<tr>
<th>Base Salary Range</th>
<th>Respondents in Banking</th>
<th>Respondents in all Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $40,000</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>$40,000 to $49,999</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>$50,000 to $59,999</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>$60,000 to $69,999</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>$70,000 to $79,999</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>$80,000 to $89,999</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>$90,000 to $99,999</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>$100,000 to $119,999</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>$120,000 to $139,999</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>$140,000 to $159,999</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>$160,000 or more</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

However, salary is influenced by several factors, especially span of control. Therefore, this report looked at the median (midpoint) salary for three groups of talent development professionals in banking:

- all participants
- managers and above (which includes managers, supervisors, team leaders, directors, and executives)
- individual contributors.

Note that for managers and above, the median was in the $80,000s while for individual contributors it was lower, in the $60,000s.

Looking at the second column of Table 2, for talent development professionals in all industries, median salaries were higher for managers and above and for individual contributors; again, this may be due to differences in experience and primary responsibility. Even after controlling for the job level, those in banking were less likely to have at least 15 years of experience and more likely to be in training delivery instead of areas such as managing learning programs (ATD 2017).
Table 2: Median Salaries by Span of Control

<table>
<thead>
<tr>
<th>Respondents in Banking</th>
<th>Respondents in all Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Base Salary (All)</td>
<td>$70,000 to $79,999</td>
</tr>
<tr>
<td>Median Base Salary (Managers and Above)</td>
<td>$80,000 to $89,999</td>
</tr>
<tr>
<td>Median Base Salary (Individual Contributors)</td>
<td>$60,000 to $69,999</td>
</tr>
</tbody>
</table>

Experience in the Profession

Three-quarters of participants in banking had at least six years’ experience in the talent development profession (counting talent development experience in other industries as well as banking), and 31 percent had more than 15 years’ experience. However, if an individual worked in a non-talent-development role in banking (such as customer service), this would not count toward experience in the profession. At the other end of the spectrum, 4 percent of participants had two or fewer years of experience. Note that for talent development professionals across all industries, 40 percent had more than 15 years’ experience, which, as previously mentioned, may contribute to the differences in salaries reflected in Tables 1 and 2 (Figure 5).
Job Descriptions and Job Seeking

When asked about primary job responsibilities, the most common response by far was delivering training (43 percent), followed by instructional design (26 percent). Compared with the group of talent development professionals working in all industries, individuals in banks were more than twice as likely to primarily be in training delivery and about half as likely to be in managing learning programs. As previously mentioned, this may contribute to salary differences between the two groups (Figure 6).

Figure 6: Primary Job Responsibility

Because so many talent development professionals in banking primarily deliver training (43 percent), ATD looked more closely at how much of their time was spent on specific categories of tasks. The four categories are:

- planning and preparing
- facilitating training
- measuring and evaluating training sessions
- other (this may include travel and administrative tasks that are not part of the other categories).

On average, a professional that primarily works in training for a bank spent 41 percent of the week facilitating training and 31 percent planning and preparing for training sessions. Another 10 percent was spent measuring and evaluating sessions (for example, reviewing, entering, and analyzing survey data collected from learners; Figure 7).
The survey also asked if participants were actively seeking new jobs. Although only 9 percent were actively seeking a job, 70 percent stated that they were open to new opportunities. Only 22 percent were not interested at all in finding a new job. Despite the differences in tenure at the current employer, note that these figures are similar for talent development professionals across all industries (Figure 8).
Section 2: Organizational Data on Training Hours, Delivery, and Content

ATD also distributed a separate online survey to 21 talent development leaders in banks and credit unions who had knowledge of their departments’ accomplishments and activities in 2015. Every organization represented was headquartered in the United States and operated entirely or primarily in the United States.

The median participating organization employed 100 to 999 workers. About 10 percent employ more than 10,000, and 10 percent employ less than 100 (again, small organizations typically do not have full-time talent development staff).

Training Hours
ATD asked participants to report the average number of formal training hours received by an employee (across all departments and job functions) at their bank that year. Figure 9 shows the distribution across banks; more than half reported a value between 20 and 39 hours. Note that these are formal training hours, which refers to standalone hours that are not embedded in any work functions or job activities. Banks may offer training on the job (such as rotational assignments or “stretch” assignments) that is embedded in work and not reflected in this figure.

On average across all the banks, bank employees used 29 hours of training, which is slightly less than four full days. ATD’s 2016 State of the Industry report found that, across all industries (including banking), the average number of training hours delivered per employee in 2015 was between 33 and 34 (ATD 2016).

![Figure 9: Annual Training Hours per Employee (Banking)]

Delivery Methods
Participants were asked whether formal training or learning hours (formal hours are standalone hours that are not embedded in work activities) are delivered in traditional live instructor-led classroom settings, using technology alone (for example, through self-paced e-learning modules), or using blended methods that involve both classrooms and technology. On average across participants, 47 percent of all training hours were delivered using the traditional live, instructor-led classroom (Figure 10).
ATD’s 2016 *State of the Industry* found that, for organizations in all industries, on average, 49 percent of all hours available in 2015 were delivered using a live instructor-led classroom, which is very close to the figure for banking.

About 38 percent of hours were delivered using technology-based methods only (including self-paced e-learning), and another 14 percent relied on a blended approach that combines the traditional live classroom with technology-based methods. Note that the “All other” category includes methods such as self-paced print materials.

![Figure 10: Delivery of Formal Training or Learning Hours (Banking)](image)

**Most Important Content Areas**

The survey also asked participants which content areas they considered the most important for their bank. Participants selected up to three content areas from a list of 13. Processes, procedures, and business practices was the top content area, followed closely by mandatory and compliance content. For both areas, more than half of participants named it as one of the most important. This is not surprising, given the critical importance of adhering to processes and procedures in a banking setting, as well as the highly regulated nature of banks. The third- and fourth-ranked areas were customer service and interpersonal skills, which isn’t surprising considering many banking jobs are customer-facing (Table 3).

Looking at the 2016 *State of the Industry*, the top ranked areas for those in all industries were managerial and supervisory, mandatory and compliance, and processes, procedures, and business practices. Although managerial and supervisory content may be important for banks, they may view mandatory and compliance and customer service training as more important or necessary. Note that customer service was ranked eighth by those in all industries (but it was in the top three for banks). Many *State of the Industry* respondents may be in organizations with a lower percentage of the workforce employed in customer-facing roles compared to banks (for example, manufacturing firms or government agencies; ATD 2016).
**Table 3: Content Areas Ranked by Importance (Banking)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Processes, procedures, and business practices</strong></td>
</tr>
<tr>
<td>2</td>
<td>Mandatory and compliance (e.g., safety, security)</td>
</tr>
<tr>
<td>3</td>
<td>Customer service</td>
</tr>
<tr>
<td>4</td>
<td>Interpersonal skills (e.g., communication, teamwork)</td>
</tr>
<tr>
<td>5</td>
<td>Product knowledge</td>
</tr>
<tr>
<td>6</td>
<td>New employee orientation</td>
</tr>
<tr>
<td>7</td>
<td>Sales (not including product knowledge)</td>
</tr>
<tr>
<td>8</td>
<td>Profession-specific or industry specific (e.g., engineering, accounting, legal)</td>
</tr>
<tr>
<td>9</td>
<td>Managerial and supervisory</td>
</tr>
<tr>
<td>10</td>
<td>Information technology and systems (e.g., enterprise software, desktop software)</td>
</tr>
<tr>
<td>11</td>
<td>Executive development</td>
</tr>
<tr>
<td>12</td>
<td>Basic skills (e.g., simple arithmetic, grammar)</td>
</tr>
<tr>
<td>13</td>
<td>All other</td>
</tr>
</tbody>
</table>
References


About the Association for Talent Development (ATD)

This report was authored by the Association for Talent Development (ATD). ATD is the world’s largest professional membership organization supporting those who develop the knowledge and skills of employees, improve performance, and achieve results for the organizations they serve. Originally established in 1943, the association was previously known as the American Society for Training & Development (ASTD). ATD’s members come from more than 120 countries and work in public and private organizations in every industry sector. ATD’s researchers track trends, inform decisions, and connect research to practice and performance. For more information, visit www.td.org/membership.