

## The Deloitte Talent in Banking Survey 2013 Germany in focus

### German bank employers face recruitment challenge

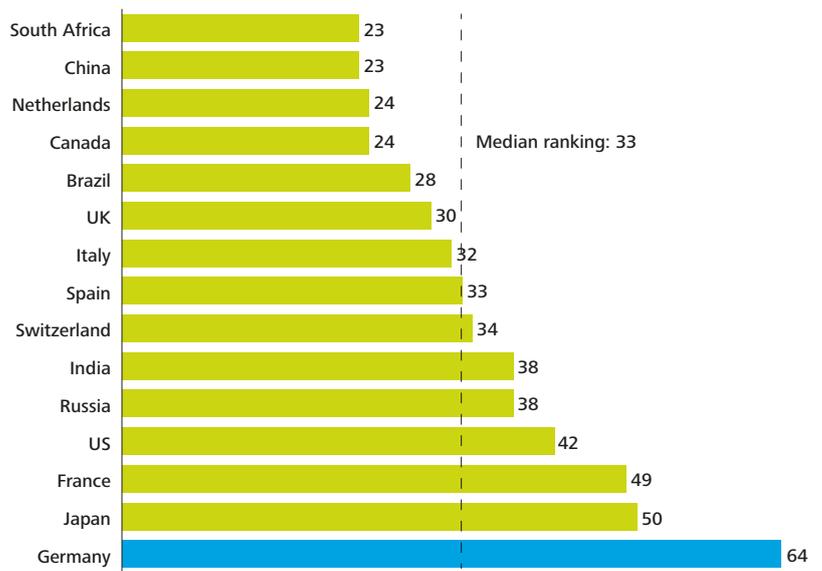
Germany represents a challenge for banks. Business students award the sector the lowest popularity scores of all 15 countries included in The Deloitte Talent in Banking Survey. Making matters more complicated, business education is not as well-developed or well-regarded as it is in most other developed economies.

The average bank ranking in Germany in the 2013 survey was 64 (Figure 1), by far the lowest score among the 15 countries surveyed.

The contrast with other industry sectors is stark. In 2008, banking was ranked by German business students as a more attractive employment sector than software and computer services. By 2013, the average bank had dropped 10 places (out of 100) in the popularity rankings, while the average software and computing company had risen 25 places (Figure 2).

Several other industry sectors (including transportation and logistics, software and computer services, auditing and accounting, fast-moving consumer goods and manufacturing and engineering) are considered significantly more desirable places to work than banks by German business students.

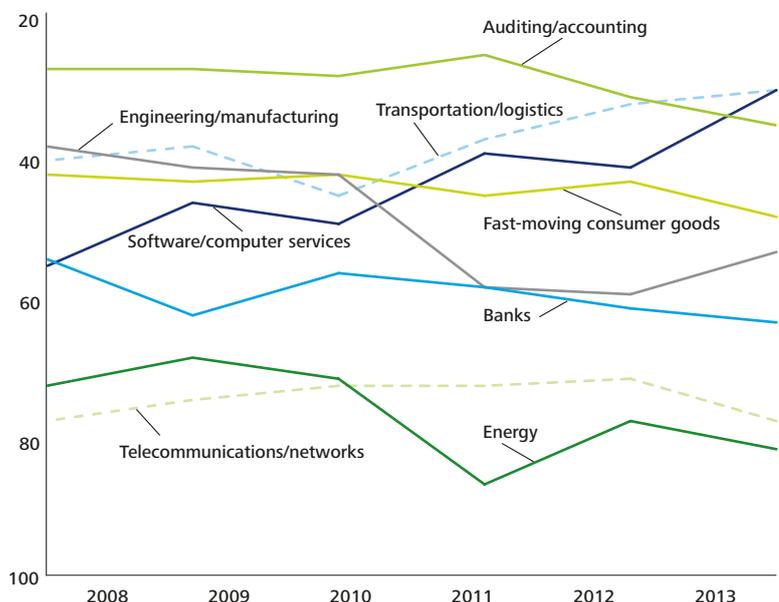
Figure 1. Business students' ranking of banks as employers, by country, 2013



Source: Universum data; Deloitte analysis

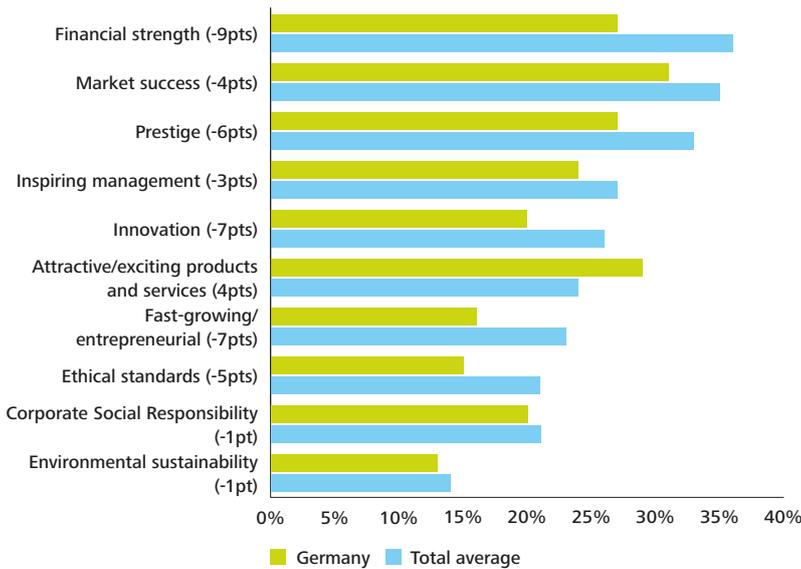
Figure 2. German business student ranking of attractiveness of employment across selected industries, 2008–2013

Average company rankings, by industry



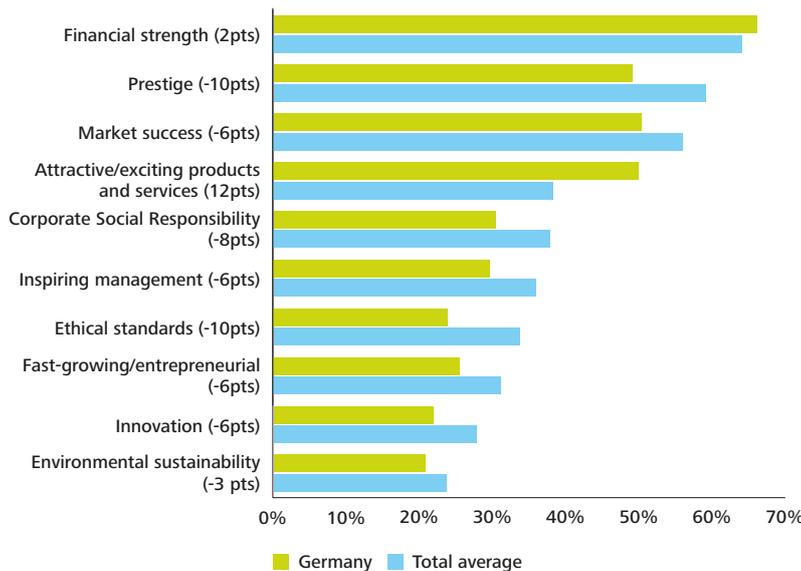
Source: Universum data; Deloitte analysis

**Figure 3. Aspirations around “Employer Reputation and Image” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

**Figure 4. Associations with “Employer Reputation and Image” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

What can banks do to increase their appeal to business students in Europe’s largest market? Figures 3-10 help answer this. They show the aspirations and associations for banking-oriented students in Germany for four categories of job attributes. These are “Employer Reputation and Image”, “Job Characteristics”, “People and Culture” and “Remuneration and Advancement Opportunities”.

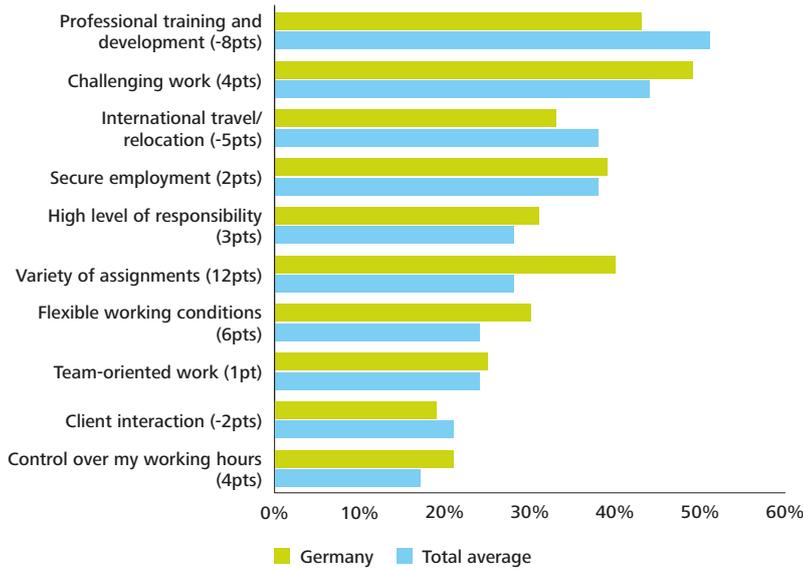
**Employer Reputation and Image**

Banking-oriented students in Germany care less about “Employer Reputation and Image” attributes than their international counterparts. However, they are also less likely to associate these attributes with banks.

Students in Germany care less about every “Employer Reputation and Image” attribute bar one (“attractive products and services”) than their peers elsewhere. They care strikingly less about “financial strength”, “prestige”, “innovation” and “growth”.

Fortuitously, banking-oriented students in Germany associate “attractive products and services” with the industry, and to a much greater degree than peers elsewhere (Figure 4).

**Figure 5. Aspirations around “Job Characteristics”, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

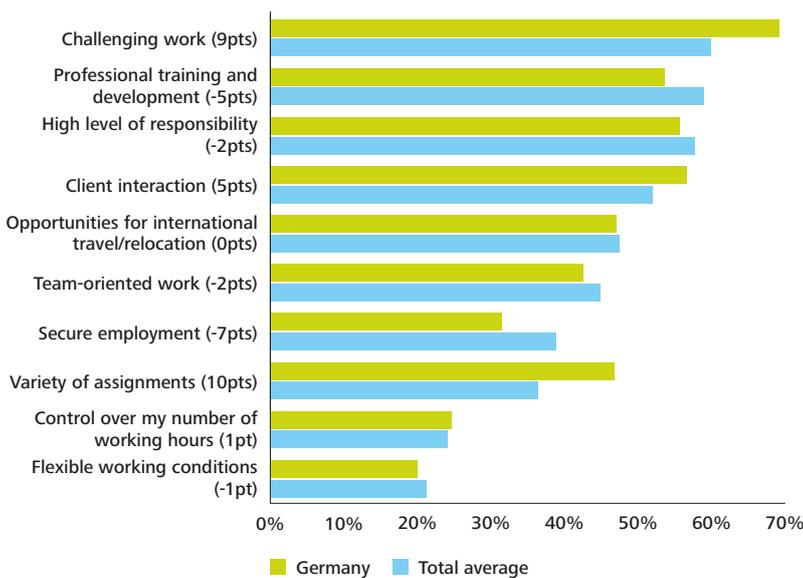
**Job Characteristics**

“Job Characteristics” matter more to banking-oriented students in Germany than to those in other markets. They are significantly more attracted to enjoying a “variety of assignments” (Figure 5) and they are more likely to associate this with banks (Figure 6). They also care more about flexibility of working hours and conditions, but they are no more optimistic than their international peers about banks offering these.

Banking-oriented students in Germany rate “challenging work” as the most attractive “Job Characteristic”, and place more emphasis on it than their international peers. They associate the industry more with this than their global counterparts.

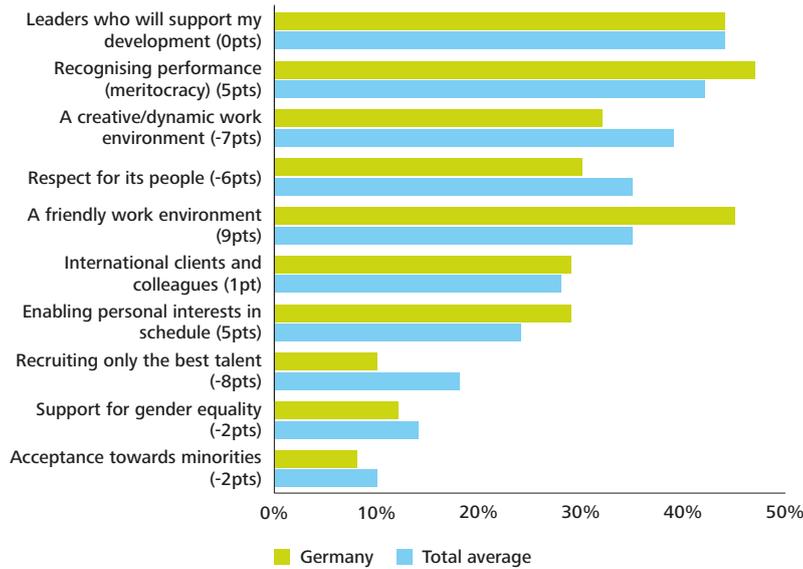
Strikingly, “professional training and development”, the attribute ranked highest out of the total of 40 job attributes internationally, matters significantly less to German students. But they are correspondingly less likely to associate this with banks.

**Figure 6. Associations with “Job Characteristics”, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

**Figure 7. Aspirations around “People and Culture” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

**People and Culture**

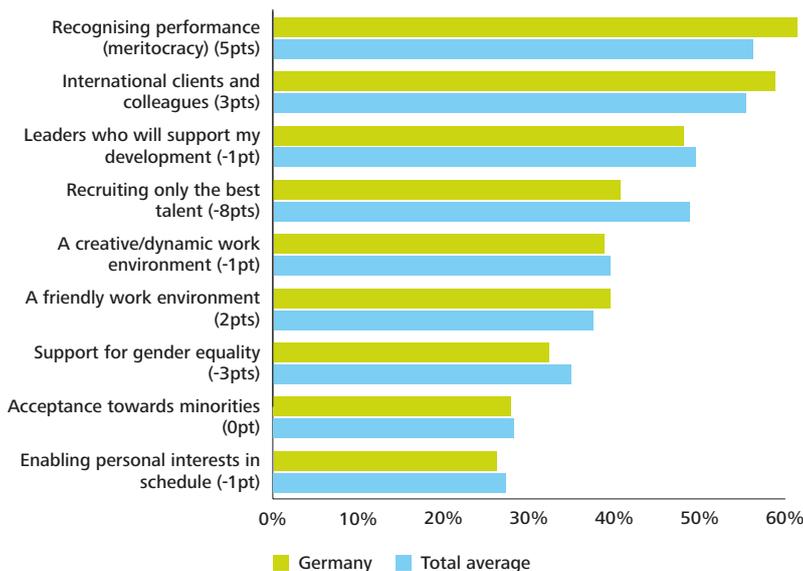
Banking-oriented students in Germany care more about meritocracy (by five points) than their peers in other countries and correspondingly associate meritocracy with banks more than their counterparts elsewhere.

Banking-oriented students in Germany are less attracted to employers that “recruit only the best talent” than are international peers (eight points less, (Figure 7)), and they associate banks less with this attribute than do global rivals (also eight points less, see figure 8).

Banking-oriented students in Germany also place much less importance on an employer respecting its people than do peers (six points less). They also enjoy lower expectations on this front (five points lower).

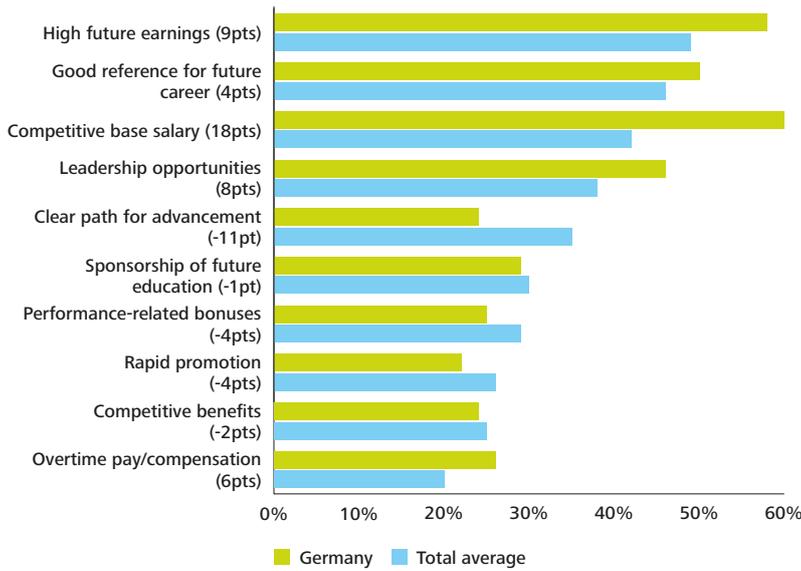
Their expectations on the ability of banking to offer a creative, friendly working environment are broadly in line with international norms, but these attributes are less important to banking-oriented students in Germany than elsewhere.

**Figure 8. Associations with “People and Culture” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

**Figure 9. Aspirations around “Remuneration and Advancement” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

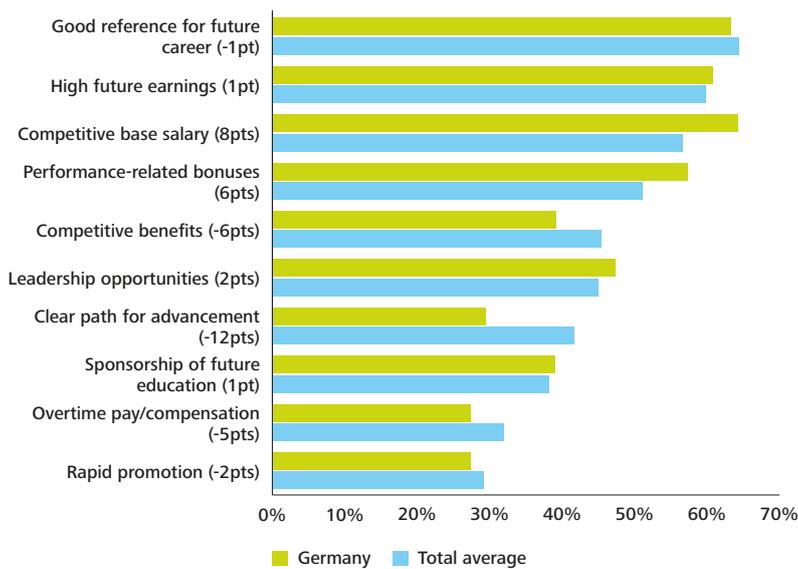
**Remuneration and Advancement**

Banking-oriented students in Germany care most about getting a “good reference for future career”, “high future earnings” and a “clear path for advancement”. They are a lot more likely to associate the first two with banks than the last.

By contrast, German students are relatively unmotivated by “performance-related bonuses”, but they are more likely than their international peers to expect banks to provide them.

These findings suggest that banks should emphasise career progression over bonuses.

**Figure 10. Associations with “Remuneration and Advancement” attributes, banking-oriented students, Germany versus total average, 2013**



Source: Universum data; Deloitte analysis

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