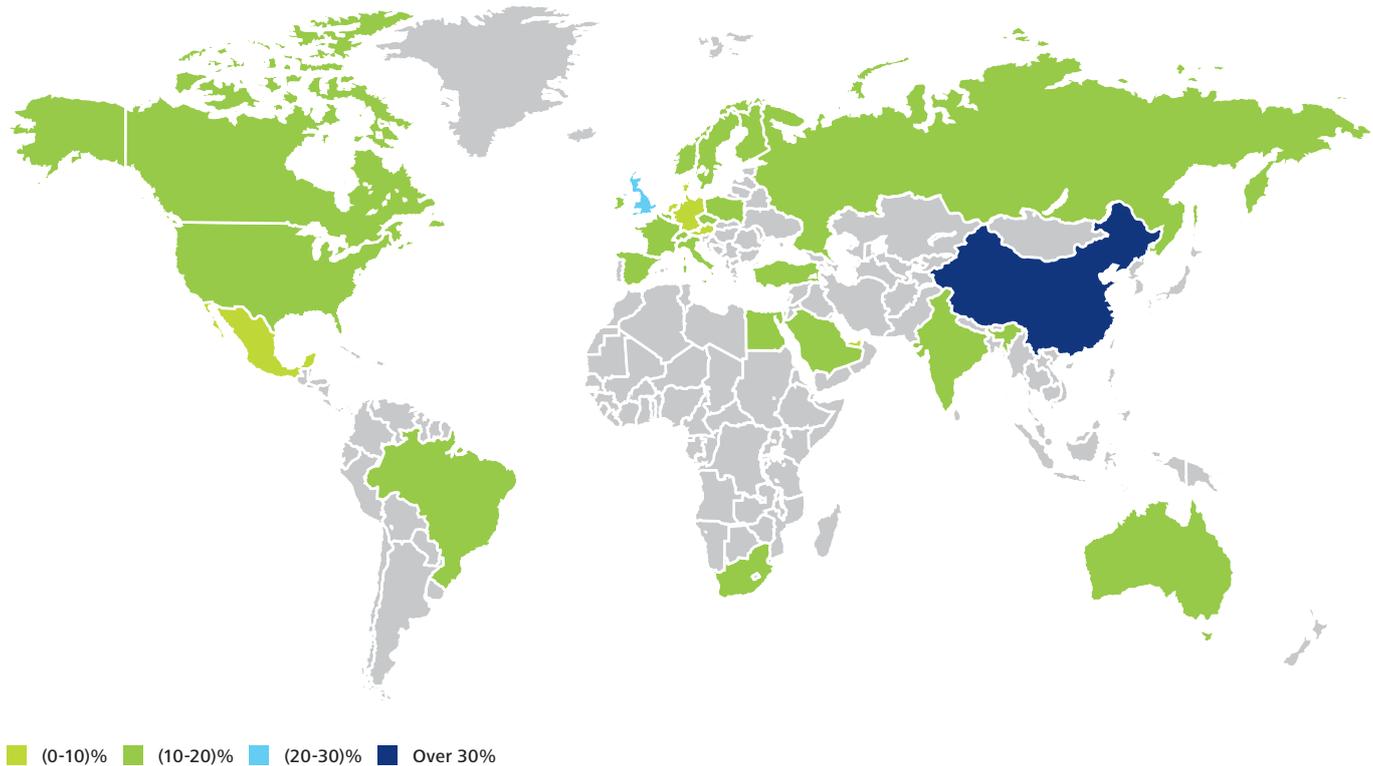


## The Deloitte Talent in Banking Survey 2015 UAE in Focus

### Survey findings

Figure 1. Popularity of banking as a career choice among business students, globally, 2015



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

### Bottom quartile

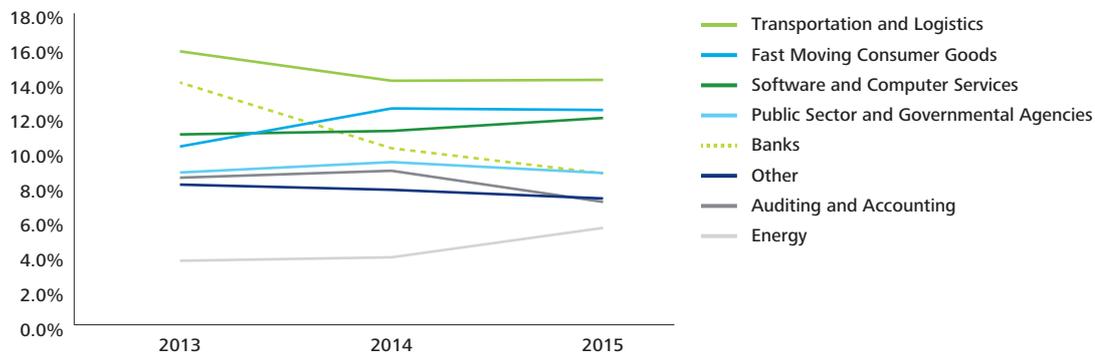
Nine per cent of the 'ideal employers' nominated by business students in the UAE were banks, positioning the country's banking sector in the bottom quartile for popularity out of the 30 territories surveyed in 2015. Of the 30 markets surveyed globally, only in Austria, Germany, Denmark and Mexico were banks less popular among business students than in the UAE in 2015.

Figure 2. Student demographics, UAE, 2015

	All business students	Banking-inclined students	Investment banking-inclined students
Female	67.0%	65.4%	57.7%
Male	33.0%	34.6%	42.3%
Number of students	2,545	586	169
Average age	20.7	20.3	20.1

Source: Universum Talent Survey 2015; Deloitte analysis

**Figure 3. Industry popularity among UAE business students, 2013-2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

**Competition continuing to intensify**

In 2015 the banking sector ranked as the fifth most popular sector in the UAE, very close to public sector and governmental agencies. Banks’ popularity among business students has fallen significantly from the second place it held in 2013.

The continuing supremacy of the transportation and logistics sector appears largely due to the dominating presence of the national airlines, Emirates and Etihad Airways. This sector has been the most popular among business students in the UAE in each of the three years for which Deloitte has data.

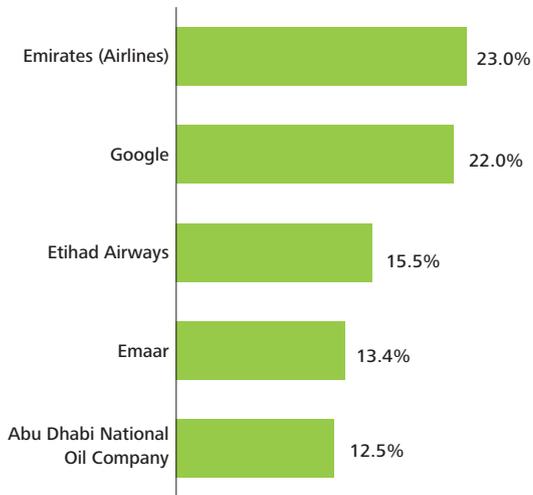
The gradual rise of the fast moving consumer goods (FMCG), software and computer services and governmental sectors is further increasing the level of competition for the best business students, pushing the banking sector to emphasise the most attractive aspects of the industry. In their efforts to attract millennials, banks are using approaches focused around differentiation and authenticity, particularly in terms of providing platforms where employees can have a meaningful contribution to their societies.<sup>1</sup>

**Gender diversity**

In most markets surveyed, women represent less than half of investment banking-inclined students, despite accounting for the majority of business students. However, the UAE is markedly different from most territories covered in this survey, with women accounting for a striking 58 per cent of investment banking-inclined students. This suggests that, unlike many other markets, the UAE’s investment banks are attracting recruits from a diverse spread of young talent.

This is encouraging, particularly given the shortage of skilled executives, prompting UAE banks to implement global workforce-planning and repatriation strategies to attract talent.<sup>2</sup>

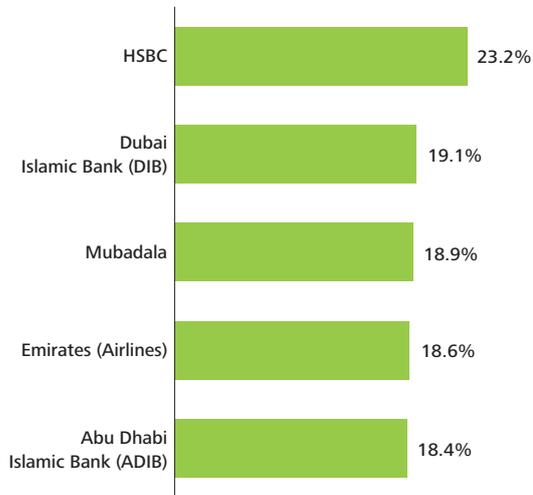
**Figure 4. Top five most popular employers, UAE business students, 2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

For UAE business students, Emirates and Etihad Airways rank at number one and number three respectively in the list of most popular employers, with Google, in second place, the only non-domestic group in the top five. These two airlines have growing global brands, built on high-profile sports sponsorship arrangements in many of the world’s most important markets. Dubai-based property company, Emaar, ranks fourth, while Abu Dhabi National Oil Company sits at number five.

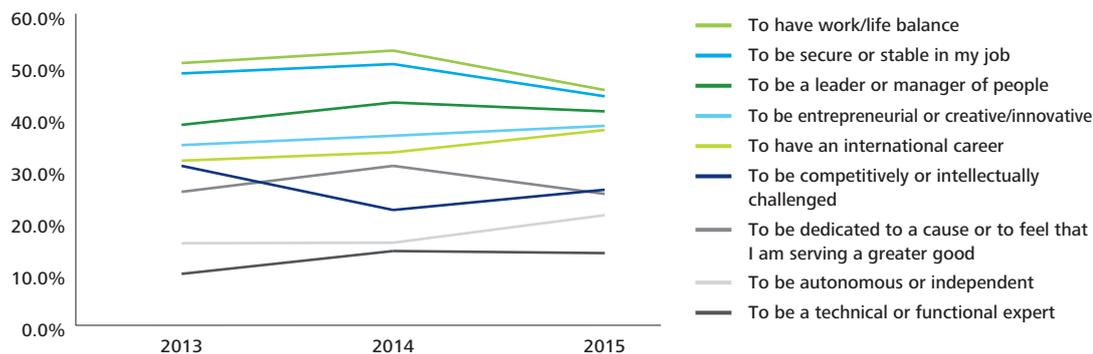
**Figure 5. Top five most popular employers, UAE banking-inclined students, 2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

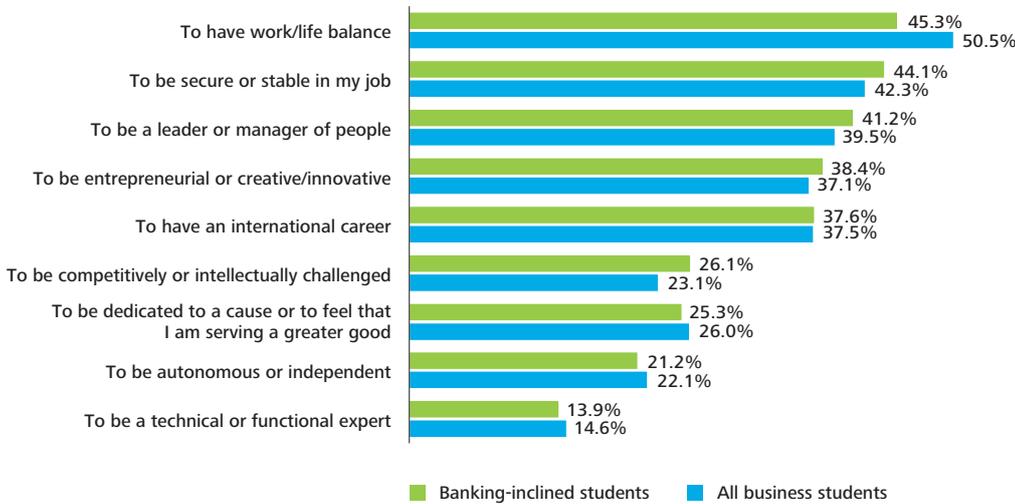
When it comes to the banking-inclined subset, however, international bank HSBC ranks as the top employer. Local banks are also popular, with Dubai Islamic Bank (DIB) and Abu Dhabi Islamic Bank (ADIB) both featuring in the top five, along with the investment and development company Mubadala and Emirates.

**Figure 6. Career goals of UAE banking-inclined students, 2013-2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

**Figure 7. Career goals of all UAE business students and UAE banking-inclined students, 2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

**Lead narrows for work/life balance**

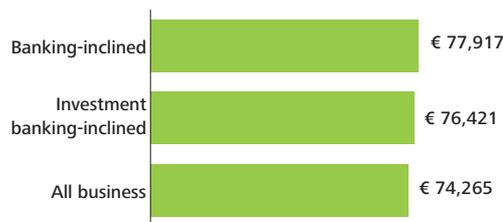
‘Work/life balance’ has been the leading career goal for the UAE’s banking-inclined students for three consecutive years, although its popularity has declined by five percentage points during that time. It also appears to be significantly less popular as a choice among banking-inclined individuals in the 2015 survey than it is for business students as a whole.

The second-placed career goal, ‘job security’, is slightly more important to banking-inclined students than to business students as a whole. This is also true of the desire ‘to be a leader or manager of people’, which is the third most selected career goal. This is a particularly relevant goal today. Recognising challenges faced in building adequate leadership pipelines, UAE banks are investing in leadership programmes for nationals and expatriates alike.<sup>3</sup>

Overall, no major difference exists between the outlook of the banking-inclined and that of all business students. This is likely to pose challenges to banks seeking to differentiate themselves positively from rival employment sectors.

One interesting factor is that banking-inclined students in the UAE are more inclined than most ‘to be entrepreneurial or creative/innovative’, sharing joint fifth place, with India, out of the 30 markets surveyed, behind only Mexico, the Netherlands, South Africa and Turkey.

**Figure 8. Expected annual salary (EUR), UAE, 2015**

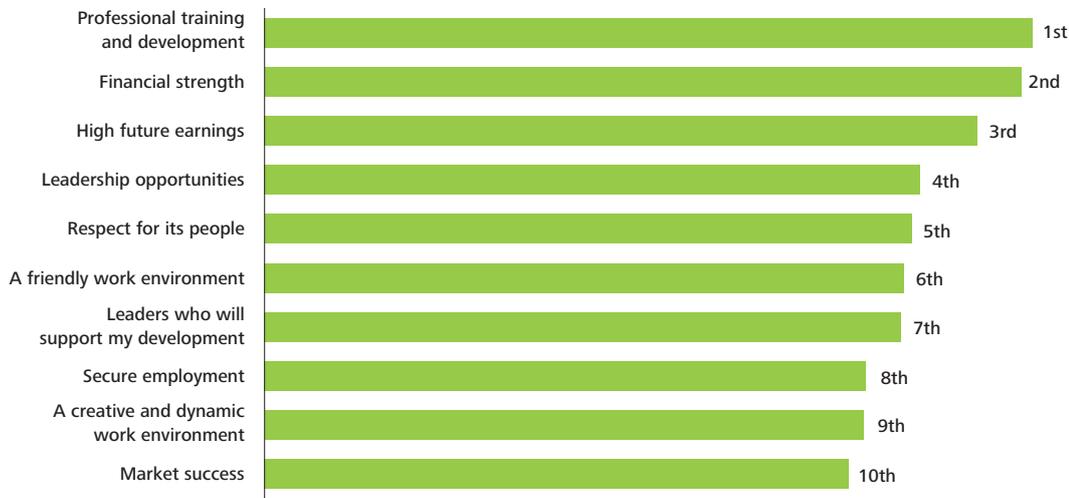


Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

**Great expectations**

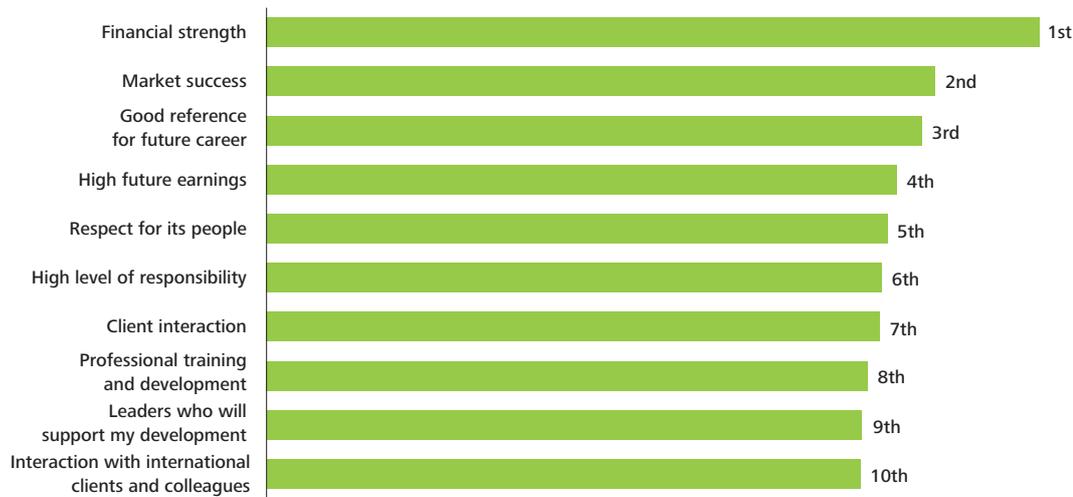
Salary expectations in the UAE are among the highest of any territory covered by the 2015 survey, exceeding even those of students from Switzerland. While the expectations of all business students are lower than those of students with an interest in banking, it is unusual that banking-inclined students have even higher expectations than those inclined towards investment banking.

Figure 9. UAE banking-inclined students' aspirations, 2015



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

Figure 10. UAE banking-inclined students' expectations, 2015



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

**A high rating for respect**

Deloitte sought to find out to what extent and in which areas the aspirations of banking-inclined students converge with or deviate from what they most expect from a career in banking.

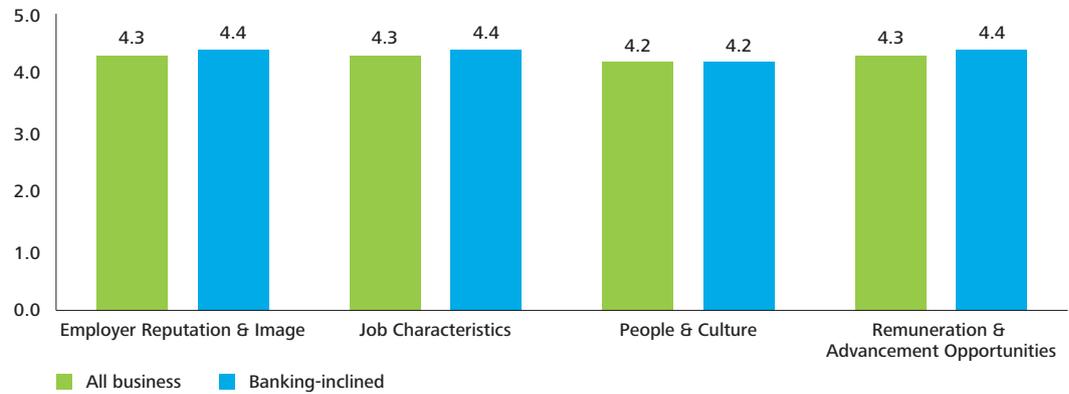
While there is some correlation between the aspirations and the expectations that banking-inclined students have for a career in banking, there are also some substantial differences between the two.

For example, the top aspiration – for ‘professional training and development’ – appears some way down the list of expectations, in eighth place. However, it is encouraging to see that a closely related aspiration – ‘leaders who will support my development’ – also appears in the top ten expectations, albeit only in ninth place.

While this is selected as an aspiration by students in many of the surveyed markets, it often does not appear among the top ten expectations. This suggests that UAE students are less pessimistic than most about the commitment of banks’ senior personnel to helping develop future generations of management. This is further substantiated by the rare appearance of ‘respect for its people’ in both lists.

The importance of reward to banking-inclined students is reflected in the high placing in both lists of ‘financial strength’ and ‘high future earnings’.

**Figure 11. Attractiveness of job aspects, all UAE business students and UAE banking-inclined students, 2015**



Source: Universum Talent Survey 2015; Deloitte analysis  
See Appendix for survey questions

#### **Weighing up the drivers of choice**

When it comes to the relative importance of different job aspects, there is some difference between the attitudes of UAE students and those from other surveyed territories. In most, the ‘people and culture’ aspects of a job (such as ‘supportive leaders’, ‘recognition’ and ‘a creative working environment’) are slightly less important for banking-inclined individuals than for all business students. In the UAE, there is no difference between the two groups, each of which place ‘people and culture’ as the least important set of job aspects.

Banking-inclined students rate the importance of the three remaining sets of job aspects ahead of where all business students place them. This means that to attract the best students banks might gain from emphasising their ‘reputation and image’, ‘remuneration and advancement opportunities’, and ‘job characteristics’ including ‘professional training and development’, ‘challenging work’ and ‘opportunities to work internationally’.

# Appendix

## Terminology

Business students = students studying business-related subjects.

Banking-inclined students = business students who put at least one bank (retail, investment or universal) in their top five 'ideal employers' when offered a list of potential employers to choose from.

Investment banking-inclined students = business students who put at least one investment bank in their top five 'ideal employers' when offered a list of potential employers to choose from. It is a subset of the number of banking-inclined students.

## About the Research

This report is based on the Universum Talent Survey 2015. Universum has been researching students' career intentions since 1988. In 2014-15, it surveyed about 1.2 million students and professionals drawn from over 2,000 universities and institutions of higher education in 55 countries.

Deloitte examined the survey results from 211,000 business students in 30 markets: in the Americas, Brazil, Canada, Mexico and the US; in APAC, Australia, China, Hong Kong, India and Singapore; and in EMEA, Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Ireland, Italy, the Middle East (defined by Universum as Egypt, Lebanon, Kuwait, Qatar and Saudi Arabia), the Netherlands, Norway, Poland, Russia, South Africa, Spain, Sweden, Switzerland, Turkey, the UAE and the UK. The number of markets included in global and regional averages varies between 23 and 30.

## Note to Figure 1:

Survey question: "Choose the five employers you most want to work for [from the list of employers you would consider working for], your five ideal employers". Banking popularity by market is calculated as the number of times banking employers are short-listed among the five "ideal employers" in each market.

## Note to Figure 3:

Survey question: "Choose the five employers you most want to work for [from the list of employers you would consider working for], your five ideal employers". Industry popularity by market is calculated as the number of times employers for that industry are short-listed among the five "ideal employers".

## Note to Figure 4:

Survey question: "Choose the five employers you most want to work for [from the list of employers you would consider working for], your five ideal employers".

## Note to Figure 5:

Survey question: "Choose the five employers you most want to work for [from the list of employers you would consider working for], your five ideal employers".

## Note to Figure 6:

Survey question: "Below is a list of nine possible career goals. Which are most important to you? Please select a maximum of 3 alternatives." Importance of goals is then calculated as the percentage of students choosing each career goal on their shortlist of top three goals.

## Note to Figure 7:

Survey question: "Below is a list of nine possible career goals. Which are most important to you? Please select a maximum of 3 alternatives." Importance of goals is then calculated as the percentage of students choosing each career goal on their shortlist of top three goals.

## Note to Figure 8:

Survey question: "What is your expected salary before tax at your first employment after graduation, excluding commission and bonus?"

## Note to Figure 9:

Survey question: "Which of these are most important to you? Please select a maximum of three alternatives [in each of the following four categories: Employer Reputation and Image; Job Characteristics; People and Culture; and Remuneration and Advancement Opportunities]."

## Note to Figure 10:

Survey question: "Which of the following [40 attributes] do you associate with your chosen employer(s)?"

## Note to Figure 11:

Survey question: "How important are each of the aspects below to you? Please rate the importance of each aspect on a scale from 1-5."

# Endnotes

1. Deloitte analysis
2. Deloitte analysis
3. Deloitte analysis

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