Improving Recruitment and Retention Strategies for Deloitte, Moscow

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Abstract

In the last few years, Deloitte CIS in Moscow has experienced difficulty recruiting and retaining top students. The goal of this project was to identify the best strategies for making the company more attractive to graduates while at the same time reducing the attrition rate of current employees. After extensive research and data collection, we decided that having a strong presence on campus via a department through the Career Center and altering company presentation content are two effective ways of attracting top Russian students. In addition, increasing appreciation of employees and improving the leadership of the management staff are two effective ways of retaining valuable personnel. After input from Deloitte CIS and the students of the Financial University, a set of recommendations and proposed changes were drawn up and presented to Deloitte CIS in Moscow.

Executive Summary

Recruiting and retaining talented graduates is a very challenging task, especially when aiming to recruit Generation Y (those in their twenties to mid-thirties). Various companies utilize different methods to carry out recruitment; however, there is no one right way to do it. Recruiting strategies are dependent on the company's goals as well as the intended recruits, and different companies have their own considerations. Every company aiming to recruit college graduates is aiming to recruit Generation Y, since they fall into that age range. The information that is conveyed to Generation Y must be tailored in content and presentation to appeal to their interests (Bailey, Heesacker, Martinis, & Nott, 2002). In addition, retaining employees has become more difficult. Appreciation and recognition need to be made priorities by the company or the attrition rate of Generation Y employees will be higher than necessary.

Since our project sponsor was Deloitte CIS in Moscow, we had to consider the best recruitment strategies for them. Deloitte is one of the "Big Four" professional services firms, and it currently uses a "first-come, first-serve basis" for their recruitment process (*Deloitte Tells Graduates Opportunities Are There*, 2010). However, Deloitte CIS is having a hard time recruiting and retaining talented graduates. They have a forty percent turnover rate over a three-year period. In addition, recently there has been a shift in student interest from the Big Four toward industry jobs.

In the US, companies must now use tools such as internships, the Internet, and alternative advertising to appeal to the younger generation. In 2010, millions of Americans applied online for jobs daily, demonstrating the shift to the digital age (Pfieffelmann, Wagner, & Libkuman, 2010). However, we discovered that students in Moscow still rely heavily on face-to-face interactions with the company as the main source of advertisement. This is done through presentations, case studies, lectures, and career fairs.

Companies must also consider what appeals to Generation Y in terms of their future careers. In general, Generation Y is looking for control over their schedule as well as monetary compensation (*Deloitte*, 2008). To convey the attractive qualities of a job opening at a company, proper advertisement can be very powerful with the right techniques and should not be discounted in its importance. According to a survey, ninety-four percent of the participants viewed advertising as the top method for attracting talent (Galt & Reporter, 2007). When our Russian student partners were asked to rank the top qualities in a career, high salary was first, followed by job stability, with career growth as a close third. These are the qualities that should be highlighted when a company advertises to graduates in Russia.

Internships are important ways to appeal to students as well. Students, especially as individuals who have not yet experienced a full time job in their career path, want to know for themselves what the day-to-day duties entail before taking the leap into a real job. The best way to determine how a candidate will perform on the job is to simply have them do it (Willison, 2012). Therefore, many companies use internship channels to recruit, and Deloitte CIS is no exception. We found that their internship program is successful in connecting with students and has a strong percentage of job offers to interns.

It has also been shown that a strong presence on campus is effective in recruiting graduates. Activities such as participating in career fairs and hosting lectures and presentations help the company build relationships with professors and career placement staff (Willison, 2012). This strong relationship extends to the students and promotes a good reputation of a company through people graduates trust: their peers. Especially in Moscow, where career fairs bring in the highest amount of applications and case study presentations are an up-and-coming trend. At the Financial University specifically, all Big Four companies except Deloitte CIS have a department on campus and teach classes in the spheres of international finance, audit, and accounting. This constant interaction with the students helps increase the positive perception of the company.

While in Moscow, we surveyed students at the Financial University as well as interviewed the current and former employees of Deloitte CIS to help us assemble a plan of action to address the two main problems: recruitment of students and retention of personnel. As part of our strategy to improve recruitment, we prepared a campus presence plan for Deloitte CIS. This included guidelines of what makes a successful presentation and case study, how to become a prominent and permanent member of university campuses. As part of the last section of our plan, we compiled ways for Deloitte CIS to increase retention of employees and in turn to reduce the attrition rate. One is to increase appreciation with thank-you notes, team-of-the-week bulletin board, etc. We also included some of the suggestions from the interviews conducted, such as having bigger project teams and increasing salary.

Acronyms and Technical Terms

- **Deloitte CIS** (Commonwealth of Independent States)
  - This refers to all the Deloitte & Touche offices located in the former Soviet Union. For our purposes, "Deloitte CIS" will be used to refer to the Moscow office.
- **Deloitte LLP** (Limited Liability Partnership)
  - This term refers to the Boston office as it is part of Deloitte & Touche LLP. We will be using "Deloitte LLP" to refer to it.
- **HR** (Human Resources)
  - This is the department primarily responsible for recruiting and hiring personnel.
- **Generation Y**
  - This generation is considered to be individuals from around twenty to thirty-five years old.
- **A1** (Assistant 1), **A2** (Assistant 2), **A3** (Assistant 3)
  - These are the Assistant positions at Deloitte CIS (see Appendix A).

Authorship Page

Our paper was a collaborative effort by every person in the group. Here is the general authorship of each section.

The Abstract and the Acronyms and Technical Terms were led by Anetta, and the Executive Summary was led by Dean. Chapter 1. Introduction was written by each member equally. Chapter 2. Background was led by Anetta and Samantha, with contributing sections and edits made by Dean. Chapter 3. Methodology was also led by Anetta and Samantha with edits made by Dean. Chapter 4. Findings was led by Samantha with contributing sections written by Anetta, Dean, and our Russian student partners. Anetta and Dean were the main editors of Chapter 4. Findings as well. Chapter 5. Conclusion and Recommendations was led by Samantha with edits made by Anetta and Dean. The Bibliography was compiled by the team. Appendix A was led by Anetta, and Appendix B was compiled by the team and our Russian student partners.

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Chapter 1. Introduction

Companies must constantly continue advertising, recruiting new employees, and retaining current personnel; without a strong workforce, any company will collapse. Companies have to keep up with the latest trends to be able to attract the latest generation and keep its members at their company. In today's world, it is not easy to be well known in a vast crowd of companies. In addition, talent is hard to come by, and there is a growing pressure on the HR department to reach out to graduates and to keep the current employees.

Despite being part of the Big Four professional services firms, Deloitte CIS, a consulting firm, is no exception to the recruiting and retaining problems that companies face. Our focus is on the branch of Deloitte CIS that is located in Moscow, Russia. Even though some of the top economic and business talent in Moscow, the graduating students, is going to the Big Four, it is not staying there for very long but rather going to industry after a few years. This transition seems to suggest that there is a gap in attraction and communication between Deloitte CIS and the right type of student.

A large pool of data exists surrounding recruitment, including some of Deloitte's current strategies. When recruiting strategies are being devised, it is important to keep in mind the intended audience. With the target audience being students, internships and a strong presence on campus are highly effective recruiting strategies (Messmer, 1999; Poe, 2000).

After transitioning from research to data collection, the first concern became the graduates' lack of awareness or interest in the consulting positions that Deloitte CIS offers. Our job was to piece together why the top economic and business talent is choosing to go leave the Big Four after a few years of experience and go into industry. We also had to examine Deloitte CIS's current relationships with universities and their students and career center to determine exactly where the recruiting strategies needed to be improved.

A second major concern for this project became retention of employees. Deloitte CIS invests time and money to train new hires, and it gets return on its investment after the employee stays with the company for five years. The issue arises where employees are leaving after an average of three years. Our goal was to determine why the employees were not staying with the company and what Deloitte CIS could do to keep them from leaving.

In light of Deloitte CIS's recruiting and retaining problems, our goal was to recommend new and effective HR strategies that would help the firm become a more competitive recruiter and retainer of graduates. In order to reach our goal, we attempted to use Deloitte LLP as a case study. Because Deloitte LLP was unable to assist us in our research, we focused on gathering recruiting and retaining strategies and comparing them to the local Moscow students' opinions, thus relying heavily on our Russian student partners for guidance. From those individuals, including the employees at Deloitte CIS, we collected feedback about Deloitte CIS and its current recruitment and retaining techniques. With the background research and the feedback from the employees and students, we were able to provide detailed recommendations that could be implemented immediately.

Chapter 2. Background

Competition is the hallmark of today's job market. Not only is it competitive among the job seekers but also among the companies in search for new talent. Attracting the right employees can be a challenge. This chapter will briefly summarize Deloitte's history. Then, the focus will shift to the current research and data on recruitment, retaining, and HR strategies, and how various companies recruit. Another focus will be on Generation Y, which has new motivations and interests that can influence recruitment and retaining strategies. Online recruiting will be introduced as well as its effectiveness and weaknesses. Internships will be evaluated for their usefulness in recruiting students in Russia and the United States. In addition, different methods of retention will also be explored, including the roles of the managers and how retention differs for Generation Y. This chapter will attempt to approach recruitment and retention from various sides in order to give us insight into the best techniques, so we can help Deloitte CIS overcome its recruitment and retention challenges.

2.1 History

2.1.1 Global History

Deloitte Touche Tohmatsu Limited is the global company under which Deloitte CIS and Deloitte LLP fall. William Deloitte, an accountant, opened his business in London in 1845 and focused on bankruptcy policies. In 1989, Deloitte Haskin & Sells merged with Touche Ross in the USA to form Deloitte & Touche (Stewart, 1960). Currently, global Deloitte's subsidiary companies provide consulting services in the following fields: accounting, assurance and advisory, risk, tax, strategy, financial, technology, and human capital (*Deloitte Services*, 2014).

2.1.2 Deloitte CIS Internal Structure

Deloitte has a history that originated from William Deloitte in the nineteenth century. Moving away from its origin, the company has grown and became the structured firm it is today.

An extension of this company is Deloitte CIS, located in Moscow, Russia. This is the office location that our project is centered around.

Deloitte CIS has an explicit internal structure that details the order of positions when a person wishes to move up in the company. The "corporate ladder" is as follows: Assistant 1, Assistant 2, Assistant 3, Senior (In Charge), Manager, Senior Manager, Director, and Partner. Typically it takes one year to complete each Assistant year. Then to move on from Senior to Manager, it takes at minimum two years, and the person must pass his or her exams and achieve his or her Association of Chartered Certified Accountants (ACCA) certification. Please see Appendix A for clarification on the internal structure. The ACCA certification is recognized internationally, except in the United States. It requires the person to pass nineteen exams in order to achieve it. Deloitte CIS pays for all exams for each employee since it is a requirement to become a manager.

2.2 Talent Hunt

All of the Deloitte subsidiary companies strive to recruit the most talented personnel. Talent refers to individuals that are intelligent, motivated, and confident. In other words, these are the people that companies compete to hire. The term "war for talent" has emerged and is based on the belief that there exists a limited number of talented individuals that can be found in each generation, and companies must compete to hire that finite group (Harry & Noon, 2009). Firms are increasingly trying to differentiate "key people" from everyone else; however, this separation can have some negative consequences such as demotivating the majority of the people. Therefore, the task of HR executives is to create and put in place specific HR strategies for those employees labeled as talent (Wright, 2008). Employed talent tends to be motivated by recognition, praise, feedback, variety in work, and the feeling of making a difference (Thorne & Pellant, 2007). These individuals also feel comfortable with ambiguity (Thorne & Pellant, 2007). They do not need specific instructions because they can take vague directions and mold them

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to their interests and strengths. The competition for these individuals is inevitable since there is a limited amount; however, knowing how to appeal to their interests is the start of a good recruitment strategy.

2.3 The Recruitment Process

A Dictionary on Human Resource Management defines recruitment as "the process of generating a pool of candidates from which to select the appropriate person to fill a job vacancy" (2009). Hiring talented individuals is important to every organization's success; however, recruiting precedes hiring employees, so companies must utilize the recruitment process correctly and very effectively to recruit and hire the right employees. According to an expert in employment practices, James Breaugh, wrong recruitment techniques can result in unqualified or unenthusiastic employees and declined job offers, so a good employee yield though effective methods is important since companies do not have excess time or money to waste on unproductive recruitment techniques (2009).

In developing recruitment objectives, it is helpful for the HR department to get outside input from position managers and other employees in the respective department. Conveying the right message to the prospective employees is especially important. The message needs to be specific because if the message is too generic or unrealistic, it will cause the company to blend in with its competitors and possibly lose credibility (Breaugh, 2009).

It is also crucial to recognize what motivates the target audience and use that in the development of advertisements and recruitment activities (Thorne & Pellant, 2007). In studies, it is shown that the material in advertisements will ultimately influence the applicant's desire to pursue the position (Highhouse, Hoffman, Greve, & Collins, 2002). Therefore, not only does the information need to be tailored to the company's needs but also to the needs of the audience.

2.4 Student Recruitment

According to a joint survey conducted by the Society for Human Resource Management (SHRM) and Aon Consulting, university recruitment is the fourth top source of job applications in the United States (Arthur, 2001). University recruiting is often a multifaceted enterprise. Companies recruiting from universities should portray a desirable, enthusiastic, and consistent image in all forms of communication, formal and informal, with the school and the students. The information that is conveyed to university students must be tailored in content and presentation to appeal to their interests (Bailey, Heesacker, Martinis, & Nott, 2002).

Marketing media is one of the common methods used to reach out to university students. There are many traditional and untraditional methods used to recruit university students. University students expect communication to be in a fast moving, informative, and professional style; however, traditional methods, such as brochures, newsletters, and booklets, can be easily tailored to appeal to university students with the inclusion of the company's website and email in every piece of literature (Bailey, Heesacker, Martinis, & Nott, 2002). The website is a communication method that is becoming more common each day in the United States. It is a good tool for projecting a company's image and attracting more students. When talking about students of Russia, they still rely on traditional, tangible forms of communication and are not as ready to transfer to online methods as much as students in the United States.

Another approach to students is through their campus. There are several ways companies can establish themselves on university campuses. Involvement on campus builds a relationship with students. Attending events such as career fairs allow company representatives to directly interact with students; however, it is important to be consistent with the representatives that are present (Poe, 2000). Having alumni or peers as recruiters can be beneficial because the students will be more likely to listen and respect their opinion (Poe,

2000). Students in Russia use career fairs and company presentations as main ways of getting to know a company.

2.5 How Deloitte Recruits

Deloitte's global motto is "Always One Step Ahead" (*Deloitte Annual Report*, 2008). Deloitte employers have been described as knowledgeable about their field and passionate about the company as well as quick to get back to potential employees, a good recruitment practice, thereby making their workplace desirable ("Deloitte Profile", 2007). Deloitte currently uses a "first-come, first-serve basis" for their recruitment process (*Deloitte Tells Graduates Opportunities Are There*, 2010). This approach means that the first candidates to pass Deloitte's assessments and expectations are offered a position, a very common corporate approach to recruiting. This process makes the time used for recruitment very quick but can limit the diversity of the applicant pool, since the entire pool is not being assessed.

According to their transparency report from 2013, Deloitte CIS conducts competency-based interviews to weed out the best candidates for the firm. Not only do the applicants need to be competent in their field, but also they have to share the ethical values of the firm. The HR department recruits using various resources, including the global Recruitment Management System, social networking, university relations, referral programs, etc. (*Deloitte CIS Transparency Report*, 2013). While the global Deloitte policy for recruitment is the aforementioned "first-come, first-serve" policy, different branches of the firm utilize more customized approaches.

2.6 How Gazprom Recruits

Gazprom, Gazovaya Promyshlennost (gas industry), is an oil and gas group controlled mostly by the Russian government. (Plimmer & Pfeifer, 2010). It is one of the biggest industries in Russia and a good example of the kind of companies Deloitte CIS competes with in Russia during the recruitment process. In the late 1980s, Viktor Chernomyrdin, who later was appointed

prime minister, founded Gazprom (Berry, 2010). Now as one of the world's biggest energy companies, Gazprom has offices worldwide, such as in Singapore, Paris, Manchester, Houston, and London (Plimmer & Pfeifer, 2010). This kind of popularity does not go unnoticed; many people are attracted to apply for jobs just because of the branding. Currently, Gazprom owns about eighteen percent of the global gas reserves, and in 2012, the company reported having $161 billion in revenue and 417,000 employees ("Oil & Gas Industry Profile: Europe", 2013). Russian students live in the mindset that Gazprom is a good place to work because they are influenced by their parents, who have seen the success Gazprom has received in the preceding years. Major worldwide corporations, like Gazprom, do not need to do many recruiting practices because they have a sufficient pool of applicants to begin with.

2.7 Retention

Recruitment is one side of the coin; the other side is retention. Once the new recruits are hired, methods of retention are necessary to keep the new employees working for the company. Poor retention strategies will lead to large turnover rates which are costly for companies such as Deloitte.

Having a higher retention rate starts with recruiting the right type of people. According to a survey conducted in 2013, the three most important job characteristics to potential employees is salary, work-life balance, and the atmosphere of the firm (Bagley, Dalton, & Ortegren, 2013). Therefore, large companies need to advertise the precise characteristics that will attract the right talent. Corporations of the 21st century agree that the largest challenge they face is recruiting and retaining their most valuable resource - employees (Gordon & Lowe, 2002). However, employees change their mind about what they like about a company as they grow accustomed to working there, so what attracted them to work at a company is not what is keeping them working there. Salary and compensation were the main priorities for employees when choosing a firm. These two top considerations were later replaced with work-life balance

as their top priority (Bagley, Dalton, & Ortegren, 2013). James Crowley, a senior consultant, claims, "The glamour of working for Big Four firms has worn off significantly, and that has been compounded by major accounting scandals. Firms have had a luxurious time, but they are now having to target people" (Moher, 2004). Employers must now have all the benefits that new and long-term hires are looking for in order to recruit and retain effectively.

The question is asked time and time again, "What can be done to keep your best employees?" Keep Employees, Inc. has determined three main reasons employees stay with a company (Gordon & Lowe, 2002):

1. A positive relationship with their supervisor,

2. The opportunity to remain marketable by improving work skills and making work-related decisions, and

3. Appropriate sharing in the financial success their efforts help generate.

This discovery has helped us determine how to best help Deloitte CIS keep its most valuable employees. We examined these three main reasons and evaluated Deloitte CIS to see if they apply to the company. If not, later on we make recommendations based on any differences we found in addition to the data collected onsite.

Even with all of these factors in place, an employee may choose to leave a company if he or she does not feel appreciated and not simply in a monetary way. A study done at the University of Minnesota showed that the most important factor for that group when considering a job was the potential for being appreciated (Gordon & Lowe, 2002). Simply recognizing an individual for his or her hard work, effort, and successes can provide much needed motivation. This is especially true if the talent of the applicant pool was recruited, who already tend to be motivated by recognition and praise. When the staff in general feels appreciated, the turnover rate will decrease. While appreciation does not cost anything, it will save companies money. According to Keep Employees, Inc., companies spend $140 billion annually in recruiting, training, and administrative costs (Gordon & Lowe, 2002). If employee retention was improved

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due to a higher level of appreciation, companies would not have to keep spending large amounts of money investing in the training of new hires. Some examples of low to no cost ways of demonstrating appreciation for employees include the following: casual Fridays, providing extra vacation time, and personalized thank-you notes. Deloitte CIS in Russia is a great environment to practice these techniques for appreciation. The employees work hard and get paid less than industry jobs, so Deloitte CIS must compensate for that in other ways. Based on our research, we feel appreciation and recognition methods are the best way.

Retention problems can also be resolved on the upper levels of the corporate ladder. Managers are essential in creating the work environment of the lower positions whether it be positive or negative. Poor quality management can lead to a high turnover rate because the employees will be more likely to leave if there is friction between them and their management due to the daily contact between the two parties (Abrams, 2002). A survey done by Numerof and Associates, Inc., a strategic management-consulting firm, showed that eighty-nine percent of the respondents from thirty-eight hospitals believed management accountability is vital to improve employee retention (Abrams, 2002). Holding managers responsible for the turnover rate may force the managers to create a better work environment in order to retain their employees. According to the research done by Gallup Poll News Service, two 2012 studies found that thirty percent of employees in the United States are engaged at work (Beck & Harter, 2014). A lack of engagement will lead to low productivity and cause a disinterest in the job leading to a high turnover rate. Furthermore, Gallup found that managers need to have the following talents in order to increase productivity, profitability, and employee retention (Beck & Harter, 2014):

1. They need to be able to motivate every single employee to take action and to engage employees with a compelling mission and vision,

2. They need to have the assertiveness to drive outcomes and the ability to overcome adversity and resistance,

3. They must be able to create a culture of clear accountability,

4. They must be able to build relationships that create trust, open dialogue, and full transparency of the responsibilities of the respective positions, and

5. They must be able to make decisions based on productivity, not politics.

Deloitte CIS relies heavily on its Managers to lead the projects effectively. The Assistants also look to the Managers for guidance and to learn from them. This reliance on the Managers is why good quality leadership and employees in the Manager positions are necessary to keep Assistants motivated. The stimulus allows the continued production of high quality work and the desire to remain at the company. Therefore, having a Manager with a strong set of managerial skill, such as organization, communication, and leadership, will help increase employee retention.

2.8 Appealing to Generation Y

With a new generation on the rise in the work force, its interests and values are important considerations when trying to establish a recruit strategy. Exact generation division creates a great deal of controversy; however, as a general consensus, Generation Y is a group of individuals that is now in its twenties to mid-thirties (Paul, 2001). This generation pays close attention to the core values of brands (Morton, 2002). It tends to focus on what the brand stands for and its credibility. Having grown up constantly submerged in advertisements, the individuals in this generation are more trusting of the word-of-mouth promotions and treat other types of advertisements with skepticism (Morton, 2002). These attributes that the individuals of Generation Y share can be applied in recruiting and need to be considered seriously by Deloitte CIS which is trying to appeal to this demographic group.

A new trend was discovered recently regarding what today's workforce is looking for when searching for a career. The focus used to be on financial compensation; however, now it is apparent that the individuals in Generation Y in the United States are looking more for control

over their schedule as well as where and how they work (*Deloitte*, 2008). Other factors that are important to the initial job choice of Generation Y include company culture, advancement opportunities, and the work itself. For students in Russia, the focus still remains partially on monetary compensation, with the secondary focus being on job stability – a reasonable concern after the crisis in 2008.

Since what the target audience, Generation Y, is looking for is evolving, the method of recruitment must evolve with it. Deloitte CIS in Moscow is dealing with a slower rate of evolution of the Generation Y members, but it still must be taken into consideration. Companies are utilizing tools such as internships, the Internet, and alternative advertising to appeal to the younger generation.

2.8.1 Internships

Students all over university campuses in the United States apply for internships every year to gain real-world experience. Companies in Russia are also starting to invest in internship programs. The Big Four companies have internship programs, and although they have not been around as long as internship programs in the United States, they are increasing in success. Internships have been shown from early on to be the best link between in-class learning and real-world practice (Wolitzer & Hirshfield, 1967). Today, placement directors, recent graduates, and current students place high value on internships as a cheap yet knowledgeable experience (Scott, 1992). Students, especially those who have not yet experienced a full time job personally, want to know what jumping into a company is like before being submerged into a real job, both in the United States and Russia. On the other hand, companies benefit from internships as well because the best way to determine how a candidate will perform on the job is to have them do it (Willison, 2012). Therefore, internship programs can also assist Deloitte CIS in having more efficient recruitment. Mary E. Scott, President of M.E. Scott & Company, reports that students' greatest concern is knowing the day-to-day activities of the companies

they are considering (1992). Students can gain that knowledge with the help of a mentor who is essential to a successful internship experience (Messmer, 1999).

Overall, despite the extra cost, internships provide the company with a relatively cheap way to test out potential employees and to network with universities and students, which is invaluable. In 2011, the National Association of Colleges and Employers reported that employers converted fifty-eight percent of interns into full-time employees (Willison, 2012). Internships open up doors for potential employees and employers looking for a certain type of person. They can also help narrow down the pool of talented applicants. This is an avenue that Deloitte CIS has explored and had success with. The internship program at Deloitte CIS, albeit young, has a high success rate of job offers after the internship is over. In this respect, Deloitte CIS is ahead of the curve and producing high quality employees from their internship trainings.

2.8.2 The Internet

Since its creation, the Internet has been growing and spreading. Its convenience, as well as the increased demand for hiring, makes the Internet appealing to many users and explains its exponentially increasing popularity (Boydell, 2002). This growing network has not gone unnoticed by companies' HR departments, both in the United States and Russia. In as early as 2002, ninety percent of the Fortune 500 companies were using online methods of recruitment (Feldman & Klaas, 2002). In 2010, millions of Americans applied online daily (Pfieffelmann, Wagner, & Libkuman, 2010). However, in Russia the increase in online applications has not been as steep. While exploring advertisements online is useful, it should not be the main focus for Deloitte CIS and other top companies in Russia.

2.8.3 Generation Y Retention

Many people think that monetary compensation is one of the main reasons that people remain with a company. Multiple surveys have indicated a change in priorities with a new generation on the rise, both in the United States and Russia. Research has shown that

Generation Y thrives on constant feedback and recognition. At Deloitte CIS, feedback sheets are given after every project, so the company is applying this practice. Praise and recognition must be distributed to all level employees to communicate a feeling of equality and friendship. This atmosphere will help employees become more engaged and committed to their company. Engagement can be reached by giving the work force a clear view of what they need to do (Lowe et al, 2008). These practices do not involve monetary compensation but greatly help with retention of employees.

The most critical retention tool for Generation Y employees in the United States is career growth opportunities. Individuals that belong to Generation Y want to have a clear vision of their near future in their careers. For Generation Y members in Russia, salary is the main motivator for retention, however career growth is also seen as a top priority. A survey showed that Generation Y members will wait an average of 10 months for an opportunity to develop before concluding that advancement is blocked and they should move on (Phillips & Addicks, 2010). In addition to career growth opportunities, Generation Y workers prioritize training and development. Training and development must be a part of the organizational culture and must be viewed as a long-term commitment (Lowe et al, 2008). Training and development are seen as the building blocks to career growth, and without them, growth seems less plausible. In summery, recognition and career growth potential emerged as the most prominent approaches to retaining Generation Y.

2.9 Conclusion

The common thread in this research is how to best attract potential employees, especially graduating students, and retain them. From our extensive research, a few key facts kept reappearing. Generation Y in the United States has taken on a new set of values that transcend the monetary rewards and focus on freedom; while in Russia, Generation Y members still prioritize monetary compensation, job stability, and career growth. Within this generation as

a whole, there are a limited number of talented individuals that companies must compete to hire. With their knowledge of the target audience, companies must market themselves to appeal to the employees they want to bring in through the most popular method of communications, the Internet. However, during our research in Moscow, we realized that some the popular trends that exist in the United States do not align with the priorities of the students of the Financial University, such as their preference for in-person applications and live presentations over website information.

In addition to Generation Y preferences, internships kept reappearing in our research. Many companies utilize internships as an important tactic for recruiting students since it is a moderately cheap and easy way to recruit. In order to recruit students for internships or full-time jobs, it is important for companies to have a strong presence on campus. As far as internships go, Deloitte CIS has a developed and successful program. A further in-depth explanation of the internship program set up at Deloitte CIS is discussed in our interview with the HR Department.

Another area of focus for this project was retention of valuable employees. Through our research we found that the key to keeping employees motivated lies within recognition and compensation. The specific ways to accomplish this were explored during our data collection. In light of this information, we developed a viable methodology.

Chapter 3. Methodology

The goal of our project was broken into two parts. The first part consisted of assessing Deloitte CIS's current recruitment tactics in order to provide strategies regarding appealing to graduating students in Moscow. The second part involved determining the retention techniques currently used in order to deliver recommendations for decreasing attrition. To achieve this goal, we developed the following project objectives:

1. Research Deloitte and its history, student recruitment, Gazprom, and the following in the context of recruitment: Generation Y, internships, and the Internet;

2. Contact Deloitte LLP and the students in surrounding schools to identify successful recruitment strategies, as well as what students are looking for and how Deloitte LLP is appealing to them; Build trust with Deloitte CIS to learn about the company's current recruitment strategies along with their internal retention tactics. In addition, connect with the students and faculty of the Financial University to gauge awareness of Deloitte and attitude toward it;

3. Develop strategies to improve perception of the Big Four companies by the university students by comparing Deloitte CIS's strategies to the graduate's needs. Provide recommendations to decrease attrition rates within Assistant level employees.

In this chapter, we will describe the methodology we developed to gather and analyze key recruitment strategies, and how the results of that analysis were drawn upon to develop recommendations for Deloitte CIS.

3.1 Objective 1: Background Research

We began our project by establishing a general pool of knowledge of Deloitte CIS and recruitment. We targeted our search generally toward students or individuals in their twenties, since they were described as our target audience. We researched the usefulness of the Internet

and internships in recruiting. We also looked at ways to effectively recruit students through various on-campus events. Generation Y was researched in order to understand what motivates its members and what they look for in jobs. This information gave us some hypotheses to follow on how to appeal to the target audience. Gazprom was another area of interest because it was indicated as a primary source of diversion of students from Deloitte CIS and the Big Four. All these topics were important in paving the road to exactly what data we wanted to collect and gave us some ideas to pursue for possible recommendations. These topics were compiled through standard literature search and extensive reading of materials in this field. Our Bibliography lists the sources we consulted.

3.2 Interface with Subjects

At the beginning of the project, we debated several forms of gathering data from our subjects. At first, we thought that gathering data through surveys would be easy and efficient. However, we came to realize that miscommunication could occur very easily in a questionnaire survey. Ambiguous questions would produce poor quality responses (Bhattacherjee, 2012). We decided to stray away from this option as much as possible especially since we would be dealing with individuals of a different culture. We came to a realization that since we did not have hundreds of Deloitte CIS employees (current and former) to question, we would conduct face-to-face interviews. This restriction allowed us to clarify questions if there was any confusion as well as to ask follow-up questions in areas of interest (Bhattacherjee, 2012). However, when gathering data from the students, it was decided that surveys would be the better option. The cons to using surveys have already been mentioned, but the pros include being able to access a larger sample size, which we felt outweighed the cons. The students here are busy with classes, and through surveys, we were able to ask our questions of a larger number of students and students from different faculties.

With our research in mind, we conducted personal interviews with Deloitte CIS employees of different levels, both current and former. We developed the interview questions based on the group we were interviewing. The surveys were developed with the help of our Russian student partners. Our partners also assisted in translating some answers that were written in Russian. All of the questions asked in the interviews and surveys can be found in Appendix B.

3.3 Objective 2: Deloitte Company and University Students

3.3.1 Deloitte LLP and Students around Boston

First, we attempted to analyze Deloitte LLP (Deloitte's Boston branch) as a case study and to see how it tackles recruiting. Unfortunately, we were unable to make contact with a member of their HR services and were left with information that could be obtained from the Internet. Currently, on their website, Deloitte LLP has just over fifty internship positions. From a first glance at the job description, the internship program seemed very competitive, so the company's input would have been valuable. Our questions for Deloitte LLP can be found in Appendix B.

To get the other side of the effectiveness of the recruiting strategies of Deloitte LLP, we had to ask the students. We wanted to know what the students thought of Deloitte LLP and how much exposure they had to the company. Their input was valuable in determining how Deloitte LLP's recruiting tactics were received and how effective they were in the eyes of the students. In addition, we wanted to establish a baseline in terms of how the students in the United States envision their careers and what they look for when searching for jobs. Unfortunately, we were unable to survey those students due to school ending for the summer and students leaving to go home. We had hoped to find out what motivates the students (salary, benefits, flexibility, opportunity for promotion, and/or passion for the field), see Appendix B for a full list of questions

that we intended to ask. Instead, we were left to rely on our research of Generation Y, since the students that apply to Deloitte LLP internships are in that group.

3.3.2 Deloitte CIS

It was extremely important to understand what Deloitte CIS was doing to recruit talent and retain hires. We were able to speak with our sponsor to discuss the issues the she is seeing, but we did not know what was causing the issues. Our sampling frame focused more on expert sampling rather than random, so we chose to interview recently hired employees to get a better idea of what attracted them to this company, what challenges they were facing, and why they liked their job (Bhattacherjee, 2012). We interviewed former employees to gather data on the different causes of a person deciding to leave the company. We also interviewed the HR department to understand what recruitment programs were put in place to determine any causes of the wrong type of person being recruited. The interview questions for current employees, former employees, and the HR Department for Deloitte CIS can be found in Appendix B.

The current employees provided valuable information about opinions and concerns regarding Deloitte CIS from the inside. It was important to ask the employees these questions to determine what misleading advertising occurs as well as what is advertised really well. The interview data answers were used as qualitative information for gathering what is currently being done by Deloitte CIS in terms of recruitment and retention.

3.3.3 Students at the Financial University

Despite research done while in the United States, we could not assume the students of the United States and Russia thought the same way. In order to bridge the gap, an ethnographic approach had to be used (Bhattacherjee, 2012). The goal here was to gather valuable information of Deloitte CIS's standing in the academic community in Russia. We relied on our

Russian student partners to collect the surveys they administered to the Russian students of different faculties. We decided that the international finance and accounting faculties were the most relevant to the type of work Deloitte does. We wanted to know how many students had prior knowledge of Deloitte CIS through social media, on-campus presentations, general advertisements, and/or faculty, and what their plans are in general after graduation. We also wanted to know how practical it was for students to participate in internships or business discussions with Deloitte CIS representatives. As students studying in the United States, we did not know how the Russian culture changes the situation in terms of student outlooks; however, the students at the Financial University did. The questions developed for the students at the Financial University can be found in Appendix B.

The students' opinions were a vital link between our speculations from research of what recruitment strategies work on students, what programs they are likely to participate in, and what students actually want and look for. The students provided us with the other side of the recruitment process and were helpful in creating the proper context for their cultural mindset.

3.3.4 Faculty at the Financial University

After discussing recruitment with David Ortendahl, Director of Corporate Relations at the Career Development Center at WPI, it became clear that faculty is the best advertisement for companies. Students change every x number of years, and a new cycle comes through. However, the faculty remains and continues maintaining the reputation of a company for the new students, be it good or bad. Unfortunately, we were not able to gain access any faculty during our stay at the Financial University. In addition, the educational process in Russia is different, and interviewing faculty became less important with the knowledge that companies can teach classes themselves. However, the questions that were developed for the faculty of the Financial University can be found in Appendix B.

3.4 Objective 3: Analysis of Effectiveness of Current Deloitte Recruitment Tactics and Retention Strategies

Especially during the last decade, Deloitte CIS, as well as other private companies, lost a major part of their appeal to graduates. Our team set out to learn which parts of Deloitte's recruitment strategy were not as effective as others and which parts could be kept and improved. We focused on visibility, the appeal to the possible graduate recruits, and the application process. We used student input to understand Deloitte CIS's current visibility and appeal. As part of our data analysis, for the scale questions, we created charts to display the frequency of each number on the scale selected for the certain question.

Other questions required a qualitative answer, such as questions regarding visibility online and on-campus. The results were compiled into charts. Student input was also used to understand how appealing Deloitte CIS was on the surface. To seek out any weaknesses in Deloitte CIS's current recruiting strategy, the employee interviews along with the student surveys were analyzed for insight. For questions referring to criteria of a career or logistics of the internship program, we directly recorded their responses, transferred them to a qualitative format, and created charts to better compare the frequency at which the different answers were given. The charts were then analyzed, and conclusions were drawn.

As mentioned above, when appealing to people of different cultures, it was important to keep in mind that the same approach may not work for both cultures. We had to superimpose the results of our research onto the reality of where Deloitte CIS stands and what improvements can be done. It was crucial to approach the question of effectiveness from all sides: students versus Deloitte and Russian versus U.S. students. Upon concluding the analysis of our results, we then proceeded to develop a plan of action for Deloitte CIS.

3.5 Final Proposal for Deloitte CIS

With the knowledge of the preceding three objectives, we were able to provide a set of recommendations with improvements that Deloitte CIS could utilize. We integrated the information we gathered from Deloitte CIS's employees, Financial University's students, and our background research to come up with a set of recommendations. We also kept in mind the cultural difference when determining the feasibility of our recommendations. Therefore, with the assistance of our Russian student partners, we came up with a set of changes we felt would help Deloitte CIS with their recruitment and retention problems and presented it to them.

3.6 Conclusion

The main purpose of this project was to improve the recruiting strategies of Deloitte CIS for graduates, which would lead to improved retention. Our team developed recommendations on how to better advertise the company and become more attractive to the targeted audience. With the set of our recommendations, Deloitte CIS will become more visible to the graduates and be able to retain its employees better. The data we collected and the analysis we accomplished along with the recommendations construct the next two chapters of this project report.

Chapter 4. Findings

4.1 Interviews

4.1.1 Current Deloitte Employees

The current employees gave us useful insight into what they like about working for Deloitte CIS, what is not working, and where they see themselves in their career in five years. We have separated the interview results by the positions: Assistant 2 (A2), Assistant 3 (A3), Senior, and Manager. The separation was done to see if any distinctions or patterns emerged that would help us understand the data. In total we interviewed twenty-four employees. The pages that follow will discuss the major trends we noticed when we interviewed the current Deloitte employees.

4.1.1.1 Current State of Working for Deloitte CIS
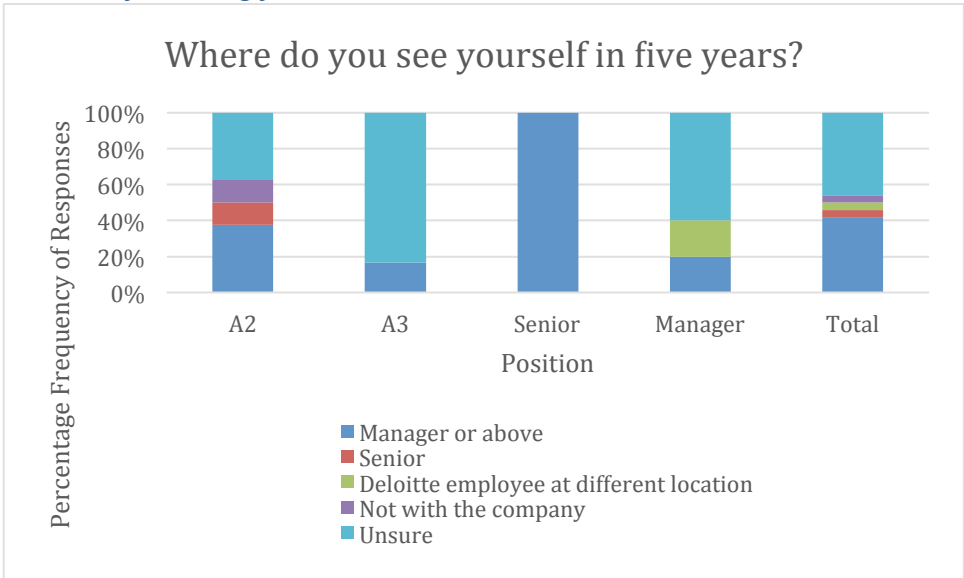
Figure 1 *Interview responses to the question "Where do you see yourself in five years?"*

Figure 1 displays the responses to the question, "Where do you see yourself in five years?" The responses included the following: *Manager or above*, *Senior*, *Deloitte employee at a different location*, *not with the company*, and *unsure*. The two most common responses among the interviewees were *unsure* and *Manager or above*. The A2 position responses had

the most variety, but above that position, no one explicitly said that they did not see themselves with the company. From the data, we see that the A3 position said *unsure* the most. Coincidentally, this is the position where most employees leave. The Senior position responses were entirely the *Manager position or above*. There are two possible reasons for this being the case.

The first is that this indicates that the A3 position is when most employees struggle, and therefore, they are unsure if they want to continue working for the company. However, as soon as those employees reach the Senior position, they gain the skills to be able to handle their work better and now enjoy their work more and wish to stay with the company. A potential solution to this problem would be to put emphasis on managing and distributing the A3 work better, so the employees in this position do not feel too overwhelmed.

The second reason for this trend could be that the employees in the A3 position that felt unsure did not stay with the company, and therefore, the people that made it to Senior positions had wanted to be a Manager position or above from the start. The employees we interviewed in the Senior positions always had the drive and determination to make a long term commitment to Deloitte CIS, and consequently, they were the employees that advanced. This means the root of the problem is in the recruitment of the right type of person: a person that can handle the work style of Deloitte CIS and be successful in this environment. The possibility of an interview question geared towards gaining this type of insight was explored as a potential solution. However, we were unable to obtain the interview questions already asked, so we are unaware if such an interview question already exists.

Challanges of Working for Deloitte

Percentage Frequency of Responses

Legend: ■ Long hours ■ Unexpected challenges ■ Small teams ■ Low salary ■ Workload
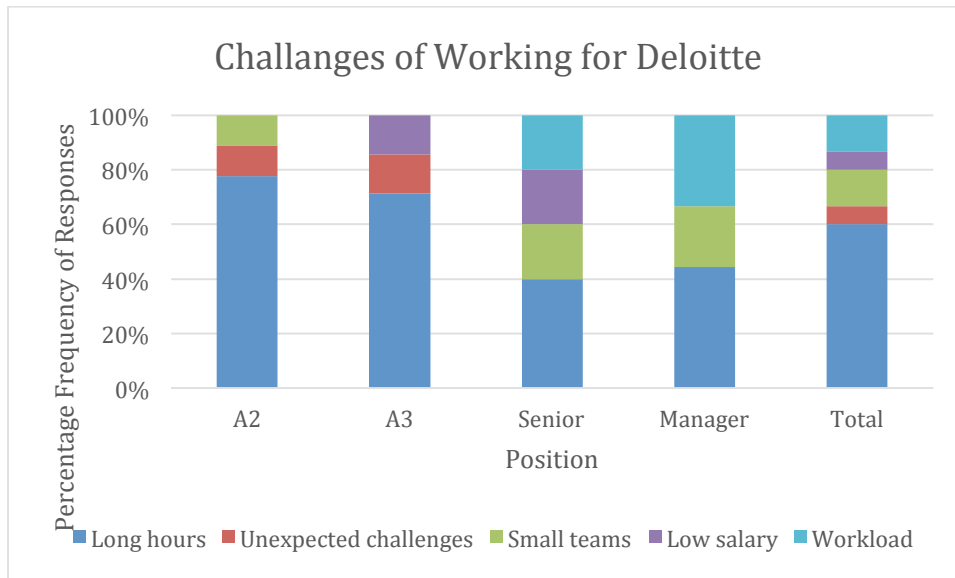
X-axis: A2, A3, Senior, Manager, Total — Position

Figure 2 Interview responses to the question "What do you dislike about working for Deloitte CIS?"

Figure 2 displays the responses to the interview question, "What do you dislike about working for Deloitte?" We interviewed the employees on what they do not like about working for Deloitte CIS to determine if there were any trends that we could change in order to increase retention of employees. The interview responses included *long hours*, *unexpected challenges*, *small teams*, *low salary*, and *workload.* The A2 and A3 positions mentioned *long hours* the most. This led us to explore reasons as to why they were working such long hours as compared to the higher positions, and those results are explored later.

Another trend we noticed was that *workload* was first mentioned by the Senior position and then mentioned more by the Manager position. We asked our sponsor to comment on how the complications with the workload of higher positions are handled, and she told us they have time management classes to help them with this. The A2 and A3 positions are the only ones that mentioned *unexpected challenges* as something they disliked about Deloitte CIS. This, combined with the high workload of the Managers, indicated that the management of the A2 and A3 positions could use some improving and that there is a connection between the two problems. If the A2 and A3 employees do not do their job correctly for a project, it creates more work for the Manager. While on the other hand, if the Manager does not communicate

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effectively what the project needs are and how to accomplish them, the A2 and A3 positions will not be able to complete the task correctly and efficiently. We asked more clarifying questions of the Deloitte CIS employees to explore this theory, which will be discussed farther on.
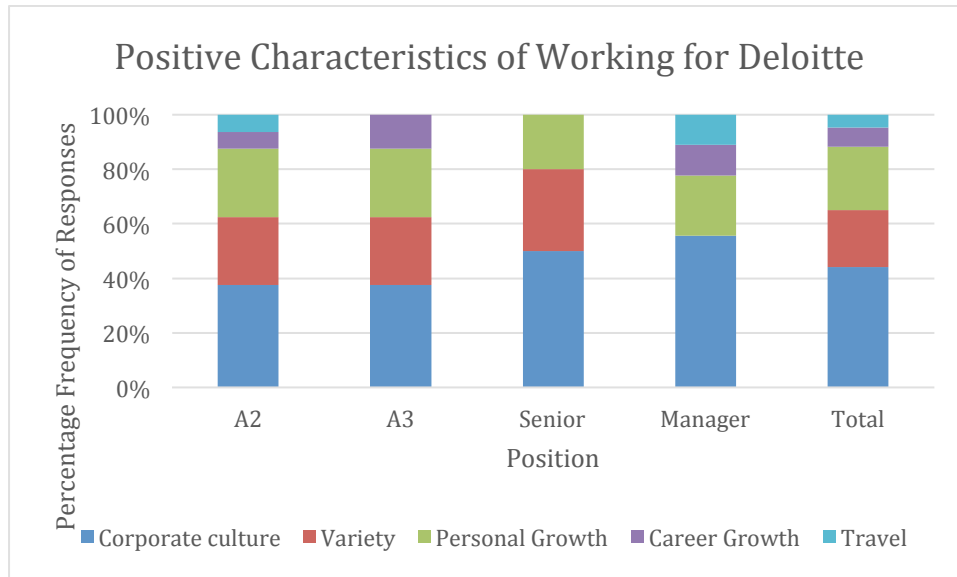

Figure 3 Interview responses to the question "What do you like about working for Deloitte CIS?"

Figure 3 displays the answers of the interviewees when asked what they liked about working for Deloitte. We interviewed the employees about the positive characteristics of Deloitte CIS because we wanted to know what Deloitte CIS was doing well and should not change. The responses included *corporate culture*, *variety*, *personal growth*, *career growth*, and *travel*. The mention of *corporate culture* increased with every position meaning that being communicative and helpful is maintained on all levels of the corporate ladder, and it is appreciated more and more as the positions get higher. *Personal growth* was mentioned consistently through the positions. This trend confirmed that having ACCA certification available to employees was seen as a benefit instead of a burden. *Career growth* was not mentioned at the Senior position level, but it was an answer for all the other positions.

The last thing we concluded from asking this question is that the variety of work should not change. This aspect is unchangeable seeing as this is the type of work a job at Deloitte entails, so it is good to know that it is also a major part of what employees enjoy about their

work. These employees do not like to be bored but instead like to be challenged and experience different things. These characteristics are what make up the type of person that Deloitte CIS should target when recruiting. The positive characteristics helped us define the type of job Deloitte CIS offers and can be used in advertisement for graduates.

4.1.1.2 Industry verses Big Four
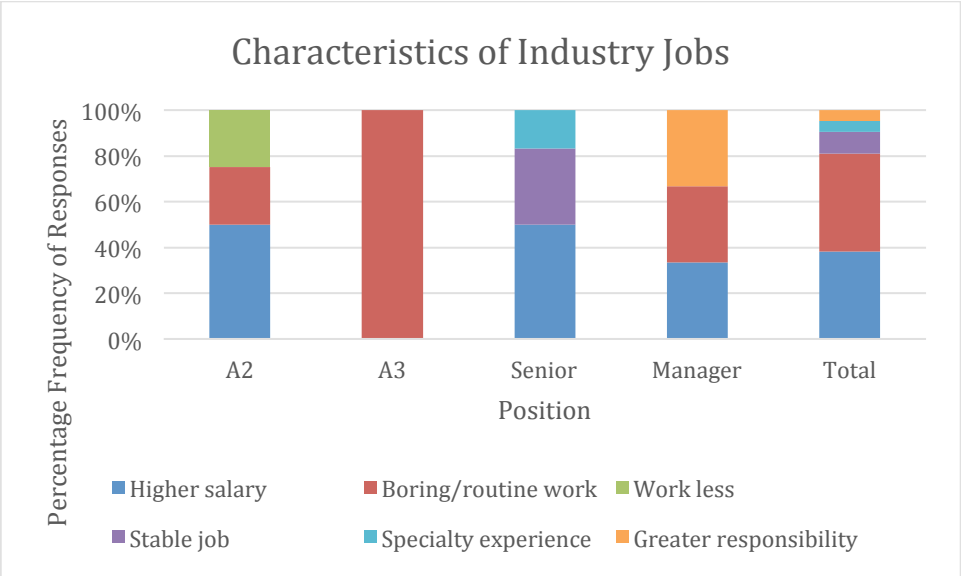
Figure 4 *Interview responses to the question "What are the advantages and disadvantages of working in an industry job?"*

Figure 4 displays the responses to the interview question, "What are some characteristics of industry jobs that differ from Big Four company jobs?" The results included *higher salary*, *stable job*, *boring/routine work*, *specialty experience*, *working less*, and *greater responsibility*. We asked the employees what their opinions of the industry jobs were to gauge what was attracting the employees of Deloitte CIS and the Big Four in general to go into industry.

The most common response was that industry jobs offer *boring/routine work*. One of the most prominent positives about working for Big Four was the variety in the job, so it is no surprise that employees do not view boring and routine work as an attractive quality in a career. All of the interviewees of the A3 position responded with this answer. The next most common response was that industry jobs have a *higher salary*. With more and more employees leaving

for industry jobs and the information discovered from these interviews, higher salary emerges as the primary motivator for leaving the Big Four for industry. Employees feel like they are not getting paid adequately for the work they are doing and are leaving because of it. The solution is rather simple: raise the salary of the employees at Deloitte CIS.

When talking to the co-advisor of our project, the term "efficiency wage" came up. This is when a company pays slightly higher than the market to keep morale high and motivation present. When talking with Deloitte CIS and our sponsor, though the salary information is confidential, there is a general view that everyone knows how much employees gets paid because it is exactly what the market is. An efficiency wage may be an effective way to increase retention. However, this is easier said than done depending on the current state of the budget of the company.
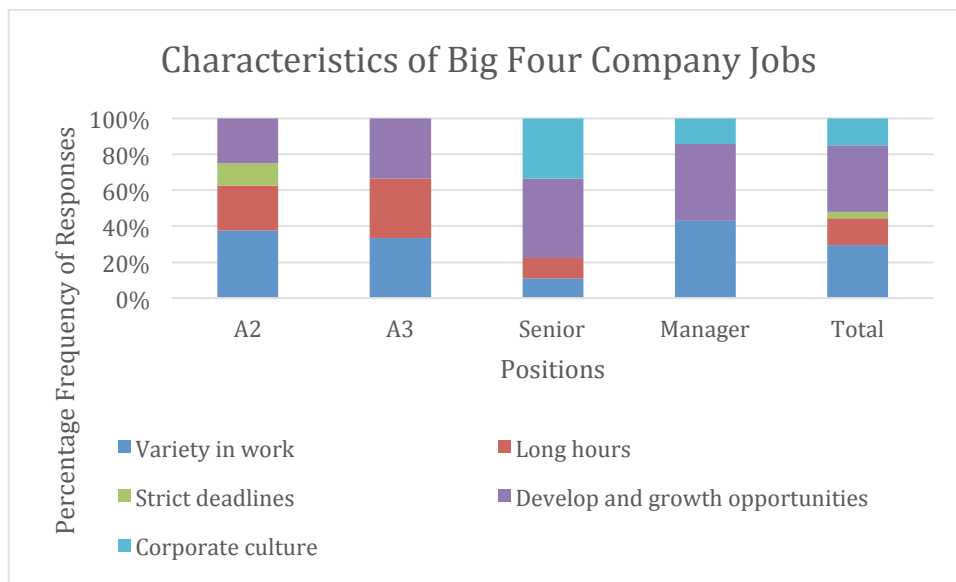
Figure 5 Interview responses to the question, "What are some characteristics of Big Four company jobs that differ from Industry jobs?"

Figure 5 displays the results from the interview question, "What are some characteristics of Big Four company jobs that differ from industry jobs?" The results included *variety in work*, *strict deadlines*, *corporate culture*, *long hours*, and *development and growth opportunities*. The most commonly given answer was *development and growth opportunities*. *Corporate culture*

was not mentioned until the Senior and Manager positions, which could potentially be a main reason why they stayed with the company for so long. This led us to ask ourselves if this friendly corporate culture was being shared with the Assistant positions, and if it was, was it being clouded by poor leadership and strict deadlines. The *strict deadlines*, though, was a characteristic of Big Four that was only mentioned by the A2 position. *Long hours* was mentioned in every position except the Manager position, which led us to further investigation on the topic to be addressed later in the paper.

4.1.1.3 Addressing Long Hours

Figure 6 Interview responses to the question, "How many hours a day do you work during the off-season?"

Figure 6 displays the responses to the interview question, "How many hours a day do you work in the off-season?" The off-season typically spans from April to December. The responses ranged from *8 hours a day* to *11 hours a day*. The Senior position mentioned working *8 hours a day* the most. The A2 and A3 positions mentioned *9 hours a day* the most. The A3 position had the most variety in their answers. The Manager position was equally split between *8 hours a day* and *10 hours a day*. Overall, even though the most common answer for the off-season hours was *8 hours a day*, the Assistant positions reported working longer hours than the Seniors and Managers. The A2 and Manager positions mentioned working *10 hours a day* the

most, which supports the theory of high workload and long hours being attributions of ineffective leadership.

The Senior position had the highest percentage of responses be *8 hours a day*. This supports the theory that those in that position know how to handle their work better, but it also could indicate that the work of a Senior position is not as trivial as an Assistant position but not at the same level of responsibility as a Manager position. The A3 position was the only one that included the response of *11 hours a day* worked during the off-season.

When discussing these responses with our sponsor, we were reminded to keep in mind that some employees we interviewed may not have been completely honest because they were trying to impress us, were shy, or simply did not want to tell the truth. She believes that *11 hours a day* during the off-season is an exaggeration. There is a severe decrease in projects, and many times employees may not be assigned to a project and are able to take a vacation or spend some away from work until they are assigned a project. However, there are still some projects in process, and the *11 hour a day* outlier may have been working on a difficult, time-consuming project in the off-season.
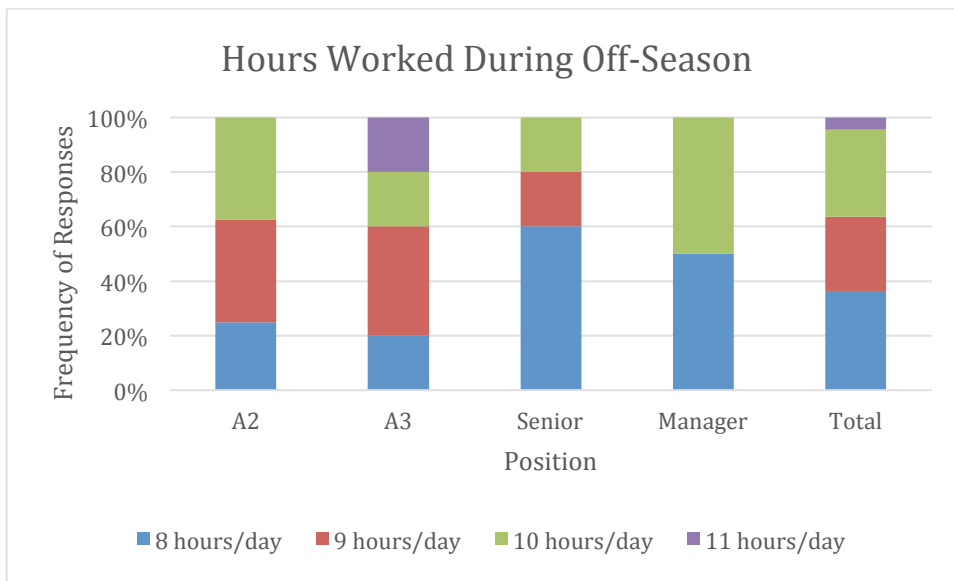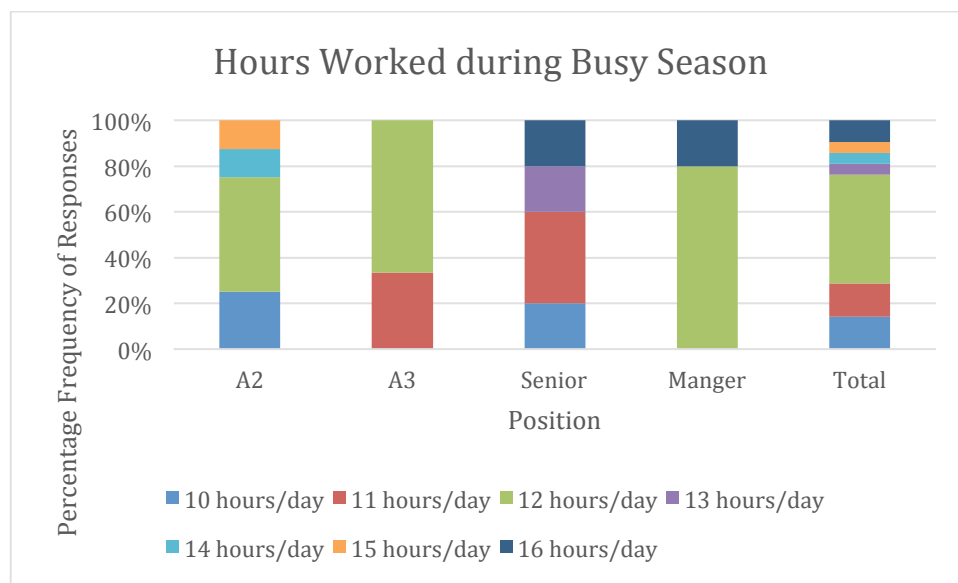

Figure 7 Interview responses to the question, "How many hours do you work during the busy season?"

Figure 7 displays the interview responses to the question, "How many hours do you work during the busy season?" The busy season takes place from January to March. The responses ranged from *10 hours a day* to *16 hours a day*. Working *12 hours a day* was the most common response; however, the Senior position mentioned working *11 hours a day* the most, again indicating that this position is easier to manage. The A3 position responses were either *11 hours a day* or *12 hours a day*, supporting our belief that Assistant positions can sometimes be mismanaged. Only the Senior and the Manager positions reported working *16 hours a day*; though, the next highest, *15 hours a day*, was mentioned in the A2 position. This extreme number leads us to believe it may have been exaggerated for the sake of the interview.

Although it is not uncommon for Deloitte CIS employees to work well into the morning of the next day, these events occur rarely and only with complex and important projects, not as an average amount of time worked during the busy season. The busy season is known to people outside of Deloitte CIS as a rough time for employees, and the situation is generally assumed to simply come with the job.
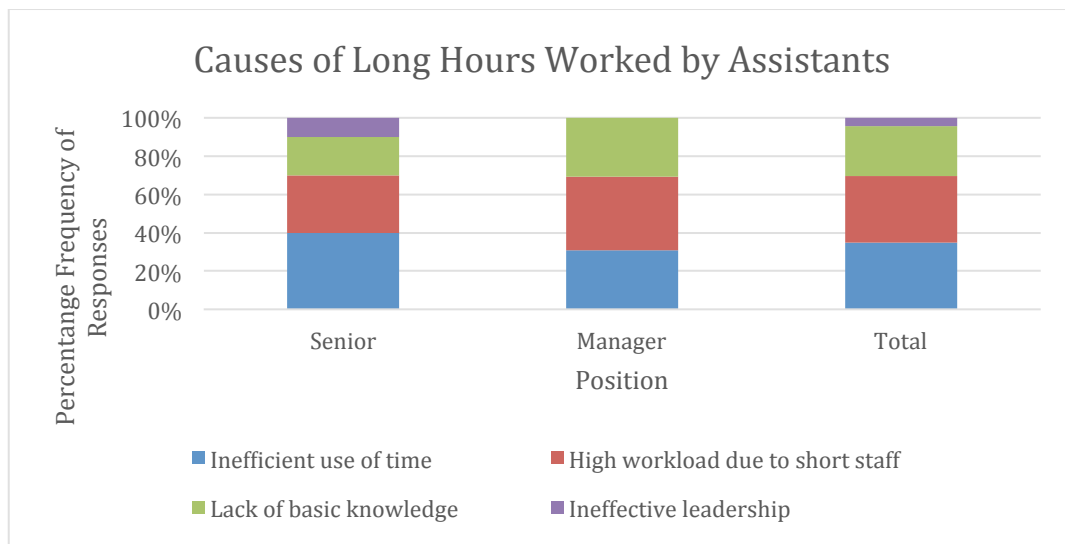

Figure 8 *Interview responses to the question, "Why do the Assistant positions work long hours?"*

Figure 8 displays the responses to the interview question, "Why do the Assistant positions work long hours?" This question was only asked of Senior and Manager positions. They have been through the Assistant position and now lead them, which is why we valued their

opinion on this topic. The responses included *inefficient use of time*, *lack of basic knowledge*, *high workload due to short staff*, and *ineffective leadership*. The two most common answers were the *inefficient use of time* and a *higher workload due to low staff*. *Ineffective leadership* was only mentioned in by the Senior position. It is not surprising that no one in the Manager position mentioned this as a possible reason since they would be biased towards his or her own leadership.

To address the *inefficient use of time* answer, we asked our sponsor if there were any time management classes for the lower positions like there are for the higher positions. Since there is not, we believe this is a viable option for helping new employees learn how to manage their work better so they are not staying as late at the office. Social media, such as Facebook, and other distractions on the Internet are causes of some of the inefficient use of time during the workday; however, this was not mentioned as frequently as the lack of knowledge response. Though hopefully with time management classes, these issues will become a smaller problem as employees realize how crucial every hour is and how to prioritize their work and personal time effectively.

To address the lack of basic knowledge, we inquired as to what was encompassed in the training sessions new hires go through before they start work. The training does not include the topics of basic accounting and how to use Excel. It is mainly just an orientation on Deloitte CIS: how the company works as a whole and what the benefits will be for each employee. We suggest bringing in someone to run a training session for a half day to get new hires up to speed on the basics of accounting and Excel.

Solving the problem of a high workload due to short staff is relatively simple: hire more people. However, without knowing Deloitte CIS's budget, we do not know how feasible this is. We also believe that the mention of ineffective leadership should be addressed. This has led to the previously mentioned unexpected challenges of the Assistant positions, as well as the high workload of the Manager position. Case studies are given at universities, but a case study of the

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timeline of an ideal engagement, or project, would be useful to Managers because it would teach them how to effectively lead their teams by knowing the exact timeline of when each part of the project should be done and how to better explain the tasks to the lower positions. This will hopefully reduce the amount of unexpected challenges the Assistant positions encounter, as well as decrease the time these positions spend doing tasks incorrectly. In turn, the amount of time Manager positions spend fixing mistakes and making up for lost time will also be decreased.

4.1.1.4 Excess Attrition
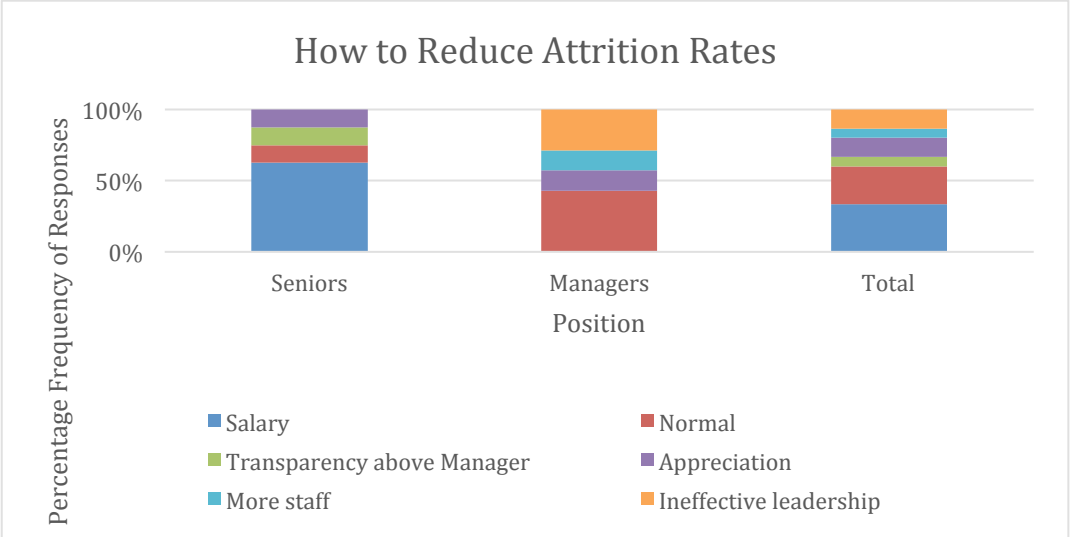
Figure 9 Interview responses to the question, "What can be done to reduce the attrition rate?"

Figure 9 displays the responses to the interview question, "What can be done to reduce the attrition rate?" We thought the Senior and Manager positions would offer useful insights since they know the day-to-day job of working at Deloitte CIS. The responses included *salary*, *transparency above Manager*, *more staff*, *appreciation*, *ineffective leadership* and *expected*. The two most common responses were *salary* and *expected,* meaning that it is normal for people to leave frequently. There is a certain level of attrition that is expected, and those that responded with *expected* are saying they feel the employees that have been leaving are part of the expected attrition. The Senior position responded with an increase in *salary* the most, and the

Manager position responded with that it is *expected* the most. *Appreciation* was also mentioned by both the Senior and Manager positions.

Based off of these responses and the previous questions, it is clear that a higher salary would satisfy many people. In addition, showing the workers that the efforts they are putting in are being noticed by the Directors and Partners would also help with their morale. After researching appreciation methods, we learned that there is a strong link between recognition and retention. Simple and low cost ways to show appreciation of employees in the United States include thank you notes and a team-of-the-week bulletin board. After talking with our sponsor about the existence of an employee-of-the-month system, she said that there is an email sent out with the employee of the month that most employees do not read. We felt that a team-of-the-week bulletin board would be more noticeable, would be more frequent, and would highlight more workers, thus increasing recognition all around.

Appreciation is an effective way to increase retention, and through our research we found that so is making the office comfortable. If employees are going to be spending many hours at work, they should enjoy it and the people they are working with. In our research of the United States retention techniques, team building has been shown to help with retention by having gift swaps on holidays or office celebrations for birthdays and baby showers. After discussing this with our sponsor, she agreed that these are valuable techniques but informed us that Deloitte CIS already has a very prominent celebration scene at the office.

4.1.2 Past Deloitte Employees

The past employees gave us helpful insight into what they liked about Deloitte CIS, why they chose to work for another company, and what they think Deloitte CIS can do to reduce attrition rate. We were able to reach three past employees that left the company at different times and from positions including A2, A3, and Senior positions.

To the "What did you like about working for Deloitte?" question, the only response that was given twice was the experience gained from working for Deloitte. The other responses were only mentioned once. These included young staff, interesting work, transparency in the doings of the company, ACCA exams, and networking opportunities. We wanted to know what the positive characteristics of working for Deloitte CIS are in the points of view of former employees. We know that whatever the answer is was not enough to keep them at the company, but we wanted to use this information to give suggestions to Deloitte CIS on what is working for them and what they should focus on improving and keep in the company. However, due to the small interviewee pool, we do not know what percent of all the leaving employees would agree with this.

As a response to the "Why did you decide to leave Deloitte?" question, there was two reasons that were mentioned twice. One of them was disinterest to continue working in audit, and the other one was low salary. The other responses were mentioned only once and included long hours and high workload.

We also asked, "What can Deloitte do to reduce the attrition rate?" We needed this information to list what is not working for Deloitte CIS and what they need to change to retain more employees. There were two repeated responses to this question. One of them was increasing salary. The second one was that there is not much Deloitte can do because audit is not for everyone;

Although we still do not have enough data from former employees to support that these responses make up a trend, pairing the responses with comments given during current employee interviews shows that disliking audit might be a recurring reason. The current employees view this as a normal process, and it is impossible to know if audit is not for someone until he or she tries it. The people that leave because they simply do not like the work represent the turnover necessary for a successful company. Not everyone that is hired can

become the top position, or there would be too many people trying to make their way to the top. A certain amount of attrition is needed, and those that leave because audit is not for them fall into that category.

Even though some attrition is expected, this issue can be addressed when the attrition rate gets to be too high. One of the recommendations by a former employee was to have a more selective hiring process in order to hire the right type of people for the job. Making the hiring process more selective has its pros and cons. If the viable candidate pool is diminished, then fewer applicants will be selected as Deloitte CIS employees each year. This might reinforce the current issue of short staff and small teams for projects at Deloitte CIS. However, if a large enough application pool can be attained, this means the personnel hired will remain with the company and pursue long-term goals in their career with Deloitte CIS.

To make the hiring process more selective, the goal is to target a specific type of person. The focus should be on enthusiastic and ambitious employees. Qualifications should also be considered because an employee that has a basic understanding of accounting and audit will not spend as much time catching up on the material before starting to work on a project. However, there are trainings in place for new hires that do not have that prior knowledge. That is why the most important characteristics Deloitte CIS should look for are enthusiasm and ambition. These qualities will make up for any lack of knowledge because these individuals will genuinely want to develop themselves personally and will take the time to learn all the necessary material. Enthusiastic and ambitious people will be a valuable investment for Deloitte CIS because they are more likely to complete the certifications offered to them for free and use that knowledge on Deloitte CIS projects before considering leaving. In addition, these people will also reduce the amount of unnecessary attrition because they will enjoy their work more than employees with less ambition who are not fond of their work. The productivity of the teams will be higher and the time and money invested in training the Assistants will be returned to the company, which is what Deloitte CIS is looking for.

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4.1.3 Deloitte HR Department

The HR Department provided valuable information on what is currently being used by the company to attract graduates. There is a well-developed internship program at Deloitte CIS with two types of interns: flexible-hour interns and fixed-contract (three to five month) interns. The fixed-contract intern position is very similar to the A1 position. They each work full time and work on similar projects; however, the intern is given less responsibility. The flexible-hour intern only works part time and is typically a student in school. The duration of the internship can last from three months to two years. There is approximately one intern for every A1.

There are five activities that Deloitte CIS participates in, both on campuses and at the company. Some are more effective than others in recruiting qualified graduates, but together, they make up the recruitment strategy.

The first is career fairs. Deloitte CIS attends thirty career fairs every year: half in the autumn and half in the spring. There are two types of career fairs: ones that are hosted on campus for one university and ones that are hosted for many universities. Deloitte attends both types. Career fairs are used more as a branding technique to show the students what Deloitte is about and make more students aware of the company. Business representatives and Managers run the booth and can sometimes make a presentation. Deloitte CIS receives approximately five hundred applications from career fairs every year. Only fifty percent of those applicants are motivated and serious about applying to the company. However, of those applications, many are low quality applicants.

The second activity is Open House Days. On these days, there are about seventy to one hundred people that visit the company and have the option to tour one of the four departments Deloitte CIS has to offer. Of these people, one hundred submit an application and around twenty-five to thirty percent of those applicants are hired. These Open House Days are only held once a year, but there are plans to make it a biannual event.

The third activity is lectures, held both at the office and on university campuses. Lecture topics are either audit or tax and legal. Approximately two hundred people attend each lecture. The highest percentage of hired employees is from applications collected these events. The applicants show enthusiasm and have a better understanding of the projects the company works on, which makes them better applicants. Most of the applicants that receive job offers accept because of the office culture they were exposed to during the lecture. Lectures occur in the spring, and there is typically one for each topic (audit and tax and legal) that is held at the office. This year, Deloitte CIS started giving lectures at three universities in Moscow. Typically, there is a greater attendance at these lectures because the students do not have to travel anywhere to attend.

The fourth activity is business games. This is when Deloitte CIS invites fifty people to come to the office and participate in a game that revolves around a simulated problem. This allows Deloitte CIS to see who emerges as the leader in the group and who has the best personal presentation. Typically, one to two people are offered jobs after these events. The business games occur five to ten times per year.

The fifth and final activity is presentations. These presentations are less about explaining how Deloitte CIS works and more about branding the company. At these presentations, Deloitte CIS representatives help students with interview techniques, CV construction, and other training techniques. These occur three times a year and are held on university campuses.

In addition to these activities, Deloitte CIS is also in contract with potential employees via the Internet. Coordinating with a few top universities in the Moscow area, Deloitte CIS sends out emails with information on upcoming activities. Deloitte CIS is also in contact with the Career Centers of those schools to collaborate on any events the school is organizing.

During the interview, the HR representatives also outlined the benefits employees receive by working for Deloitte CIS. There are many educational opportunities, which include the opportunity to get ACCA certification. This certification is recognized globally and includes

fourteen exams total. Deloitte CIS pays for all exams and its materials for all of the employees. There is also CFA certification available. In addition, Deloitte CIS invests a significant amount of money in training the new hires to ensure their competency in the work place.

4.1.4 Career Center

Annually, the Career Center of the Financial University sees around 1,500 applications from their students seeking help to find a job, and approximately seventy-five percent of the students get the jobs they desire. Upon interviewing the Career Center, our Russian student partners first and foremost identified the main services the career center provides:

- Employment of students and graduates of Financial University,
- Complex consulting work with students and graduates regarding career planning and development,
- Cooperation with the leading companies' employers,
- Organization of internships for students,
- Organization and execution of career events with the participation of employers,
- Execution of research of the labor market and career expectations of students and graduates,
- Legal and moral support of students and graduates during the course of employment,
- Organization and execution of training courses with the involvement of employers,
- Career assessment for students and graduates, and
- Support of the state and regional programs of employment of students and graduates.

In the past, the Financial University merged with a few other universities that were mostly oriented toward working with the government. This historical fact can be the reason why the students of the Financial University in particular are interested in applying to work for government companies rather than elsewhere. However, companies like the Big Four still seek

to attract the students of the Financial University. The representative of the Career Center said they currently work with three of the Big Four companies on the campus, but Deloitte is not one of them. KPMG contributes to educational process in International Finance faculty. Meanwhile, PwC and EY contribute to the educational process in the Accounting and Audit faculties.

As for Deloitte, there is an absence of activity on the university campus. In the point of view of the Career Center, the lack of involvement is the main problem why students are not familiar with this company. Another point the representative of the Career Center mentioned is that Deloitte changed its format of giving trainings and business cases. In the past, the trainings and cases were organized on campus so that more students could attend to them; then, it started to organize them at the company, and now fewer students can attend to these events due to many factors such as lack of time. One event that used to be organized by Deloitte, which was well received by the students, was a training devoted to improving the soft skills of the students. The session lasted six hours and focused of the development of soft skills that all companies look for. Therefore, it was a great advantage for a student to improve these skills, and therefore these sessions were very popular.

The rating of the companies that were the most popular among students for 2012 will be provided by career center in the near future.

Upon further discussion, the main recommendation the Career Center had for Deloitte are as follows:

- To invest more money in order to open a Deloitte department in the university as did the other Big Four companies,
- To communicate directly with the students through the educational process,
- To resume organizing more events devoted to improvement of students' soft skills, and
- To organize the events directly on the campus rather than at the company.

4.2 Surveys

4.2.1 Students at the Financial University

We surveyed a total of sixty-four students. The same survey was not given all of these students. Some filled out a Google form online, some filled out a paper survey distributed during class that had different questions on it than the Google form, and some filled out a paper survey that had the same questions as the Google form. In addition, the survey was given to students of different faculties. However, these are the compiled results.

4.2.1.1 Approaching Generation Y
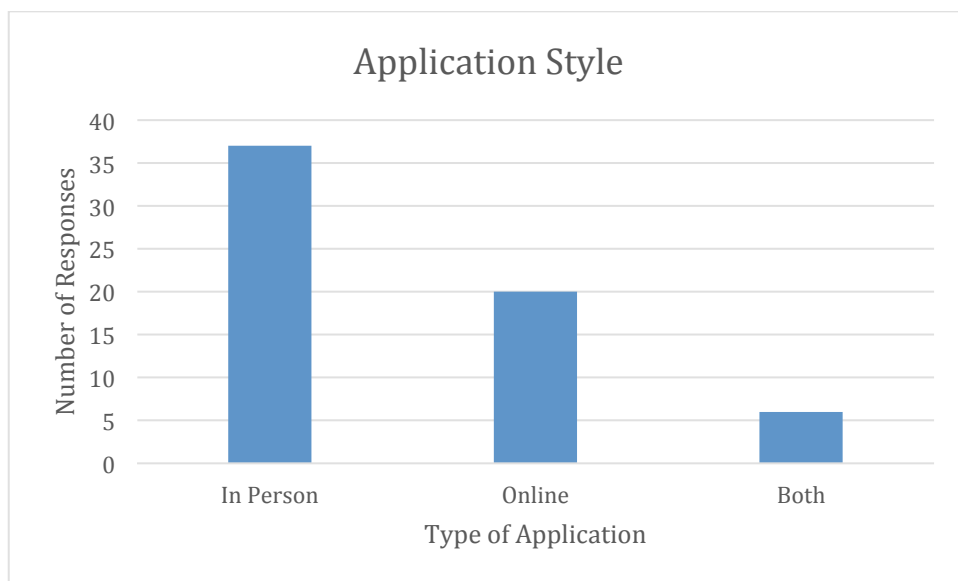
Figure 10 *Survey responses to the question, "Which application style do you prefer?"*

Figure 10 displays the responses to the survey question, "Which applications style do you prefer?" The response options were *in person*, *online*, and *both*. The leading response was *in person* and the smallest amount of responses was *both*.

Through our research, we learned that applicants, especially of Generation Y, lean towards technology since they have grown up with it. At least, that is the situation in the United States. We asked this question to determine if the same trend was true in Russia. Through this we found that the trend has not crossed to Russia, and students still prefer the face-to-face interaction of applying in person to the impersonal yet efficient style of using the Internet. This

showed us that Deloitte CIS does not need to focus resources on making its website and online style more attractive to students since that may be a wasted effort. Instead, Deloitte CIS should focus on the content and presentation style when it performs events, such as company and case study presentations and lectures.
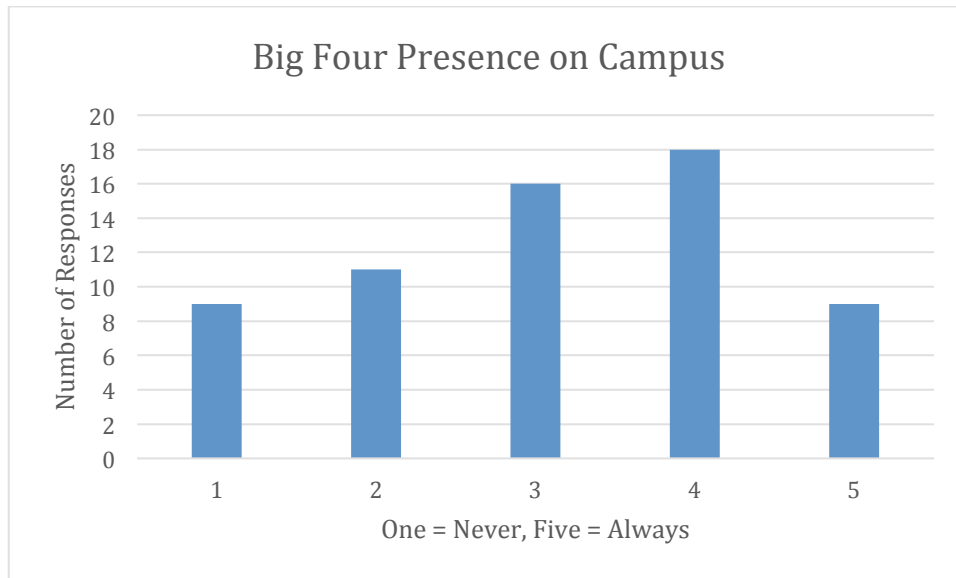

Big Four Presence on Campus

Figure 11 Survey responses to the question, "On a scale of one to five (one = never, five = always), how often do you see the Big Four on campus?"

Figure 11 displays the responses to the survey question, "On a scale of one to five (one = never, five = always), how often do you see the Big Four on campus?" The responses took the shape of a bell curve with the peak being at four. The smallest amount of responses went to both one and five.

In addition to the survey statistics, our Russian student partners summarized their experiences attending different company presentations. The following three paragraphs are their opinions of what a successful presentation entails.

Presentations can take on many forms, but it is not a secret that many aspects of a presentation depend on the presenter. Hence, a presenter with good declamatory skills is essential. The presenter should keep the audience engaged and an informal style of presentation will help with that more so than formal. However, a company presentation may begin with a formal style and transition into an informal style. This allows the student audience

to feel more comfortable. Including interesting stories from the presenters of this company is an effective way of engaging the student audience. Certainly, the presenters have exciting stories related to the best moments in their jobs. Personal stories are a more interesting topic for the student audience, and through them, they are able to get a "real-feel" of what it is like working for that company. Interaction and communication with students during presentations are very important. Students should be encouraged to participate as a way to keep the students interested.

A well-structured presentation is very attractive. A seamless flow makes the presentation look well put together. It can begin with small presentation of the company as part of their advertising. However, the presenters must be careful with this part since persistent advertising can deter the students' interest from the company. After the company introduction, the presentation can take on an informal style with personal stories and interaction between the presenter and the audience. During the presentation, the use of specific terminology should be avoided. Using laymen's terms is the best way to keep the students' attention and help them remember the content because they will not have to worry about remembering words they are not familiar with. After the presentation, there should be a phase where the students can fill out application forms and ask questions. Then, a coffee reception with the presenters is preferred. During the reception students can interact face-to-face with the presenters and build relationships as well as ask questions that were not covered in the presentation. This casual interaction makes the company appear open and accepting of new people and ideas that the students may think of.

The main characteristic of less successful presentations is when a very formal, official style is used. This style does not allow for any interaction with students. Therefore, it comes off as self-centered, and the advertising starts to seem very persistent. This style does not engage the students' attention and does not attract them to the company.

A more specific type of presentation is a case study that is hosted by a company. The essential elements of successful case study were also compiled by our Russian student partners. The following five paragraphs reflect their opinions based on previous case study presentation experiences.

Case studies are an essential part of university life. Companies that have case study presentations should take the time to carefully organize it in order for the studies to be effective. Since a case study in essence is a presentation, a large part of its effectiveness depends on the charisma and presentation skills of the representatives. Students are more receptive of clear, simple explanations with little or no use of technical language. This lack of terminology-heavy language will help aid students in understanding and retaining the material. Students expect the representatives to share their own experiences to help form a better connection. The ideal time frame for a case study is between two and two and half hours. The expected structure of a case study consists of three parts: 1) a sample is given by the representatives with detailed analysis and the solution; 2) a second case is given to the students to let them think on their own in teams and to give them opportunity to show how they perform; and 3) the solution is given by the representatives along with the analysis.

The first part is very important because, in the majority of case study presentations, students go just to learn what case studies are in general. With that in mind, the representatives should explain the essence of case studies to the students in very simple words. After the explanation, the example should follow and be interesting but not very hard to solve. A detailed and step-by-step solution should be provided so the students have a complete understanding of the process. There should also be an explanation of all the questions that are to be solved, and the representatives should show the logic behind answering each question, not just give the students the solutions. It is important to make sure that everything is clear to the students and to answer all their questions.

The second part of the case study presentation should be done in game form. The ideal team size is five people, not more. The accommodations and other technical arrangements are very important, such as having tables and chairs set up in a way that allows groups of five to work and discuss as well as having the room arranged so that everybody can see and hear the presentation. The audience should be limited to ideally fifty to sixty people. A distribution of paper handouts detailing the tasks to the teams would be helpful in explaining the case study example that the students are trying to solve. However, representatives should still be engaged helping the teams and giving them hints and clues when there is confusion.

In the third part, the representatives should allow the groups that want to share their solutions to the case to do so. They should explore the solution the groups came up with and explain any faults or problems with the solution, as well as what was correct. Then, the representatives should share with the students their own analysis and way of thinking. This way the students have a chance to come up with the solution on their own but also get a second step-by-step explanation of the case study.

The topic for the second case is also significant. It is more appealing if the case has to do with familiar things. For example, analyzing everyday objects, such as Nestle chocolate, will be more interesting than analyzing some specific metallurgy companies. Using simple topics that the students are familiar with will help maintain their attention and not frighten them with technical terminology. With their attention focused, they are more likely to come up with better solutions that have a higher chance of working. It also helps the students remember the case study better when they tell their peers about it. This word-of-mouth advertising will greatly help the company as well.
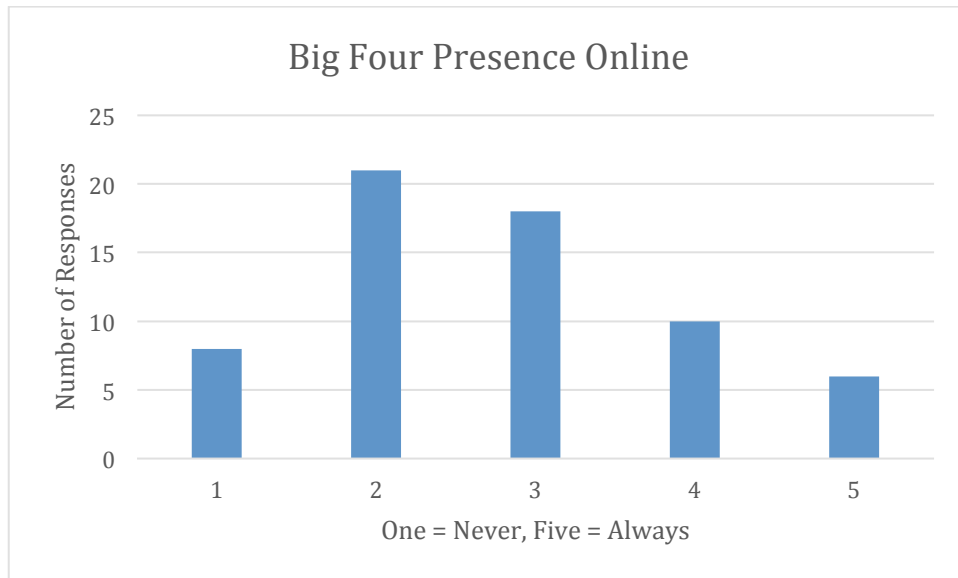
Figure 12 *Survey responses to the question, "On a scale of one to five (one = never, five = always), how often do you see the Big Four online?"*

Figure 12 displays the responses to the survey question, "On a scale of one to five (one = never, five = always), how often do you see the Big Four online?" Not knowing whether students utilize the Internet as their main source of information or not, we wanted to gauge how often they see Big Four advertisements and information on the Internet. The responses took the shape of a bell curve again with the peak being at two. The smallest number of responses fell on five followed by one as the second least common response. It was found that they see Big Four online an average amount; they do not see it all the time, but they do see it. Also given that applying online is not a major trend, we felt this was an appropriate amount.

We then compared this to how often students see the Big Four companies on campus. It was found that they see the Big Four quite frequently on campus. However, because we only asked the students about the Big Four and not Deloitte specifically, the results do not mean there is not work to be done. All of the other Big Four companies have departments on campus and actually teach classes in the faculties of International Finance, Tax, and Accounting. From this information our goal is to get Deloitte on the same level as the other companies so that students are exposed to them just as much as to the other Big Four companies.

Figure 13 *Survey responses to the question, "What are the advantages of working for the Big Four?"*

Figure 13 displays the responses to the survey question, "What are the advantages of working for the Big Four?" The responses included *prestige*, *work experience*, *training opportunities*, *career growth*, *travel opportunities*, *good salary*, and *interesting work*. The highest amount of responses was for *career growth* by an overwhelming margin. The rest of the responses were approximately evenly distributed. *Travel opportunities*, however, received the least amount of responses.

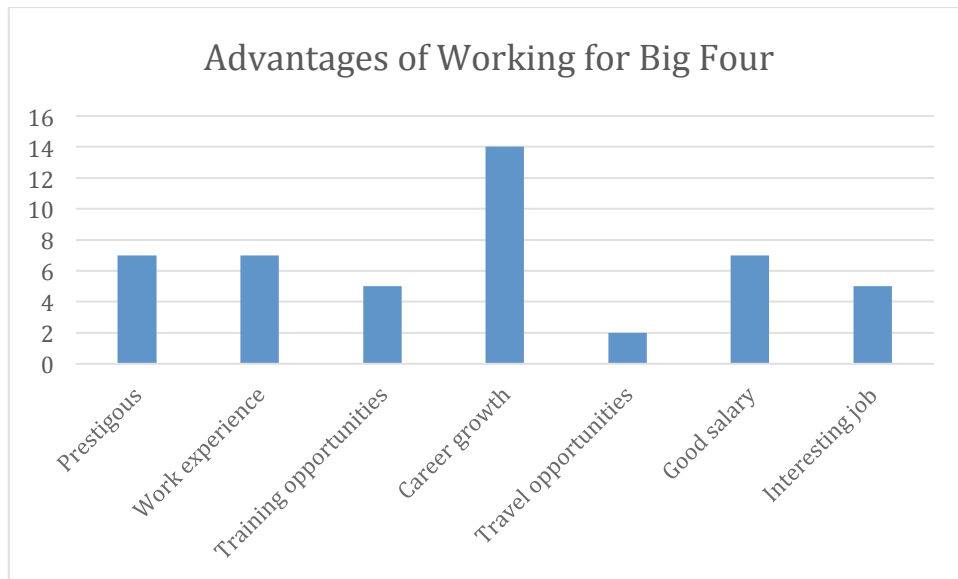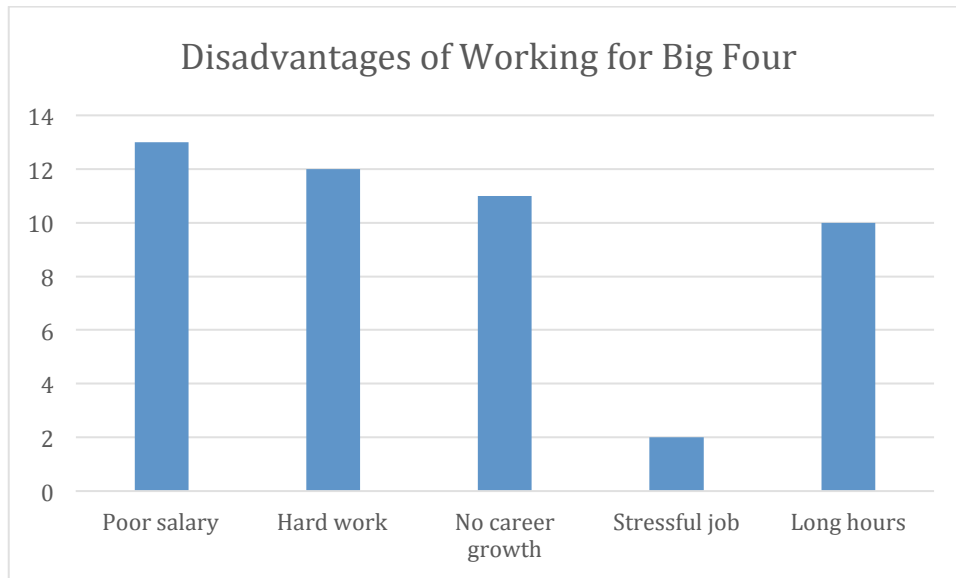***Figure 14*** *Survey responses to the question, "What are the disadvantages of working for the Big Four?"*

Figure 14 displays the responses to the survey question, "What are the disadvantages of working for the Big Four?" The responses include *poor salary*, *hard work*, *no career growth*, *stressful job*, and *long hours*. *Poor salary* received the highest amount of responses, followed by *hard work* and *no career growth*, respectively. *Stressful job* received the least amount of responses as a disadvantage of working for the Big Four.

The students' responses were essential in seeing how Deloitte CIS and the Big Four are being portrayed outside of the company. *Career growth* was a controversial answer since it appeared as an advantage and a disadvantage. We think that there are simply two different perceptions going through the student population via word-of-mouth. One is that there is constant career growth, and that if someone works hard enough this person will make it to very high position such as Director and Partner, which is why career growth is seen as the biggest advantage. On the other hand, the second version is that there is a fast growth in the Assistant position and after that the promotions slow down. Some people may interpret that as a halt in the career growth and possibly labeling it as *no career growth*, which would explain why it was tied for the second biggest disadvantage of working for Deloitte CIS.

Another contradicting answer was *salary*, which appeared as both an advantage and a disadvantage. However, *salary* was not a very popular response for the advantages of working for the Big Four. On the other hand, *poor salary* was the most common response for the disadvantages, which according to our interviews with the employees is not an invalid claim. Through our interviews, we found that the gap between the lower positions of Deloitte CIS and industry positions of the same level is very large. That is why there is a common opinion that the Big Four does not pay much. However, as a person advances in the Big Four, the gap in salary decreases. This could explain why a small percentage of responses included *salary* as an advantage.

Many other student responses coincided with the information we received from the interviews with the employees; students see the Big Four as having interesting work, travel opportunity, training opportunity, and work experience. Additionally, some students mentioned that working for the Big Four is prestigious, which is a very positive characteristic to have in the eyes of the students. Though the students also know that working for the Big Four is hard work with long hours that at times is stressful. The only response from the student surveys that may be a misconception is the long hours. According to Deloitte CIS employees, the long hours are seasonal which we determined from asking, "How many hours on average do you work a day?" The long hours worked during the busy season is talked about more than the vacation time available during the off-season.
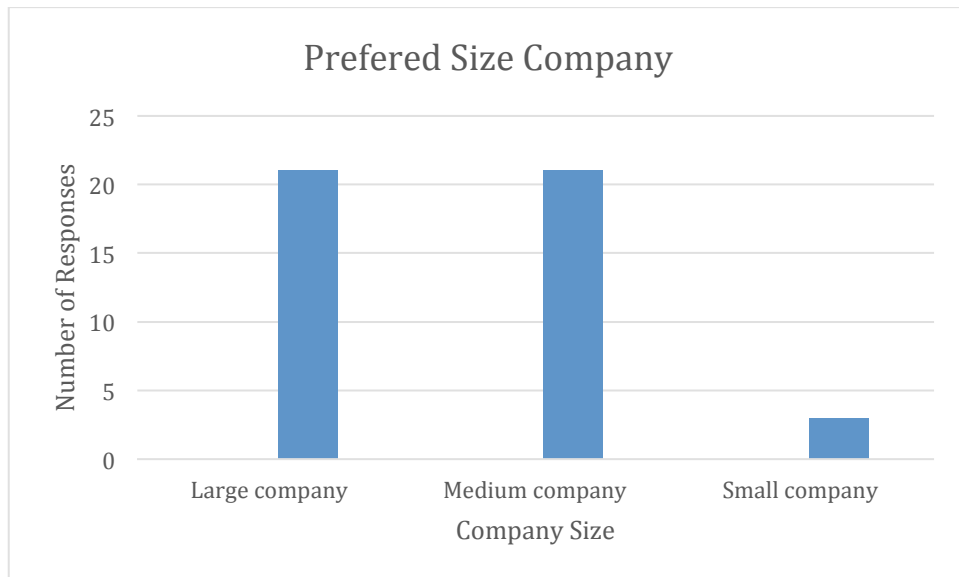
Figure 15 Survey responses to the question "What size company would you prefer to work for?"

Figure 15 displays the responses to the survey question, "What size company would you prefer to work for?" The response options were *small*, *medium*, or *large* company. The responses were almost equally divided between *medium* and *large* sized companies, with *small* sized company getting less than five responses.

To determine the general characteristics of companies students are look to for employment, we asked some general questions and matched the answers to the characteristics of Big Four companies to see if there were any gaps. The first question we asked of them was which size company they prefer to work for. Big Four is considered a large company, and of the three answers large received the highest amount of responses.

This showed us that graduates view Big Four as either a good first step of many in their career or as the perfect place to start and growth within the same company. Based on additional comments found throughout the surveys, it appears that former is the situation for these students. Many comments were along the lines of "Large company to start, then go to smaller company for more specific work." There is a consensus that large companies provide the most experience for people that are new to the workforce, mainly graduates.
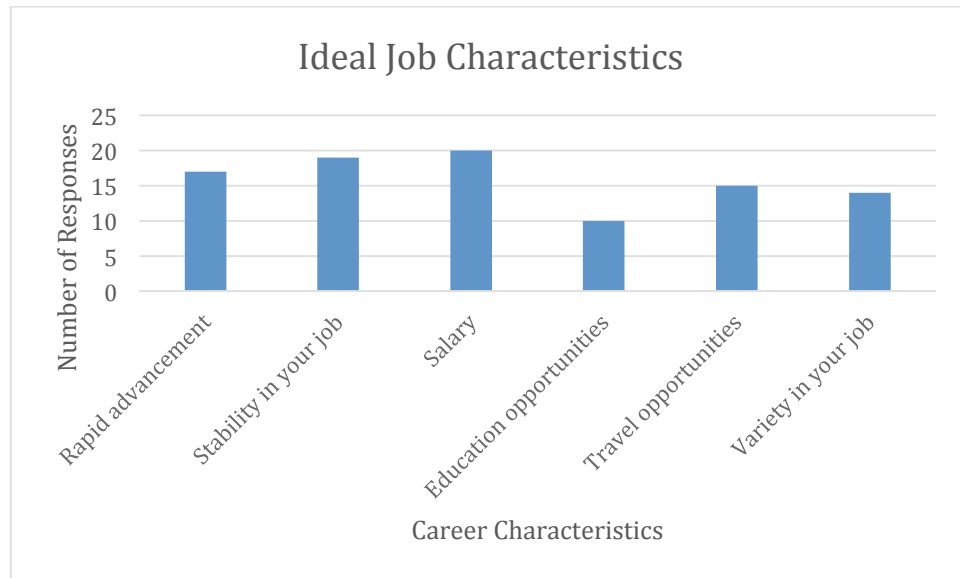
Figure 16 displays the responses to the survey question, "Which do you feel is essential to you in your career?" Because of the cultural differences we encountered while gathering research in the United States versus Russia, we were interested to see what Russian students found most important when looking for a job. It was a select-all-that-apply question that included the following responses: *rapid advancement opportunities*, *stability in your job*, *salary*, *education opportunities*, *travel opportunities*, and *variety in your job*. *Salary* ended up becoming the most popular answer in the surveys followed by *stability in the job*, *rapid advancement*, *travel opportunities*, *variety in the job*, and *education opportunities*, respectively.

In addition to the surveys, we consulted our Russian student partners about what characteristics they look when seeking a job and asked them to generalize their opinions and those of their peers. The following three paragraphs are what we received from them.

First and foremost, what students are looking for in a dream job is career growth. It is extremely important for students have advancement in their career rather than stay in one position. High salary is the next important aspect of a job. Nowadays, it is a priority for almost everyone to achieve a high salary which in turn is one of the primary motivators to get work done well. The ability to work abroad also appeals to students. Its attractiveness stems from its

ability to allow employees to experience a different culture, see the world, and work at the same time. The basic nature of traveling makes the working process more interesting and exciting.

On the other hand, the friendly atmosphere of corporate culture is an important part of a dream job. Adapting to a new team might be frightening and intimidating for most people, but helpful and friendly colleagues can make the transition process much easier. The dream job of a student would also be at a large, stable company. Large companies tend to have longer lifespans on the market than smaller partnerships or sole proprieties. Since bankruptcy is a concern of potential employees (including students) when selecting a job, large companies appear to have more stability in that aspect. Another advantage of large companies is their clear internal structure and job descriptions. Because of this transparency, employees know what their responsibilities are, and confusion can be avoided about whom they report to.

The dream job also has standard working hours, which go hand in hand with the work-life balance. To be able to provide more efficient work, employees should have a good work-life balance. Employees gain comfort from knowing they leave the office at the same time every day. Finally, the ideal job gives students an opportunity to be creative and find who they are. Students may not know what they want from life right when they graduate. They look for a job that lets them explore different topics to discover more about themselves and where they want life to take them.

Overall, there is consistency in the results we received from the surveys and the in depth explanation we were given by our Russian student partners.
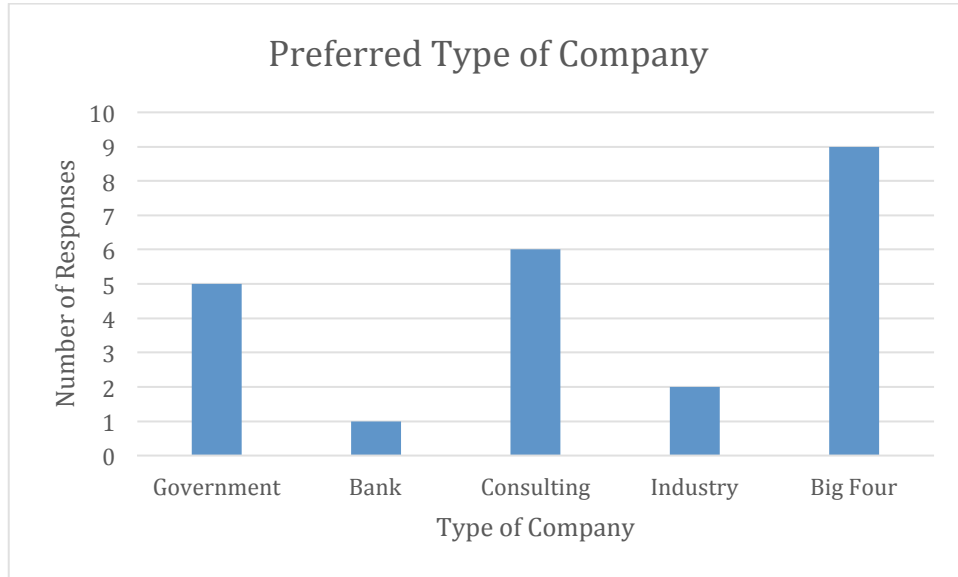
Figure 17 Survey responses to the question, "Which type of company do you prefer?"

Figure 17 displays the responses to the survey question, "Which type of company do you prefer?" This question was also a select-all-that-apply question. The options provided include *government*, *consulting*, *industry*, *Big Four* and *other*. *Big Four* received the most responses. *Bank* was a part of the response *other* and was selected only once. *Consulting* and *government* received the second and third highest responses, respectively.
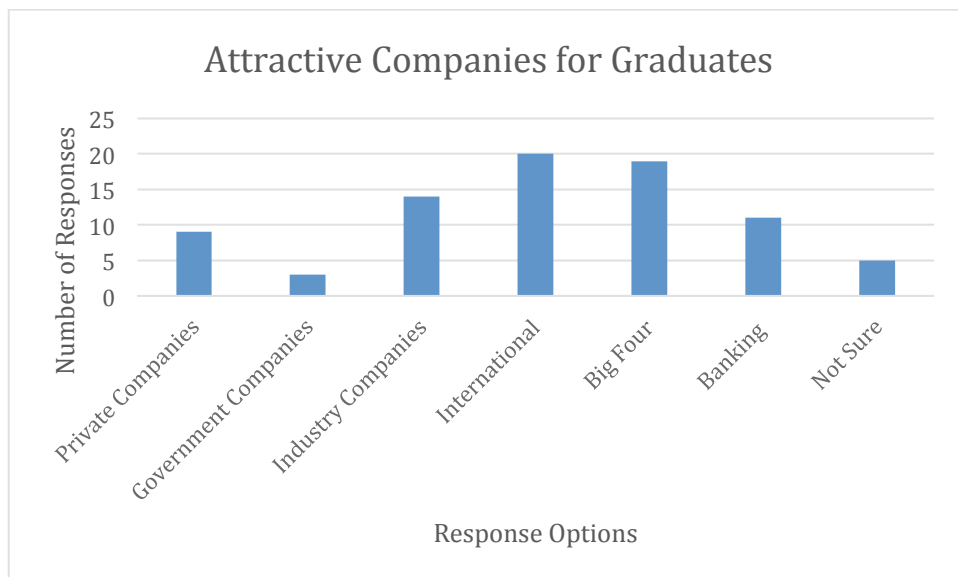
Figure 18 Survey responses to the question, "What companies are the most attractive for graduates to work for, in your point of view?"

Figure 18 displays the responses to the survey question, "What companies are the most attractive for graduates to work for, in your point of view?" The responses received include *private companies*, *government companies*, *industry companies*, *international companies*, *Big Four*, *banking*, and *not sure*. *International companies* received the most responses, followed closely by *Big Four*, and *industry* after that. The least amount of responses went to *government* companies.

We asked two different questions regarding the students' preference of places to work. The first question was a multiple-choice question asking where they themselves preferred to work. The most common answer was *Big Four*. *Consulting*, *government*, and *industry* companies followed respectively. However, when we asked them what they thought were the most attractive companies for graduates (generally speaking), the trends changed slightly. *International* companies came up as the most common answer, followed by the *Big Four*, *industry*, and *banking*, respectively. *Government* companies fell drastically to last place; *not sure* was a more popular response than *government* companies. The general trend is to work in *international* companies, whether it be for the Big Four or elsewhere. However, there seems to be a disconnection with the government jobs. For themselves, the students want to work there, but they feel like it is not very popular among the student population as a whole.

Using everything we learned through the interviews of the current and former employees and the student surveys, we were able to compile an official set of recommendations, which are discussed in the next chapter.

Chapter 5. Conclusion and Recommendations

5.1 Recommended Steps

5.1.1 Recruitment

We have drawn up specific ways that Deloitte CIS can advertise to students in order to make the company more attractive. Based off the informal conversations our Russian partners had with Financial University students, we have compiled a description of what makes successful company and case study presentations. We have kept the conversations informal to get more honest answers from the students. We learned from our discussion with the HR Department that Deloitte CIS has company presentations, case study presentations, and lectures multiple times a year at universities and on location at the Deloitte CIS office. Here are our recommendations for ways to attract better students.

5.1.1.1 Company Presentations

These are our recommendations concerning the logistics, content, and format of the ideal company presentation. Our Russian student partners drew upon their personal experiences visiting company presentations to compile these recommendations. These suggestions may not apply to all situations and types of company presentations; however, they can be viewed as a general rule of thumb when organizing these events.

Logistics:

- Run time: 1.5 hours

- Audience size: less than 300 people

Content:

- Informal style: share personal stories and experiences while on the job

- No over-advertising

- Simple non-technical language

Format:

- During presentation engage students with questions

- Coffee break mid-presentation

- Question and answer session after presentation

- Job applications available after presentation

With these qualities, a company presentation will appeal to the highest number of students, while at the same time they will separate those that are truly interested in the company by providing opportunities for the students to ask specific questions and connect with current employees. Students are looking for an open, accepting, and interesting place to work. A company that comes off as self-centered by over-advertising is going to deter students.

5.1.1.2 Case Study Presentations

These are our recommendations concerning the logistics, content, and format of the ideal case study presentation. These recommendations were also drawn from our Russian student partners and their personal experiences and should be considered as guidelines, not absolute rules when organizing a case study presentation.

Logistics:

- Run time: 2-2.5 hours

- Audience size: 50-70 people

- Chairs and tables set up to accommodate group work

- Intimate setting so everyone can be heard

Content:

- Informal style

- Constant interaction

-   Interesting case study examples for students

Format:

-   Example given with detailed, understandable solution

-   Students broken up into teams

-   Second example given

-   Teams volunteer potential solutions

-   Representatives analyze presented solutions

-   Representative provide optimal solution

A case study presentation that follows these guidelines will keep students interested, engaged, and will make the company memorable to the students. In a more intimate case study presentation setting, students get to know the company representatives much better and can gain a better and stronger understanding of the company. This stronger understanding is passed on to their peers, so it is essential to make the right impression.

5.1.1.3 Department on Campus

The other three of the Big Four companies have departments on campus, and therefore the students feel more comfortable and attracted to these companies. The simple way of leveling the playing field for Deloitte would be to start a department on campus as well. This provides a direct link to the students and an ability to answer any questions they may have instead of letting them come up with their own answers. An open and accepting department on campus will also help promote a friendly reputation, which is important when attracting graduates.

Companies with a department on campus are also involved in the academic process by teaching classes. This provides a link between the academic material and the job related material, and this link makes students feel more confident applying for a position. Students see

employees of the company every day teaching them valuable knowledge for them to be successful. This is a powerful connection that promotes positive relationships.

After having a discussion with the Career Center, we were unable to obtain the cost of opening department on campus for Deloitte CIS. We are also unaware of how much of the Deloitte CIS budget can be allotted for this endeavor. However, we do know that having a department is strongly recommended by the Career Center, and we concur.

5.1.1.4 Advertising Emphasis

Based off the surveys given to students of the Financial University and discussions with our Russian student partners, there are a few key points that should be emphasized to students when trying to attract them. The main priorities for students are career growth and salary. We suggest that when Deloitte CIS advertises to graduates, they highlight and explain in depth how employees advance in the company. The surveys showed that there are two perceptions the students have of the career growth opportunities in Big Four: there is fast career growth in Big Four, and on the other hand, there are few promotions in Big Four companies. Both, in a sense, are wrong. Advancement opportunities are standard during the beginning positions of Deloitte CIS, but as you move up, more and more qualities are necessary. It is important for the students to understand the process completely. It will be a worthy investment for Deloitte CIS to clarify any misconceptions on this subject to attract the interest of more students to the company.

In addition, students are interested in high salary. Unfortunately, Deloitte CIS is not willing to release salary information or to advertise it to students. This leads us to address the next priority of students: friendly corporate culture. Fortunately for Deloitte CIS, one of the main positives of working there is the friendly staff, so capitalizing on that during recruitment is a good way to attract students.

Most of this information is advertised through company presentations. We requested the presentation script to see if any of our initial suggestions were already implemented. From

viewing the slides, it seems the internal structure of the company is addressed, but without the script, we don't know what information is given on those topics and if any of that information is confusing or absent. We hope that our guidelines can improve the presentations regardless of the exact verbiage used when presenting.

5.1.2 Retention

In addition to developing a more selective and more efficient recruitment process, Deloitte CIS would like a more efficient way of keeping its top employees from leaving. As discussed with the upper management of Deloitte CIS, attrition is needed in order for the business model to work. The goal is to achieve the balance between necessary attrition and retention of key employees. Through our interviews of past employees, we were unable to identify the difference between what makes top employees leave versus below average employees. Therefore, the recommendations we have come up with apply to all types of employees and are drawn from our interviews with the former and current employees.

5.1.2.1 Recognition

Employees need to feel appreciated; without appreciation, employees are in the fast lane to losing motivation. There are simple, low cost ways to recognize employees. These are the suggestions we have come up with based on our research of western practices and our experience working in and interviewing employees of Deloitte CIS. Not all suggestions may have a great effect, but all have the potential to strongly motivate Deloitte CIS employees.

1. Hand written thank you notes from upper management. These cards are a tangible reminder that the Partners see the effort being put into projects and encourage employees to keep it up.

2. Team-of-the-week bulletin board. Currently, there is an employee-of-the-month email that is sent out. Unfortunately, this email is not read by many. A bulletin board put in a common area will be seen by more when employees casually gather for breaks and

lunches. In addition, recognizing a team promotes collaboration versus competition. Competition is healthy, but we want the entire team to strive to be the best, not one member to strive to be better than the team.

3. Company sponsored dinners/rewards. When an employee or a team completes a project well, whether it was tough or not, they should be recognized. The goal of these rewards is to encourage effort, not put those that work on the big projects above everyone else. Rewards can include a company sponsored dinner, gift cards, flowers, etc.

5.1.2.2 Team Building

It is known that the employees of Deloitte CIS and the other Big Four work long hours. Those long hours might not seem as long, if the employees enjoy working with their coworkers. That is why team-building activities can help keep retention up by making work more enjoyable for the employees. We were not able to implement any of these practices while working in Moscow, so we are unaware of how much effect these recommendations will have. Based on our research of western practices and our experience at Deloitte CIS, we believe there is great potential. Here are our recommendations for team building activities:

1. Gift swap on the holidays. For this project, employees pull a name out of a hat, and then learn something about that person – enough to get them a small gift. It helps people get to know whom they work with better, and receiving gifts is a nice setting to do that.

2. Office celebrations. These celebrations could be for anything: birthdays, baby showers, wedding showers, good work on a project, etc. Our sponsor explained that this is already the case, and that large parties carry on after work at a bar near the office. However, we feel that smaller celebrations mid-way through the workday are good break from the work for people to socialize. This also does not take as much time.

For employees, liking their coworkers makes the time pass much faster. In addition, when most of their time is spent at the office, it is essential to help the employees have a healthy social life.

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Since there is only a limited time for that after work, during work is the next best time for socialization. Having a good morale at work increases motivation and productivity, so both the company and the employees win.

5.2 Moving Forward

Moving forward with this project, there are several topics that could be explored more in depth. During our time in Moscow, we have laid down the groundwork for more exploration by Deloitte CIS. Here is where we see the next steps taking Deloitte CIS.

5.2.1 Recruitment

Interviews are key tools for discovering if a person meets the qualifications of a company. As of now, we know that Deloitte CIS needs top students that are hard workers, but these characteristics can be made more specific. Future work exploring this topic could investigate which personality traits are necessary for a Deloitte CIS employee to be successful and stay long enough with the company for it to receive its return on investment. The next step would then be to develop interview questions that expose these characteristics subconsciously. A method worth looking into is the Minnesota Multiphasic Personality Inventory (MMPI), which is used in industry to screen employees in the United States. The goal of using this method would be to achieve a more selective hiring process. Better preparation and background research on a specific employee would help decrease the unnecessary attrition and improve the company's return on investment.

5.2.2 Retention

A second avenue to explore would be ways to increase retention of personnel. It would be interesting to see what the optimal attrition rate is for a successful company. We have discussed that some attrition is necessary according to the business model. Therefore, future work on this project could detail what the optimal percentage of attrition is and how to attain

that. There is a difference between losing employees and losing good employees. The reasons below average employees leave may be different than those of the top employees. Identifying those causes and potential solutions would help Deloitte CIS reach an optimal attrition with the best employees being the ones that stay.

5.3 Conclusion

Working on this project has been eye opening. We have experienced first-hand just how much impact a different culture can make on research and feasible recommendations. We started with a mainly internet focused recruitment system and the expectation to build an internship program from scratch. After arriving, those gears shifted toward attempting to perfect on campus presence and finding ways to retain the great employees Deloitte CIS already has. Conducting interviews and distributing surveys helped us understand how the employment process works in Moscow. We have attempted to provide Deloitte CIS with the most promising and accurate recommendations that we hope will help the company in the future.

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Appendix A

Internal Structure and Career Path of Deloitte CIS

Figure 19 below is a flow chart of the internal structure of Deloitte CIS with a focus in the audit department. Figure 20, on the following page, is a diagram of the career path of the audit department and Deloitte CIS in general, which was often described as a pyramid by the employees. The career path starts at the bottom and must progress upward. The red line indicates where the ACCA exams are taken. The ACCA certification is necessary to move up from Senior to Manager. The sponsor of our project, Natalia Soboleva, is the Director of Audit in the Consumer Industrial Product subdivision.
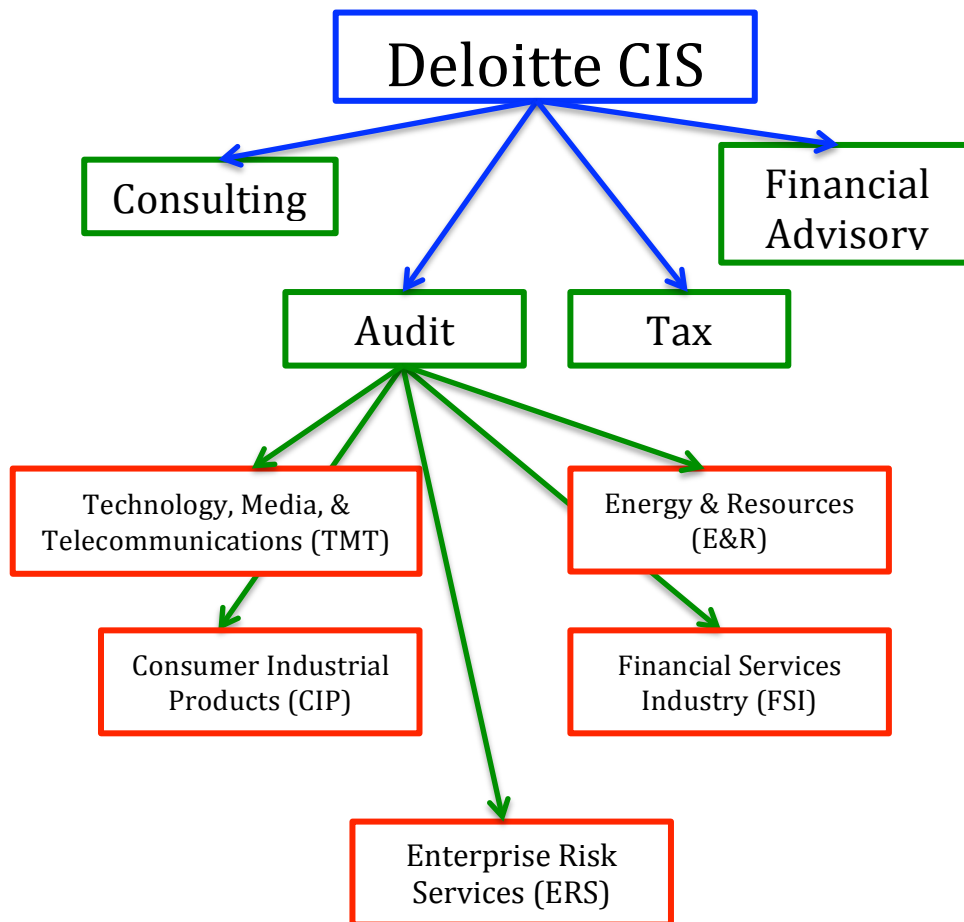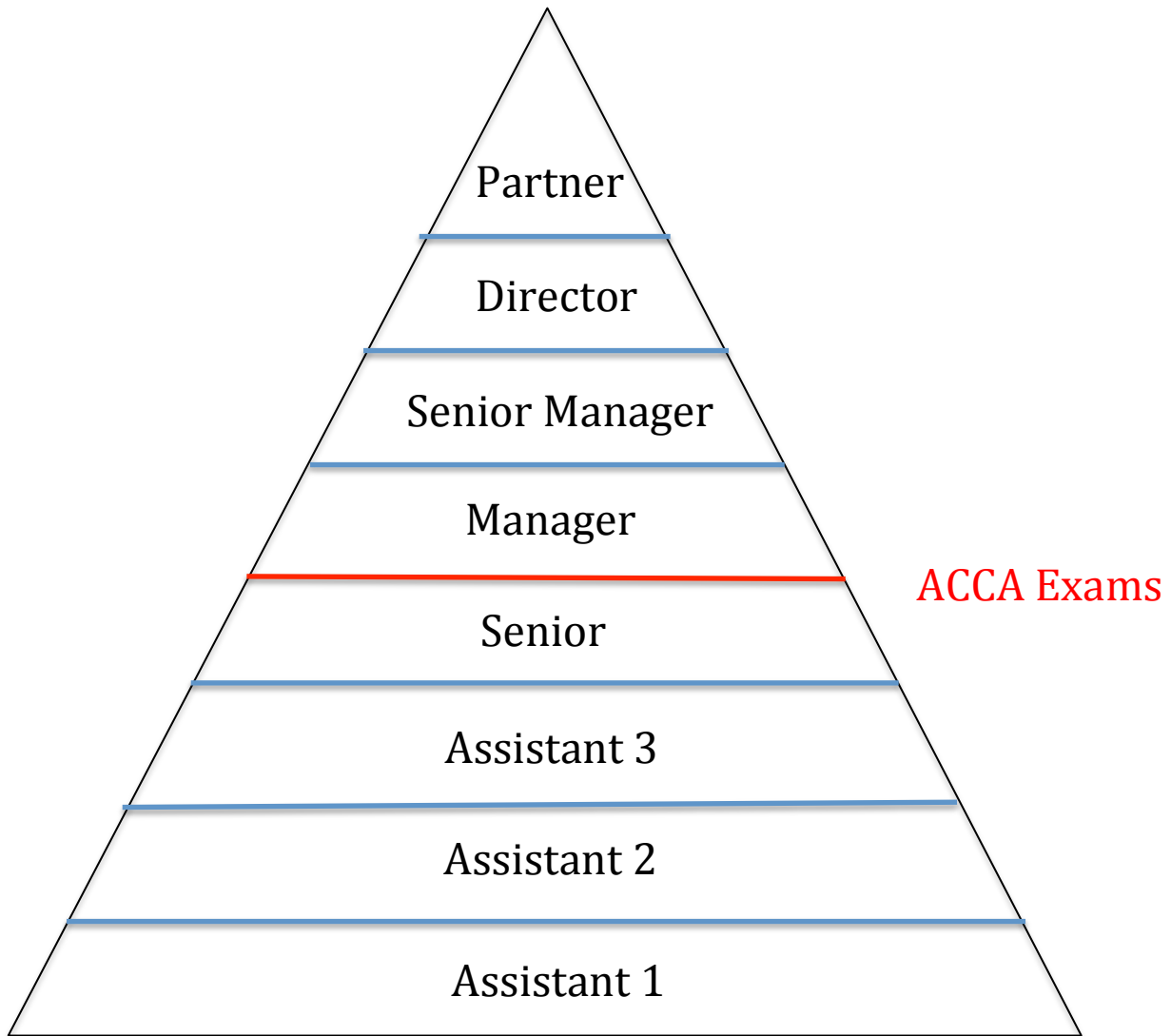

Figure 19 Internal structure of Deloitte CIS.

Figure 20 Career path in Deloitte CIS.

Appendix B

Interview Questions

Deloitte LLP HR Department
- How many internships do you offer per year?
- How many interns do you actually employ per year?
- How much do you pay per intern?
- When do they work?
    - Summer
    - Fall
    - Winter
    - Spring
- How long do they intern at the company?
- How many of the students get full time jobs in the future?
- What is the age range of the interns?
    - 15-17
    - 18-20
    - 20-23
    - 23-25
    - 25+
- Who (or what department) oversees them?
- What do the interns do?
- Who develops the projects and how?
- Do you recruit interns from specific universities?
- Do you recruit certain majors?
- What are the minimum requirements to become an intern?
- Are there any other expenses associated with internships?

Deloitte CIS HR Department
- How practical are internships at Deloitte?
- How much are you willing to pay employees to participate in internships?
- How much are you willing to pay the interns?
- How much of the budget can be devoted to an internship program?
- What time during the year would internships take place?
- What would you stress to new employees about working for Deloitte?
- Have you ever attended a career fair?
- If so, describe what it was like.
    - Did you meet potential employees?
    - Did you receive much contact information?
    - Were there many other companies there?
    - How did you advertise at the career fair?
    - Did you hand out any information? (Business card, flyer, pen, etc.)
- Does Deloitte give discussions on college campuses?

- If so, what are the discussions about?
- If not, is this a possibility?
- Does Deloitte provide "open house" days where they give tours and/or talk about the company while on location?

Deloitte CIS Current Employees (Assistants)
- How did you hear of Deloitte?
- What was the process of finding a job for you?
- Why did you decide to work for Deloitte?
- What other options/employers did you consider before joining Deloitte?
- Why did you not pursue a job in industry or government?
- When did you start working at Deloitte?
- How would you describe a typical Deloitte employee?
- Can you tell us about the corporate ladder at Deloitte?
- Where do you see yourself in 5 years?
- What do you like about working for Deloitte?
- What do you not life about working for Deloitte?
- How many hours a day on average do you work during the busy season vs. the off season?
- Would you say your job is stressful and how?
- What advice would you give new employees about working for Deloitte? (i.e. what were you surprised to learn upon starting your job?)
- What do you think is the difference between working with Big Four and in industry?

Deloitte CIS Current Employees (Seniors and Managers)
- Why did you decide to work for Deloitte?
- Can you tell us about your career at Deloitte?
- What challenges did you encounter while moving up the corporate ladder and how did you overcome them?
- Where do you see yourself in 3-5 years?
- What does it take to become a Director?
- What do you like and not like about working for Deloitte?
- How would you describe a typical Deloitte employee?
- What advice would you give to new employees and A2/A3?
- Why do you think the Assistant positions work long hours?
- Why do you think assistants leave Deloitte so frequently and what can be done to prevent it?
- What can be done by Deloitte to make it 'dream job'?
- How many hours a day do you work on average during the busy season vs. the off season? What part of long hours do you think are spent inefficiently? What do you do/can be done to improve time management and reduce working hours?
- How is your work/life balance?
- What do you consider as pros and cons of working in Deloitte vs. in industry?

- What are the main differences between working for Deloitte in the States and in Russia? (only for those employees that have spent a year or more working at a different Deloitte location in the US).

Deloitte CIS Past Employees
- How did you hear of Deloitte?
- Why did you decide to work for Deloitte?
- When did you start working for Deloitte?
- What did you like and dislike about working for Deloitte?
- How would you describe a typical Deloitte employee?
- When did you leave Deloitte?
- What position were you in when you left?
- Why did you decide to leave Deloitte?
- What advice would you give new employees about working for Deloitte? (i.e. what were you surprised to learn upon starting your job?)
- Where do you work now and why?

Survey Questions

WPI MBA Students
- What do you want to do for your career?
- What criteria do you look for in a job?
  - Monetary compensation
  - Benefits
  - Location
  - Flexibility in schedule
  - Control over hours
  - Other
- Please list the general work experience you have
  - Internship
  - Co-Op
  - Part-time job
  - Full-time job
  - Other (Please specify)
- Please select what motivates you to complete a task
  - For the greater good
  - Monetary compensation
  - Personal satisfaction
  - Public recognition
  - Other (Please specify)
- Have you heard of Deloitte? (If your answer is no, please skip to question number 9)
- What do you know of Deloitte?
- On a scale of one to five (one = never, five = always), how often do you see Deloitte on campus?
- On a scale of one to five (one = never, five = always), how often do you see Deloitte on the Internet?

- Have you ever participated in an internship?
- If so...
  - How much did you get paid (approximately)?
  - How long did the internship last?
  - When during the year was the internship?
    - Winter
    - Spring
    - Summer
    - Autumn
  - What age were you?
    - 15-18
    - 18-21
    - 21-25
    - 25+
- On a scale of one to five (one = never, five = at least once a week), how often do you visit the Career Center?

Financial University Students
- What is your area of study?
- What year will you graduate?
- Which of the following Microsoft programs are you familiar with
  - Word
  - Excel
  - PowerPoint
  - Outlook
- On a scale of 1 to 5 (1=not at all and 5=expert), how well do you know Excel?
- On a scale of 1 to 5 (1=not at all and 5=expert), how well do you know PowerPoint?
- Would you prefer to work for:
  - Big Four (EY, Deloitte, KPMG, PWC)
  - Government
  - Industry
  - Consulting company
  - other (If other, where?)
- Would you prefer to work at a small, medium, or large company?
- What do you know of the Big Four companies?
- On a scale of 1 to 5 (1=never and 5=always), how often do you see the Big Four on campus (eg. flyers, presentations, career fairs, representatives)?
- On a scale of 1 to 5 (1=never and 5=always), how often do you see the Big Four on the Internet? (e.g. social media, advertisements)
- What do you know about the internal structure and the advancement opportunities of the Big Four?
- On a scale of 1 to 5 (1=never and 5=always), how often do you see industry jobs advertised on campus?
- On a scale of 1 to 5 (1=never and 5=always), how often do you see industry jobs advertised on the internet?

- What are the advantages of working for the Big Four and what are the advantages of working in Industry?
- What are the disadvantages of working for the Big Four and what are disadvantages of working Industry?
- Have you ever participated in an internship before, and if so, what was it like?
- Are you more likely to apply for a job via the Internet or in person?
- Do you utilize the Career Center at your school? Why or why not?
- What do you expect your salary to be after graduation in rubble per month?
- What is more essential to you in a job:
  - stability in your job
  - variety in your job
  - salary
  - travel opportunities
  - education opportunities
  - rapid advancement opportunities
  - other
- Which companies are the most attractive for graduates to work for in your point of view?
- What is your dream job?

Financial University Faculty
- What do you know of Deloitte?
- How often do you see Deloitte on campus?
- What are the big companies that you see around campus frequently?
- Why do you notice/remember those companies?
- What are the students saying about companies they are interested in?
- How often do companies present to faculty?
- Would you attend company discussions about what they do?
- Do you talk with students about companies/internships they are interested in?
- How effective is the career fair?
- How popular are internships?