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PERSONNEL PROFICIENCY SURVEY REGARDING INVESTMENT PRODUCTS

– case study Nordea Bank Turku-Kauppatori



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PERSONNEL PROFICIENCY SURVEY REGARDING INVESTMENT PRODUCTS – CASE STUDY NORDEA BANK TURKU-KAUPPATORI

The objective of the study that I made for Nordea Bank Turku was to find out means for developing consistent practices for improving initiation and learning enhancement for the organisation. The survey concentrated on the branches' state of knowledge according to investment products. Nordea is the leading financial services group in the Nordic and Baltic region.

This research is based on qualitative and quantitative data collection methods, surveys and interviews in particular. The research method used was chosen because it reflects real life better. Interviews complete the research results. The study was implemented as a written questionnaire. The research subjects were 26 staff members and managers from 4 different branches. The study clarifies how the members of the target group self-evaluate their knowledge in investment products compared to their job description. The 26 surveys were handed personally so the answer percentage was 100%.

The conclusion from the study was that basically knowledge enhancement is well designed but in practical life it has not been working. One reason for this was the lack of time and another was the different levels of knowledge.

The developing proposals are made according to the study. Systematic planning, motivation and learning in practice were most important to improve. The allocation of the mentor working time was very important and it must be properly planned. More mentors with good motivation are recommended. The other important issue to improve was to enhance time management as a working skill. The most important target is to draw up a development plan on both individual and branch level.

I hope that the research results and suggestions of the this thesis would be taken to use in practice.

KEYWORDS:

Self-survey, self-analyse, survey, self-evaluation, evaluation, personal development plan, PDD, learning, knowledge, investment expertise, example management, motivation, training, bank, coaching.

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SÄÄSTÄMISEN TAITOKARTOITUS – NORDEA PANKKI TURKU KAUPPATORI

Tein opinnäytetyöni Nordean Pankille, Turun konttoreihin. Tavoitteena oli selvittää henkilökunnan sijoitustuotteiden tämän hetken taitotaso. Tarkoitus oli löytää keinoja kehittää vakiintunutta koulutuskäytäntöä. Tutkimuksessa kartoitettiin henkilökunnan tietämystä sijoitustuotteista heidän oman arviointinsa mukaan perustuen tehtäväkuvan vaatimaan osaamistasoon. Nordea on johtava finanssiryhmä Pohjoismaiden ja Baltian alueella.

Tämä tutkimus perustuu sekä laadullisiin ja määrällisiin tiedonkeruumenetelmiin sekä haastatteluihin. Tutkimusmenetelmä valikoitui, koska se kuvaa tosielämää paremmin ja haastattelut täydentävät tutkimuksen tulokset. Tutkimus toteutettiin kirjallisella kyselyllä. Tutkimusryhmässä oli 26 henkilökunnan jäsentä 4 eri konttorista ja lisäksi tutkimukseen vastasivat johtajat.

Tutkimus selvittää miten kohderyhmä on kokenut osaavansa sijoitustuotteet omasta mielestään. Kysely jaettiin henkilökohtaisesti ja vastausprosentti oli 100%.

Johtopäätös oli, että koulutus on hyvin suunniteltu, mutta käytännön elämässä se ei ole toiminut. Yksi syy oli ajan puute ja toinen oli taitotason vaihtelevuus. Kehittämisehdotukset on tehty tutkimustulosten perusteella.

Systemaattinen suunnittelu, motivaatio ja koulutuksen käytäntöön siirto nousivat tärkeiksi parantamisen kohteiksi. Tärkeää on myös että, kouluttajan työaika on suunniteltava huolella ja suositeltavaa olisi, että motivoituneita kouluttajia olisi enemmän. Toinen tärkeä asia oli parantaa työntekijöiden ajankäyttöä. Tärkein tavoite on laatia henkilökohtainen kehittämissuunnitelma jokaiselle työntekijälle sekä konttorille.

Toivon, että tutkimuksen tulokset ja ehdotukset otettaisiin käyttöä ja niistä olisi hyötyä käytännön elämässä.

ASIASANAT:

Itsearviointi, taitokartoitus, osaamiskartoitus, arviointi, kysely, henkilökohtainen kehityssuunnitelma, PDD, oppiminen, osaaminen, sijoitustuote osaaminen, sijoitustuote osaaminen, esimerkillä johtaminen, motivaatio, koulutus, pankki, coachaaminen.

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LIST OF ABBREVIATIONS (OR) SYMBOLS

APV1	Investment Service Degree
APV2	Investment Adviser Degree
MIFID	MiFID is an EU directive regulating the financial markets
PDD	Investment Adviser Degree
MBO	Management by objectives
FIN-FSA	The Financial Supervisory Authority

1 INTRODUCTION

During the last years financial markets have surrounded us with depressing news and turbulence in the markets. Today's topics are the current state of the economy, unemployment and cut-offs, and the financial crisis. One of the important questions in the financial sector is increased lack of trust and reliability. Its significance has grown after the 2008–2011 banking and financial crisis. The economic situation and technology has led enterprises to even higher competition and more pressure to adapt to changes (Worldbank 2012.)

Internationalization has altered competition and market structures. Provision of services and competition is getting stronger in all areas. These changes have also increased workers' requirements of learning. The service systems requires more and more learning and knowledge. Knowledge of the staff of the service businesses is one of the most important tasks in developing organizations' productivity and success. The outcome will have a direct impact on the productivity and skills development. Change management is also a competitive tool in the service sector. Banks have possibly had to adapt to the new and ever changing circumstances more than other companies. In practice, the companies found that the competitive advantages of the future are the development of cooperation in the area of knowledge and staff groups. Regardless of the economic climate, banks offer financial advice and additional information to consumers concerning saving opportunities. Consumers demand information on insurance policy content and investment products in terms of risk and investor protection. (Ojala 1996, 19; Niitamo & Työterveyslaitos 2003, 93; Havunen 2004, 10; Grönfors 2010, 48.)

The financial sector clients' needs and expectations concerning values and practices have changed over time. Customers are becoming increasingly aware of their options. Today, there are a countless number of different options for financial services and products. Increased consumer awareness requires personnel with new and more versatile skills. Staff must be familiar with the services offered, but they must also understand the backgrounds. (Ojala 1996, 19.)

In my work, as an investment specialist, I have noticed these changes. Investment advising has changed after financial distrust. Also these days investment advising is more individual and regulated by law. I find this very important because we all are different and we have different goals for our future investments.

I have also noticed that even though people are interested in saving, they seem to be divided into different groups in terms of savings. Older people are more careful and saving is a habit for them. Younger people take more risks and they usually come up with excuses as to why saving is not possible right now. These excuses are similar with both low and high income levels. I think younger people are also more willing to take loans than older people. I think that endless saving without any real reason is perceived as being boring and un motivating. For younger clients, the most important thing in saving is having a clear goal or a prize. This is something that makes it worth the bother. The meaningfulness of the saving and having a clear target to work towards is considered motivating.

In changing these attitudes, banks are in a primary position when guiding their clients. From bank staff, this will require professional customer service, a competitive knowledge of range of services and keeping up the markets. I think banks have improved and are constantly developing personnel training. Banks know that savings take up an evergrowing part of the productivity of banking businesses.

In the future, we have to know how to lead and measure current knowledge much more effectively. Learning and quality go hand to hand and the result is continuous development. Competitiveness is based on the skills of the individual and the organization. Maintaining competitiveness requires learning. The highest-ranking management of the enterprise must be interested in the development of skills. The organizations have to have an idea of what kind of skills are needed, both in the short term and in the longer term. What knowledge is like at the moment and what are the main areas of expertise. Planning development, skills and career in daily routines keeps people going.

Keeping up to date with development plans and as well giving recognition to the staff for good performances are important. I am going to concentrate on finding out the level of knowledge of Nordea Turku's employees and which subjects need most improvement regarding future education. (Ojala 1996, 214; Grönfors 2010,47.)

2 RESEARCH PROBLEM AND QUESTIONS

Learning at work is considered the best way of learning writes Leena-Maija Ojala (1996, 65). Educational teaching methods vary considerably. Finnish enterprises diligently train people, Nordea included. She also says that successful companies emphasize the ability to recur, listen to their customers as well as meet their wishes, learn continuously and to act faster than competitors (1996, 71).

The research objective of this study is to find out what is the state of knowledge of Nordea's employees' (Turku) and in this context what should Nordea's development targets be in the future. The research question is: How well do Nordea's employees themselves feel that they know different investment products based on their job description (self-evaluation). Also what areas do they need to or would like to develop and receive training in. This information will help organize the right kind of education and training for the future. In addition, the results may help management support the personnel's acquisition and learning in the best possible way, and to create a favourable working environment for training.

The study will also identify the differences between different Nordea branches in relation to customer groups. Possible areas of improvement for developing consistent practices for improving initiation and learning enhancement for the whole organisation will be pointed out within offices.

Research questions:

1. How well do Nordea's employees feel that they know different investment products?
2. What areas do they need to or would like to develop and receive training in?
3. What kind of training will be required to achieve these services / products?

2.1 The idea and goal of this thesis

I work as an investment specialist in Nordea bank myself, so the interest of the subject came from my own work. I have personally been able to follow branches and team skills and training and the differences between them. In accordance with my employer we agreed that this would also benefit the organization with additional training in the future. At the same time I could also offer an expert point of view.

The research group consist of personal banking advisors and I have also worked as a personal banking advisor myself. I know the job description well and all the challenges that they face everyday. One of the reasons why I wanted to become an expert was the lack of time to concentrate on one subject – investments. Work was balancing between loans and investment and I felt like I did not know enough about both of them. This was one reason why I chose this research subject. I wanted to prove my opinions and give suggestions to improve the staff's daily work.

2.2 Nordea

Nordea is the leading financial services group in the Nordic and Baltic region. Nordea has the largest customer base of any financial services group in the Nordic region with approximately 11 million customers and 1 400 branches.

Nordea's slogan "We make it possible" crystallizes the central idea of Nordea's operations: to help clients reach their goals by providing a wide range of banking, asset management and insurance services. Nordea's name comes from the words "Nordic" and "ideas" – Nordic ideas, reflecting Nordea's values and way of working.

The Nordea Group was born in 2001, when all aspects of the Group incorporated under the name of Nordea. Nordea's roots, however, are further away in four Nordic banks, namely the Finnish Merita Bank, the Swedish Nordbanken, the Danish Unibank and the Norwegian Christiania Bank Kreditkasse.

Nordea's vision is to be a Great European bank, acknowledged for its people, creating superior value for customers and shareholders. (Nordea 2013.)

2.2.1 Nordea Bank at Turku Region 2013 (Saari Ilkka 1.3.2013)

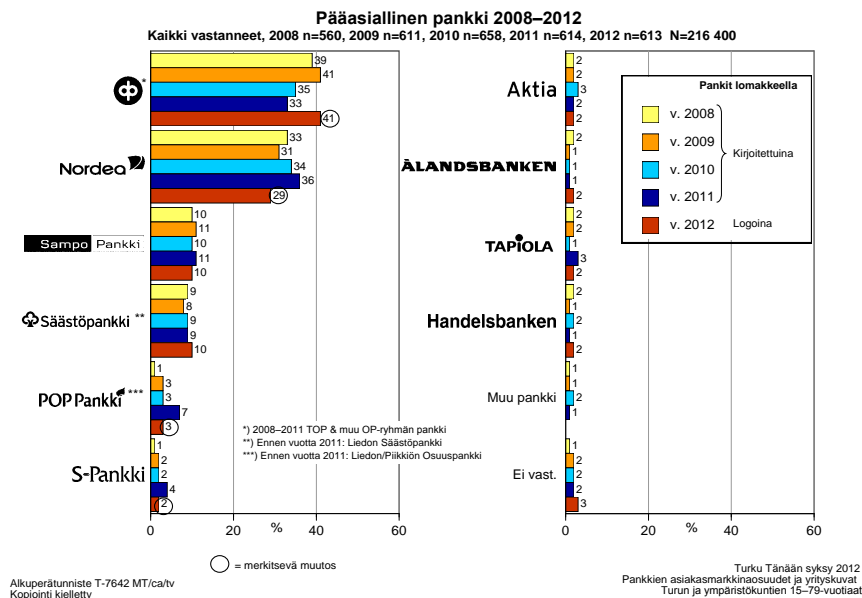
Nordea has a wide network in the Turku region.

- Turku
 - Kauppatori
 - Humalisto
 - Hämeenkatu
- Shopping centers
 - Skanssi
 - Länsikeskus
- Nearby city centers
 - Raisio
 - Kaarina
 - Naantali
 - Lieto
- Approximately 230 employees together

Figure 1. Key figures in the Turku region 1/2013

Customer volumes (asiakasmäärät)	
Active personal customers	128568
Gold- and Premium customers	50396
Private Banking customers	1 856
Corporate customers	15234
Business volumes (liiketoimintavolyymit)	
Business volumes over all (Personal and Corporate)	4739 m€
Finance	2573 m€
Savings	2166 m€

Figure 2. This pictures shows the banks market shares in Turku region in 2008-2012 (customer age between 15-79)



3 LEARNING, KNOWLEDGE AND DEVELOPING

A number of reviews have shown that training pays off as long as it is systematically planned and based on research data. Learning can occur when giving a space for the new. In attitude and on an emotional level the change can mean increased motivation and a sense of “I can”.

Training always costs and it is not worth investing in just any training. To add learning and knowledge by training is not possible if management sees it only as an extra expense. Research in the field of education states that if companies want value for their money, training events alone are not enough to focus on. It is at least as important to plan what happens before and after training. What I have noticed in my work is that this is usually the part that is missing. Successful education is not just about one or more training event. Good education is a well planned and implemented, and the accumulated knowledge should be used after training. (Kalakoski 2012.)

3.1 Learning

“You cannot teach humans anything. You can only help them discover it within themselves”, Galileo (Silsbee 2010).

Human life is a continuous learning process. Every person has a right and duty to learn from birth to grave but this requires attitude and motivation. A basic level of learning requires memory and sensory functions as well as motivation for learning and changing the orientation, and it takes place through the work of your mental and developing strategies. Learning is maturation, growth, development and transformation. It can be planned or non-planned. Many of the issues and skills can be learned subconsciously by accident, through the environment or with the support of systematic teaching. Learning can be defined in many different ways, and learning takes place during our lifetime as development of thinking. (Ojala 1996, 77.)

Learning is familiar to us in everyday activities. Learning means to detect permanent changes in behaviour, mainly arising from the object and interact

with the environment by observation, memory and thinking. There are multiple ways to learn and different learning methods are suitable for different situations, due to varied subjects and individual differences. (University of Tampere 2013, Oxford Brookes University 2013.)

Learning is like any skill – it rusts away when it is not used. That is why learning should be continuous. It needs to be practiced at all times. Learning could be compared to sprinting. In order to be able to make quick dashes one must be warmed up and be in good shape. Without proper warming-up the start will be slow and there is a higher possibility of injury. If the organisation has become successful and competitive because of successful learning, it is also a more challenging and interesting work place for employees. Learning must become part of the action. Poor learning ability is like a debt, it eats the profitability of the company. If the debt is too much for a company, it has to declare bankruptcy. If there is too much a change and opposition towards learning there is a risk that the company falls due to competition. (Ojala 1996, 100, 175, 203, 225.)

The most widely used learning process model for adult learning is the Kolb's model. It is strictly linked to the practical experience of learning. For example, more than 80% of adults learn new things at work. The model is based on the experience gained, practical skills, own activities and motivation to develop oneself. Learning occurs mostly in challenging tasks, in short and quick paced instances. To add activity one might want to do something new, such as make people to think out loud, force themselves to self-analyse and perform and to share parts of their day. To add to the practicality, it's a good idea to make a plan of action, to try new ideas, pay attention to other people and to collect functional techniques. This can be done for example by keeping a journal. (Ojala 1996, 80-96.)

3.2 Knowledge

“Knowledge and action are the central relations between mind and world. In action, world is adapted to mind. In knowledge, mind is adapted to world. When world is maladapted to mind, there is residue of desire. When mind is maladapted to world, there is a residue of belief. Desire aspires to action; the point of belief is knowledge” (Williamson 2000).

“Knowledge and information are the outcomes of human action that engage signs, signals and artifacts in social and physical settings. Knowledge builds on an accumulation of experience. Information depends on an aggregation of data. However, knowledge is not simply an accretion of information over time.” (Choo 2006).

Knowledge is a lot more than knowledge and skills. As well as skills development is much more than training, where the focus is on increasing knowledge and skills. Knowledge means that you are familiar with something. It contains facts, information or your own acquired skills through experience or education. There are also different kinds of knowledge; scientific, partial, situated and communicative knowledge. Knowledge in any form is the core competence that maintains the company's competitiveness in a changing environment. Success in the business is also based on knowledge and how well it is used. (Greengard 2012.)

There are different levels of knowledge. The base is the individual level. In addition there is a team level which consists of a team of people involved in their own competence and their consolidation. Departmental level competence consists of the broader areas of expertise. The organization consists of the core competence of expertise, as well as other skills. (Sydänmaanlakka 2007, 144 – 148.)

3.3 Self-analyse and survey

Expert Heikki K. Lyytinen from the educational administration has defined the concept of self-evaluation as follows; the ultimate task is of self-evaluation is to support the individual and community learning, development and experimentation. The aim is to develop working together through education and learning. It is a type of collaborative learning process. This definition is contained in the self-analyses key elements; the continued development of the individual, the community learning, and initiative. (Mäkinen & Uusikylä 2012.)

Surveying is a process that makes visible the knowledge of the organization. The aim of the analysis is to identify the key strengths and areas for improvement, as well as to find out the level of knowledge in general. My analysis is a self-analysis that serves as future educational information for development on both an organizational and individual level. Only when knowledge is identified, is it possible to use and develop. All of the competencies that the organization already exists are needed in the organization in the future. The survey is a tool that allows knowledge to deal with the personnel in the organization and management. (University of Oulu 2013.)

The survey identifies employees' expertise and knowledge levels regarding investment products. After this objectives and target levels can be defined. Answers can also give development suggestions and they have an opportunity to affect future training to increase motivation.

3.4 PDD (Personal development dialogue)

PDD means obtaining the required knowledge of the organization by developing the skills of individuals. The personal development plans are the base of the knowledge-based organisation. (Ojala 1996, 194).

The PDD conversation has been prepared for the supervisor and employee to make joint conclusions prior to performance. The purpose is to come to agreement on new goals and existing target evaluation.

The main purpose of the discussion is for the supervisor and employee to agree on performance improvement and personal development objectives and measures. Subjects should be given an opportunity to self-assess their own performance, after which the manager can make their own judgment. After this a compromise is reached through a joint discussion.

The manager's role is to believe that everyone will be able to develop his or her own work. In addition, he or she must motivate employees to achieve good results now and in the future. In addition, the employee is given the opportunity to influence the design and implementation of his or her own work.

Development dialogue should also consist of a development plan – a layout for future education or required additional education.

When setting goals one should take into account three things:

- Employees work better and more efficiently if they are told what is expected of them and how well they are performing.
- Employees are more committed and reach their goals better if they are allowed to take part in planning.
- Employees work more efficiently when managers show a genuine interest in them and provide regular feedback and guidance to coach them.

The most common performance problem comes when you have differing perceptions and expectations due to a lack of communication.

(Cannon & Kansanen 2004, 21.)

4 INVESTING IN FINLAND

The Financial Supervisory Authority (FIN-FSA or Fiva). The Financial Supervisory Authority is the financial and insurance supervisory authority in Finland. They control banks, insurance and pension companies, as well as other businesses in the insurance sector such as investment firms, mutual fund companies and the stock exchange.

Their business objective is financial stability of credit institutions, insurance and pension companies and other controlled stable operation. Their aims are to be a safeguard of the interests of insured persons and the maintenance of public confidence in the financial markets. Their objectives and tasks are specified in the law of the Financial Supervisory, which states that they are responsible for promoting compliance with good practice in the financial markets, and public understanding of the financial markets.

The Federation aims to improve public confidence in the investment services business by ensuring that the employees of these financial companies engaged in the performance of duties have adequate knowledge and skills. (The Financial Supervisory Authority 2013.)

The investment services legislation requires the investment firm's management to be suitable and appropriate. Authorities may examine management for the company's business license. An individual employee of the firm is not examined in Finland or other degrees (with the exception of stock exchange and derivatives. Therefore, the Federation of Financial Services has approved the qualification requirements for investment company staff. Examinations are part of the Financial Sector Federation of self-regulation and are designed to maintain and develop a high level skilled staff in investment companies.

Federation of Financial Services has authorized the APV-degrees Ltd. to answer and uphold the qualifications system. An investment service examination system consists of two degrees. Federation members shall ensure that their employees have the professional qualifications and training that meet

the legislative and regulatory requirements for the provision of investment services (Sijoituspalvelualan tutkinnot 2012.)

4.1 Investment Service Degree APV1

The degree is aimed at all investment firms, banks, insurance companies and investment services, customer service and agents of persons who wish to obtain an overview of the operation of the securities markets, services and products.

The Investment Services Examination is valued and recognized by the industry as a way to show that investment service jobs require cognitive skills. Degree requirements have been divided into seven subject areas; market structure, corporate finance, securities, service provider's point of view, individual asset management (funds etc.), insurance services, the taxation of the family and inheritance law. (Sijoituspalvelualan tutkinnot 2012.)

4.2 Investment Adviser Degree APV2

The degree is designed primarily for the securities market in demanding customer service for people working as customer contacts in caring for investment advisors and asset managers. A typical performer works in customer service such as private banking / financial services.

The investment Adviser degree aims at deepening and broadening acquired knowledge. The structure and themes breakdown is similar to investment service exam. The investment services degree is a prerequisite for successful completion of the Investment Adviser degree. (Sijoituspalvelualan tutkinnot 2012.)

4.3 MIFID

MiFID Markets on Financial Instruments Directive, 2004/39/EY. MiFID is an EU directive regulating the financial markets. Companies providing investment services are regulated by this law. The directive was adopted in April 2004 and the supplementary regulation and the implementation of the directive were adopted in the autumn of 2006. In Finland, the directive was brought into force by adjusting the new Act on Investment Firms and making changes in the Securities and Mutual Funds Act. The new provisions came into force on 11.01.2007. The Directive regulates the provision of investment services, including investment advice, asset management and securities brokerage.

The directive aims to develop the EU's internal market, to harmonize member states' provisions, to facilitate the provision of investment services in another member state, to increase competition in the securities market and improve investor protection. (European Commission 2013.)

5 MANAGER'S IMPACT ON DEVELOPMENT AND TRAINING

“A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better.” Remarked Jim Roan, a motivational speaker that was very popular in the 80's and 90's. (Motivating Quates 2013).

Management is a tool and a process. Management agrees on different areas of work. The manager's most important task is to provide “good-management services” that encourage workers to achieve their goals. The Director's vision is to provide a framework for the formation of the organisation as a whole and its sale, so that everyone wants to be part of the vision. Also the management's own learning is important. Management is an area that should be able to regenerate. A director's starting point should be the desire to improve based on their own expertise and know-how. This would be an effective means of a holistic mindset change – which is a change in thinking for the managers. A true “learning company” begins with the development of the people that also have the power to act – something that managers need to understand better than ever is what motivates people. Power and responsibility depend on the basis of the knowledge; the power is reduced to the status of the hierarchy. The driving force is commitment, in which case old-fashioned control is no longer needed. (Ojala 1996, 162-163; Havunen 2004, 15; Grönfors 2002 61-62.)

The manager is in a key role when it comes to the content of the tasks that the organization is expecting. What I have noticed in my work is that communication is really difficult and that management and employers usually disagree because of communication. Usually management processes new information carefully and well but the communication and presentation of this information to employees is lacking at the very core of basic information such as “why we are doing this” or “what is the purpose of this action”. These communication problems awaken questions and rebellious attitudes in employees and this is

not wanted behaviour. The influence of communication is a major part of regeneration and a tool for well-organized change.

Ismo Lumijärvi (2009, 9-14) has been studying managements training impact of their performance as a leader. The importance of management's structured training is key, as continuous self-development should be an established part of every leader's role. The research highlighted interpersonal skills, processing skills, motivational skills and strengthening staff "empowerment".

5.1 Example management

Example management is an important basis for talent management. The major points are the managers superior attitude; to their own work and professional development, employers development, enthusiasm towards work, motivation for their leadership and commitment to their missions. Motivation has been demonstrated in numerous studies in management, as a key factor. It is even considered the most important feature of the supervisor. In order to be a recipient of the manager's results an employee must be able to respond to their work demands and know what is expected of him/her. In practice, the manager's best tool is his own personality and example because leadership is always related to one's own personality. A manager is a role model for the team. His/her attitudes, approaches and values are monitored. If his words and actions are in conflict, actions always speak louder and credibility can decrease. (Havunen 2004, 17.)

5.2 Coaching

What is coaching? This explanation is from the Finnish coaching federation's website: Coaching helps clients focus their thinking and activities, to meet their goals and to plan strategies for action. It provides a balanced set of decisions, reflective learning and in-depth development. Coaching provides tools for their own roles and enthusiasm to grow and to achieve the objectives. Coaching aims coachee individual or organization's overall development, growth, ecological balance and improving your performance and practice. Coach to help

trainees develop as a person and as an individual and take advantage of the size of current and unused potential. So prepare to achieve and also exceed their own goals and helps the entire organization succeed. Companies whose employees will cooperate coach with achieving significant improvements, as well as at the individual level and company level (productivity, quality and profit growth, improving customer satisfaction and the organization's commitment to strengthening). (Coaching Yhdistys 2013.)

The coaching leadership role is aimed at enhancing employees' skills development. The coach's job is to generate maximum benefit for the organization by helping people learn, develop and grow. The coach's role is to create conditions for effective and straightforward work and as soon as possible. The coaching process is strongly connected to the employee's work and learning at work. The employee is responsible for learning, but the coach's role is not so much to teach, but to support learning at work. The coach's role is very unselfish; the honour and attention belong to the group of individuals working there. Trusting the coach is an essential factor. The coaching relationship starts with good supervisor and employee relations and working communication. Coaching is, therefore, developing a culture of learning as well as the practical application of learning. It includes a sense of responsibility on both the managers' and subordinates' side. (Havunen 2004, 15-17.)

Also coach leaders release time to themselves. They coaches and delegates more and controls less. In this way, they will increase productivity and help the staff to use their whole potential. (Heikkilä 2009, 102.)

Linda Pokki wrote in her thesis "Valmentavan esimiestyön kehittäminen pankissa" that Coaching with learning is mainly informal, learner-centered and self-directed (2010). Coaching however, works only if the head itself has a strong inner need to change their thinking and attitudes. Coaching specifies and edits supervisor perceptions of their own leadership skills and also controls permanent behavioural changes at work. Coaching can be influenced by the organization's management culture, to increase and strengthen internal collaboration and discussion, as well as modify the management of the

organization to become more interactive. Coaching is not the solution to all development, but it should be understood as one of the successful operations of an enabler.

Pokki also writes that a Coach may be an experienced expert, but he should take the role of advisor and mostly his job is to help staff members realize their own solutions. Coaching expertise that focuses on the trainee's own thinking works more efficiently. A trainee is to learn through his own discoveries.

A key goal of coaching is reflection performance. Reflection is a working system where the coachee's own thinking is questioned. When challenged, it is possible to dispense the secure and obvious, not including working practices, and to find new alternatives and better ways to deal with challenges. Through reflection their actions can be changed permanently. One of the main purposes of coaching is to help the trainees overcome their own internal hurdle. What is important is that the coach believes in the potential of the trainee. The coach's role is to help the trainees in the detection of internal barriers. Most of the internal obstacles are based on self-limiting beliefs, or a lack of confidence. (Pokki 2010.)

The book "syväjohtaminen" describes the cornerstones of "deep lead" by Vesa Nissinen (2007,27):

- Confidence-building; Manager's example, honesty, responsibility, fairness, and equity-based ensemble.
- An inspiring way to motivate. The vision of a clear goal-oriented and rewarding leadership, which allows people to see the future and welcome the common goal so that everyone wants to do their best and more, to develop and keep learning.
- Intellectual stimulation. The director should act in such a way that he gets subordinates to actually think. This requires a director; critical use of feedback, the ability to tolerate and be open, take advantage of the ideas of subordinates.
- Unique identifier of the human encounter. They must be familiar with

each other and they must be taken care of in all situations as unique individuals.

Nissinen also makes a good point when stating that the effective management of a human being is not possible without adequate expertise of its own.

6 COMPETENCE SURVEY – CASE STUDY NORDEA BANK TURKU BRANCHES

6.1 The data collection and method

This research is based on qualitative and quantitative data collection methods, a survey and interviews in particular. The research methods were chosen because they apply to real life better. Interviews complete the research results. The study was implemented as a written questionnaire. The research subjects were 26 staff members from 4 different branch and managers. The answering percentage was 100%. Out of the 26 questionnaires that were handed out 26 were returned. The study clarifies how the target group has been experiencing investment product knowledge based on their own opinion.

6.2 Objectives

Objectives of this study are to gather more information for Nordea branches in Turku about their personnel's knowledge of investment products. The survey will help identify deficiencies in different areas of investment products. I will give them suggestions based on the answer results and comments. I chose different kinds of branches because I wanted to compare them to each other and prove the difference between them. As an example the person who works at Premium branch has investment customers and a person who works at a "new customer" branch has a lot more loan customers. This will obviously affect their knowledge. Due to the difference in the knowledge these employees should not be in the same training group.

Before the survey I had a vision of the state of knowledge based on my own point of view as an expert. I have also been an educator at a Nordea training event and I have seen the problems of implementing of these teachings. Education and training of investment products is crucially important to bank officers because the wealth of people is growing all the time in Finland. People

are also more interested in this field. Updating the information is really important because the information changes every day.

I also wanted to ask if they have completed Investment Services Degrees because of the regulations discussed earlier. However, I was more interested in how examinations help practical work.

I ask about their motivation because that is the baseline to extra education.

6.3 Conducting the study

I have been collecting research data through questionnaires, which I have designed, together with Nordea's investment manager Mari Lehtosalo.

The survey asked workers to self-evaluate their own skills based on the requirements of their job descriptions. The questionnaire includes both open-ended questions and multiple-choice questions. The form assessed the person's skills in many different areas of work, as well as their own motivation to additional education. Also, the form encouraged workers to leave their own suggestions.

6.4 Respondents

Respondents to the questionnaires were personal banking advisers, business banking advisers and branch managers. A personal adviser's work is very demanding. They have their own client portfolio which they are responsible for. They have a very broad knowledge of bank products, loans, investments, insurance and daily financial affairs. When I myself worked as a personal banking adviser I found that my knowledge was more focused on the loan issues because my customer portfolio contained a significantly higher proportion of loan customers than investment customers.

Personally, I feel that this is one problem of this job. The work requires one to be an expert in a wide range of subjects but in practise employees know a bit of everything and they can rarely focus on one or two subjects to become true experts. One's portfolio defines their knowledge areas. The study results also

prove this. Discussions with the staff verified that they were of the same opinion. I also noticed that the portfolio influences employees' motivation. As an example a person who handles more loan customers feels that "investment does not concern them". Often the workers feel a sense of personal inadequacy when they try to balance between areas.

6.4.1 Branch types

- “Premium branch” is a branch where customers have more investments (over 100 000e). “Premium is tailored to good customers who appreciate comprehensive specialist services in savings and investments. We can help you make successful decisions in managing and accumulating your wealth.” (Nordea 2013).
- “Normal branch” customers are Nordea's key customers. “Nordea’s Key Customers are assigned a personal banking adviser. He or she is your personal contact person at the bank. Your banking adviser knows your situation, will listen to you and help you reach your goals with the support of all the expertise in Nordea.” (Nordea 2013).
- “New customer branch” receives all new customers and new loan customers.
- Corporate branch “Preferred entrepreneurs”
“As Nordea's Preferred Entrepreneur you can focus on your company. The banking adviser assigned to your company tends to your banking matters, so that you have the time to concentrate on your business and its development. Your banking adviser will put you in touch with the Nordea expertise you might need in any situation. (Nordea 2013).

7 RESEARCH RESULTS

The staff survey was carried out to personal, business banking advisors and managers. Their customer base consists of Nordea's key, corporate and premium customers, depending on the branch. I got answers from 26 persons in 4 different branches.

The answering percent was 100% because I personally gave all the surveys and I adjusted the questions. There were several reasons why I wanted to do it this way; one was that I wanted to personally give all the questions because I knew the personnel would answer as they know me from my previous work. I could have sent it by email link but I know that it is easy to forget surveys in one's inbox. Also I know that as the average age of the participants was a bit older they prefer more traditional surveys. I interviewed some staff members to get more information on the research questions. This was very useful in explaining some of the results.

Self-evaluation was a good way to require evaluations on personal knowledge. On the other hand, individuals are not always aware of their personality. One may seek to respond in a socially beneficial way. This should be taken into consideration in the results. Also in self-evaluation it is good to take notice of different levels of "selfcriticism" in answerers. Naturally, general mood and other feelings may affect the answering (good day or bad day). (Peda 2013.)

7.1 Overall results

Investment expertise was highlighted as expected by branch types. According to the surveyed personnel's own estimation of knowledge of investment products I was able to see that Premium office had the best results whereas the new customer branch with the least of investment clients scored lowest. The result was to be expected, since the premium branch's strength area is investment.

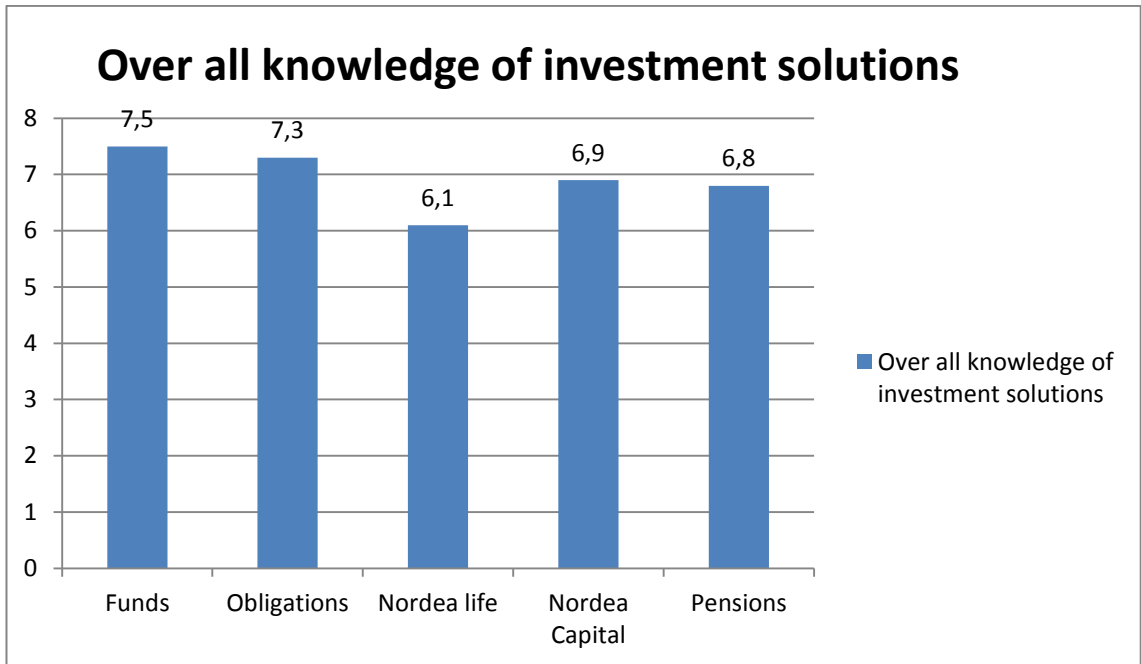


Figure 3. Over all knowledge of investment solutions

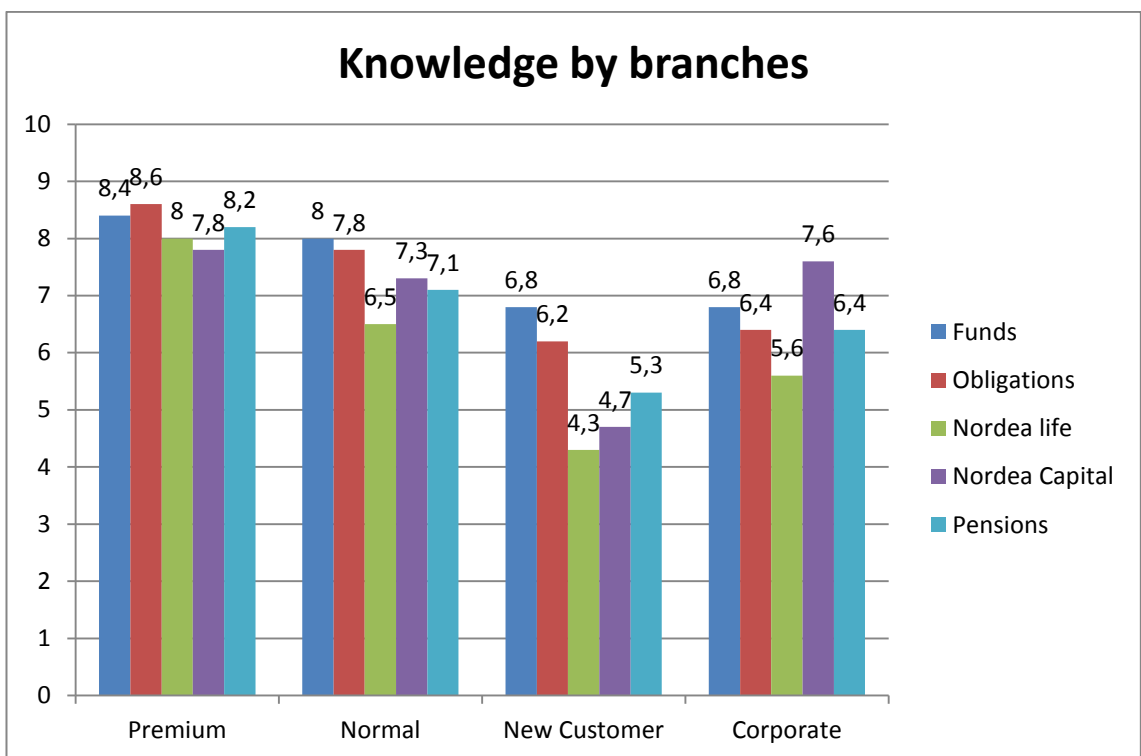


Figure 4 Knowledge by branches

Table1. Premium branch wanted to have most training in:

Funds	Product information
Index-linked bonds	Product information
Nordea life	Taxes and juridics
Nordea capital	Product information
Pensions	Taxes and juridics

Table 2. Normal branch wanted to have most training in:

Funds	Taxes and juridics
Index-linked bonds	Taxes and juridics
Nordea life	Technique, Taxes and juridics
Nordea capital	Technique
Pensions	Technique

Table 3. New customer branch wanted to have most training in:

Funds	Product information
Index-linked bonds	Taxes and juridics
Nordea life	Technique
Nordea capital	Technique and Product information
Pensions	Technique

Table 4. Corporate branch wanted to have most training in:

Funds	Product information
Index-linked bonds	Product information
Nordea life	Product information
Nordea capital	Product information
Pensions	Product information

7.2 APV1 and APV2

From 26 persons 81% have completed the Apv-1 exam. From these only 7% have also completed Apv-2 exam.

Only 5 have not completed either of the exams and from these persons 4/5 has worked at Nordea for less than 2 years (in current position).

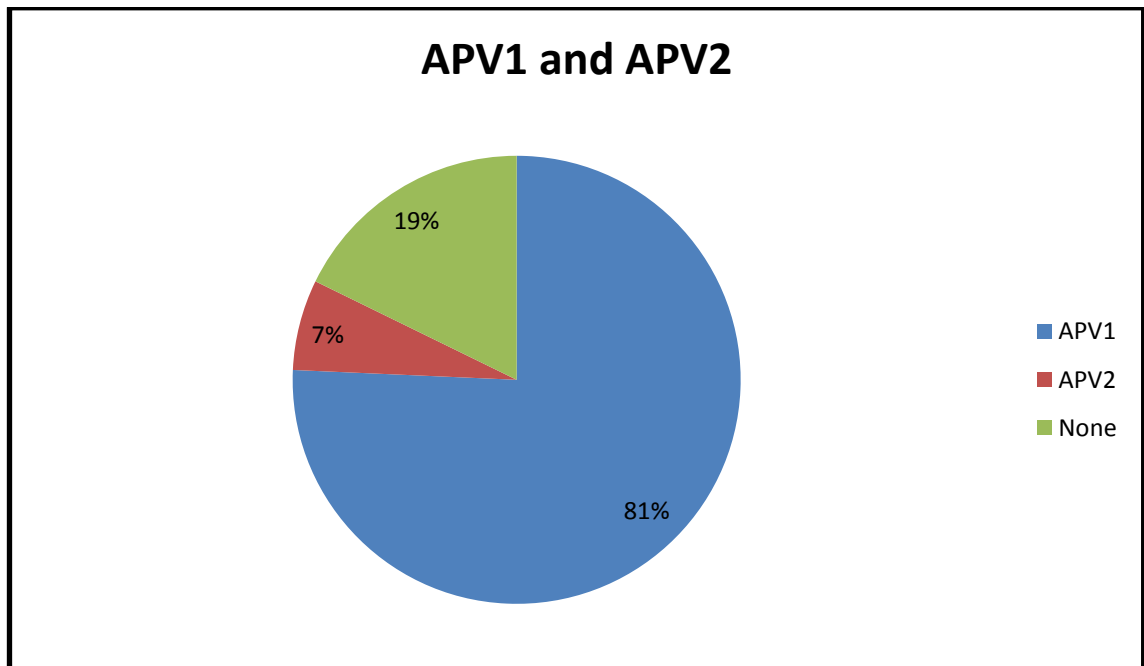


Figure 5. Apv1 and Apv2

I also asked what use respondents thought they had from the exam. The most common answers were:

“It gave me general knowledge”, “nothing”, “no practical utility”.

The 7% who have also completed the APV2 were most positive and found the survey useful. They also have more investment customers. Persons who had more loan customers generally said that they didn’t have any use of the exam. One comment was also that as the employer does not offer any incentive to do the test there is little interest to take it.

I think that once again motivation has a lot to do with it. People who are motivated thought it was useful and people who were unmotivated in relation to investments thought it was not useful.

I would recommend more recognition for accomplishments and time. Like I wrote before “Examination is valued and recognized by the industry” but it seems that it is not valued at work. Managers should also motivate people more to take the exam. According to Adair the thirst for recognition is universal. A leader can give recognition and show appreciation in a variety of ways. A sincere “well done” and “thank you” can work wonders for person’s morale but it is equally important to encourage a climate where each person recognizes the worth or value of the contribution of other members of the team. (Adair 2006, 106.)

7.3 Motivation

”Employers' performance has been established to be directly related to employees' motivation.” (Oyedele 2011).

“Motivation and commitment have been studied and researched vastly and the general assumption is that employee motivation and commitment, from an organizational point of view, will benefit the organizations. These two concepts are also positively connected high job satisfaction. There are variables that can be seen as enhancing factors for employee motivation and commitment such as flexible working conditions and training.” (Pirinen & Tervo 2012, 10).

I wanted to ask branches about motivation to further education. One reason was to prove my own impressions about different branch types. However, I also got some surprising results which were explained to me after interviews.

The highest motivation towards extra education was in the Normal branch. I didn't expect to see this high motivation. From the feedback that I got it seems that not enough education has been offered to this branch. Over half of the respondents gave feedback that training should be for everyone not always just for one person. I think this is one the biggest reasons why personnel in this branch is so motivated towards education. Also another aspect is that this is the branch that has the most versatile customer base on the private customer side.

They cannot concentrate in investments like at the Premium branch and they cannot concentrate on loans like at new customer branch.

Premium branch have the worst motivation. It was very surprising. But after some interviews the reason became clear. The lack of motivation comes from the quality of training. The message was that current training is not challenging enough. According to Risto Havunen (2004, 126) the lack of challenges will quickly paralyze the team and it will start to retroact Personnel would like to get training that they could apply to their work. These were the reason for poor motivation. According to this survey the level of knowledge in these respondents was the highest.

I would like to remind about “deep lead” where the manager was recommended to find an inspiring way to motivate and give more intellectual stimulation.

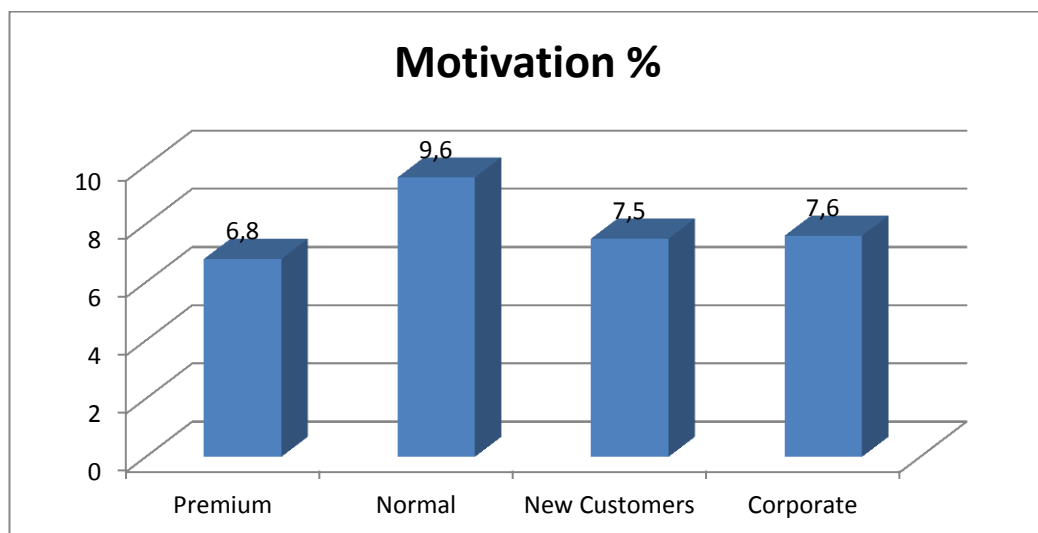


Figure 6. Motivation %

8 CONCLUSION AND DEVELOPMENT SUGGESTIONS

The knowledge-based survey proved to be useful in targeting development activities. The self-analysis helped identify respondents' own knowledge, skills and motivation.

Education is much more than just formal training. Important forms of learning and development are, among others, role models, coaching, job rotation, on the job learning and self-guided learning (Ruohotie 1997,120).

Over all systematic planning and consistency emerged as the most important target to improve. In practice it has not been working because of the lack of time and resources. Most of the training is based on self-education, studying the intranet and mass training. The biggest problem in the research team is time management. Self-training does not work if time management does not working. Usually training is the last thing in the "to do list".

What is needed:

- Motivation
- Resilience to overcome challenges
- Time management

Allocation of the mentor's working time was very important and it must be properly planned. This is why I interviewed Turku region's investment chief Mari Lehtosalo to find out more about what is the current educational situation. Mari is the Turku region educator, she has 13 teams and she visits every team once a month. She starts the day with her "morning brief" which includes current affairs. Mari agrees in advance with one person from the team about a shared work day. During this day Mari and the employee usually meet 3 customers together. After this Mari gives feedback to the "student" and after the day the employee also gives feedback to the supervisor.

I encourage Nordea to employ more mentors with good motivation. My opinion is that Mari has too little time per person. Currently she has 1–2 days one-to-

one time with each employee per year. I think that there should be more personal education to encourage growth, add knowledge and see progress in practice. I would recommend that every person had at least 1–2 days per/month because then the education would be continuous.

8.1 Personal development plan

“If you are to work on your goals, your goals will go to work on you. If you go to work on your plan, your plan will go to work on you. Whatever good things we build end up building us.” (Motivating Quates 2013.)

“You can take a horse to water, but you cannot make him drink.” (Adair 2006, 89.)

The first element of communication must ensure that the lessons learned should be used at work. It is recommended that each banking advisor produce a personal development plan which is made together with the investment manager and supervisor. The development plan should consist of 2–3 development areas. This sets a goal and inspires an action plan. What are you doing for each subject? What is the goal? “Unless you ask a person what motivates them – what they want – you will not know.” (Adair 2006, 95.)

Milestones are the perfect way to target large modules, because they include realism force. If the setting of targets is not based on common sense and a reasonable challenge, they will be more-or-less jokes. It is essential to agree on targets or objectives together. Here the principle stands – the more we share decisions which affect our working, the more we are motivated to carrying them out. But also the objectives need to be challenging enough to lead on to top-performance. In addition, the individual needs to agree on objectives. (Havunen 2004, 51; Adair 2006, 97).

Once the areas in which action will be taken have been decided on and placed in descending order of priority, an action plan will be produced to work as a guide for continuation.

After the plan making the advisee would have some self-study time, mentoring with the investment manager and finally a "skills test". Monitoring is a very important part of the process. Between regular intervals, achieved progress should be revised. This makes employees feel that they are involved in the change. Also time to reflect is important because thinking is big part of learning. While reflecting we organize information and structure what we have experienced, give meaning and make conclusions. Putting new knowledge and skills into practice is reflective of the level of learning and one of the best ways to improve learning. The test is a customer meeting where the employee showcases the learned skills. My opinion is that the test would add to employee commitment regarding self-training. It shifts the responsibility of education to the employee, for instant to formal training including self-study and not practical work. Usually putting your new knowledge to practical work is a challenge. In this way supervisors can make sure that the new knowledge goes to use. After the tests a new development plan should be made. (Ojala 1996, 173; Grönfors 2002, 34).

Once the task is completed, it is time to celebrate. Highlighting successes is an important symbolic gesture. Memory of the success can feel good and encouraged to continue. (Ojala 1996, 173).

8.1.1 A few tips for making a branch plan

Making a change is a major challenge to the supervisor but at the same time it is very important to ensure success. Rigid and time consuming routines out and time for learning. Power of Experience – be positive and also handle current affairs as soon as possible, before they are forgotten. Learn from mistakes and use them as beneficial examples instead of punishing. Celebrate figuring out what to do differently in the future, how to avoid mistakes. Highlight learning "heroes" and show examples. (Ojala 1996, 217).

Firstly, managers should produce an overview of the current state together with subordinates. Planning together ads commitment while the implementation is

being developed creatively. The likelihood of succeeding in the change also increases.

Assemble subordinates together and show them how the general case is to proceed. Divide them up for example by branch (later individual plan). Employees, in groups, record their strengths, weaknesses, opportunities and threats for learning as an organization. They can write their answers on a paper and place the attributes in a four-field box. Employees create a complete picture by searching for strengths and shortcomings. It is important to find the benefits because there is always resistance to change. If the vision and goal is not clear to employees, management's focuses are too much in to present moment. Then the organization is not in a position to see themselves in the future, and not engaged to achieve required learning objectives. (Ojala 1996, 215).

8.2 Education by branches and team learning

"Most people reveal this capacity in the way they respond better to a challenge, there is a fine balance here. If objectives are totally unrealistic they will demotivate people: if they are too easy to attain, in the other hand, they are also uninspiring. As a leader you have to get balance right. "It's not enough to do our best" said Winston Churchill. "Sometimes we have to do what is required." (Adair 2006, 97).

Work and decision-making is done more and more on a team level. In a learning organisation team is a basic unit so the learning should be done in a team. (Ojala 1996,149).

I propose against mass training. Adult learning is more effective in small groups. All training should be branch specific and tailored according to subjects that employees have pointed out in results. As the traditional model of learning has been a teaching model, which is based on transmitting information, in which the expert will present information and people will obtain it by listening. Conceptual knowledge is assumed to be passed to another. Learning is the goal, but the focus is teaching, which is intended to convey as much information as possible

in a short period of time. People are supposed to learn from this and get useful insights. However, the information on the practical implementation of the responsibility of the listener. In this way, data recovery is limited or non-existent. Often the information is in the process of shattering the listening level and the experience has been "whether it is funny to hear". The listener does not usually have the time to deal with the flood of information. (Grönfors 2010 19, 128).

According to study employees of companies that utilise self-learning and e-learning are more willing to study and learn with a group of people: they can learn from them, get inspiration and a partner to converse with, ask about problems and work related questions, to share their experiences by talking about the challenges of work. Learning and learning belonging to a group, is very important to keep up enthusiasm and better motivation. In the opinion of the majority, there is no more better support than from personal contact in a group. (Grönfors 2002, 22).

- The Premium branch needs deeper knowledge and information about current markets.
- The Normal branch needs basic training, especially concerning Nordea life and capital.
- The New customer branch needs training that is suitable and motivating (because of the loans). My suggestion is to focus on monthly savings because that is more than appropriate for customers that are taking a loan or have loan. Also products like Nordea capital would become more familiar this way. "Pay attention to job design. Repetitive work can become boring. If work is uninterrupted, introduce as much variety as possible." (Adair 2006,101.)
- The Corporate branch needs more product information. They have the greatest range of products so it is understandable that this is the part that they need.

8.3 More time for training

“Success is nothing more than a few simple disciplines, practiced every day.” – Jim Rohn (Motivating Quates 2013.)

To get more visible results, I suggest adding more time to full-time education. Trainers should have time to train every day. This would keep the educational focus ongoing. I would also suggest hiring another fulltime trainer. The 13 teams could be divided into two groups (6–7 team per/group). Each team would receive training about 3 times a month, and some teams would be pressed if necessary. In this way, the current affairs would be discussed almost weekly by the trainer.

Based on the feedback I received, full-day personal education should be changed into a “half day” training session. Whole day training sessions seem to be too lengthy and difficult to internalize. People said that they are exhausted after the 3 intensive meetings. Half-day training would consist 1 or 2 meetings and the rest of the day would be self-training.

These changes would increase training from 13 people to 80 people per month (with two trainers). I am aware that the employers usually consider additional trainers as an expense. I however believe that the results of the extra effort and investment would pay off multiple times.

In the learning model, the focus is on the learner and their needs. Responsibility for learning is fully retained to the learner. His main working equipment is the collection and analysis of information, thinking, as well as a discussion of the application of the results and the monitoring of, and application of the information. He personally selects what he or she wants to learn, and what is of interest, in view of what is for the benefit of both, as the case may be, at the moment and in the future. (Grönfors 2010, 19).

8.4 Co-operation with managers

“The first golden rule of motivation is that you will never inspire others unless you are inspired yourself. Only a motivated leader motivates others. Example is the great seducer.” (Adair 2006, 91.)

“ Motivation management's objective is that people will do what you want, when you want and how you want, because they want to do it.” (Leskelä 2001, 42.)

“Fifty per cent of motivation comes from within a person and fifty per cent from his or her environment, especially from the leadership encountered there.” (Adair 2006, 38.)

Olufemi Oyedele (2011) wrote that “Managers can successfully motivate their employees through empathy, leading by example, management by objectives (MBO), fairness to all, rewards, awards and recognition for long-service and good work, opportunity for employees' training and development, periodical promotion and increase in take-home pay, welfare packages like scholarships for employees' children, free medical services for employees and their families, recognition of birthdays of employees, the creation of a sense of belonging among all employees, regular feedback from employees, effective communication in the project environment and assurance of employees future within and without the organisation, providing a conducive and attractive working environment for the employees, and instituting conflict resolution management.

Nothing motivates better than working in a cohesive team and being seen as part of a success story. Workers are motivated when they are getting results, otherwise, they feel depressed and weak. Other motivating factors are secondary. Managers should be aware that their job is to plan, organise, control, supervise and direct motivated employees to achieve objectives.” “Salaries and wages are not the only motivators that can improve productivity. Employees that are familiar with the objectives of their organisation are more motivated than employees who have promise of higher pay. Organisations should have corporate culture, build teams and not encourage any scheme that

recognises individual team members as the champion of a team. Review of workers should be done before they start work at all where the minimum performance required of them will be exposed in a clear and written form. Performance measurement of employees should not be shrouded in mystery.”

“Motivation factors that are affective and effective in one employee or in a group of employees may not be affective or effective in others. This is an area where study, query and feedback will have to be carried out. For example, the issue of bonuses as motivation factors in employees may spurn employees to be 'distrustful', 'self-centered', 'selfish' and 'individualistic' instead of working for the collective success of a team.” (Samarthakani & Srinivasan 2013.)

Jim Rohn said that we all mostly interact with an average of five people (Motivating quotes 2013.). In every Nordea branch there are 5 to 12 persons, so in that sense, this makes sense. If one is surrounded by people trying to improve themselves, one will find that it is much easier to improve oneself as well.

Great results are not likely to be accomplished by setting the bar low. Hence, the leader must know followers skill level and believe he or she can help the follower to develop and exceed the expectations. Goals energize the organization as they are concrete measurements of actions and results. Action without the goal is walking in circles to appear to be going somewhere. In order to reach its goals and visions, an organization must be able to set smaller objectives and then communicate them effectively to create small victories and successes. This helps the organization create a winning culture and to show the members that improvements are taking place. (Kouzes & Posner 2007, 193-194, 198).

I suggest that managers set examples relating to this. Showing motivation and commitment to training themselves is a productive way to raise the atmosphere. As a simple reminder, the authors point out that what is needed is support and belief.

I know few branch managers that are admirable examples from my own area. They asked if they could receive extra training because there was one product that they didn't know well enough – Nordea capital. Managers expected their employees to know these products. The branch managers started from self-training and after that they had customer meetings together with the investment manager. Managers took normal branch customers and tried to offer Nordea Capital to them. They did this because of their own education and to set an example. I would be really proud of my manager if they were to do the same thing and I am really proud of these branch managers, who showed such commitment and motivation to their team members.

8.5 Teach what you have learned to another person

Educators have long noted that one of the best ways to learn something is to teach it to someone else (Cherry 2013). My opinion is that teaching could work during team mornings. The Normal branch gave feedback that they do not want this kind of education but would suggest something a bit different (what they meant is that one person is sent to training in Helsinki and he will teach everything he has learned when he comes back. Subjects are usually really varied and complicated). I recommend that teams would have their own morning meeting short fact sheet. The sheet would include information on some products. The feedback was also that there is too much self-training so this is one way to decrease it. My own experience is that team mornings usually consist of the manager's monologue lecture of new products etc. (if there is time for this sometimes). I think it would be more educating once again to shift the responsibility to learn to employees, not to just listen to the monologue. Manager could, from time to time, ask one person to educate the team on some upcoming products etc. This person would translate the information into his own words. This process alone helps solidify new knowledge in the brain. Then he would share what he has learned.

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Säästämisen taitokartoitus

Kyselyn tekijä : Mirka Aittola, Turun ammattikorkeakoulu, opinnäytetyö

Kyselyn tarkoituksena on selvittää konttoreiden tämän hetken sijoitustuotteiden taitotaso perustuen omaan arviontiin. Taitotason arvionnin jälkeen voidaan miettiä tarvittavia lisäkoulutuksia ja nykyisten tehostamista.

1. Mikä on konttorisi numero?

1. Mihin ikäryhmään kuulut?

20-30

31-40

41-50

51-60

Yli 60

1. Kuinka kauan olet ollut nykyisessä tehtävässäsi?

1. Oletko suorittanut?

Apv-1 tentin

Apv-2 tentin

Mitä hyötyä siitä oli työhösi?

1. Miten hyvin osaat Nordean rahastot asteikolla 1-10?

1. Mistä seuraavista haluaisit eniten koulutusta liittyen rahastoihin (asteikolla 1-5, 1= eniten)?

Tuotetieto

Myyntikoulutus

Tekniikkakoulutus

Verotus ja juridiikka

Joku muu, mikä?

1. Miten hyvin osaat strukturoidut tuotteet (osakeobligaatit, jvk:t, ym.) asteikolla 1-10?

1. Mistä seuraavista haluaisit eniten koulutusta liittyen strukturoituihin tuotteisiin (asteikolla 1-5, 1= eniten)?

Tuotetieto

Myyntikoulutus

Tekniikkakoulutus

Verotus ja juridiikka

Joku muu, mikä?

1. Miten hyvin osaat Nordea säästöhenkivakuutuksen asteikolla 1-10?

1. Mistä seuraavista haluaisit eniten koulutusta liittyen Nordea henkivakuutukseen (asteikolla 1-5, 1= eniten)?

Tuotetieto

Myyntikoulutus

Tekniikkakoulutus

Verotus ja juridiikka

Joku muu, mikä?

1. Miten hyvin osaat Nordea capitalin asteikolla 1-10?

1. Mistä seuraavista haluaisit eniten koulutusta liittyen Nordea capital sopimukseen (asteikolla 1-5, 1= eniten)?

Tuotetieto

Myyntikoulutus

Tekniikkakoulutus

Verotus ja juridiikka

Joku muu, mikä?

1. Miten hyvin osaat Nordean eläkevakuutus ratkaisut (eläketurva sekä Ps-tili) asteikolla 1-10?

1. Mistä seuraavista haluaisit eniten koulutusta liittyen Nordea eläkeratkaisuihin (asteikolla 1-5, 1= eniten)?

Tuotetieto

Myyntikoulutus

Tekniikkakoulutus

Verotus ja juridiikka

Joku muu, mikä?

1. Jos haluaisit saada aiheista annettua lisäkoulutusta, kuinka motivoitunut olisit asteikolla 1-10?

1. Kerro toivomuksia, palautetta ja ehdotuksia miten parantaisit nykyistä koulutusta?

Kiitos Sinulle osallistumisestasi !

Terveisin

Mirka Aittola

Research paper questions

1. What is the number of the branch office?

2. Which age group do you belong to?

20-30

31-40

41-50

51-60

Over 60

3. How long have you been in your current position?

4. Have you performed?

Apv-1 exam

Apv-2 exam

How did it benefit your work?

5. How well do you know Nordea's funds on a scale of 1-10?

6. Which of the following would you most like to get training in in relation to the funds (on a scale of 1-5)?

Product information

Sales training

Technology education

Tax and legal issues

Something else, what?

7. How well do you know structured products (osakeobligatit, bond's, etc.) on a scale of 1-10?

8. Which of the following would you most like to get training in related to structured products (on a scale of 1-5)?

Product information

Sales training

Technology education

Tax and legal issues

Something else, what?

9. How well do you know Nordea saving life on a scale of 1-10?

10. Which of the following would you most like to get training in related to Nordea life insurance (on a scale of 1-5)?

Product information

Sales training

Technology education

Tax and legal issues

Something else, what?

11. How well do you know Nordea Capital on a scale of 1-10?

12. Which of the following of the Nordea capital agreement would you most like to get training in (on a scale of 1-5t)?

Product information

Sales training

Technology education

Tax and legal issues

Something else, what?

13. How well do you know Nordea pension solutions on a scale of 1-10?

14. Which of the following of Nordea's pension solutions would you most like to get training in (on a scale of 1-5)?

Product information

Sales training

Technology education

Tax and legal issues

Something else, what?

15. If would get more training on the topics you wished, how motivated you would be on a scale of 1-10?

16. Please tell Your requests, feedback and suggestions on how would you improve current training?

Heading of appendix