

Discussion on the Reform of Talent Training System of Financial Sharing Service under the Background of Informationization

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Abstract

The development of financial shared services is closely related to informatization. Network reports, video systems and capital transaction processing platforms have become the standard for financial sharing services today. The system also increasingly supports performance management, quality management and customer service. The development of technology and the transformation of corporate financial management models have put forward new requirements for talents. This article puts forward the reform model and specific measures of applied accounting talent training from the aspects of talent training model, curriculum setting, teacher training and so on.

Keywords

Financial Sharing Service, Application-oriented Undergraduate, Talent Training.

1. Introduction

Since the 21st century, due to the economic globalization and the nature of the business, and the number of accounting standards in different countries have differences, so that the accounting treatment of the high cost of expensive, and difficult to meet the information needs of enterprise management decision-making. However, the rapid development of information technology has made Financial Shared Service Center (FSSC) widely used. FSSC can provide more timely accounting information and provide financial services to multiple customers at the same time. FSSC solves the problems of high cost of accounting information generation, weak correlation of enterprise management decisions, and time lag. Adjust and take advantage of cross-organizational integration, however, the establishment and operation of the financial accounting system requirements of business processes and accounting practitioners, FSSC development led to a serious surplus of traditional accounting and financial personnel. Changes in the financial industry and changes in the demand structure of accounting talents require that colleges and universities accountant training targets and curriculum systems be adjusted accordingly.

2. The Status Quo of Financial Sharing Services in China

Shared services originated in the 1980s. By centralizing the same and repeated financial processes between different internal business units into an independent shared processing center, the use of economies of scale can increase efficiency and save costs.

From 2010 to 2019, China's financial shared services developed rapidly, and the construction of shared service centers grew rapidly. 53% of shared service centers support more than 50 branches and subsidiaries. It is expected that 67% of financial shared service centers will reach this scale in the future. The company's practical experience shows that the professional division of financial talents such as strategic finance, commercial finance, shared finance, etc. has already appeared at a historical moment when switching or business transformation.

Employees are the core resource of the financial sharing service center. The survey data shows that the number of employees in the financial shared service center is divided into two levels, and the proportion of financial shared service centers with less than 60 people reaches 50%, of which 28% accounted for financial shared service centers with less than 30 people. On the contrary, the financial shared service center with more than 200 employees also accounts for 19% of the total. Employees with a bachelor's degree have become the first choice for cost-effective financial shared service centers. However, the vast majority (94%) of financial shared service centers have not established cooperative relations with universities.

Through this survey, we can see that enterprises need to apply the financial sharing model, rely on process standardization, improve the efficiency of financial processes, liberate more financial personnel, carry out high value-added work, promote the transformation of financial functions, and ultimately promote the overall value of the enterprise. The improvement also reflects that the company's demand for financial talent is different from the past.

3. The Idea of Application-oriented Financial Talents Adapted to Financial Shared Services

Financial sharing services put forward higher requirements for the application of financial personnel in information technology, finance, human resource management, taxation, budget management, cost management, performance management, marketing, etc. Based on the functions of the financial shared service center, financial work is divided into shared services, commercial finance and strategic finance. Based on this division of labor, it is recommended that the accounting profession reconstruct the training model of applied financial talents.

3.1. Clarify the Training Direction of Applied Accounting Professionals from the Perspective of Financial Sharing

"Service-oriented, employment-oriented, ability-oriented" is the core of contemporary applied undergraduate education. Use financial shared services to locate application-oriented financial talents, highlight the status of "business capabilities + information skills", appropriately weaken accounting knowledge, and strengthen students' business operations and training of information financial management capabilities.

3.2. Building a Curriculum based on the Needs of Shared Services, Business Finance and Strategic Finance Business Capabilities

According to the view of financial shared services, the applied accounting course can be divided into three modules: shared services (basic financial accounting), business finance (management accounting) and strategic finance (financial management). Each module consists of sub-course packages. In the course design, the practical teaching content is directly inserted into the theory class, allowing students to learn during practice and deepen their understanding and application of knowledge. Based on the above curriculum construction concept, combined with education laws, teaching activities are conducted in accordance with the division of financial shared service work, and a progressive interactive panoramic practice teaching system is constructed to highlight the fusion of theory and practice and provide students with a complete working process. Provide learning opportunities. The interaction between theory and practice. The practice teaching system depends on the practical basis of school-enterprise cooperation. Therefore, when constructing a curriculum system, colleges and universities should establish resources and training paths for industry-university cooperation platforms. Resources and training paths match, from visiting internships as practical teaching, and taking students to participate in industrial projects as the end of practical teaching.

Job Capacity	Shared services	Business Finance	Strategic Finance
	Accounting	Tax Law	Performance Management
	Shared Service Theory	Cost Management	Capital Operation
	Business	Information System	Business, Strategic Finance
Course	Financial Accounting	Tax Law	Performance Management
	Internal Control	Cost Management Accounting	Comprehensive Budget Management
	Value Chain Management	Financial Analysis	Company Strategy and Risk Control
Skills (Business)	Accounting Cognitive Experiment	Taxation Simulation Experiment	Case Analysis of Corporate Financial Management
	Accounting Business Experiment	Cost Management Accounting Experiment	Case Analysis of Enterprise Risk Management
	The Application of EXCEL in Finance	Financial Report Analysis	Company Strategy Case Analysis
Skills (General)	Accounting Information System	ERP Comprehensive Experiment	ERP Enterprise Sand Table Simulation Experiment
	Finance Crowdsourcing Platform Experiment	Comprehensive Fiscal and Taxation Experiments	Business Practice
Industrial Resources	Visiting the Enterprise	Enterprise Short-term Projects	Financial Platform Data Analysis
	Lectures on Enterprise Practice	Professional Lectures	Entrepreneurial Projects

Fig.1 Applied Course System Based on Financial Shared Services

3.3. Pay Attention to the Application Ability of Information Technology and the Demand for Professional Ability, Reconstruct the Teaching Process of Professional Courses

Use the teaching software provided by the enterprise SFSSC software supplier to drive teaching, realize the synchronization of professional course teaching theory and practice, and stimulate students' enthusiasm for thinking and discussion. In the teaching process, in order to break through the limitations of the core financial accounting of traditional financial personnel, focus on the introduction of enterprise value chain management and business management theories and cases. Students understand and apply corporate financial analysis and management knowledge in a business environment. Through to project-based, high-flipping teaching students to participate in the way of teaching methods, students business literacy, improve communication skills. In the reform of assessment methods, we should pay attention to the communication and expression assessment of students in the classroom, and design an assessment mechanism through diversified achievements to promote active learning.

3.4. Improvement of Teacher Scapacity

The financial shared service center requires teachers to be compound talents, requiring multidisciplinary integration and multi-post training. When the university for business professionals in the financial shared service reserve, teachers not only to master the single financial knowledge, but also need to master information technology, supply chain management expertise to integrate finance, management, information and other interdisciplinary knowledge.

In addition, on the basis of adjusting the direction of student training, broaden the positioning of teachers' own work, encourage teachers to actively participate in accounting and practical work, on the one hand, improve personal professional ability, on the one hand, introduce practical practice cases into classroom teaching, enrich classroom teaching, To guide students to actively participate and achieve the purpose of applying accounting talent training model.

3.5. According to the Needs of Financial Talents and Financial Sharing Services, Provide Scientific and Feasible Training Models for Applied Accounting Professionals

First of all, for many financial management colleges, how to cultivate shared financial talents for enterprises is a brand new subject and challenge. In the traditional financial student training methods, according to the needs of enterprises to further innovate the training model to achieve mutual promotion of teaching and learning. The first is school-enterprise linkage. Universities should actively cooperate with enterprises implementing shared financial services. Orientation courses should be set up according to the needs of enterprises, and internship bases should be set up in enterprises to expand students' training experience. Explore new modes of school-enterprise cooperation, such as joint education, order training, pre-recruitment internship, etc. The second is mutual learning and exchange between different universities. Colleges and universities should strengthen the exchange of financial talents for enterprise sharing through academic forums and seminars. On the basis of training shared financial talents, comprehensively improve the teaching ability of colleges and universities.

Second, strengthen the positioning of applied accounting talents based on "financial shared services" to form a curriculum system that highlights "enterprise + informatization", and at the same time use teaching methods in which students fully participate in classroom learning, design a diversified curriculum evaluation mechanism The development and matching of industrial resource-assisted teaching, the formation of a scientific and effective talent training

model, and timely correction according to the actual situation in the operation process are the fundamental guarantee for achieving the goal of applied accounting talent training.

4. Conclusion

This article studies the innovation of the training model of applied undergraduate accounting talents from the perspective of financial sharing. Domestic experts and scholars have all pointed out that financial sharing is an inevitable trend in the development of corporate financial work. It is pointed out that the transformation of traditional accounting talent training is imperative, but from the perspective of financial sharing, the innovation of accounting talent training model has no systematic and operable point of view. This article attempts to break through the traditional training model of accounting disciplines and build a new knowledge structure and ability structure according to the needs of financial shared services, so that students can master sufficient financial accounting professional knowledge, information technology operation skills, and those with strong financial and comprehensive knowledge. Applied talent.

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