

# Teaching Design of Financial Analysis Course Under the Guidance of Career Planning: A Case Study of Financial BP Position

Yuwan Zhou\*

Nanhang Jincheng College, Nanjing 211156, China

\*Corresponding author: Yuwan Zhou, yuwan626@gmail.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Career plan-oriented talent training is a good way to establish an organic connection between education and society, which aims at students' personal development. The time point of career planning should be before the students accept higher education, and throughout the whole professional learning process. This paper applies the idea of career planning to the teaching design of financial analysis course, including focusing on the specific requirements of the latest recruitment information from the teaching goal, expanding the teaching content according to the trend of the integration of industry and finance, and adjusting the teaching method. To help students have better career competitiveness and career development space.

**Keywords:** Career planning; Teaching design; Teaching method

**Online publication:** November 22, 2024

## 1. Analysis of the employment situation of finance major

### 1.1. The employment situation is grim, and the supply of talent for low-end positions exceeds the demand

In recent years, the number of college graduates in China is still showing an increasing trend. The number of college graduates in 2024 reached 11.79 million, an increase of 210,000 from last year. The employment research institute RGF confirmed the oversupply of talent from both the supply and the demand for jobs. Accounting graduates account for about 10% of the total number of graduates<sup>[1]</sup>. As a general major, accounting used to rank at the forefront of the employment rate of all majors. However, with the rise of intelligent financial technology, the number of accounting professionals has shown a declining trend. There is a big salary gap between low-end accounting positions such as "accounting agent" and cashier and middle and high-end positions. The low salary of low-end positions shows that the supply of talent exceeds the demand, resulting in fierce competition, resulting in low salaries. However, middle and high-end financial talents are still scarce, with high salary and broad development prospects, but high recruitment conditions.

## **1.2. Employers have more specific requirements for job seekers**

From the perspective of employment width, institutions in all walks of life need financial personnel to handle accounting and accounting work. However, different organizations have great differences in the degree of professionalism and refinement required for financial work <sup>[2]</sup>. Due to the different business contents, as well as the differences in financial accounting processes and accounting tools, the requirements for job seekers are more detailed and specific. For example, domestic SMEs generally use accounting software such as Kingdee or UF, while foreign-funded enterprises often choose to use software such as SAP. Companies are asking for candidates who are proficient in using certain financial software and have financial work experience in the industry. There are also cross-industry barriers for financial personnel to choose a career. On the one hand, employers require financial experience in the industry. On the other hand, under the current development trend of the integration of industry and finance, financial managers should have the ability to build financial models for the business process of enterprises, which also means that graduates should not blindly enter an enterprise when they are employed <sup>[3]</sup>. Generally speaking, after three to five years of work experience, the newly recruited employees will not be able to enter the enterprise. If can get the opportunity to rotate or promote within the enterprise, but if consider stepping into another industry to engage in financial work, you can only start from scratch.

## **2. Improve the teaching system to match the market demand**

### **2.1. Timing of career planning**

The proper time for career planning should be before higher education, but due to the influence of China's education system, high school graduates have not been widely practiced in various industries after graduation from middle school, and there is the blindness of professional filling. To make up for this defect, colleges and universities should assist students in carrying out career planning at the very beginning of college, to make students' learning goals clearer. Given the practical nature of finance majors, students should plan their vacation time as soon as possible, go into enterprises for internships, and further clarify their career positioning based on detailed research. The study found that the majority of accounting major students during the school career planning is still vague, thinking that getting the accounting certificate will win the game, when choosing the first job did not have a clear understanding of various industries, and industries because of the differences in business models, management level gap, resulting in the financial work content is very different. Graduates often because of not properly plan and use undergraduate learning resources and opportunities, miss the employment opportunities of fresh students, or due to random choice caused by the future development of limited.

### **2.2. Update the training program and course content to strengthen the integration of disciplines**

The accounting courses in many colleges still have the following problems: The teaching content is still focused on pure theory, which is seriously out of touch with business practice. In professional teaching, there are still some characteristics of emphasizing financial accounting function and neglecting management accounting function <sup>[3]</sup>. Although many colleges and universities have begun to revise and improve the teaching system and increase the proportion of practical training courses, due to the limitation of teachers and

the hardware environment, they can only add some elements of intelligent financial technology grudgingly. On the whole, the talent training standards still lag behind the requirements of the market environment. The consequences of these problems are obvious: most graduates can only be competent for a certain part of the accounting work in the financial accounting plate after 3–5 years of employment, such as current accounting, expense accounting, wage accounting, cost accounting, and so on. It can take three to five years to rotate from basic positions to general ledger accounting. Due to a lack of core ability and professional quality of financial management, as well as lack of a clear career plan, before the age of 35, it is still unable to compete for corporate governance level positions such as financial analyst, tax planner, deputy director of finance and so on.

In order to face the challenge of the severe employment environment, more detailed skills are needed. Colleges and universities should redesign the course content according to the latest job types in each major direction, and at the same time increase students' in-depth understanding of industries and enterprises, so that students can have in-depth observation and understanding of the operation of various industries, and be familiar with the profit-making model of enterprises and the characteristics of financial accounting. Students can make a preliminary career plan, and then carry out targeted study and internship to make full preparation for employment and job qualifications. Some experts suggest that general knowledge required for all finance-related positions should be set as compulsory courses for majors, and differentiated knowledge and ability in different categories should be set as elective courses to make learning more selective and targeted. It is also necessary to update the teaching content boldly, giving full play to the advantages of teaching and scientific research in colleges and universities, focus on the market demand and the development trend of the business environment, and actively and flexibly adjust the teaching ideas, break the boundaries between professional disciplines, so that the skills equipped by students during school can keep pace with the progress of the era <sup>[4]</sup>. The integration of finance majors with computer and law disciplines should be strengthened so that graduates will be well prepared to enter different fields such as finance, manufacturing and science and technology.

### **3. The teaching design of the financial analysis course from the perspective of career planning**

#### **3.1. Teaching objectives focus on the job requirements**

The course of financial analysis has a high professional status in the field of financial management and economic management. It is not only a core course, but also a comprehensive, systematic and widely used course, which is of great significance for cultivating financial talents with professional literacy and practical ability. It is usually offered to junior students <sup>[5]</sup>. Take the school as an example, before taking the course of financial analysis, students have already had a relatively solid financial theoretical foundation and accounting processing ability, and have accumulated practical experience in working as a financial manager through comprehensive practical training in operation management and cross-professional practical training courses, and have initially mastered some methods of cost analysis and control, budget preparation and supervision, financing and business decision-making. Therefore, the teaching design of this course should focus on the job requirements of financial analyst, financial BP and other popular positions published on major recruitment websites. They should be summarized and integrated into the teaching objectives.

As a new financial position, BP has great development prospects, a lot of market demand, and a high salary. It is a popular career object in the market. Job requirements usually include: (1) Have a deep

understanding of the company's business system logic, go deep into the business, review the business process from a financial perspective, control operational risks and financial risks, and put forward suggestions on business risk control and process optimization; (2) Prepare financial reports regularly, supervise the implementation of the budget, and make analysis and suggestions. Build a financial analysis system, monitor key financial and operating indicators, conduct special analysis of fluctuations, provide operating results reports and performance evaluation reports for management, and use visual tools to present data analysis conclusions; (3) Responsible for industry insight analysis and product target cost setting, supporting annual cost target achievement by optimizing resource allocation and cost structure <sup>[6]</sup>.

### **3.1.1. Knowledge objectives of the financial analysis course**

- (1) Understand the basic situation of 10–20 major industries and enterprises' businesses.
- (2) Master the basic theories and methods of financial analysis, including financial statement analysis, ratio analysis, cost-benefit analysis, etc.
- (3) Be familiar with the key process and system of enterprise financial management, and understand the generation and interpretation of financial data.

### **3.1.2. Capability objectives**

- (1) Improve students' ability of data acquisition, data analysis and interpretation, to extract valuable information from complex financial data.
- (2) Cultivate students' business insight ability to understand the business logic and operation status behind financial data.
- (3) Strengthen students' decision-support ability, which can provide a strong basis for corporate decision-making based on financial analysis results.

### **3.1.3. Literacy goals**

- (1) According to the characteristics of the industry and different corporate cultures, students will initially draw up their own career plans.
- (2) Establish students' sense of responsibility and team spirit, and understand the important role of financial BP in enterprise operation.
- (3) Develop students' continuous learning ability and innovative thinking to adapt to the changing financial and business environment.
- (4) Lead students to discuss business ethics and sustainability issues, and develop socially responsible business managers.

## **3.2. The expansion of teaching content**

### **3.2.1. Add business operation modules based on financial analysis**

The introduction of the main methods of financial analysis and the meaning and calculation of various financial indicators, as well as the theoretical system of comprehensive analysis, expand the content of business and profit models of various industries. The information on the actual case of the enterprise is no longer limited to the statement data and the overview of the business situation, but is expanded to the following dimensions:

- (1) Analyze the basic situation of the industry in which the enterprise is located. The position of the

enterprise in the industry is the market share.

- (2) Track the development process of the enterprise, understand the important decisions of the enterprise to resolve the crisis, and evaluate the core competitive advantage and business strategy of the enterprise <sup>[7]</sup>.
- (3) Clarify the role of enterprises in the industrial chain, the distribution of suppliers and customer resources.
- (4) Enterprise product structure and future product route, as well as a profit model.
- (5) Business processes and risk points of the enterprise.

### **3.2.2. The use of advanced tools and techniques in financial analysis**

Data analysis software: The application of Excel, Power BI, Python and other data analysis tools in financial analysis is introduced to improve students' data processing ability. This part of the teaching method adopts online and offline mixed teaching: the use of online resources to expand students' learning space and time while combining offline teaching to strengthen students' practical ability and comprehensive quality <sup>[8]</sup>. It enables students to skillfully use visual tools to present data analysis conclusions.

### **3.3. Improvement of teaching methods**

The teaching philosophy follows the principles of OBE, namely student-centered, output-oriented, and continuous improvement <sup>[9]</sup>. The teaching method adopts a mixture of online and offline teaching, and the classroom teaching adopts the method of lecturing, case analysis and group discussion. The course online platform and learning group are set up in the semester. Assign study and seminar tasks before class, and share learning resources to encourage students to study by themselves, such as MOOC resources and video links. The key responsibility of the teacher in the class is to create a classroom atmosphere of exploration and discussion. After introducing key knowledge points, students can enter the case and share the results of the discussion. Post homework information after class, correct homework online, and continue the online Q&A discussion.

Every knowledge point of the content of the financial statement analysis system involves enterprise cases. The cases are selected from more than a dozen mainstream industries such as manufacturing, transportation, wine, and electronics. Setting case studies as group tasks can develop students' ability to collect data, and analyze and refine key information. Taking the monetary fund item of analyzing the balance sheet as an example, this paper introduces the enterprise case of Jinhua Stock in the teaching of this knowledge point. The company showed a phenomenon of double-high deposits and loans in the statement data of 2002. The teacher assigned discussion tasks before class and divided the students into groups to conduct case studies. Students were encouraged to collect their data and information to find out the reasons behind the crisis and the decision of enterprises to deal with the crisis <sup>[10]</sup>. Through discussion and study, the students learned about the ups and downs of the operation of Jinhua Shares. The financial managers of the company cooperated with the business departments to take a series of strong measures to solve the debt problem, such as stripping off non-pharmaceutical assets and major adjustments of product structure. The flagship product "Artificial Tiger Bone Powder" brought the performance turning point to the main business, and returned to the right track of development after 10 years of debt. On this basis, students are guided to conduct in-depth analysis, understand the business logic and operating conditions behind the financial data, and create their analysis system <sup>[11]</sup>. Finally, the results of the group discussion will be reported in class, which exercises the students' teamwork

ability and communication abilities. The teacher will ask questions or comment further according to the results of the discussion <sup>[12]</sup>.

#### **4. Teaching evaluation and feedback**

In the teaching model that includes career planning, teaching evaluation is used to test the teaching results, using a process and diversified evaluation method <sup>[13]</sup>. The process evaluation is divided into three parts: peacetime + group work + final assessment. The evaluation is usually made by the performance of class discussion and homework. Group assignments are designed to increase students' knowledge of industries and businesses. Students are free to work in groups, and the industries and businesses chosen by each group are not allowed to be repeated. Make full use of the financial report data of listed companies, write financial analysis reports, and make PPT for reporting. The final examination is a test paper, that examines the basic knowledge of the financial analysis system <sup>[14]</sup>.

Feedback mechanism: Establish an effective feedback mechanism, at the beginning of the semester, use the form of a questionnaire to investigate the learning situation. Arrange students to submit a preliminary career plan at the beginning of the course, so that teachers can understand that in the teaching process, they should talk with students more than students, understand the problems and difficulties encountered in the learning process, and provide a basis for teaching improvement. At the end of the semester, students provide suggestions and feedback to the teachers through teaching evaluation and discuss with the teachers to revise their plans. Based on the clarity and suitability of the student's career plan, they guide the later teaching <sup>[15]</sup>.

Through the above teaching design, the aim is to cultivate financial talents with a solid financial analysis theory foundation, strong business insight ability and decision support ability, and help graduates better prepare for entering different fields such as finance, manufacturing, science and technology.

#### **Disclosure statement**

The author declares no conflict of interest.

#### **References**

- [1] Han X, 2024, Research on Employment-Oriented Talent Training Innovation for Accounting Professionals. *Chinese Agricultural Accounting*, 34(1): 112–114.
- [2] Yang X, 2024, Research on Employment Quality Improvement Strategies for Undergraduate Graduates in Jiangsu Finance and Economics University: A Case Study of N University of Finance and Economics, thesis, Nanjing Agricultural University.
- [3] Zhai T, 2023, Teaching Research on the Transition from Financial Accounting to Management Accounting under the Background of Intelligent Finance. *Finance and Accounting Learning*, 2023(36): 139–142.
- [4] Liu J, 2024, Research on Innovation of Talent Training Mode in Local Application-Oriented Undergraduate Colleges under the Integration of Industry and Education: Taking Accounting Major as an Example. *Foreign Trade and Economics*, 2024(6): 157–160.
- [5] Luo Y, 2019, A Study on the Teaching Reform of Accounting Major Undergraduate Course: Taking Financial Statement Analysis Course as an Example. *Journal of Higher Education*, 10(5): 107–111 + 115.

- [6] Zheng X, 2024, The Value Connotation and Construction Strategy of Corporate Financial BP. *Ningbo Economy (Financial Perspective)*, 2024(5): 57–58.
- [7] Ye H, 2024, Discussion on How Financial Analysis Can Effectively Help Enterprises' Business Decisions. *Market Weekly*, 37(21): 132–135.
- [8] Xie J, 2024, Thinking on the Teaching Reform of Financial Statement Analysis under the Background of Big Data Era. *Economist*, 2024(7): 212–213.
- [9] Wang H, 2024, The Teaching Design of Financial Analysis Course under the Background of Digital Intelligence. *Journal of Inner Mongolia University of Finance and Economics*, 22(2): 40–44.
- [10] Zhang Y, 2024, Financial Research on Complex Decision Scenario Based on Firm Behavior under the Background of Data Intellectualization. *Finance and Accounting Bulletin*, 2024(14): 108–112.
- [11] Zhu X, 2024, Construction of Big Data Financial Analysis Innovation System. *Friends of Accounting*, 2024(15): 58–65.
- [12] Qin J, 2024, Design and Practice of Deep Learning Activities under the Scenario-Based Teaching Scenario. *Educational Observation*, 13(12): 38–41.
- [13] Yang P, 2023, Research on Teaching Reform Strategy of Financial Analysis Course Based on OBE Concept. *Shanghai Commerce*, 2023(8): 181–183.
- [14] Li L, 2024, Research on Blended Teaching Practice Based on Online Resource “Financial Statement Analysis” Course. *Economist*, 2024(6): 168–169.
- [15] Xie D, 2019, Teaching Model of Financial Big Data Analysis Course under SC Teaching Concept. *China Management Informatization*, 27(9): 64–67.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.