

# *Branch Financial Technology Personnel Training System*

**You Zhang**

*Hebei GEO University, Shijiazhuang, Hebei, 050031, China*

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**Abstract:** In response to the problems of inconsistent training content and personnel training needs, as well as unreasonable training evaluation mechanisms in the training system of branch financial technology personnel, it is urgent to effectively optimize the personnel training system. This article analyzed the problems existing in the existing personnel training system, proposed corresponding optimization strategies for their specific problems, and further conducted a questionnaire survey on 8 financial technology personnel in a certain branch to test their satisfaction and practicality ratings before and after the optimization of the training system. Before optimizing the training system, the average satisfaction score of each technical personnel was 6.70 points, and the average practicality score was 5.59 points; After optimizing the training system, the average satisfaction score of each technical personnel was 8.56 points, and the average practicality score was 7.99 points. From the above data, it can be seen that after optimizing the personnel training system, technology personnel have higher satisfaction and practicality ratings for the training system, indicating that optimizing the personnel training system has certain practical significance.

## **1. Introduction**

The development of branch financial technology cannot be separated from the support of technical personnel. To enhance its competitiveness and achieve long-term development in the future, branches need to strengthen the training of financial technology personnel. By continuously improving the professional knowledge and skills of technology personnel, it can help promote the development of financial technology strategies. At present, there are many problems in the training system for branch financial technology personnel, which restrict the development of branch financial technology. Therefore, it is necessary to reform and optimize the personnel training system. By optimizing the training system, the professional knowledge and skills of personnel can be improved, and the competitiveness of the enterprise can be enhanced, which helps to promote the achievement of the ultimate development strategic goals of the enterprise.

The academic community has conducted relevant research on the personnel training system. Xu Dexin explored the problems in the innovative talent training system under the background of engineering education certification, and analyzed the research approaches and methods of the innovative talent training system for measurement and control majors. On the basis of exploring how to build support conditions and continuous improvement mechanisms for innovation and entrepreneurship practical education, he proposed how to build an "innovative" talent cultivation

system consisting of four parts: target concept system, training implementation system, training support system, and continuous improvement system [1]. Tukhtamishevich, Maxkamov Navruzjon pointed out that using targeted video materials to improve and develop management skills for managers is very important, and revealed the importance of qualified teachers in the on-the-job training system. Because if the teacher has professional abilities and the course is organized in a way that allows the audience to understand as much as possible, and interactive methods are used, then the training is effective [2]. Egamberdiyevich Norov Asror proposed a model that can obtain quantitative information about the university's ability to train scientific personnel, the effectiveness of scientific research, and the effectiveness of training doctoral students in specific scientific majors. He also introduced the methods of training scientific personnel in higher education institutions and evaluating the state of the country [3]. Avilkina Svetlana V studied the digital literacy level of trainers and developed a new competency model, including the main digital competency groups, digital security, software and application installation. He also described the training of diagnostic digital proficiency levels in the toolkit, and the field research tool set, including the trainer's digital proficiency testing method, can be replicated and used in public management and entrepreneurial activities [4]. Overall, research on personnel training systems is not comprehensive enough, especially in the field of financial technology personnel. Therefore, it is necessary to explore the relevant issues of personnel training system from the perspective of branch financial technology personnel.

In order to solve many problems in the training system of branch financial technology personnel, this article conducted relevant research on the personnel training system. This article analyzed the main problems in the personnel training system and proposed some optimizations for the system. Corresponding optimization strategies were also proposed based on the existing problems. In order to verify the effectiveness of optimizing the training system, a questionnaire survey was also conducted on financial technology personnel. From the survey results, it can be seen that after the optimization of the training system, financial technology personnel have higher satisfaction and practicality ratings for the training system, indicating the effectiveness of the optimization of the training system.

## 2. Branch Financial Technology Personnel Training System

### 2.1 Composition of Employee Training System

The composition of the employee training system is shown in Figure 1, which mainly consists of 5 parts. The following provides specific explanations for these 5 parts.

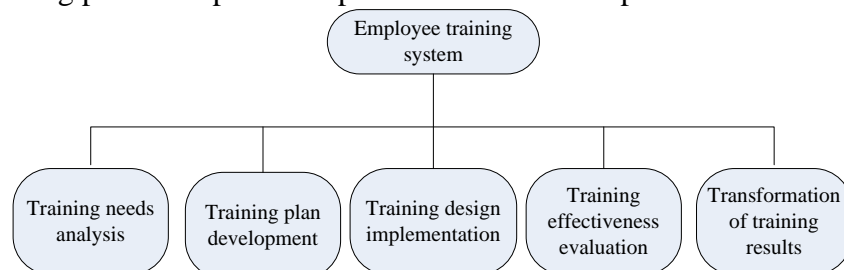


Figure 1: Composition of employee training system

#### (1) Training needs analysis

Training needs analysis is the first step in the entire training process [5-6]. By analyzing the training needs, it is possible to roughly grasp some basic information of the training subjects, in order to provide targeted training based on their needs. Based on the content of the demand analysis

report, a training plan that meets the actual needs of the training object can be developed.

#### (2) Training plan development

By developing a training plan, effective guarantees can be provided for the overall arrangement of training work [7-8]. According to the actual needs of organizational development, corresponding training objectives need to be formulated. In order to achieve the final training objectives, multiple work links need to be set up, which are mostly presented in a procedural form, and each link is closely related and progressive.

#### (3) Training design implementation

For the implementation of training design, it is necessary to formulate corresponding training objectives based on the types and levels of training projects, and develop corresponding training strategies based on the characteristics of the organization and learning style. The implementation of training design includes multiple stages, including selecting training content and methods, selecting teachers to teach, organizing course teaching, and setting course time. After designing the course, it is necessary to scientifically demonstrate the rationality of its design, analyze the problems existing in the course, and make timely improvements.

#### (4) Training effectiveness evaluation

The evaluation of training effectiveness mainly relies on scientific theories and methods to evaluate the process and results of training work, and to determine the value and quality of training work by linking it with the needs and goals of the organization. Training effectiveness evaluation can be divided into two aspects: broad and narrow. Broad refers to the evaluation of the entire training process, while narrow refers to the evaluation of the actual effectiveness of training activities.

#### (5) Transformation of training results

Enterprises provide training to employees in order to improve their work skills and methods [9-10]. The goal of training is to enable employees to learn new knowledge and skills, and apply them to daily work. Through training and learning, employees can continuously improve their various professional skills, ultimately achieving the improvement of enterprise economic benefits.

## 2.2 Problems in the Personnel Training System

#### (1) Training needs analysis

The connection between the training content and the economic development strategy of the branch is not close enough, and the correlation between the two is not very strong. This means that the development strategy of the enterprise has not been well integrated into the training needs analysis, resulting in some deviation in the overall direction of training and not serving the development of the enterprise.

The correlation between training and personal career development is not high. When analyzing training needs, enterprises did not consider the career development of technology personnel, and the management of training work was not precise enough to provide effective assistance for the self-development and practical work of technology personnel.

#### (2) Training plan design

The training plan is too broad and not specific enough [11-12]. For training plans, many enterprises still adopt a model of "developing at the beginning of the year and following up at the end of the year", which lacks substantive content for the implementation of training plans and the implementation of training plans is not in place. There have been no significant changes in the content of the training plan, and there are also many unreasonable aspects in the design of the training plan, resulting in strong dissatisfaction among employees with the training system.

#### (3) Training evaluation and feedback

There is a lack of effective training evaluation mechanism. In the evaluation and feedback of training work, there are problems with unreasonable evaluation indicators and single evaluation methods [13-14]. The factors designed in the evaluation indicators are relatively one-sided and do not include the actual indicators of employees. The evaluation method is also based on scoring, which has a strong subjectivity. In fact, for some feedback questions, it is necessary to adopt some open-ended methods for evaluation in order to obtain more comprehensive evaluation results.

### 2.3 Countermeasures for Optimizing Personnel Training System

#### (1) Training needs analysis and optimization

The structure of personnel training needs analysis is shown in Figure 2, which mainly includes the following three aspects:

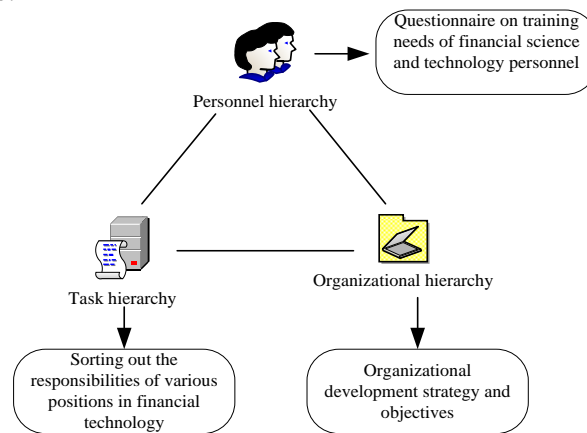


Figure 2: Personnel training needs analysis structure

**Organizational level:** This level mainly analyzes the training of technical personnel from the perspective of financial technology strategic development. By analyzing factors such as human, material, financial, and environmental factors, the differences between existing training systems and target systems are compared, in order to optimize the existing training system more targeted.

**Requirement task level:** It mainly analyzes the differences between the current personnel's abilities and target abilities, and provides targeted training for personnel to help achieve maximum optimization of the training system [15-16].

**Personnel level:** This level mainly analyzes the differences between the knowledge and skills required of financial technology personnel and the current knowledge and skills, in order to determine training needs.

#### (2) Strengthening personnel training plan control

By analyzing the training needs of financial technology personnel, and based on the training objects, content, and methods, a personnel training plan is formulated, as shown in Figure 3.

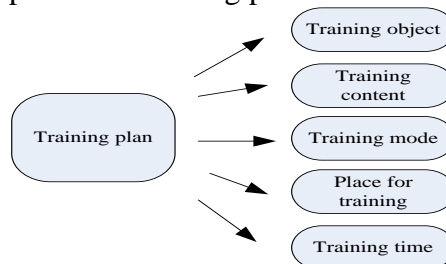


Figure 3: Personnel training plan

Before formulating a personnel training plan, it is necessary to conduct a comprehensive analysis

of personnel training needs, combined with the requirements of the bank's financial technology development strategy, to determine training objectives [17-18]. Different positions and positions require different abilities for technical personnel. When setting up training content and courses, it is also necessary to refine the training objects in order to match them with the corresponding training courses. Different training methods adapt to different training objects and content. For management personnel, external training, professional meetings and exchanges can be used. For technical and business personnel, training can be conducted through renowned teacher lectures, case studies, and other methods.

(3) Consolidating and improving the effectiveness of personnel training

In order to consolidate the achievements of financial technology personnel training, it is also necessary to strengthen the response evaluation and learning evaluation of the training subjects.

Response evaluation: Response evaluation is a common method of evaluating training effectiveness, which is often presented through questionnaire satisfaction surveys, result precipitation, and review and improvement.

Learning evaluation: Learning evaluation mainly evaluates the training and learning outcomes of the training subjects. Generally, after the training is completed, written tests, practical exercises, and learning group discussions can be used to test the learning outcomes.

### 3. Experimental Testing of Optimizing the Training System for Branch Financial Technology Personnel

In order to verify the effectiveness of optimizing the training system for branch financial technology personnel, this article takes 8 financial technology personnel from a certain regional branch as the research object and conducts a questionnaire survey to investigate their satisfaction and practicality with the training system before and after the optimization. The scoring method is used to present the survey results.

#### 3.1 Satisfaction Testing

This article conducted a survey on the satisfaction of 8 fintech personnel before and after the optimization of the training system, and the survey results are shown in Figure 4.

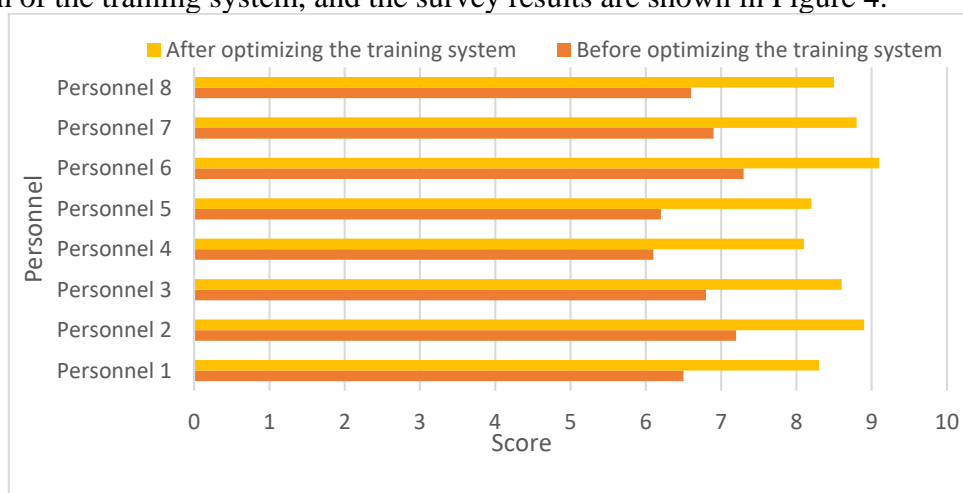


Figure 4: Satisfaction testing before and after optimizing the personnel training system

From the data in Figure 4, it can be seen that before the optimization of the personnel training system, the satisfaction scores of fintech personnel on the training system were the lowest at 6.1

points and the highest at 7.3 points. The average satisfaction score of each personnel was 6.70 points, indicating that the overall satisfaction level of fintech personnel on the current training system is relatively low. After optimizing the personnel training system, the satisfaction rating of each personnel on the training system was from 8.1 points to 9.1 points, with an average satisfaction score of 8.56 points. From the above data, it can be seen that by optimizing the training system, the satisfaction of fintech personnel has greatly improved, indicating the effectiveness of personnel training system optimization.

### 3.2 Practical Testing

This article also conducted a survey on the practicality of 8 fintech personnel before and after optimizing the training system, and the survey results are shown in Figure 5.

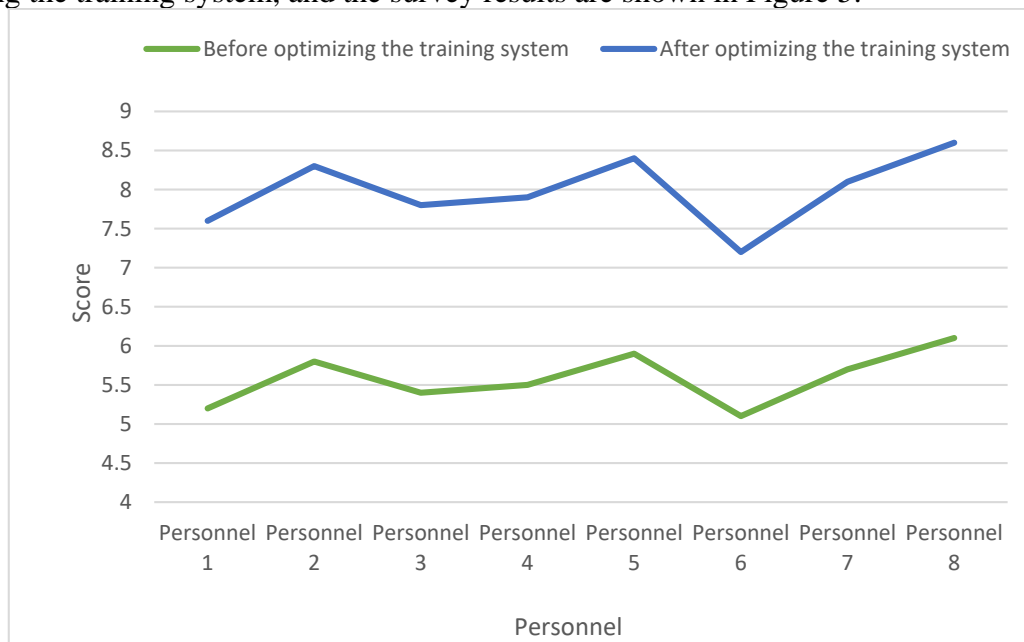


Figure 5: Practical testing of personnel training system before and after optimization

From the data in Figure 5, it can be seen that before the optimization of the training system, financial technology personnel rated the practicality of the training system as highest at 6.1 points and lowest at 5.1 points. The average practicality rating of the training system by each personnel was 5.59 points. It can be seen that most fintech personnel believe that the practicality of the existing training system is low, and the training work is difficult to provide them with effective assistance. After optimizing the training system, various fintech personnel rated the practicality of the training system as 8.6 points at the highest and 7.2 points at the lowest, with an average practicality score of 7.99 points for each individual. It can be seen that various personnel have a high recognition of the optimized training system, and the training system has higher practicality. Training work can provide more effective assistance for financial technology personnel.

### 4. Conclusions

There are many problems in the training system for branch financial technology personnel, which seriously restrict the development of the branch's financial technology strategy. In order to change this situation, this article conducted a specific analysis of the problems in the training system for financial technology personnel from multiple aspects, and proposed corresponding optimization strategies to address the existing problems. In order to test the actual effectiveness of

optimizing the training system, a questionnaire survey was conducted on financial technology personnel in conjunction with the optimized personnel training system. The test results showed that after optimizing the personnel training system, the satisfaction and practicality ratings of fintech personnel towards the training system have significantly improved, indicating that the optimized training system can bring substantial assistance to fintech personnel, enhance their professional knowledge and skills. Due to the limitations of the questionnaire survey test, this test only conducted survey analysis from two aspects: satisfaction and practicality, and no research was conducted on other aspects. In future research work, it is necessary to continuously optimize the personnel training system, comprehensively consider various factors, and conduct a comprehensive analysis of training needs to ensure that the training content meets the actual needs of the training objects, thereby promoting the long-term development of the branch's financial technology strategy.

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