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Some Issues of Interpretation of the Registration of Management Personnel

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Abstract

In today's era, with its accelerated technological progress, accountants demand new skills and competencies. The study aims to examine how new knowledge and skills in management accounting are defined globally and to identify the level of challenges faced by accountants in Russia. It also aims to clarify the competencies required by higher education curricula for accountants in Russia. Based on this, a target group of over 100 professionals was selected

based on their work experience and professional qualifications.

The study results were analyzed using factor analysis, and the degree of correlation was determined. The results of the factor analysis showed that knowledge and skills acquired through experience were valued differently depending on the length of service. Attention needs to be given to eliminating this difference in the future.

Keywords: Accounting, Future Trends, Management Accounting, Curriculum, Learning Outcomes

Introduction

Globally, the standardization of financial accounting professionals has led to the integration of automated accounting systems into professional practices. This not only generates big data resources with artificial intelligence capabilities but also demands new cloud computing knowledge and skills from financial accounting professionals.

The skills provided to financial accounting professionals and graduates through our current educational system are facing challenges from new capabilities in artificial intelligence and cloud computing. Employers and companies now demand a "strategic analyst role" from financial accounting professionals, which necessitates the recognition of professional development trends and the need to update training and retraining activities for professionals. It is essential to identify the impact of artificial intelligence on the finance and accounting profession, determine the required knowledge and skills, study how newly emerging knowledge and skills in the accounting profession are being defined globally, and assess the level of issues faced by our financial accounting professionals.

Model-1. Document analysis of research papers listed in the international research database SCOPUS that mention the necessary skills and competencies for accountants indicates that recent research trends are shifting towards management and big data. This trend suggests that with the advancement of technology and the influence of artificial intelligence, new hard and soft skills are emerging for financial accounting professionals.

Model-2. Among the works in SCOPUS, a study examining the impact of artificial intelligence on the performance of financial and accounting operations among 185 accountants and managers in Nigeria holds a significant position. The study found that the use of artificial intelligence by financial accounting professionals positively affects the performance of financial and accounting functions, reinforcing the conclusions of Model-1.

Model-3. Beverly Jackling and Dr. Paul De Lange (2006) listed the technical and general skills developed during bachelor's programs in finance and accounting, studying them from both the perspectives of graduates and employers. They conducted a survey among 174 graduates from Australian universities and compared it with the criteria set by employers. The study concluded that universities did not sufficiently incorporate the skills required by employers into their curricula. Employers emphasized teamwork, leadership, self-expression, and communication skills as the most important, yet these were inadequately reflected in university programs ^[1].

The modern era, with its accelerated technological progress, places enormous demands on accountants for their knowledge, skills, and competencies in management accounting theory. Today, over 20,000 accounting professionals are working in our country ^[2]. Research conducted in previous years has shown that the skills and competencies possessed by our bachelor's

degree accountants are being challenged by new opportunities in artificial intelligence and cloud computing. Employers and companies are placing demands on accountants related to management accounting, confirming the need for professional development and retraining.

We studied how the global situation is shaping new knowledge and skills in accounting, as well as the competencies offered by accounting programs at higher education institutions. Based on this, we selected over 100 specialists based on their work experience and professional education.

Background of the research

In the Global Competitiveness Report 2024, published by the World Economic Forum in 2024, Mongolia ranked 64th out of 101 countries globally in competitiveness, including 96th in the level of application of accounting and auditing standards. According to a survey conducted by the National Accounting and Auditing Council in 2023, 76.7% of respondents believed that the main obstacle to the decline in the application of accounting and auditing standards was a lack of knowledge and skills among accountants in management accounting.

Objectives of the study

1. Studying MBA programs at foreign universities
2. Explanation and systematization of modern trends in management accounting.

Goals

1. To define the scope of competence of professional organizations and associations involved in providing professional qualifications and advanced training for accounting professionals.
2. Determine the structure and scope of management accounting.
3. Developing a model based on research results.

Theoretical part

The International Education Standards (IES), published by the World Federation of Education Services (WFES), define the relationship between professional competencies and learning outcomes as follows: “Below is a model comparing the results of international studies on the theoretical knowledge and professional competence of accountants with similar indicators in our country” [3].

This study is grounded in a multidisciplinary theoretical framework that integrates theories of public administration, legal interpretation, and human resources management [4]. The registration of management personnel is not merely a technical administrative procedure but a normative and institutional mechanism that reflects broader principles of state regulation, accountability, and organizational legitimacy.

Institutional theory is particularly suitable for analyzing issues in the interpretation of management personnel registration because such registration is not merely an administrative or technical process but an institutionalized practice governed by formal rules, norms, and shared meanings [5].

Legal interpretation theory is essential to this study because the registration of managerial personnel is fundamentally

governed by legal and regulatory texts whose meaning must be interpreted by administrative authorities. Interpretative problems do not arise solely from institutional arrangements, but from the way legal norms are read, understood, and applied in practice [6].

Human capital and professionalization theory are necessary because managerial personnel registration is fundamentally concerned with qualifications, competence, and professional standards.

First, human capital theory emphasizes that education, experience, and skills constitute valuable resources that enhance organizational performance [7]. Registration systems are designed to certify and recognize these resources through formal criteria. Interpretative problems arise when regulatory definitions of competence or eligibility are vague or inconsistently applied [8].

Second, professionalization theory highlights the role of standardized credentials, ethical norms, and professional autonomy in establishing legitimate authority [9]. Registration of managerial personnel serves as a mechanism of professional boundary-setting—determining who qualifies as a legitimate manager. Interpretative conflicts, therefore, reflect struggles over professional status and authority.

Research Section

The following tables provide information about the target group of experts who participated in the study.

Table 1: Survey respondents by profession

No.	Expert	Number	Percent
1	Certified Accountant	9	8.1%
2	Qualified tax consultant	4	3.6%
3	Professional accountant	37	33.3%
4	Certified Real Estate Appraiser	5	4.5%
5	Manager, Chief Financial Officer	56	50.5%
	General	111	100%

Table 2: Respondents by length of service

No.	Years of service	Number	Percent
1	Over 25 years old	12	10.8%
2	21-25 years old	11	9.9%
3	16-20 years old	11	9.9%
4	11-15 years old	10	9.0%
5	6-10 years	28	25.2%
6	1-5 years	39	35.2%
	Total	111	100%

Study 1. Questionnaire

The questionnaire has the following objectives:

- Identify the cost accounting and management accounting methods of enterprises operating in Mongolia.
- Identifying trends in the development of cost accounting and management accounting applications.

Result of the question:

Distribution of tasks in the financial accounting department. Assume that the financial accounting department's tasks are completed at 100 percent. What percentage of the following tasks are completed? The current situation and trends were compared with the results of a survey conducted in 2020 and 2024. The survey results are presented in Table 3.

Table 3: Distribution of responsibilities of the financial accounting department

No.	Question	2020		2024	
		Account	Control	account	Control
1	Daily transaction recording and reporting.	70%	70%	53%	48%
2	Preparation and calculation of tax and VAT reporting.	15%	10%	14%	10%
3	Cost estimation, budget preparation, and monitoring of its compliance.	10%	10%	18%	15%
4	Conduct analysis to prepare useful information for management.	5%	10%	15%	27%

In our practice, the role of the financial accounting department was primarily defined by recording daily transactions and preparing financial reports. In other countries, this role accounts for 35% of the total workload. As the table above shows, the level of awareness of this role among both specialists and management in our country, while not deviating from traditional thinking four years ago, has recently approached the standards of developed

countries.

The results of the analysis of the use of costing and management accounting in response to the question of which approach is used to calculate costs are presented in Table 4.

Table 4: Cost calculation method

No.	Question	2020		2024	
		Account	Control	Account	Control
1	With the traditional approach	95%	90%	83%	78%
2	ABC approach	4%	5%	15%	12%
3	In other ways	1%	5%	2%	10%

The international standard ABC approach is widely used, and recently, it has begun to be applied to a certain extent. As the table shows, most of our companies prepare information to support management decisions using the method specified in Group A of the theoretical foundations—that is, the method of processing information to support key management decisions.

The results of the survey, which identified the tasks related to cost accounting and management accounting, are summarized in the following table.

Table 5: Work related to cost accounting and management accounting

	Question	2020			2024		
		Yes	No	Don't know	Yes	No	Don't know
1. Founding of UNBB	Budget development and control	100%	0	0	100%	0	0
	Flexible budgeting and variance analysis	42%	40%	18%	73%	23%	4%
	Profit planning	91%	9%	0	98%	2%	0
	Analysis of price formation and structure	95%	0	5%	97%	0	3%
2. Board of Directors	Calculate the cost-volume-profit ratio.	79%	19%	2%	82%	15%	3%
	Prepare a partial report.	53%	32%	15%	48%	45%	7%
	Evaluate responsibility centers	47%	28%	25%	52%	35%	13%
	Use standard cost accounting.	52%	41%	7%	61%	37%	2%
3. Advanced UNBB Level	life cycle costing	2%	8%	90%	5%	37%	58%
	Target cost	24%	53%	23%	21%	57%	22%
	Application of the Kaizen system	20%	17%	63%	28%	68%	4%
	Using the Balanced Scorecard	8%	53%	39%	12%	57%	31%
	Conducting internal and external environmental analysis and risk assessment.	0	0	0	42%	51%	7%

In addition to budgeting and monitoring, in our country, management accounting and cost accounting are primarily used for pricing, profit planning, and calculating cost-quantity-profit ratios. This confirms the findings of a previous 2020 study, which found that "most companies prepare information to support management decisions using the method specified in Group A of the theoretical foundations, or the method of processing information to support key management decisions."

Half of the companies prepare partial reports, evaluate responsibility centers, and use standard cost accounting,

which are information processing methods that support management decisions. However, they are unaware of or do not use modern information processing methods that support organizational strategy.

Study 2. Research on university curricula.

We analyzed the costs and topics covered in the management accounting curriculum at five universities that train more than 70 percent of accountants in our country, compared with the tasks of management accounting departments.

Table 6: Work and lessons learned related to cost accounting and management accounting

Question	Schools				
	1	2	3	4	5
Budget development and control	+	+	+	+	+
Flexible budgeting and variance analysis	+	+	+	+	+
Profit planning	+	+	+	+	+
Analysis of price formation and structure	+	+	+	+	+
Calculate the cost-volume-profit ratio.	+	+	+	+	+
Prepare a partial report.	+	+	-	+	+
Evaluate responsibility centers	+	+	-	-	+
Use standard cost accounting.	+	-	+	-	+
life cycle costing	+	-	-	-	+
Target cost	+	-	-	-	-
Application of the Kaizen system	+	+	-	-	+
Using the Balanced Scorecard	-	-	+	+	-
Conducting internal and external environmental analysis and risk assessment.	-	-	-	-	-

Comparing the cost and management accounting tasks performed by senior and advanced accountants working in leading Mongolian enterprises with the topics covered in university programs:

- Content reflecting the information processing methods necessary for making basic management decisions – 100%.
- Content reflecting methods of processing information to support management decisions – 75%.
- Content reflecting the method of processing information to support strategy – 32%.

Study 3. A study comparing university programs with similar programs in neighboring countries

A comparative assessment was conducted of the accounting curricula of the Higher School of Finance and Economics in Hohhot, Inner Mongolia, and the Irkutsk State University of Life Sciences in Russia, as well as the average indicators of the curricula of five universities in our country in subjects included in the examination for obtaining an international professional qualification or certificate of a certified accountant.

Table 7: Subjects studied and exam topics

	Topic	Percent	Country			
			Russia	China	Mongolia	
Fundación de la UNBB	Management account	10%	4.0%	4.0%	5.6%	Required reading
	cost estimate	25%	11.2%	5.6%	2.0%	
	Planning and control	30%	7.6%	6.3%	7.5%	
	Decision making	35%	17.5%	21.0%	28.0%	
	Cost accounting	30%	15.0%	7.6%	18.5%	
Board of Directors	Budgeting	20%	8.3%	8.4%	8.2%	Required reading
	Making short-term decisions	35%	12.9%	8.6%	12.9%	
	Risk and uncertainty	15%	15.0%	0	0	
Advanced UNBB Level	Cost budgeting and competitive advantage analysis	25%	18.8%	24.5%	25.0%	Hierarchy
	Management and control of the performance of responsibility centers	30%	11.1%	7.6%	18.5%	
	Making decisions in the long term	30%	7.5%	7.5%	11.4%	
	Risk management and management control	15%	7.4%	15.0%	15.0%	

The content of the International Professional Registration Programme in Management is insufficient in our country and in the curricula of universities in the two neighboring

countries. However, the structure of the city of Guhhot's program differs from ours by 37.6%, with some topics being completely absent. However, the content of information processing for decision-making in organizations with different structures is preserved. The city of Irkutsk's program also differs significantly from ours. It includes high-level content, such as decision-making under uncertainty and environmental accounting.

Conclusion

The results of Studies 1 and 2 show that the use of management accounting in our country is insufficient compared to highly developed countries. The reasons for this are as follows:

1. The content of materials on modern approaches to cost calculation in university programs is insufficient.
2. Cost management approaches such as life cycle costing and target costing are unknown and not used.
3. The content required to obtain the International Accounting Analyst certification is not included in the curriculum of some universities.
4. The goal of the program is to provide a high level of professional knowledge and skills in the field of financial accounting, as well as to acquire a wide range of knowledge and skills, thereby preparing specialists in demand in various fields.
5. It is necessary to ensure that the stated aims and objectives of the accounting training programme, learning outcomes, their interrelations, methodologies, and curriculum information are open and transparent to stakeholders.

Special offer

It is recommended that financial accounting professionals improve their professional qualifications, communication skills, and knowledge in the field of information technology management, artificial intelligence, and cloud computing. International educational standards represent the minimum requirements that a specialist with a higher education must meet. Therefore, it is important for the Ministry of Education and Science and the Ministry of Finance, which determine development policy, to ensure that specialists who do not meet these requirements do not undergo training.

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