

# Exploring Pathways for the Reconstruction of Business Administration Courses Driven by New Quality Productive Forces: Taking the Course “Organizational Behavior” as an Example

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**Abstract:** The development of new quality productive forces has placed entirely new demands on the competency structure of business administration professionals, making it imperative to transition the curriculum system from traditional models to future-oriented paradigms. Taking “Organizational Behavior” as a representative case study, this research systematically diagnoses the gap between current teaching practices and the requirements of new quality productive forces, and designs a comprehensive teaching reform plan covering philosophy, objectives, content, methods, and evaluation. Consequently, the study distills a four-dimensional, interconnected logic model for curriculum reconstruction: Demand Anchoring (DA)–Competence Mapping (CM)–Scenario Embedding (SE)–Evaluation Closed-loop (EC) (DCSE). This model provides a meta-framework for the systematic innovation of business administration courses that combines theoretical coherence with practical applicability, helping to resolve the “fragmentation” dilemma in curriculum reform.

**Keywords:** New quality productive forces; Curriculum restructuring; Organizational behavior; DCSE model

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## 1. Introduction

With the introduction of the concept of “new quality productive forces” and the deepening of its implementation, a new paradigm of economic development—characterized by revolutionary technological breakthroughs, innovative allocation of production factors, and profound industrial transformation—is profoundly reshaping the business ecosystem and management practices<sup>[1]</sup>. This places entirely new demands on the core competencies of business management professionals, while traditional curriculum systems and teaching models built on the logic of the industrial era have become outdated, resulting in a

significant mismatch between educational offerings and industrial needs. Therefore, systematically driving the reconstruction and innovation of business administration curricula has become an urgent task to address the challenges of the times and empower the development of new quality productive forces.

Academic circles have already embarked on active exploration in this area, and existing research can be broadly categorized into two types: first, macro-concept advocacy, which focuses on discussing the necessity and direction of transforming management talent development objectives in the context of new quality productive forces<sup>[2-4]</sup>; second, micro-level teaching case studies, which concentrate on research into innovative teaching methods for specific courses<sup>[5-8]</sup>. However, these discussions tend to focus on conceptual elaboration or empirical descriptions, failing to distill, through in-depth analysis of typical cases, a reconstruction logic and operational paradigm with universal transferability that can serve as a reference for the overall professional curriculum system. This has led to educational reform becoming prone to fragmentation. To address this shortcoming, this study selects “Organizational Behavior”—a foundational core course—as a representative case. This course focuses on the interaction among “people, organizations, and change,” which inherently aligns with the paradigm shift in management triggered by new quality productive forces; the pedagogical challenges it faces are highly representative within the business administration curriculum cluster. Through a comprehensive exploration of this course—ranging from the identification of competency requirements and the diagnosis of current teaching practices to the design of systematic solutions—the study aims to ultimately construct a replicable course reconstruction paradigm, thereby providing a theoretical framework and practical pathways for the systematic innovation of business administration education.

## **2. The concept of new quality productive forces and its implications for the core competencies of business administration professionals**

### **2.1. The implications of new quality productive forces for management**

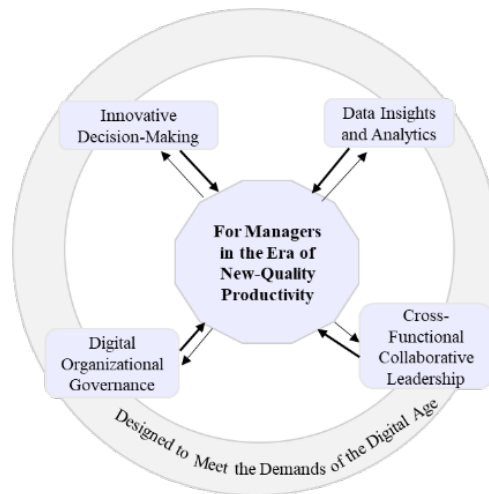
New quality productive forces represent an advanced form of productive capacity driven by revolutionary technological breakthroughs, innovative allocation of production factors, and in-depth industrial transformation and upgrading, and characterized by a significant increase in total factor productivity<sup>[9]</sup>. From a management perspective, this is not merely a simple technological upgrade, but rather a profound reshaping of organizational structures, management mechanisms, and decision-making behaviors<sup>[10]</sup>; in essence, it constitutes a fundamental revolution in organizational behavior and management paradigms.

Technological innovation is the core driving force behind the development of new quality productive forces. In the management domain, this is first manifested in the reshaping of the organization’s “nerve center.” With the integration of technologies such as AI, big data, and cloud computing, management has shifted from empiricism to algorithm-driven operations. This requires managers not only to understand and master technological tools but also to possess the ability to translate technological insights into strategic and operational advantages. The innovative allocation of production factors is profoundly altering the organization’s resource base and value creation logic. New quality productive forces focus on the deep integration and innovative allocation of new factors—such as data, knowledge, and technology—with capital and talent<sup>[11-13]</sup>. Data has become a key factor of production, and knowledge workers have emerged as the core agents of value creation<sup>[14]</sup>. This fundamental transformation in the structure of factors has given rise

to new organizational forms, such as platforms and ecosystems, requiring a shift in management philosophy from control to empowerment and in governance models from bureaucracy to ecological collaboration. The in-depth transformation and upgrading of industries are the ultimate destination of new quality productive forces<sup>[13]</sup>. The cross-border integration brought about by industrial upgrading has blurred the boundaries of traditional industries, requiring managers to possess the ability to integrate resources and lead innovation within complex, dynamic networks. Furthermore, the development of new quality productive forces inherently embodies the requirements of being green, low-carbon, and sustainable<sup>[9]</sup>. Management decisions should incorporate ESG principles, integrating environmental, social, and governance considerations into every aspect of corporate strategy and operations to achieve a harmonious balance of economic, social, and ecological benefits. In summary, the manifestation of new quality productive forces in the management domain represents a profound paradigm shift, requiring the systematic and synergistic evolution of management thinking, organizational structures, leadership styles, and technological progress.

## 2.2. Core competency requirements for business administration professionals in the era of new quality productive forces

The profound transformation of the aforementioned management paradigm has imposed entirely new demands on the competencies of management professionals, who are no longer confined to the traditional competency standards of the industrial era. Through analysis and synthesis, the author has distilled these requirements into four core competency dimensions, thereby establishing a competency framework for future-oriented business administration professionals (see **Figure 1**).



**Figure 1.** Core competency map for business administration professionals in the context of new quality productive forces

### 2.2.1. Innovative decision-making

This capability emphasizes forward-looking judgment and proactive innovation in dynamic and complex environments. It can be broken down into two key dimensions: First, the ability to understand and integrate technology, which involves a deep grasp of the business logic and application scenarios of cutting-edge technologies such as AI and big data, and the ability to creatively incorporate them into management processes and value creation activities<sup>[15]</sup>; Second, the ability to design and restructure business models,

which includes the capacity to design and update new business models, as well as the ability to accurately identify business opportunities driven by technological advancements.

### **2.2.2. Data insight and driving ability**

This competency directly reflects the defining characteristic of an era where “data has become a key factor of production.” It requires managers to possess the ability to discern patterns, predict trends, and make decisions based on data, which can be interpreted from two dimensions. First is data literacy, which involves proactively mining data value and transforming data into decision-making insights<sup>[16]</sup>, thereby forming a closed-loop of “data-insight-decision-action”; second is digital operational capability, which entails mastering practical skills in areas such as digital marketing and digital human resources, and driving the digital transformation and intelligent upgrading of the enterprise’s core business processes<sup>[17]</sup>.

### **2.2.3. Cross-boundary collaborative leadership**

This capability addresses the trends of blurred organizational boundaries and ecosystem-based competition and can be broken down into two dimensions. First, the ability to think systematically, which involves breaking down disciplinary barriers and comprehensively applying multidisciplinary knowledge frameworks to analyze and solve complex business problems<sup>[18]</sup>. Second is collaborative governance, which requires leadership and communication skills to build trust, facilitate communication, integrate resources, and drive collaborative innovation both within and outside the organization.

### **2.2.4. Digital organizational governance capability**

To address the emergence of new organizational forms such as platform-based structures and remote work, this capability requires managers to design organizational structures, systems, processes, and cultures suited to the digital age. It can be divided into three dimensions. First is structural design, which involves building agile organizational structures to enhance responsiveness; second is cultural development, which entails fostering a cultural atmosphere that supports data sharing and rapid trial-and-error; third is ethical governance, which involves introducing mechanisms such as algorithmic ethics, data privacy protection, and employee well-being to ensure the organization achieves effective growth while fulfilling its social responsibilities.

## **2.3. The need for transformation of the business administration curriculum system in light of new quality productive forces**

In light of the aforementioned requirements for core competencies, the business administration curriculum system must undergo a systematic restructuring in accordance with the principle of “competency development and organizational empowerment.” This restructuring is specifically reflected in the following three core transformation imperatives.

### **2.3.1. Redefining objectives: Shifting from a knowledge-centric to a competency-centric approach**

Future managers require not isolated theoretical knowledge, but complex competencies such as innovative decision-making and data-driven insights. Therefore, the core logic of curriculum design should shift from “what to teach” to “what students can do,” marking a transition from a knowledge-oriented to a competency-

oriented approach. The value of a curriculum no longer depends on the number of theoretical models taught, but on its ability to cultivate students' future-oriented core competencies<sup>[19]</sup>. Each course must clearly articulate its specific contribution to students' core competencies and translate the overall course objectives into observable, assessable learning outcomes. This ensures that the entire curriculum system generates synergies and focuses directly on competency development.

### **2.3.2. Methodological innovation: Shifting from theoretical instruction to immersive scenarios**

Core competencies such as cross-boundary collaborative leadership and digital governance capabilities constitute highly contextualized practical wisdom. Such competencies cannot be acquired through one-way knowledge transmission; they must be cultivated within real or highly realistic management scenarios. Course instruction must move away from one-way knowledge transmission and instead develop immersive blended scenarios that integrate digital simulations, real-world corporate projects, and interdisciplinary case studies, enabling students to internalize knowledge and transfer competencies through practice, reflection, and collaboration.

### **2.3.3. Content iteration: Shifting from disciplinary silos to proactive integration**

To address the interdisciplinary challenges driven by new quality productive forces, course content should proactively break down barriers between management functions and actively integrate interdisciplinary knowledge such as data science, technology ethics, and sustainable development<sup>[20]</sup>. For example, the leadership module should incorporate virtual team collaboration tools and multicultural management practices, while the strategy module should introduce algorithmic ethics and ESG (Environmental, Social, and Governance) investment analysis. Only through this approach can students systematically construct complex knowledge structures and develop interdisciplinary systems thinking, thereby truly meeting the in-depth requirements that new quality productive forces place on management talent.

## **3. Core contradictions in business administration course instruction based on the competency framework**

### **3.1. Analysis of common contradictions**

When examining current teaching practices against the yardstick of the core competency framework, it is evident that there is a systemic lag across four key aspects: teaching objectives, content, methods, and assessment. These four elements are interrelated, mutually constraining, and mutually reinforcing, collectively locking the system into a rigid teaching framework. The specific manifestations of this situation and the gap between current practices and core competency requirements are particularly evident in the case of the "Organizational Behavior" course (see **Table 1**).

### **3.2. Case selection: The threefold representativeness of the "Organizational Behavior" course**

The selection of the "Organizational Behavior" course as a case for in-depth analysis is primarily based on its threefold representativeness: First, as a core required course for business administration students, the issues it addresses are universally representative; second, the course's core topics (individuals, groups, and organizations) align precisely with the area most significantly impacted by new quality productive forces,

demonstrating strong relevance to the current era; third, the course highly concentrates the aforementioned common contradictions, resulting in highly focused issues. Therefore, conducting an in-depth diagnosis and restructuring of this course is not only valuable as a specific case study but also provides a reference model for the reform of other management courses.

### 3.3. The deep-seated gaps in “Organizational Behavior”

Based on the aforementioned common diagnostic framework, this study further focuses on the “Organizational Behavior” course, analyzing its deep-seated gaps across four dimensions (see **Table 1**). These gaps will serve as precise targets for curriculum reform.

**Table 1.** Four-dimensional teaching assessment for the “Organizational Behavior” course

<b>Diagnostic dimensions</b>	<b>Key characteristics of the current state of education</b>	<b>The core gap between current practices and the requirements of new quality productive forces</b>
Learning objectives	The primary focus is on interpretive objectives centered on the mastery and understanding of theory, as well as the interpretation and analysis of phenomena	There is a disconnect between cognitive understanding and design-driven empowerment. Students are not being adequately equipped with the ability to proactively shape future organizations.
Course content	Overreliance on the classic “individual-group-organization” framework, outdated content, and a lack of attention to cutting-edge issues	Classic theories are out of step with the digital landscape. There is a lack of integration with new practices such as AI, remote collaboration, and platform-based organizations.
Teaching methods	The teaching method relies primarily on lectures and discussions of static case studies, resulting in a one-dimensional approach.	There is a disconnect between one-way instruction and collaborative creation. There is a lack of immersive practical experiences and environments that foster skill development.
Assessment	Emphasis on the final written exam, with a focus on assessing knowledge retention and comprehension	There is a disconnect between knowledge assessment and competency evaluation. It is impossible to measure complex problem-solving and comprehensive practical skills.

## 4. Designing educational reforms in Organizational Behavior to support new quality productive forces

### 4.1. Redefining philosophy and course objectives

Elevating the core philosophy: Shifting from “cognition and interpretation” to “design and empowerment,” we aim to transform students from observers into participants, equipping them to become architects and catalysts within organizational systems. This transformation is grounded in the competency-based education philosophy, which holds that education should be oriented toward students’ acquisition of measurable competencies rather than merely being evaluated by knowledge coverage<sup>[21]</sup>.

Guided by this philosophy, curriculum objectives have been restructured around four core competencies. For example, using “enhancing the effectiveness of remote work teams” as an integrated scenario, the curriculum objectives can be specifically articulated as follows: Students should be able to (1) diagnose and identify barriers to team collaboration in the remote work environment of a technology company (data insight and driving ability); (2) design intervention plans that integrate digital tools and organizational culture (cross-functional collaborative leadership, digital organizational governance ability); (3) evaluate the applicability and ethical risks of different leadership styles within platform-based organizations (innovative decision-

making). This objective framework spans the complete closed loop of “problem identification–solution design–ethical reflection,” embodying the behavioral and measurable characteristics of empowerment-oriented objectives, and establishing a clear direction for subsequent innovations in content, methodology, and assessment.

## 4.2. Innovation in teaching content

Centered on the core concept of “Design and Empowerment,” the research has constructed a three-tiered, progressive modular content system comprising “Foundational Theory + Cutting-Edge Topics + Comprehensive Practice” (see **Table 2**). Each of the three modules has a distinct role, forming a mutually complementary system. The Foundational Theory module provides a cognitive scaffold; the Cutting-Edge Topics module introduces contemporary issues; and the Comprehensive Practice module creates a space for skill integration. Through their coordinated interaction, these three components help students make the leap from knowledge comprehension to competency development.

**Table 2.** Framework for the modular restructuring of the “Organizational Behavior” course

Content module	Design philosophy	Examples of key topics
Fundamental Theory Module	The curriculum delves deeply into the core of classical theories, while guiding students toward critical thinking and the application of these concepts in new contexts, laying the groundwork for the transition “from interpretation to design.”	Motivation Theory (How to design incentive schemes for remote teams?); Leadership Theory (What kind of leadership is needed for human-AI hybrid teams?); Organizational Culture Theory (How is the culture of platform-based organizations shaped?)
Cutting-Edge Topics Module	It introduces emerging issues of the digital age, directly addressing the management challenges posed by new forms of productive forces, and embodies the cutting-edge expansion of “design and empowerment.”	AI+ Teams (human-machine collaboration, algorithm management); Remote Collaboration (virtual trust, digital distractions); Platform Organizations (ecosystem governance, gig economy); Organizational Ethics (algorithmic bias, data privacy)
Comprehensive Practice Module	Through comprehensive projects rooted in real-world corporate challenges, students are driven to integrate and apply knowledge from various modules, thereby developing their capabilities through the resolution of complex problems.	Remote Work Productivity Diagnosis and Optimization Plan for a Company; Design of Incentive and Retention Mechanisms for Gig Platform Workers; Organizational Culture Transformation Plan for Agile Transformation in Traditional Enterprises

## 4.3. Innovation in teaching methods

By adopting the flipped classroom model, we have established a four-dimensional, immersive teaching chain comprising “theoretical anchors + digital simulations + localized case studies + real-world corporate projects,” thereby creating a complete learning cycle that progresses from “cognitive construction” to “competency development.” This design is grounded in constructivist learning theory, which posits that knowledge is actively constructed by learners within specific contexts and requires students to hone their skills through “learning by doing.” Specifically: Theoretical anchors: Guided explanations aimed at problem-solving; Digital simulations: cultivate data-driven management intuition; Localized case studies: adopt a “real-world case” format, inviting corporate executives for in-depth interaction; Real-world corporate projects: introduce the concept of collaborative innovation, building “industry-academia-research” collaborative teaching scenarios through dual-mentor systems and joint research projects, enabling students, faculty, and corporate mentors to co-create value through deep interaction.

#### **4.4. Transformation of learning assessment**

Establish a comprehensive evaluation system characterized by “process-oriented, competency-based, and developmental” principles, shifting the focus from knowledge retention to competency assessment, with process-based evaluation accounting for more than 60% of the total. Specifically, the Individual Learning Portfolio (20%) assesses students’ metacognitive abilities and the level of knowledge internalization through online learning progress, conceptual quizzes, and thematic reflection journals; Simulation performance (20%) evaluates data insight and driving capabilities, innovative decision-making, and systems thinking based on data interpretation, strategic logic, and debriefing reports during multiple rounds of decision-making; Case studies and classroom contributions (20%) measure real-time analytical skills, critical thinking, and communication abilities through the quality of contributions, the innovativeness of perspectives, and the ability to drive discussions during case seminars and workshops; Team Project Outcomes (40%): Based on final reports and defenses, the team collaboration process, and peer evaluations, this component comprehensively assesses cross-disciplinary collaborative leadership, digital organizational governance capabilities, and comprehensive problem-solving skills. This evaluation system utilizes continuous feedback from multiple sources to form a dynamic closed-loop cycle of “evaluation–feedback–improvement–enhancement.”

### **5. From case studies to paradigms: The DCSE model for the reconstruction of business administration courses (Figure 2)**

#### **5.1. Demand anchoring**

As the starting point of the entire reform and the driving force behind the DCSE model, demand anchoring ensures that curriculum restructuring consistently aligns with the cutting-edge demands of industries driven by new quality productive forces. Through industry-academia-research collaboration, it enables timely insights into technological advancements, organizational transformations, and management challenges, translating external demands into concrete directions for curriculum reform and preventing reforms from becoming detached from reality.

#### **5.2. Competency mapping**

Competency mapping serves as the bridge connecting external macro-level demands with internal instructional design. Its core function is to deconstruct the identified demands from an educational perspective, mapping, refining, and defining them into a series of observable, measurable, and assessable specific core competency indicators and learning outcomes, thereby providing a precise focal point for subsequent curriculum design and evaluation. This process follows a backward design approach: first determining the competencies students should master upon completing the course, then designing instructional content and methods in reverse.

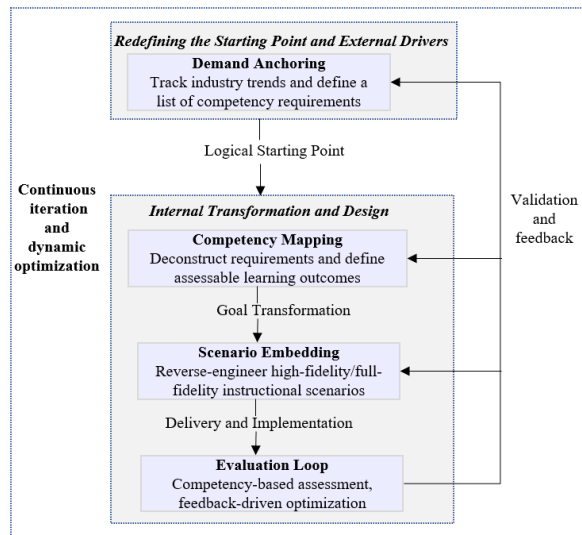
#### **5.3. Scenario embedding**

Scenario embedding serves as the core vehicle for competency development. Its primary function is to design, starting from competency objectives, high-level instructional scenarios that catalyze the development of these competencies. Competencies must be acquired through repeated practice in highly simulated scenarios; therefore, course design must revolve around core competency objectives to meticulously construct authentic or simulated instructional scenarios that integrate cutting-edge technology and industry practices. These

scenarios can take the form of digital simulations, real-world corporate projects, interdisciplinary design workshops, or high-intensity competitive business competitions. Such scenarios provide students with a learning environment that allows for safe trial and error and immediate feedback, enabling them to construct knowledge and apply their competencies through simulated or fully realistic practice.

### 5.4. Evaluation loop

The evaluation loop serves as the feedback hub, ensuring the system’s effective operation and optimization, while simultaneously functioning as both a “validation yardstick” and a “driving engine.” The evaluation system must be deeply integrated with competency objectives and teaching scenarios. On one hand, it acts as a validation yardstick, accurately measuring the effectiveness of competency development; on the other hand, it serves as a driving engine, utilizing multi-source evaluation data to generate feedback that continuously optimizes scenario design and competency alignment, thereby forming a dynamic, self-reflective, and iterative optimization loop.



**Figure 2.** The DCSE four-dimensional interconnected model for curriculum restructuring aimed at new quality productive forces

## 6. Conclusion

The rapid development of new quality productive forces has created a pressing need for systemic reform in business administration education. By analyzing the managerial implications of new quality productive forces, this study identifies the core competencies required of future managers—including innovative decision-making, data insight, cross-disciplinary collaboration, and digital governance capabilities—and uses these as a benchmark to examine the underlying gaps in the current curriculum. Taking Organizational Behavior as a representative case study, this study systematically designed a comprehensive teaching reform plan encompassing conceptual elevation, objective restructuring, content iteration, methodological innovation, and assessment transformation. Based on this, a four-dimensional, interlinked course restructuring logic model—Demand Anchoring, Competency Mapping, Scenario Embedding, and Evaluation Closed-loop

(DCSE)—was developed. This model provides a meta-framework that combines theoretical coherence with practical applicability, enabling business administration courses to address.

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## Disclosure statement

The authors declare no conflict of interest.

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