

Research on the Cultivation Path of Applied-oriented College Students' Core Vocational Competencies from the Perspective of Value Co-creation: Taking the Human Resource Management Major as an Example

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Abstract: Against the backdrop of economic globalization and continuous industrial structure upgrading, applied-oriented colleges shoulder the important mission of supplying society with talents possessing solid core vocational competencies. This paper takes the value co-creation theory as the research framework and the human resource management major as the research object, systematically analyzes the practical dilemmas in cultivating the core vocational competencies of applied-oriented college students, deeply explores the innovative inspirations brought by the value co-creation theory, and constructs practical cultivation paths. The research aims to improve the talent-training quality of applied-oriented colleges, meet the urgent needs of society for high-quality human resource management talents, and provide theoretical support and practical references for higher education reform.

Keywords: Value co-creation; Applied-oriented colleges; Human resource management major; Core vocational competencies

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1. Introduction

Driven by economic globalization and technological revolution, the demand for high-quality applied talents in society is constantly rising. Higher education, as the core front for talent cultivation, is in a period of profound transformation. As an important pillar of the higher education system, applied-oriented colleges play a crucial role in serving regional industrial upgrading. However, current talent cultivation faces three dilemmas: the disconnection between training objectives and market demands, students' weak practical abilities and ineffective school-enterprise collaboration mechanisms. These dilemmas severely restrict the quality of talent supply and make it difficult to meet the needs of industrial upgrading.

The value co-creation theory provides a solution to these problems. By integrating resources from multiple parties such as colleges, enterprises, and industries, this theory constructs a collaborative education ecosystem, emphasizing the co-construction of subjects, the sharing of resources, and the symbiosis of values, thus providing theoretical support for reshaping the talent-training model. Exploring its specific practical paths has a dual value in enhancing students' vocational competencies and improving the industry-education integration mechanism. It is not only a necessary extension of theoretical research but also a key breakthrough in solving practical problems.

2. Main problems in cultivating the core vocational competencies of applied-oriented college students: taking the human resource management major as an example

2.1. Structural imbalance of vocational knowledge and skills

At the professional knowledge level, students majoring in human resource management generally have a single knowledge structure and insufficient reserves of cutting-edge knowledge. Most students only master the traditional module knowledge of human resource management and lack in-depth understanding of new paradigms in human resource management under the background of digital transformation, such as human resource data analysis and artificial intelligence applications^[1]. This limitation of the knowledge structure makes students feel overwhelmed when facing the digital transformation needs of enterprises.

In terms of practical skills, although colleges generally set up practical teaching links, there is a problem of “emphasizing form over effectiveness”. Issues such as scattered practical teaching resources, insufficient guidance, and imperfect evaluation mechanisms greatly reduce the effectiveness of practical teaching. This is in clear contrast to the requirements of “situated learning” and “reflective practice” emphasized by practical learning theories.

2.2. Disconnection between knowledge and action in vocational attitudes and values

Although most students recognize the importance of professional ethics at the cognitive level, there is a significant disconnection between knowledge and action at the behavioral level. Specific manifestations include low career loyalty, vague career development plans, and insufficient professional ethics judgment abilities^[2]. For example, when dealing with employees' salary confidentiality information, some students tend to prioritize personal interests or interpersonal relationships rather than adhere to professional ethics and professional standards.

2.3. Shortcomings in cultivating vocational behavior habits and key abilities

Students generally have weak autonomous learning abilities. They are accustomed to passively receiving knowledge and lack the awareness of active exploration and innovation. When facing new technologies and methods in the field of human resource management, they show obvious adaptation barriers. For example, when exposed to new human resource management software, they often require a long adaptation period and have difficulty quickly mastering and applying it.

Insufficient innovation ability is another prominent problem. When solving practical problems, students tend to be limited by traditional thinking patterns and cannot design innovative solutions^[3]. For example, when designing employee incentive plans, they overly rely on material incentives and neglect the exploration of spiritual incentives and innovative incentive methods.

3. The value co-creation theory and its important inspirations for cultivating the core vocational competencies of applied-oriented college students

3.1. The essence of the value co-creation theory

Originating from the marketing field, the value co-creation theory has now expanded to multiple fields, including education. Its core lies in breaking through the traditional one-way creation model of enterprises and emphasizing the collaborative creation of value by multiple subjects such as enterprises, customers, and partners^[4]. Its philosophical basis is the interaction between subjects and relationship construction-value does not exist in isolation but is dynamically generated in interactions.

This theory contains three important meanings: First, value creation requires the integration of resources from multiple parties. Producers, consumers, and partners are all deeply involved^[5]. Second, customers are not passive recipients but participants in the value-creation process, and their needs should be taken into core consideration. Finally, multiple subjects achieve system value-added through service exchange and resource sharing. In the field of education, colleges, enterprises, students, industry organizations, etc., form an organic ecosystem, and the overall optimization is promoted through complementary roles and resource coordination.

Compared with traditional theories that limit value creation to the production side, the value co-creation theory reconstructs the value-generation logic: enterprises transform from value monopolists to collaborative organizers, and customers transform from end-consumers to value co-builders^[6]. This paradigm shift provides a new perspective for applied education-by constructing a school-enterprise collaborative education mechanism, the industrial needs are pre-integrated into the training process, enabling talent cultivation and career development to form a value-closed loop, and ultimately achieving the precise docking between education supply and industrial needs.

3.2. Inspirations of the value co-creation theory for cultivating the core vocational competencies of applied-oriented college students

3.2.1. Emphasizing the participation of multiple subjects and integrating resources from all parties

Based on the value co-creation theory, the cultivation of applied talents needs to break through the unilateral-dominant model of colleges and construct a “government-school-enterprise-industry-research” five-in-one collaborative network. As the core subject on the industrial side, enterprises embed real-world vocational scenarios into the teaching process by providing practical positions, project cases, and mentor resources. Industry associations play the role of a market hub, synchronizing industry standards and cutting-edge trends, and promoting the dynamic adaptation of training programs to the needs of industrial upgrading^[7]. Research institutions, through industry-university-research project cooperation, cultivate students’ technology-transformation and innovation abilities. The efficient integration of resources from all parties can form a three-dimensional training chain of “theory-practice-innovation”, extending the cultivation of vocational competencies from the classroom to the industrial chain.

3.2.2. Highlighting customer value and oriented by social needs

Highlighting customer value means that value creation should be oriented towards meeting customer needs. In the cultivation of talents in higher education, enterprises and society are the demand side of talents. College talent cultivation should closely revolve around the needs of enterprises and society to cultivate talents with core vocational competencies that meet market demands^[8]. The needs of society for talents are the starting point and

end point of college talent cultivation. Colleges should deeply understand the specific requirements of enterprises and society for talents in terms of knowledge, skills, attitudes, and values, and optimize curriculum settings, improve teaching methods, and perfect practical teaching links based on this to ensure that the cultivated talents can quickly adapt to the actual needs of enterprises and society.

3.2.3. Promoting the collaboration of multiple subjects and constructing a collaborative education mechanism

Value co-creation emphasizes the collaborative participation of multiple parties, resource integration, and collaborative innovation. Talent cultivation requires the joint participation of all stakeholders, giving full play to their respective resource advantages^[9]. The government plays an important guiding and supporting role in the collaborative education mechanism. Formulating policies and regulations creates a favorable environment for school-enterprise cooperation. Enterprises, as the main carriers of practical experience and job requirements, ensure that talent cultivation meets social needs by deeply participating in the whole process of college talent cultivation. Colleges are the core front for talent cultivation and shoulder the important responsibilities of knowledge teaching and academic guidance in the collaborative education mechanism^[10]. Students, as the objects of talent cultivation, are also important participating subjects in the collaborative education mechanism. Multiple subjects such as colleges, enterprises, the government, and students are closely linked and cooperate with each other to construct an all-round and multi-level collaborative education mechanism.

4. Practical paths for cultivating the core vocational competencies of human resource management majors

4.1. Constructing a talent-training system with the participation of multiple subjects

4.1.1. Order-based training through deep school-enterprise cooperation

Based on their development strategies, colleges and enterprises should establish a close order-based talent-training cooperation relationship, which is a key measure to achieve precise talent cultivation^[11]. The two parties jointly develop a talent-training plan based on the enterprise's human resource management job requirements. At the same time, enterprises are deeply involved in curriculum design, teaching processes, and practical guidance to ensure a seamless connection between talent cultivation and the actual needs of enterprises.

4.1.2. Optimization of talent cultivation with the help of industry associations

The cooperation between colleges and human resource industry associations can inject new vitality into talent cultivation. Industry associations and colleges cooperate to regularly hold human resource management industry forums, inviting experts, scholars, and enterprise executives in the industry to jointly explore industry development trends and changes in talent demands^[12]. By participating in these forums, colleges can timely understand the talent demands of emerging fields such as digital human resource management and human resource service outsourcing, and thus adjust their professional settings and curriculum content.

4.1.3. Stimulating innovation ability through the integration of industry-university-research

Colleges and research institutions cooperate in industry-university-research projects, providing students with a platform to access cutting-edge scientific research achievements and innovative practices. Students are encouraged to participate in scientific research projects, such as the research on innovative models of human

resource management and the exploration of the application of new human resource management technologies, to improve their practical abilities and problem-solving skills.

4.2. Optimizing courses and teaching oriented by social needs

4.2.1. Dynamically adjusting curriculum settings

Colleges should pay close attention to the application of new technologies such as artificial intelligence and big data in the field of human resource management and adjust curriculum settings on time according to changes in social needs^[13]. Specific measures include reducing the proportion of traditional theoretical courses and adding emerging courses such as “Digital Management of Human Resources,” “Big Data Analysis and Application in Human Resources,” and “Artificial Intelligence and Human Resource Decision-Making.”

4.2.2. Improving learning effects through diverse teaching methods

The use of diverse teaching methods can stimulate students’ learning interests and initiatives^[14]. Teachers can adopt diverse teaching methods such as project-based teaching, case-based teaching, and situational teaching. In project-based teaching, students are organized to complete actual enterprise human resource projects in groups. Case-based teaching is also an effective teaching method. Teachers collect a large number of actual enterprise cases and guide students to analyze and discuss them in class, enabling students to deepen their understanding of theoretical knowledge through case analysis and cultivate their analytical thinking and decision-making abilities.

4.2.3. Strengthening the practical teaching link

Strengthening the practical teaching link is an important way to improve students’ core vocational competencies. Colleges should establish stable off-campus internship bases with enterprises to provide sufficient practical opportunities for students^[15]. Colleges and enterprises jointly build internship bases. Enterprises arrange industry mentors for students, and mentors develop personalized internship tasks for students according to their internship plans and personal abilities, such as participating in the optimization of the enterprise’s recruitment process and the design of employee performance appraisal plans. During the internship, internship mentors regularly guide and evaluate students to help them solve problems encountered during the internship. After the internship, enterprises and colleges jointly evaluate students’ internship performance, and the evaluation results serve as an important part of students’ course grades, enabling students to improve their vocational skills through practice.

4.3. Establishing a collaborative education mechanism with the collaboration of multiple subjects

4.3.1. The government promotes the deepening of school-enterprise cooperation through policies

The government plays an important guiding and supporting role in the collaborative education mechanism. The government should introduce relevant policies to encourage enterprises to participate in the cultivation of human resource management majors in colleges. For example, it can provide enterprises with tax incentives, financial subsidies, honorary commendations, etc., to improve their enthusiasm for participating in talent cultivation. At the same time, the government should strengthen the guidance and supervision of school-enterprise cooperation to ensure its standardization and effectiveness.

4.3.2. School-enterprise jointly build a talent-training fund and communication mechanism

Colleges and enterprises jointly establish a talent-training fund to provide financial support for talent cultivation. The fund is mainly used to support practical teaching, scientific research cooperation, student rewards, etc. In terms of practical teaching, the fund subsidizes students to participate in actual enterprise projects, providing them with practical funds and project subsidies. In terms of scientific research cooperation, the fund supports college teachers and enterprises to jointly carry out scientific research projects to explore cutting-edge issues in the field of human resource management. In terms of student rewards, students who perform well in learning and practice are rewarded. In addition, colleges and enterprises can establish a regular communication mechanism to jointly discuss the problems and solutions in talent cultivation.

4.3.3. Inter-college cooperation broadens students' development space

Cooperation between colleges can achieve resource sharing and broaden students' development space. Colleges should strengthen cooperation with other colleges, carry out inter-college exchanges and cooperation, and share high-quality educational resources. Through joint training, exchange students, academic exchanges, etc., students' horizons can be broadened and their comprehensive qualities can be improved.

5. Conclusion

The value co-creation theory provides new ideas and methods for cultivating the core vocational competencies of human resource management majors in applied-oriented colleges. Through practical paths such as constructing a talent-training system with the participation of multiple subjects, optimizing courses and teaching oriented by social needs, and establishing a collaborative education mechanism with the collaboration of multiple subjects, the core vocational competencies of human resource management majors in applied-oriented colleges can be effectively improved to meet the needs of society for high-quality human resource management talents. However, talent cultivation is a long-term and complex systematic project that requires continuous efforts, exploration, and innovation from colleges, enterprises, the government, and other parties. In the practical process, it is necessary to further strengthen the in-depth research and application of the value co-creation theory, continuously improve the talent-training system, and improve the quality of talent cultivation. In the future, with the development of the economy and society and the progress of science and technology, new theories and technologies will continue to emerge in the field of human resource management. Applied-oriented colleges should pay close attention to industry trends, adjust talent-training strategies in a timely manner, and cultivate more outstanding human resource management talents who can meet the needs of the times for society.

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