

# Research on the Integrated Training Mode of Business Administration Talents in Universities under the Background of Digital Transformation

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**Abstract:** With the popularization and application of modern information technology, digital transformation has become an important trend for the development and upgrading of all walks of life. It has not only had a direct impact on the global economic structure and people's lifestyles, but also brought new dilemmas and opportunities to the talent cultivation of business administration majors in colleges and universities. Digital technologies such as artificial intelligence, big data, and the Internet have promoted the continuous updating of modern business models, thereby changing the market's demand standards for business administration talents. Against this background, this paper carries out research. By expounding the dilemmas of cultivating business administration talents in colleges and universities under the background of digital transformation, it proposes strategies for constructing an integrated training model for business administration talents in colleges and universities under the background of digital transformation, so as to create a training paradigm for business administration talents that meets market and job requirements.

**Keywords:** Colleges and universities; Digital transformation; Business administration major; Talent cultivation; Model

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## 1. Introduction

Digital transformation is a key measure for social and economic development and enterprise transformation and upgrading in the new era. In the field of education, digital technologies have not only brought new teaching methods and learning resources, but also put forward innovative requirements for talent cultivation objectives and methods, becoming a key factor leading the leap of business administration talent cultivation into the new era. Therefore, in the face of technological development and market changes, colleges and universities must adjust their talent cultivation strategies for business administration to cultivate composite talents meeting the needs of the digital economy era.

## 2. Dilemmas in cultivating business administration talents in universities under the background of digital transformation

### 2.1. Disconnection between talent cultivation and market demand

First, the teaching content of business administration majors is out of touch with market changes. Against the backdrop

of modern business model transformations and technological advancements, the pace of innovation and upgrading in the business administration industry is extremely rapid. Especially under the guidance of technologies such as big data analysis and digital marketing, the talent demand standards and job function allocations in the business administration industry have undergone significant changes. However, the update speed of the curriculum system for business administration majors in universities is relatively slow, failing to timely introduce cutting-edge technologies, industry development trends, core job skills, etc., into the courses, resulting in a mismatch between what students learn and the direction of market demand.

Second, the traditional talent cultivation model is also one of the main factors causing the disconnection problem. On the one hand, under the teaching model dominated by knowledge imparting, students not only lack practical opportunities, but their practical application capabilities also struggle to meet enterprise requirements, leading to a gap between students' job competency and enterprise expectations. On the other hand, the traditional education evaluation system is relatively backward. It neither reconstructs the assessment content based on factors such as market demand and job capability analysis, nor introduces relevant competition assessment standards or certificate exam evaluation indicators. As a result, the evaluation results cannot effectively promote students' self-improvement, thus forming a disconnection between talent cultivation goals and market demand outcomes.

## **2.2. Insufficient application of information technology and digital resources**

First, with the full promotion of the Information-based Education 2.0 Action Plan, the online-offline hybrid teaching model has become an important trend in the reform of higher education. Teachers are required to master the auxiliary teaching functions of hardware and software devices such as multimedia, educational platforms, virtual simulation, and intelligent teaching assistant tools, and strengthen students' comprehensive capabilities through the linkage and coordination of online and offline teaching. However, currently, some colleges and universities have not fully applied information technology in the cultivation of business administration talents. For example, some teachers only use basic equipment such as multimedia and projectors for teaching, but fail to use information technology to transform the ecological structure and formal characteristics of teaching, resulting in poor learning quality and efficiency for students<sup>[1]</sup>.

Second, in the context of information-based education, digital resources serve as the key carrier to support teachers in carrying out online teaching activities. However, there are defects in the development and application of digital resources in the cultivation of business administration talents in colleges and universities. On the one hand, the co-construction and sharing of digital resource libraries have not been achieved. Teachers can only produce or search for relevant resources by themselves, which not only wastes time but also leads to uneven resource quality, making it impossible to form a unified digital resource system and teaching application paradigm. On the other hand, although some colleges and universities have established information technology auxiliary teaching platforms such as online teaching platforms and virtual laboratories, in actual teaching, they lack rich project cases or task resources, or the resources are divorced from the real corporate context, failing to create a real work scenario for students and affecting the development of students' practical and professional skills.

## **2.3. Teaching methods and models need to be updated**

First, the teaching methods and models currently adopted in business administration cannot meet the basic needs in the context of digital transformation. The traditional teaching model mainly focuses on knowledge instruction, which not only deprives students of their dominant position, making it difficult for them to independently express, cooperate in exploration, and engage in practical learning in class, but also hinders the development of students' innovative thinking and practical skills, as well as their employment and growth.

Second, with the advancement of digital transformation, the talent demand standards in the business administration industry have significantly changed, gradually shifting from knowledge-based talent to problem-solving and innovative practical talent. However, traditional teaching methods focus on professional knowledge of business administration without introducing technologies such as big data analysis, e-commerce, cloud computing, and artificial intelligence, resulting in

students lacking sufficient interdisciplinary and composite content in their learning and mastery<sup>[2]</sup>.

Third, there are also deficiencies in the application of digital teaching methods in the business administration major of colleges and universities. On the one hand, some teachers still apply traditional classroom teaching methods to teaching models such as micro-courses, MOOCs, and online courses, resulting in poor course interest and insufficient enthusiasm for student participation. On the other hand, teachers have failed to create different teaching strategies and implementation plans for different teaching environments such as virtual reality teaching scenarios and online collaboration platforms, and are unable to fully utilize the auxiliary teaching advantages of digital technologies.

### **3. Construction strategies for the integrated training model of business administration talents in colleges and universities under the background of digital transformation**

#### **3.1. Integration of industry and education: introducing cutting-edge market and technological trends**

The integration of industry and education, as well as school-enterprise cooperation, are key elements for the development of business administration talent training under the background of digital transformation, and also serve as the core motivation to promote the alignment of talent training objectives with market demands. Through cooperation with industries, enterprises, and other relevant institutions, colleges and universities can not only create opportunities for students to engage with real market environments, understand job-related skills, and stay updated on technological development trends, but also significantly enhance the practicality and forward-looking nature of teaching activities. This is conducive to helping students better access and adapt to the context of the digital economy era.

First, universities should break down the barriers between education and industry for the cultivation of business administration talents. On the one hand, they should invite enterprises to participate in curriculum system construction, talent training system establishment, practical internship teaching services and other links, so as to deepen the main position of enterprises in talent training. Specifically, based on the analysis of enterprise job capabilities, the curriculum content system of business administration should be re-planned. According to the development requirements of the industry, the curriculum structure should be adjusted and expanded, and curriculum modules such as big data, e-commerce, and artificial intelligence should be integrated to comply with the guiding role of digital transformation in the business administration industry<sup>[3]</sup>. On the other hand, the real job tasks or projects of enterprises should be introduced into classroom teaching to create a workplace environment that conforms to the real scene for students, and provide assistance for the development of students' practical ability and innovative thinking.

Second, universities should enrich the forms and approaches of school-enterprise cooperation. First, they should adhere to traditional cooperation models. Through the construction of school-enterprise training bases, cooperation in school-enterprise scientific research projects and other approaches, they should create rich and real practice and internship platforms for students. For example, they can cooperate with enterprises to build a student internship planning mechanism, regularly arrange students to participate in internal positions of enterprises, and observe and learn the work contents, basic processes, codes of conduct, etc., of different job positions corresponding to the business administration major by following tutors, so as to lay a solid foundation of experience for students' future employment. Second, they should further develop models such as the enterprise tutor system and the enterprise teacher practice workstation. On the one hand, enterprise technical personnel and management personnel can be introduced into teaching activities. By serving as assistant teachers, teaching assistants, practice tutors and other positions, they can provide more help for school teachers. On the other hand, enterprises can create workstations and invite excellent teachers to participate in various links of enterprise management, operation, development, marketing, etc., so as to improve teachers' practical literacy and teaching level.

#### **3.2. Digital and intelligent transformation: innovating curriculum systems and teaching methods**

To adapt to the background of digital transformation, universities should also promote the updating of curriculum systems and optimization of teaching methods for business administration majors. This emphasizes the integration of curriculum

teaching with practical work, so as to improve teaching quality and efficiency.

First, in terms of curriculum content updating, colleges and universities should expand the scope of curriculum content for business administration majors based on industry development trends and cutting-edge technological advancements. In the era of digital economy, it is necessary to take the integration of digital marketing, big data analysis, artificial intelligence, and other fields with modern business models as the foundation, so as to guide students to understand the basic skills and theoretical knowledge required for current job positions.

Second, at the level of teaching methods, colleges and universities should promote the application and practice of case teaching, project-based teaching, task-driven methods, etc., with a focus on the development of students' practical skills. For example, in the application of case teaching methods, teachers can use real business cases to not only explain the theoretical knowledge of the course through cases, but also guide students to understand the current status of business management in enterprises and institutions. By virtue of these cases, students can be trained in problem analysis and problem-solving abilities, which is also conducive to the construction and development of students' self-awareness and learning interest. For instance, the case of Alibaba's intelligent ecosystem can be created to interpret the ecological structure of data-driven personalized services from the perspective of e-commerce platforms, allowing students to understand relevant contents such as big data analysis of user behavior, construction of personalized recommendation systems, intelligent customer service, AI supply chain management optimization, and precise marketing advertising placement<sup>[4]</sup>. In addition, for the business management major, teachers can also use simulated business activities for practical teaching. For example, computer software can be used to simulate a real business environment, and students are required to carry out decision-making management through a virtual platform to operate an enterprise or store. This enables students to experience the impact of business strategies on enterprise development in a zero-risk environment, and is also conducive to the development of students' team cooperation ability, leadership thinking, and organizational management ability.

Third, in terms of teaching resource construction, colleges and universities should take the construction of interdisciplinary resource libraries as the idea to promote the in-depth integration of business administration and the digital field. On the one hand, starting from daily teaching resources, it is possible to promote the construction of resources such as micro-lecture videos, MOOC resources, virtual simulation practice projects, and big data analysis cases to meet the different teaching needs of teachers. On the other hand, starting from other resources, such as inviting industry experts to hold interdisciplinary special lectures and inviting teachers from various disciplines and majors to collaborate.

Fourth, in terms of the construction of evaluation mechanisms, colleges and universities should also adapt to the background of the digital transformation era. First, it is necessary to expand the evaluation content, enabling comprehensive evaluation of students' in-class performance, online learning achievements, team awareness, interdisciplinary literacy, digital thinking, practical learning outcomes, exam scores, etc. On the other hand, it is essential to optimize the evaluation mechanisms by introducing project evaluation plans, peer review mechanisms, enterprise tutor evaluation modules, artificial intelligence evaluation systems, etc., so as to accurately assess students' achievements and specify their development and improvement strategies.

### **3.3. Comprehensive development: strengthening professional skills and professional literacy**

Against the backdrop of digital transformation, the cultivation of business administration talents should ultimately focus on the development of students' professional skills and professional literacy. It is necessary to not only pay attention to the development of students' professional knowledge and digital skills, but also strengthen the development of their innovative thinking, critical thinking, and interdisciplinary thinking. Moreover, it is essential to emphasize the cultivation of professional literacy, thereby laying a foundation for students' sustainable development.

First, colleges and universities should expand the cultivation direction of students' digital skills against the backdrop of the complex and ever-changing digital economy era. On the one hand, it is necessary to expand in the directions of big data analysis, programming technology, digital marketing, etc., and help students adapt to the work model of business

administration in the digital economy era through theoretical teaching and practical guidance. On the other hand, colleges and universities should promote the construction of digital laboratories, give full play to the application value of software tools and practical platforms, and enable students to participate in project activities such as project development and real enterprise cases<sup>[5]</sup>.

Second, colleges and universities should deepen innovation and entrepreneurship education and focus on the development of students' innovative capabilities. First, colleges and universities should promote the deepening of the reform of innovation and entrepreneurship courses, and combine platforms such as innovation laboratories and business incubators to activate students' innovative thinking and transform their creative ideas into real projects or reliable products. Second, they should adhere to the integrated construction of "post, course, competition and certificate", integrate core job competencies, key course contents, core competition projects, certificate acquisition indicators, etc., and clarify the core goals of business administration talent training. Third, they should broaden students' horizons, create learning activities for students to express their independent opinions and collide with other students' thinking through discussions, debates and other forms, so as to inspire students' innovative thinking in the process of blending, colliding and integrating different views.

Third, colleges and universities should focus on the development of students' comprehensive literacy. First, it is necessary to base on a multicultural perspective to cultivate students' global vision, so as to broaden their thinking space and form international awareness and cross-cultural communication capabilities. Second, it is necessary to cultivate students' behavioral literacy and moral qualities, and strengthen students' team cooperation ability, group communication ability, team leadership ability, etc. Specifically, it can be exercised and cultivated through team project activities, simulated business activities, cooperative division of labor activities, etc., and improve students' communication and coordination ability, problem-solving ability, as well as social responsibility and ethical and moral concepts through practical activities.

Fourth, colleges and universities should strengthen the cultivation of students' professional literacy. First, it is necessary to adhere to the construction of ideological and political education in courses, rely on the carrier of ideological and political education to enhance students' professional cognition, and establish correct employment and professional values. Second, it is necessary to deepen the education of craftsmanship spirit, take the cultivation of great national craftsmen as the goal, and enable students to adhere to the craftsmanship qualities of excellence and hard work. Third, it is necessary to guide students to understand the industry norms, corporate culture, and code of conduct of the job groups corresponding to the business administration major, so that students can form good self-discipline and adapt to the standards required for high-quality talents in the digital economy era.

## **4. Conclusion**

As mentioned above, under the trend of digital transformation, the cultivation of business administration talents in colleges and universities must keep pace with the changes of the times, so as to lay a foundation for students' employment development and sustainable growth. Against the background of the digital economy era, colleges and universities should deepen the analysis of various problems faced in the current cultivation of business administration talents. On this basis, they should conduct research from the aspects of school-enterprise cooperation models, curriculum system reconstruction, teaching method optimization, comprehensive quality cultivation, etc., so as to build an integrated cultivation paradigm for business administration talents that meets the needs of digital transformation. This will provide students with a learning and growth environment that keeps up with the times and is full of challenges.

## **Disclosure statement**

The author declares no conflict of interest.

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