Research on the Collaborative Governance Mechanism of New Business Talent Cultivation in the Digital Economy

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Abstract: As the digital economy reshapes both business models and the skill profiles of jobs, conventional university business programmes—built around what a single institution can supply—are struggling to deliver the interdisciplinary capabilities that new business education now demands. This paper brings together collaborative governance, communities of practice, and competency-based education to build an analytical framework for the collaborative governance of new business talent development. We contend that such governance has to be a shared undertaking of government, universities, enterprises, teachers, and students: a workable mechanism can emerge only when goals, resources, actions, and evaluation are aligned with one another. Scenario-based communities of practice then act as the vehicle that turns these governance arrangements into something students genuinely experience in their learning, so that professional, digital, innovative and vocational capabilities, together with a sense of social responsibility, develop in concert.

Keywords: Digital Economy; New Business Education; Collaborative Governance; Community of Practice; Competency Development

1. Introduction

The digital economy is transforming the organization of business activities, the logic of value creation, and the structure of talent competencies. As data, platforms, and intelligent technologies enter the processes of enterprise operation and management, traditional job boundaries, business processes, and knowledge structures are being continuously restructured. For business education, this implies not merely updating course content, but adjusting the underlying logic of talent cultivation. The construction of new business education is precisely the response of traditional business education to the digital economy, industrial upgrading, industry-education integration, and the digitalization of education [1-3].

Business talent in the digital economy era is no longer expected merely to master disciplinary knowledge in economics, management, accounting, and marketing; they also need business understanding, digital technology application, data analysis, innovation and entrepreneurship, occupational adaptability, and a sense of social responsibility. Enterprises' expectations of graduates have shifted from "understanding management and knowing how to operate" toward "understanding business, working with data, being able to innovate, and collaborating effectively." Cultivating new business talent therefore requires moving beyond one-way knowledge transmission to integrate disciplinary knowledge, digital technology, authentic business contexts, and value judgment.

In practice, however, problems persist: cultivation objectives are disconnected from industrial demand; curriculum resources are separated from practice scenarios; university-enterprise cooperation remains superficial; teaching actions are fragmented; and evaluation feedback lags. Although some universities have launched courses or program directions in the digital economy, business analytics, fintech, and digital marketing, such reforms often stop at renaming programs and adjusting directions. University-enterprise cooperation is frequently limited to internship bases, corporate lectures, short-term projects, or resource provision; enterprises have not yet fully participated in program design, curriculum development, project design, and quality evaluation. Teachers' industrial understanding, digital literacy, and project-based teaching ability still need improvement; and although students participate in practice, they may not transform experience into transferable competencies.

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It follows that the key to cultivating new business talent lies not simply in adding digital courses or practical teaching, but in forming a governance mechanism in which multiple actors sustain coordination. Talent cultivation has moved beyond the boundaries of internal teaching management within universities; only by promoting coordination among government, universities, enterprises, teachers, and students in objectives, resources, actions, and evaluation can cultivation quality be improved.

Existing research has addressed the reconstruction of cultivation objectives, curriculum system reform, interdisciplinary integration, practical teaching, industry-education integration platforms, and digitalized teaching reform [1-7]. However, these studies focus more on "what to change and how to change," while offering insufficient explanation of how collaborative governance mechanisms form, operate, and translate into student competency development. Although many studies emphasize multi-actor participation, few explain how actors move from "being co-present" to "effective coordination."

Accordingly, this paper examines the mechanism of new business talent cultivation from the perspective of collaborative governance. The core question is: in the context of the digital economy, what formation logic underlies the collaborative governance mechanism of new business talent cultivation, and how does its operating mechanism promote student competency development? To address this question, the paper discusses the dilemmas of collaborative governance, the composition of actors and elements, and the process through which the mechanism promotes competency development via scenario-based communities of practice.

2. Practical Dilemmas of Collaborative Governance in New Business Talent Cultivation in the Digital Economy

In the digital economy context, the practical dilemmas of new business talent cultivation are mainly manifested as insufficient coordination in objectives, resources, actions, and evaluation.

2.1 Insufficient Goal Coordination: Deviation between Cultivation Objectives and Digital-Economy Competency Demands

Goal coordination is the premise of collaborative governance. government, universities, enterprises, teachers, and students should reach consensus on "cultivating what kind of new business talent", which made a clear direction in the curriculum system, practice platforms, teaching actions, and evaluation standards have. In reality, cultivation objectives for new business talent are still vague and fragmented.

Moreover, there is no stable goal-negotiation mechanism among actors mentioned before. Government focuses on regional economic development and policy orientation; universities focuses on program development and cultivated quality, enterprises focuses on job competence and business innovation, teachers focuses on teaching implementation conditions, and students focuses on employ ability and personal development. Each actor tends to operate independently if there is without institutionalized consultation, which will make it difficult to form a common direction for education.

2.2 Insufficient Resource Coordination: Curricula, Platforms, Faculty, and Enterprise Scenarios Lacking Systematic Integration

Resource coordination is the foundation of collaborative governance. Cultivating new business talent in the digital economy requires the joint support of interdisciplinary courses, digital platforms, authentic enterprise projects, composite faculty, practice bases, and data resources. In reality, however, these resources are often allocated in a scattered manner, introduced superficially, and used inefficiently, and have not been systematically integrated around competency development. If curricula, platforms, enterprises, faculty, and data resources cannot be integrated around common objectives, action coordination loses its authentic carriers, and student competency development cannot receive full support.

2.3 Insufficient Action Coordination: Fragmentation and Formalization in Multi-Actor Co-Education

Action coordination is the key to collaborative governance. Objectives and resources can influence student growth only when they enter concrete teaching activities, practical projects, and educational processes. However, there remains fragmented, formalized, and discontinuous action in coordination of new business talent cultivation in reality.

2.4 Insufficient Evaluation Coordination:

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Quality Feedback Mechanisms Cannot Support Competency Development and Continuous Improvement

Evaluation coordination is the guarantee of collaborative governance and an important condition for the continuous optimization of the mechanism. In the digital economy, the competencies of new business talent are comprehensive, processual, and contextual; traditional evaluation methods centered on examination scores, course papers, or teacher grading can hardly fully reflect students' competency development in authentic business tasks.

More importantly, the connection between evaluation results and governance improvement is weak. Information from student evaluations, enterprise feedback, curriculum quality data, and employment feedback is scattered across different departments and systems, and cannot easily feed back into the revision of cultivation programs, the updating of course content, the optimization of practical projects, and the adjustment of university-enterprise cooperation.

Thus, insufficient coordination in objectives, resources, actions, and evaluation constitutes a systemic dilemma for new business talent cultivation. Solving these problems requires not merely adding courses, expanding internship bases, or strengthening individual practice items, but reconstructing the collaborative governance mechanism around the four dimensions [8].

3. Constructing the Collaborative Governance Mechanism for New Business Talent Cultivation in the Digital Economy

In the digital economy context, cultivating new business talent is no longer a single teaching reform within universities, but a governance issue driven jointly by industrial structural change, digital technology iteration, the reshaping of occupational competencies, and the transformation of educational organization. Traditional business talent cultivation, based mainly on internal university program setup, course arrangement, and teaching management systems, can hardly identify industrial demand in a timely manner, integrate authentic business scenarios, or cultivate students' compound competencies. New business talent cultivation therefore needs to shift from a "university-supply model" to a "multi-actor collaborative governance model."

3.1 Overall Construction of the CGF-NBT Analytical Framework

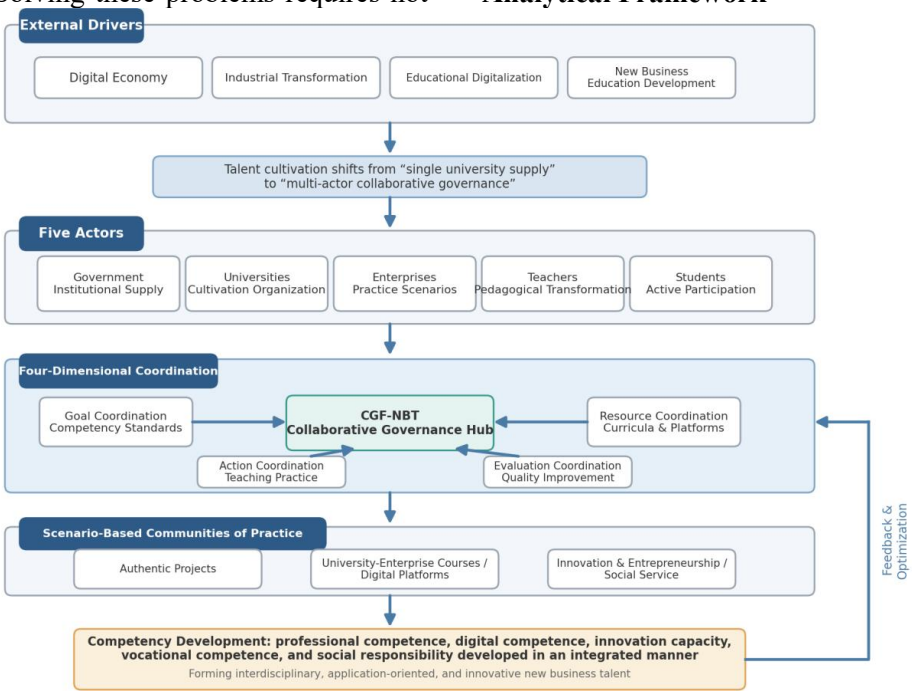


Figure 1. The CGF-NBT Analytical Framework for New Business Talent Cultivation in the Digital Economy

This paper proposes the Collaborative Governance Framework for New Business Talent Cultivation in the digital economy (CGF-NBT), which aims to explain the formation logic and operating mechanism of collaborative governance. Taking collaborative governance theory as the main line and drawing on community of practice theory and competency-

based education theory, the framework incorporates digital-economy drivers, five types of governance actors, a four-dimensional coordination mechanism, scenario-based communities of practice, competency development, and dynamic feedback into a single analytical structure. Its core argument is that the digital economy has restructured competency demands for new business talent, and that diverse actors can translate industrial demand into internal educational cultivation mechanisms and promote competency development through authentic practice scenarios only via sustained coordination in objectives, resources, actions, and evaluation. The overall structure of the CGF-NBT framework is shown in Figure 1.

The CGF-NBT framework follows the logic of "external drivers -- actor coordination -- mechanism operation -- scenario transformation -- competency development -- feedback optimization." The digital economy, industrial digital transformation, the digitalization strategy for education, and the construction of new business education constitute external pressures; government, universities, enterprises, teachers, and students constitute the five types of governance actors; coordination in objectives, resources, actions, and evaluation constitutes the four-dimensional mechanism; scenario-based communities of practice connect the macro governance mechanism with micro-level competency development; and evaluation results, enterprise feedback, learning data, and teacher reflection feed back into cultivation objectives, the curriculum system, resource allocation, and coordinative relationships.

3.2 Functional Positioning of the Five Types of Collaborative Governance Actors

Whether collaborative governance of new business talent cultivation can operate effectively depends on clear actor positioning. Multi-actor participation does not automatically produce coordination; if responsibilities are unclear, authority and accountability blurred, or interests unbalanced, cooperation easily becomes formalized and accountability remains idle. It is therefore necessary to clarify the functional division of government, universities, enterprises, teachers, and students.

Government is the institutional supply actor, providing support through policy guidance, institutional design, funding, and quality supervision. Universities are the cultivation organizing actor, responsible for setting cultivation objectives, optimizing program structure, reconstructing the curriculum system, organizing teaching, and building quality assurance. Enterprises are the practice-scenario actor, possessing applied technologies, business processes, job standards, and market problems. Teachers are the pedagogical transformation actor, responsible for translating the resources of collaborative governance into course content, teaching activities, and learning tasks. Students are the active participation actor; their learning needs, practical experiences, competency feedback, and career development expectations are important sources of information for the continuous optimization of the cultivation mechanism.

The five actors are not merely a division of labor but interdependent: government provides institutional space, universities organize the cultivation process, enterprises provide authentic scenarios, teachers accomplish pedagogical transformation, and students achieve competency development through active participation. The absence of any actor will affect the operation of collaborative governance.

3.3 The Internal Logic of the Four-Dimensional Collaborative Governance Mechanism

The core of collaborative governance for new business talent cultivation lies not in increasing the number of actors, but in whether actors can form effective coordination around key cultivation links. This paper summarizes it as four dimensions: coordination of objectives, resources, actions, and evaluation.

Goal coordination addresses the question of "what kind of people to cultivate." Different actors may hold different views on cultivation objectives: government emphasizes strategy and regional development; universities focus on disciplinary development and cultivation quality; enterprises on job competence and business innovation; teachers on the feasibility of curriculum implementation; and students on personal development and employability. Goal coordination requires the five actors to form a shared understanding oriented to digital-economy talent demand, unifying industrial demand, educational regularities, and student development within cultivation objectives.

Resource coordination addresses the question of

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"what to cultivate with." New business talent cultivation requires the systematic integration of curricula, enterprises, platforms, teachers, and data resources. Resource coordination requires universities to break internal organizational barriers and introduce external resources through university-enterprise cooperation, industrial colleges, digital platforms, and practice bases, so that curricula, faculty, projects, platforms, and evaluation resources complement one another.

Action coordination addresses the question of "how to cultivate jointly." Objectives and resources can enter the talent cultivation process only when transformed into joint teaching actions. Action coordination is mainly manifested in joint program design, joint curriculum development, joint project design, co-management of teaching processes, and co-cultivation of student growth. Its difficulty lies in the different operating rhythms, organizational rules, and evaluation standards of different actors, which require sustainable cooperation procedures.

Evaluation coordination addresses the question of "how to judge and improve cultivation quality." New business talent cultivation requires a multi-actor, whole-process, multi-dimensional evaluation mechanism that combines teacher evaluation, enterprise evaluation, peer evaluation, student self-evaluation, and learning data analysis. Evaluation coordination is not merely judgment of results, but also governance feedback that can identify problems and optimize the next round of the mechanism.

3.4 Operating Rules and Coupling Relationships of the Collaborative Governance Mechanism

To prevent collaborative governance from remaining at the level of principle statements, its operating rules must be clarified. This paper argues that the collaborative governance mechanism for new business talent cultivation includes at least five rules: goal traction, equivalence of rights and responsibilities, resource complementarity, process co-governance, and a feedback loop. Goal traction emphasizes that coordinated action serves competency development; equivalence of rights and responsibilities emphasizes that participating actors share benefits and bear responsibilities; resource complementarity emphasizes that actors provide differentiated resources based on their advantages; process co-governance emphasizes that collaborative governance enters the entire cultivation process; and the feedback loop emphasizes that evaluation results enter the next round of governance.

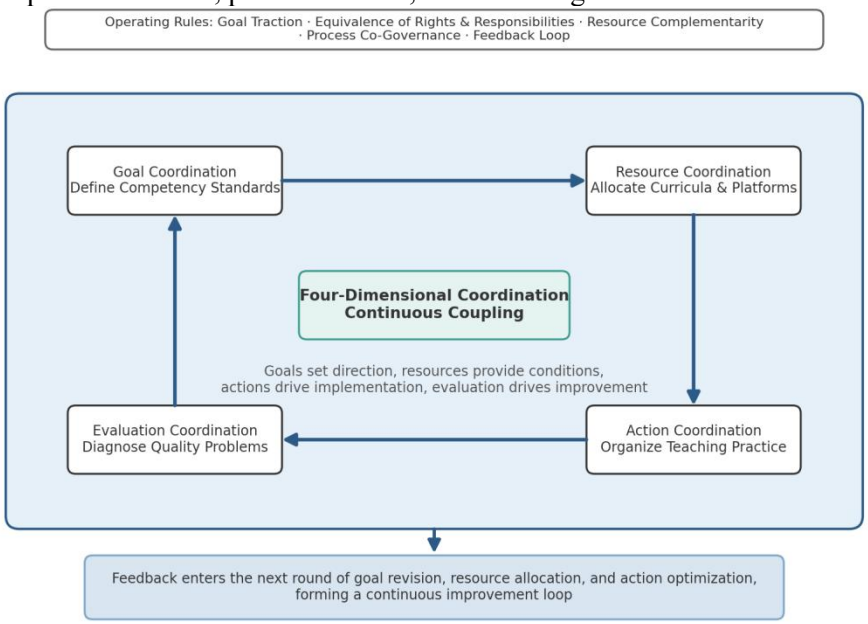


Figure 2. The Operating Mechanism Model of Collaborative Governance for New Business Talent Cultivation

In terms of operating relationships, the four-dimensional coordination mechanism does not proceed linearly and then end; rather, it forms a continuous system through coupling. Goal coordination and resource coordination form directional coupling; resource coordination and action coordination form conditional coupling; action coordination and evaluation coordination form quality coupling; and evaluation coordination and goal coordination form

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feedback coupling. Only when cultivation objectives, resource allocation, practical actions, and evaluation standards are embedded in the same competency framework can collaborative governance translate into improvements in cultivation quality (Figure 2).

4. Operating Logic of the Collaborative Governance Mechanism and Competency Development

Section 3 constructed the collaborative governance mechanism for new business talent cultivation in the digital economy and clarified the structural relationships among the five types of actors and the four coordination dimensions. However, the construction of a mechanism does not equal improvement in cultivation quality. The key lies in whether institutional arrangements, resource integration, and organizational collaboration can be transformed into learning processes in which students can participate, experience, reflect, and transfer. In other words, the core of new business talent cultivation is not "whether coordination is carried out," but "how coordination translates into competence."

4.1 From Governance Coordination to Learning Transformation: The Action Chain of the Collaborative Governance Mechanism

The collaborative governance mechanism is not a linear "input-output" relationship, but a process from governance coordination to learning transformation. Through goal coordination, government, universities, enterprises, teachers, and students form a common direction; through resource coordination, they integrate curricula, platforms, projects, and faculty; through action coordination, they organize practical activities; and through evaluation coordination, they feed back information on student growth. Collaborative governance first resolves how multiple actors work around common objectives, and then how institutions, resources, and actions enter the process of student competency formation.

Viewed as an operating chain, the collaborative governance mechanism involves three layers of transformation. First, external demand is transformed into cultivation objectives; that is, industrial demand is translated into cultivation objectives consistent with educational regularities through multi-actor consultation. Second, coordinated resources are transformed into practice scenarios; that is, enterprise projects, digital platforms, and university-enterprise cooperation are pedagogically organized. Third, practical participation is transformed into competency development; that is, through task challenges, knowledge support, action feedback, and reflective transfer, students develop competencies in authentic business scenarios.

4.2 Scenario-Based Communities of Practice: The Key Carrier Translating Collaborative Governance into Competency Development

The key to the collaborative governance mechanism's promotion of competency development is that it operates not only at the level of organizational cooperation but also shapes the scenarios in which students participate in practice. This paper summarizes this carrier as the "scenario-based community of practice."

A scenario-based community of practice refers to a sustained learning community formed around authentic or simulated business tasks by actors such as universities, enterprises, teachers, and students in the context of the digital economy and industry-education integration. It differs from both the traditional classroom, which is dominated by knowledge transmission, and the pure internship, which often lacks pedagogical design and reflective support. The scenario-based community of practice emphasizes combining authentic business problems, curriculum objectives, enterprise scenarios, teacher guidance, and student collaboration, so that students develop competencies through shared practice.

The scenario-based community of practice has three characteristics: authentic tasks, which prompt students to comprehensively deploy disciplinary knowledge, digital tools, and business judgment; the co-presence of actors, which makes learning activities both educational and authentically connected to industry; and process reflection, through which teacher comments, enterprise feedback, peer review, and self-reflection transform practical experience into transferable competencies.

4.3 The Mechanism through Which Four-Dimensional Coordination Acts on Competency Development

The four-dimensional collaborative governance mechanism translates into student competencies

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through scenario-based communities of practice because coordination in objectives, resources, actions, and evaluation acts on different links of competency development respectively [9]. Goal coordination provides direction, resource coordination provides conditions, action coordination provides the process, and evaluation coordination provides feedback. Together, they transform cultivation programs, curricula, projects, practice, and evaluation into learning activities in which students genuinely participate.

The four dimensions constitute a support system for competency development. Goal coordination answers "what competencies point toward," resource coordination answers "what competencies depend on for development," action coordination answers "in what process competencies develop," and evaluation coordination answers "how competencies are identified and improved." If any link is missing, cultivation objectives, resource investment, practical processes, and evaluation standards easily become disconnected.

4.4 The Internal Pathway of Student Competency Development

In scenario-based communities of practice, competency development is not accomplished at once, but proceeds through five stages: knowledge activation, contextual embedding, collaborative practice, reflective evaluation, and transfer application. Classroom knowledge can transform into problem-solving ability only when mobilized in concrete tasks; students can understand business logic, user needs, decision constraints, and technology ethics only by entering concrete situations. Through role division, information sharing, solution discussion, and task execution, students gradually develop competencies in communication and coordination, project management, and organizational collaboration. Teacher feedback, enterprise feedback, peer evaluation, and self-reflection move students from "completing tasks" toward "understanding tasks." Whether project experience can be transferred to new business problems is an important criterion for judging whether a competency has been formed (Figure 3).

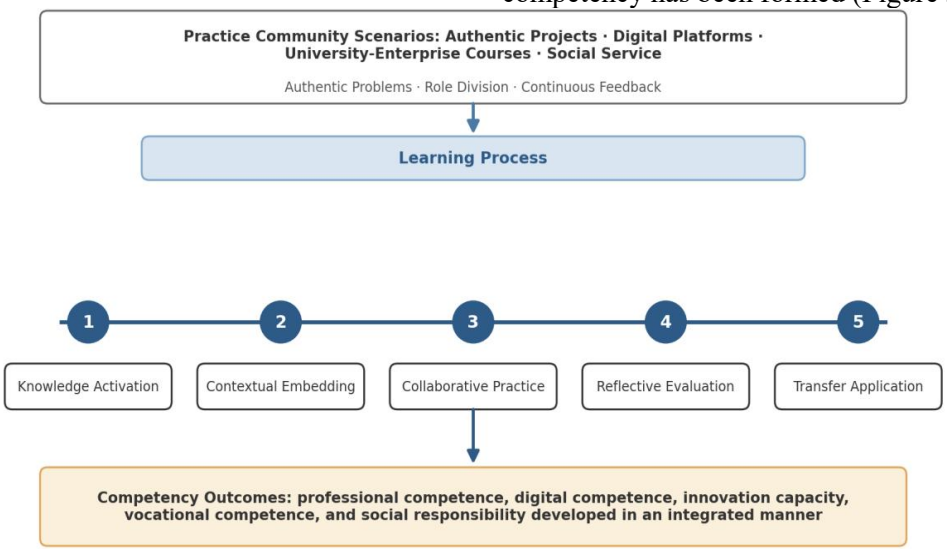


Figure 3. The Pathway of Student Competency Development in Scenario-Based Communities of Practice

In the digital economy context, competency development for new business talent has a multi-dimensional structure. This paper summarizes it as five components: professional competence, digital competence, innovation capacity, vocational competence, and social responsibility. Professional competence provides the knowledge foundation; digital competence provides technological tools; innovation capacity drives problem-solving; vocational competence guarantees implementation; and social responsibility sets the value direction. The significance of scenario-based communities of practice lies in cultivating these competencies comprehensively within the same task scenario.

5. Conclusions, Theoretical Contributions, and Practical Implications

Focusing on the formation logic of the collaborative governance mechanism for new business talent cultivation and its mechanism of competency development, and on the basis of a

review of relevant research, this paper constructs the CGF-NBT analytical framework and elaborates the relationships among the five types of actors, the four coordination dimensions, scenario-based communities of practice, and competency development. The study argues that cultivating new business talent is not a matter of a single curriculum reform, program renovation, or practice platform construction, but a governance process--driven by the digital economy--of multi-actor participation, whole-process coordination, and continuous optimization oriented toward competence.

5.1 Conclusions

First, the digital economy has restructured competency demands for new business talent, driving a shift in talent cultivation from a single university-supply model to multi-actor collaborative governance. Second, the collaborative governance mechanism consists of five actor types and four coordination dimensions: government, universities, enterprises, teachers, and students respectively perform the functions of institutional supply, cultivation organization, practice scenarios, pedagogical transformation, and active participation, while coordination of objectives, resources, actions, and evaluation constitutes the core dimensions. Third, scenario-based communities of practice are the key carrier through which the collaborative governance mechanism translates into student competency development. Only when coordinated multi-actor resources are transformed into practice scenarios--authentic business projects, university-enterprise joint courses, digital business platforms, innovation and entrepreneurship activities, and social service--can students develop competencies through shared tasks, interactive collaboration, knowledge application, and reflective transfer. Fourth, competency development for new business talent manifests as the integrated formation of professional competence, digital competence, innovation capacity, vocational competence, and social responsibility, and competency evaluation with dynamic feedback can drive the continuous optimization of the cultivation mechanism.

5.2 Theoretical Contributions

The theoretical contributions of this paper are threefold. First, from the perspective of collaborative governance, it constructs the CGF-NBT analytical framework, incorporating digital-economy drivers, multi-actor governance, communities of practice, competency development, and dynamic feedback into a unified explanatory structure. Second, it proposes a "five-actor, four-dimension" collaborative governance mechanism, bringing government, universities, enterprises, teachers, and students into a unified governance actor structure and concretizing collaborative governance into coordination of objectives, resources, actions, and evaluation. Third, it introduces the "scenario-based community of practice" to explain the transformation from collaborative governance to competency development, emphasizing that institutional coordination and resource investment can translate into student competency growth only through authentic practice scenarios, shared tasks, interactive feedback, and reflective transfer.

5.3 Practical Implications

First, cultivation objectives should be reconstructed with competency development as the orientation, translating professional competence, digital competence, innovation capacity, vocational competence, and social responsibility into clear cultivation objectives, course objectives, and evaluation indicators. Second, the collaborative governance structure with government, university, enterprise, teacher, and student participation should be improved, clarifying each actor's responsibilities in policy support, cultivation coordination, project design, pedagogical transformation, and learning feedback. Third, scenario-based communities of practice should be built around authentic business scenarios, relying on authentic enterprise projects, digital business platforms, modern industrial colleges, innovation and entrepreneurship training, and social service projects to integrate course learning, practical tasks, enterprise feedback, and student reflection. Fourth, a multi-actor, whole-process evaluation and feedback mechanism should be established, introducing enterprise evaluation, project evaluation, process evaluation, peer evaluation, student self-evaluation, and learning data analysis, and feeding evaluation results back into cultivation objectives, the curriculum system, resource allocation, and the coordination mechanism.

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5.4 Limitations and Future Research

This paper analyzes the collaborative governance mechanism of new business talent cultivation at the theoretical level and points out the CGF-NBT framework and its operating logic in the digital economy, but there still remains some limitations. First, the paper is primarily about theoretical construction and has not yet conducted studies of specific universities or programs in-depth,typical universities, modern industrial colleges, or new business program clusters for case verification may be selected in future research. Second, the five-actor, four-dimension mechanism still needs empirical testing through interviews, questionnaires, or textual analysis. Third, the specific indicator system for evaluating competency development has yet to be elaborated; future research may construct more refined evaluation models around professional competence, digital competence, innovation capacity, vocational competence, and social responsibility. Future studies may also conduct multi-case comparisons of differences in collaborative governance mechanisms across types of universities, and examine the impact of generative artificial intelligence, digital platforms, and learning analytics technologies on the governance of new business talent cultivation.

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