Innovation in Talent Development Models for Vocational Undergraduate Education under Digital Transformation—A Case Study of Human Resource Management Major

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Abstract: The digital transformation in education calls for a systematic restructuring of talent development in vocational undergraduate programs, and the major of Human Resource Management faces particularly urgent reform pressures due to its highly digitized business environment. This paper first analyzes the evolving trends in job competency for HR management positions under digitalization, revealing mismatches between supply and demand in current vocational undergraduate training models regarding objectives, curriculum content, practical conditions, and faculty capabilities. Based on this analysis, an innovative talent development model is proposed, aiming to cultivate "digital and intelligent management experts," centered on a matrix curriculum structured around a "dual-axis, four-module" framework, employing data-driven project-based teaching methods, and supported by diversified assessment mechanisms. Furthermore, implementation strategies are presented across four dimensions: building teaching resources, enhancing faculty competencies, deepening industry-academia collaboration, and ensuring institutional and cultural support. This study provides a systematic theoretical framework and actionable pathways for the digital reform of vocational undergraduate HR management programs.

Keywords: Digital transformation in education; Vocational undergraduate programs; Talent development models; Human resource management

1. Introduction

Digitalization of education is one of the core issues in higher education reform in the new era. The comprehensive implementation of the national strategy for digital education is driving a profound evolution among institutions at all levels, shifting from mere technological application to transformative paradigm shifts [1]. As a key tier within China's diversified education system, vocational undergraduate education bears the mission of cultivating high-level technical and skilled talents. Its digital transformation not only enhances the quality and efficiency of education itself but also directly responds to the structural demands of the digital economy for such talent. Meanwhile, the field of human resource management is undergoing a deep transformation—from being experience-driven to data-intelligence driven [2]. This shift calls urgently for systematic restructuring of training objectives, curricula, teaching methods, and evaluation mechanisms in vocational undergraduate HRM programs.

However, an examination of current practices in vocational undergraduate HRM programs reveals significant gaps between supply and demand: unclear program objectives, low levels of digital integration in course content, insufficient real-world systems and data support for practical training, and inadequate interdisciplinary competencies among faculty. Existing training models struggle to meet the evolving demands of digital transformation in job competency, forming the practical starting point for this study. Taking HRM as a case, this paper systematically analyzes the new requirements that digital transformation imposes on talent development, constructs an innovative model tailored to the vocational undergraduate level, and proposes implementation pathways across four dimensions—resources, faculty, industry-academia collaboration, and institutional culture—to provide theoretical reference and practical guidance for digital reforms in related programs at vocational undergraduate institutions.

2. Challenges of Digital Transformation in Talent Development for Human Resource Management

2.1 Trends in the Digital Transformation of HR Operations

The digital transformation of human resource management essentially represents an evolution from "experience-driven administrative support" to "data-driven strategic partnership." This shift is not abrupt but rather a gradual deepening across three dimensions: technological integration, process reengineering, and decision-making paradigm transformation [3].

From the perspective of technological integration, digital tools have been fully embedded into every stage of HR operations. In recruitment, technologies such as AI-based resume screening, intelligent interview assessments, and automated talent pool matching significantly enhance hiring efficiency. In training, learning management systems track employee learning behaviors and generate personalized development pathways. In performance management, real-time feedback tools and data analytics platforms transform evaluations from annual reviews into continuous calibration processes. In payroll processing, robotic process automation (RPA) handles large volumes of repetitive data entry and calculations. These technologies are integrated into a unified HR information system, creating a cohesive work environment.

From the standpoint of business process reengineering, digital transformation goes beyond simply moving offline processes online—it fundamentally reshapes traditional HR logic. Performance management has evolved from a one-way process of goal setting and outcome evaluation into a dynamic feedback and early-warning mechanism powered by real-time data. The system can automatically generate performance alerts based on metrics such as attendance rates, task completion rates, and collaboration activity, prompting managers to intervene promptly. This shift means that HR professionals must transition their focus from executing procedures to designing rules and interpreting data.

In terms of decision-making paradigms, data analysis capabilities are rising from a supporting skill to a core competency. The current maturity levels of HR digital transformation across organizations largely depend on their ability to perform different tiers of analytical functions. Therefore, talent development at the undergraduate vocational level should ensure solid training in descriptive and diagnostic analytics, along with foundational understanding of predictive analytics.

2.2 Reconstructing Job Competencies for Human Resource Management in a Digital Era

Business transformation directly impacts job competency requirements, giving rise to a significantly different ability structure compared to traditional human resource management training

models. Accurately identifying this structure is essential as the foundation for designing talent development programs. Core competencies can be summarized into the following dimensions: First, data perception—the ability of professionals to identify key data points within business contexts and understand which data should be collected and which metrics truly reflect underlying issues. This requires practitioners not merely to wait for data to be provided but to proactively consider, "What data do I need to answer this question?" Second, data analysis skills, encompassing a range of abilities from data cleaning and descriptive statistics to visualization and correlation analysis. At the vocational undergraduate level, there is no need to overemphasize complex algorithmic modeling; however, mastery of advanced Excel functions, BI tools, and fundamental data processing logic is essential. Third, system proficiency—requiring fluency in using mainstream HR information systems for daily operations, report generation, and process configuration, along with an understanding of system architecture and business logic to troubleshoot common operational issues. Fourth, digital communication competence—manifested through integrated expression and collaboration skills when using digital tools for employee communication, presenting data insights to management, or collaborating with IT departments to drive system optimization. Fifth, ethical judgment—a critical dimension often overshadowed by technological enthusiasm—covering topics such as detecting algorithmic bias, protecting employee privacy, and being vigilant about digital exclusion, ensuring that data-driven decisions maintain respect for individuals [4].

Within this general framework, it is crucial to clearly differentiate the competency levels between vocational undergraduate education and adjacent educational tiers; otherwise, program positioning risks ambiguity. Vocational undergraduate programs should focus on technical application and process optimization, requiring students to move beyond basic operation and perform tasks involving data analysis, system configuration, and process improvement recommendations that require judgment and design thinking. In contrast, applied undergraduate programs should target planning, design, and strategic support roles, emphasizing macro-level functions such as indicator system development, system selection evaluation, and change management.

2.3 Mismatch Between Supply and Demand in Current Vocational Undergraduate HRM Programs

There is significant ambiguity in program objectives. Many vocational undergraduate institutions still define their HRM program goals as "mastering foundational HR theories and possessing transactional handling capabilities," failing to reflect the digital era's characteristics or distinguish themselves from higher vocational education. Terms like "high-skilled professionals" or "management reserve talents" lack concrete, measurable competency indicators, resulting in unclear guidance for curriculum design and teaching implementation. While some institutions have introduced terms such as "big data analytics" into their objectives, they often lack systematic competency breakdowns and supporting coursework, rendering these additions superficial.

The most prominent issue lies in outdated course content. Traditional curricula are structured around six core modules, with digital elements typically added only as fragmented, elective supplements. Most institutions have yet to offer core digital courses such as "HR Data Analytics," "Digital Transformation in HR," or "Applications of HR Information Systems." Even when digital components are integrated into conventional courses, they often remain theoretical, lacking hands-on training based on real-world systems and datasets. Textbook cases generally lag behind corporate practices, with many still centered on traditional personnel management scenarios and rarely addressing digital environments. Students rarely encounter mainstream HR SaaS platforms in class

and remain unaware of how actual recruitment or performance management systems used by enterprises function, leaving them needing to start from scratch upon graduation.

Another major shortcoming is weak practical infrastructure. Developing digital competencies requires access to real or simulated system environments, anonymized corporate data, and structured training projects. However, most HR training labs at vocational undergraduate institutions still rely primarily on traditional methods such as simulated negotiations and sandbox simulations, lacking authorized teaching versions of mainstream HR information systems. The design of training projects is relatively limited, mostly focusing on isolated functional exercises, with insufficient comprehensive projects covering complete business processes.

The composition of faculty capabilities represents a critical bottleneck in transformation. There is a severe shortage of "digital dual-qualified" instructors who are proficient in both HR operations and data analytics. Some teachers come from traditional management backgrounds and are unfamiliar with data tools; while younger instructors may have some technical foundation, they often lack deep understanding of real-world HR business scenarios. Overall, there is no systematic mechanism to enhance faculty's digital teaching capabilities, and most training remains at the level of conceptual dissemination, lacking in-depth development through hands-on practice or project-based mentoring.

3. Design of Digital Talent Training System for the Human Resources Management Major at Vocational Colleges

3.1 Establishing the Talent Positioning of "Digital Management Expert"

The training objective serves as the overarching element of the training model, determining the basic direction of curriculum design, teaching implementation, and quality evaluation. Considering the particularity of vocational college level, this paper clearly defines the training objective as "Digital Management Expert". A "Digital Management Expert" refers to a technical-oriented talent who, on the basis of mastering the core business knowledge of human resources management, can proficiently use digital tools to complete data collection, processing, analysis, and visualization presentation. They can participate in the demand analysis, process clarification, and implementation cooperation of enterprise human resources management digital projects, and possess algorithmic ethics awareness and employee experience design thinking for technical application. This objective differs from that of vocational education, where the focus is on "operational executors" - who mainly focus on completing system operations, data entry, and report export according to standard procedures, while "experts" are required to have analytical and optimization judgment capabilities beyond the operational level; it also differs from that of applied undergraduate education, where the focus is on index system establishment, system selection evaluation, and change promotion, while "experts" focus on the intermediate transformation link from data to decision-making [5].

3.2 "Two-axis Four-Module" Matrix Structure

The realization of the training objectives ultimately lies in the curriculum system. The traditional curriculum structure organizes based on a single dimension of human resource management business modules, while digital content is often scatteredly embedded in an ad hoc manner, lacking systematicity. This paper proposes a two-axis four-module matrix structure, with technical capabilities as the horizontal axis and business scenarios as the vertical axis. At the intersection points, integrated course content is developed to form a comprehensive and progressive curriculum system.

The horizontal axis is the technical capability axis, which is divided into three levels based on the

complexity of digital tools and methods. The basic module focuses on advanced data processing with Excel and HR data visualization, including pivot tables, advanced functions, chart creation, and basic operations of BI tools such as Power BI or Tableau. The core module focuses on HR information system application, requiring students to master the operation of at least one mainstream HR SaaS platform's teaching version, including module configuration and use for organizational management, personnel changes, attendance scheduling, salary calculation, etc. The expansion module introduces the application of Python in HR data analysis, such as data cleaning, descriptive statistics, and simple visualization, as well as an introductory understanding of RPA process automation. The three levels of the horizontal axis have as their basic requirements for vocational undergraduate students to have a solid grasp of the basic and core modules and an understanding of the expansion modules. The vertical axis is the business scenario axis, which is digitized for the four core HR modules. The digital recruitment and talent assessment module covers recruitment funnel analysis, recruitment channel effectiveness assessment, and application cognition of AI interview tools. The digital training and development module covers the operation of learning management systems, the analysis of learning behavior data, and the design logic of personalized learning paths. The digital performance and salary module covers the design of KPI data dashboards, the configuration of automated salary accounting processes, and the methods for salary data calibration. The digital employee relationship and experience module covers the application of E-HR self-service platforms, the design and analysis of real-time employee satisfaction surveys, and the basic principles of exit warning models. At the intersection points of the two axes, comprehensive integrated courses need to be developed. Typical projects include the writing of a recruitment efficiency analysis report for a certain enterprise, requiring students to extract recruitment system data, complete funnel analysis, and propose optimization suggestions. The construction and interpretation of an employee attrition prediction model, focusing on the business interpretation of model results rather than the algorithm principles. The simulation of the entire process from design to delivery of HR digital dashboards, including requirements analysis, indicator selection, data extraction, visualization presentation, and delivery reporting. These projects deeply integrate technical capabilities and business scenarios through task-driven methods, avoiding the disconnection between technical learning and business application.

3.3 Data-driven Project-based Teaching Model

The reconfiguration of course content inevitably requires corresponding changes in teaching methods. The essence of digitalization ability is the ability to learn by doing. Pure theoretical teaching cannot achieve the training goals. The data-driven project-based teaching model is the core teaching strategy designed in this chapter.

The teaching logic needs to shift from learning first and then applying to integrating learning and application. Under the traditional model, students first learn theoretical knowledge and then apply it through practical training sessions, which often have a gap in time and space. The project-based teaching requires embedding knowledge learning within project tasks. During the process of completing recruitment efficiency analysis tasks, students simultaneously learn the knowledge and skills required for data extraction, cleaning, analysis, and presentation. The role of the teacher shifts from a knowledge transmitter to a task designer and process guide, and the role of the student shifts from a passive recipient to an active explorer. This transformation is particularly crucial for the cultivation of digitalization ability, as the operation of data tools is highly operational, and

only through repeated hands-on practice, encountering real problems and attempting to solve them, can it truly be internalized as ability [6].

Typical teaching scenarios require systematic design. The first layer is case teaching driven by enterprise real anonymized data. The teacher collects actual recruitment, performance, and resignation data from the enterprise and designs teaching cases with clear task orientation. The second layer is simulated practical operation training on the HR SaaS platform. Students complete the entire business process operation in the teaching system, such as the entire process from personnel recruitment to salary calculation. The system can automatically record operation logs, facilitating teachers' tracking of the learning process. The third layer is the introduction of real enterprise HR data analysis projects. For institutions with mature conditions, real HR data analysis tasks from enterprises can be introduced as course projects. Students complete them under the guidance of teachers and enterprise mentors, and the results directly serve the needs of the enterprises. The three scenarios progress from simple to complex, from simulation to reality, forming a progressive practical teaching chain.

The learning support system requires complementary design. Layered teaching is necessary. Students have significant differences in data foundation and technical interest upon enrollment, and the difficulty of the same task cannot cover all. The practical tasks can be designed in a hierarchical structure of basic mandatory tasks and optional challenges to ensure that each student has an appropriate learning load and growth space.

3.4 Multi-dimensional Evaluation Mechanism Oriented to Job Competence

The evaluation mechanism is a feedback and regulation link in the talent cultivation model. The traditional assessment mainly relies on closed-book examinations, focusing on the reproduction of memorized knowledge, which is difficult to measure the true level of digitalization capabilities. This paper designs a multi-dimensional evaluation mechanism oriented to job competence, reconfiguring from four dimensions: subject, content, process, and standard.

The diversification of evaluation subjects means breaking the limitation of a single evaluation by teachers. Teacher evaluation remains the foundation, but it needs to introduce enterprise mentor evaluation, platform automatic scoring, and group mutual evaluation. The diversity of evaluation subjects not only brings more comprehensive evaluation but also enables students to adapt to the real environment of facing multiple feedbacks in future work earlier; the ability-oriented content of evaluation is the core transformation. What is not focused on is what has been memorized, but what can be done. Therefore, the proportion of closed-book examination results should be significantly reduced and replaced by data products, including data analysis reports, visual dashboards, system configuration plans, etc., which are demonstrable and assessable achievements. These products themselves are direct evidence of job competence; the full-process evaluation of the process responds to the characteristics of digital learning. The digital learning platform can automatically record students' learning behavior data, such as login frequency, module completion progress, discussion area participation, submission time and quality of practical training tasks. These process data can form a learning input index, serving as an important part of formative evaluation, avoiding the drawback of determining the fate of students based on a single exam. At the same time, teachers can promptly identify students with learning difficulties and intervene; the alignment of evaluation standards emphasizes the connection with industry needs. The course assessment standards should refer to the actual work standards of enterprise digital HR positions, such as the normative

requirements of data analysis reports, the best practices of dashboard design, and the operation manuals for system configuration. When conditions permit, the assessment standards of vocational skills levels can be introduced to achieve the integration of courses and certificates, enhancing the job competitiveness of graduates. These four dimensions support each other and form a closed-loop linkage, jointly constituting the complete framework of the digital talent cultivation model for the vocational undergraduate program in human resource management. The training objective points the direction, the curriculum system carries the content, the teaching method implements the process, and the evaluation mechanism tests the effectiveness.

4. Strategies for Advancing Digital Transformation in the HR Major of Vocational Undergraduate Education

4.1 Construction of Teaching Resources

The cultivation of digital talent imposes requirements on teaching resources that differ from traditional models. Traditional HR education primarily relies on textbooks, case studies, and simulation sandboxes, whereas digital training necessitates a systematic environment, real-world data, structured tasks, and an integrated teaching platform. Building a digital teaching foundation of "four databases and one platform" serves as a systematic solution to address resource shortages. The case database is the source of teaching content. It should focus on real-world HR digital transformation cases across various industries and stages of transformation. Each case must include corporate background, transformation drivers, implementation process, issues, solutions, and effect evaluation, accompanied by teaching design recommendations. Case sources can be independently developed by instructors, provided through university-enterprise collaboration, or purchased from authoritative case collections. The dataset is the lifeblood of practical training. The goal of dataset construction is to create anonymized simulated datasets covering core HR domains such as recruitment, performance, compensation, training, and turnover. Each dataset should include raw data tables, data dictionaries, data descriptions, and task analysis recommendations. The optimal data source is anonymized real-world corporate data, with data security being an absolute baseline. The tool database serves as the carrier for technical operations. It should provide teaching versions or alternatives for mainstream HR information systems and data analysis tools, along with clear operation guides and introductory tutorials. The tool database must establish a regular maintenance and update mechanism. The task database is the design blueprint for teaching implementation. Each task should include objectives, prerequisite knowledge requirements, data and tool instructions, step-by-step guidance, outcome requirements, and evaluation criteria. Tasks should be tiered by difficulty, comprising mandatory basic tasks and optional challenge tasks, covering system operations, data analysis, and design optimization. The "one platform" refers to an online teaching and practical training integrated platform that consolidates the four databases, featuring functions such as resource browsing, task distribution, online training, learning records, peer feedback, and more. The platform's core philosophy is to achieve the integration of resources, tasks, and evaluation [7].

4.2 Enhancement of Teaching Staff Capabilities

Teachers are the key implementers of the talent cultivation model. Digitalization training places high demands on teachers' comprehensive capabilities. They must not only possess solid HR business knowledge but also master data analysis methods and system operation skills, and be capable of designing project-based teaching tasks and guiding the training process. Currently, there is a severe

shortage of digital dual-qualified teachers who are proficient in both business and data. This is a bottleneck factor hindering digital transformation. A systematic strategy for enhancing teaching staff capabilities should start from diagnosis, training, and motivation.

The current situation diagnosis is the starting point of capability enhancement. Develop a self-assessment scale for teachers' digital teaching capabilities, combining self-assessment and departmental assessment from dimensions such as business understanding, data skills, system operation, teaching design, and ethical awareness. The assessment results are used for stratification and classification, clarifying which teachers need to improve basic operational skills, which ones are suitable for advancing to digital course backbone positions, and which ones can undertake teaching staff training tasks. The stratified training strategy should cover three levels: the basic level targets all professional teachers and aims to be proficient. The training content focuses on the basic operations of HR software and the basic processes of enterprise data analysis, combining short-term intensive workshops and online self-study courses. The advanced level targets backbone teachers and aims to be well-versed. The training content includes on-the-job practice in enterprise digital projects, obtaining scenario-based experience that cannot be provided in the classroom through real projects. The high-level targets course leaders and department heads and aims to lead. Teachers are required to independently develop digital teaching cases, design comprehensive training projects, write supporting textbooks or training guides. Mechanism guarantee is the key to the sustainability of capability enhancement. Incorporating digital teaching achievements into workload calculation and professional title evaluation systems is a institutional lever to unleash teachers' internal motivation. Teachers developing digital teaching cases can be converted into teaching workload, guiding comprehensive projects can be recognized as practical teaching workload, and writing training textbooks can be regarded as equivalent to publishing papers as scientific research achievements. At the same time, establish a regular digital teaching discussion mechanism to form a team atmosphere of common growth.

4.3 Deepening of School-Enterprise Collaboration

The high dependence of digital talent cultivation on real scenarios determines that school-enterprise cooperation cannot remain at the shallow "internship base + graduation recruitment" model. Vocational colleges need to establish a deeper collaborative relationship with enterprises, with the core being the deep integration of data, projects, and evaluations in three dimensions.

The level of cooperation requires systematic upgrading. The shallow level of cooperation is where enterprises provide internship positions and students enter the enterprises to complete on-the-job internships, which is the basic foundation that most colleges already have. The middle level of cooperation is where enterprises open de-identified data and system permissions for teaching, which is the key breakthrough in digital talent cultivation. Enterprises regularly export de-identified data from their HR systems to the school or open remote access permissions to the teaching version system, allowing students to conduct practical training in a real business data and system environment. The deep level of cooperation is where the school and enterprise jointly develop courses, jointly build training projects, and jointly assess students' abilities. Enterprises convert data analysis tasks encountered in actual work into teaching projects, and school teachers are responsible for the instructional design, while enterprise mentors participate in process guidance and outcome evaluation. The three levels progress step by step, and the school can choose the appropriate level of

cooperation based on the maturity and willingness of the cooperating enterprise.

The guarantee conditions are the foundation for the sustainability of cooperation. Data security is the most sensitive issue in school-enterprise cooperation. A formal data security and confidentiality agreement must be signed, clearly stipulating terms such as data usage scope, de-identification standards, storage and destruction procedures, and liability for breach of contract. Clear definition of rights and obligations is also important. It should be clarified what resources the enterprise provides, what responsibilities the school undertakes, and the knowledge ownership of the students' outcomes. Regular communication and joint teaching research mechanisms are the lubricants of cooperation. It is recommended to hold a school-enterprise cooperation joint meeting once every semester to review the progress of cooperation, coordinate issues, and plan the next stage of work.

4.4 Institutional and Cultural Construction

Resources, teaching staff, and school-enterprise cooperation represent the "hardware" strategies for advancement, while institutions and culture constitute the "software" supporting conditions. Without continuous institutional incentives and internal cultural recognition, the hardware investment may be interrupted due to personnel changes or changes in funding. Therefore, it is necessary to build a sustainable digital transformation ecosystem from three dimensions: institutional guarantee, value leadership, and quality loop.

Institutional guarantee forms the foundation framework of the transformation. At the school level, a professional digital construction plan should be formulated, clearly defining the three-year or five-year construction goals, annual task lists, and responsibility divisions. Digital transformation should be elevated from scattered individual exploration to organized departmental actions. Allocate special funds for digital teaching reform to cover expenditures related to case library development, data set construction, teacher training, and school-enterprise cooperation projects, avoiding squeezing digital investment due to insufficient regular funding. Establish a regular assessment and feedback mechanism for the achievement of students' digital capabilities, conducting evaluations of students' data capabilities, system operation capabilities, and project completion quality at the end of each semester, and forming personal ability development files, which are used for both self-awareness of students and the iterative optimization of the training plan.

Value leadership anchors the direction of the transformation. Digitalization is not a worship of technology; technology is merely a means, and cultivating talents is the goal. During the full-scale promotion of digital transformation, one must remain vigilant and avoid falling into the trap of "technological determinism". Systematically integrate issues such as algorithm ethics, data privacy, and digital inclusiveness into teaching, so that students can realize that data can tell us "what works", but not "what should be"; algorithms can improve efficiency, but they may also amplify biases. Cultivate students' professional belief of "supporting decisions with data and anchoring directions with humanism", which is precisely the core competitiveness of vocational undergraduate-level talents compared to pure technical operators. Digitalization does not equal cold data and systems; the essence of human resource management is always "human" management. Digital tools should serve human experience and development, rather than the opposite.

Quality loop is the continuous driving force of the transformation. Establish a tracking survey mechanism for graduates' digital job competency. Conduct tracking surveys one year, three years after students graduate, to understand the types of digital tasks they face in their jobs, the tools and methods they use, the matching degree between what they have learned at school and what is

required by the job, and other key information. The survey results should be systematically fed back to the revision of the training plan, forming a "training - employment - feedback - optimization" loop. Only through continuous iteration based on real employment data can the training model avoid being rigid and outdated, truly maintaining dynamic adaptation to industry needs.

5. Conclusion

This paper systematically explores the innovative issues in the cultivation of professional undergraduate human resources management talents under the context of educational digital transformation from three aspects: demand analysis, model design, and implementation path. The study clarifies the talent positioning of digital management experts, constructs a dual-axis four-module curriculum system and project-based teaching model, and proposes a four-dimensional linkage strategy of resources, teachers, enterprises, and systems. The core conclusion is that the key to digital talent cultivation at the professional undergraduate level lies not in the sheer accumulation of technical tools, but in establishing a capability chain of business understanding, data analysis, and process optimization, maintaining a balance between technical application and humanistic care. Further research can conduct empirical verification, track the training effectiveness of the reform pilot, and explore differentiated adaptation paths in different industry backgrounds.

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