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Deconstruction and Reconstruction: Mapping the Competency Genes of New Business Talents in the Context of the Digital Economy

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ABSTRACT

Under the digital economy background, "cultivating what kind of new business talents" constitutes the core proposition of new business education construction. However, academia and industry have not yet established a systematic framework or model regarding "what qualities and competencies new business talents should possess." This study uses the proceduralized grounded theory, conducting in-depth interviews with 42 executives from 32 enterprises. Using NVivo software for three-level coding analysis and integrating the "expression–regulation–evolution" mechanism of biological genes, we construct a capability gene mapping model for new business talents in the digital economy era. The research reveals that the competency system of new business talents comprises three hierarchical levels: expression layer (data–technology–business composite foundational capabilities), regulation layer (workplace comprehensive qualities and soft skills), and evolution layer (environmental adaptation and co-evolution capabilities), which dynamically interact. Specifically, data thinking (emphasized by 82.86% of respondents), teamwork skills (65.71%), and innovation capability (highlighted by 60% of interviewees) emerge as the most crucial core competencies for digital economy-era business talents. This study provides novel perspectives and practical guidance for business education reform in the new era, facilitating the cultivation of future-ready business professionals.

KEYWORDS: *Digital economy; New business talents; Capability gene mapping; Grounded theory; Competency cultivation.*

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1. Problem Statement-The Dilemma of Cultivating Business Talent in the Digital Economy

In China's higher education, after the introduction of New Engineering in 2017, the Ministry of Education officially launched the construction of New Liberal Arts in 2018. As an important component of New Liberal Arts construction, New Business has been placed on the reform agenda. Its core objective is to cultivate, through disciplinary restructuring and cross-boundary integration, new-type business talents that meet the needs of the times. In the context of the digital economy, new business talents must possess strong dynamic adaptability and interdisciplinary collaboration capabilities, cross-integrated knowledge, and diversified competencies, so as to

respond more flexibly to the various challenges in a complex business environment [1]. In reality, however, business education in many universities is still deeply influenced by traditional educational models and focuses on imparting professional knowledge, while the cultivation of dynamic adaptability and interdisciplinary collaboration capabilities is neither sufficiently in-depth nor effective. The business community also frequently reports that business talents recruited from universities often lack the necessary practical capabilities-such as data analysis ability, interdisciplinary knowledge application ability, and the ability to apply technological tools-and the absence of these capabilities makes it difficult for them to meet the practical needs arising from technological iteration and changes in the business ecosystem.

At present, the development of China's data industry and the exploitation and utilization of data as a production factor have entered the fast lane [2]. What qualities and capabilities should new business talents actually possess? To date, entrepreneurs, academia, and the educational community have not formed a unified and clear understanding of this issue. From the literature, discussions on business talent cultivation mostly start from the cultivation of a particular capability. For example, some studies emphasize the innovation capability, entrepreneurial spirit, and interdisciplinary knowledge integration ability of new business talents [3][4][5], while others pay more attention to capabilities such as data analysis, business insight, and a global vision [6][7]. Only a few studies discuss business talent cultivation from a holistic perspective. For instance, Zhang Guoping proposed cultivating new business talents in four respects-new thinking, new theories, new tools, and new capabilities [8]-and further clarified in subsequent research that new business talents should possess a "profession+" compound knowledge structure, a "technology+" compound capability structure, and an "entrepreneurship+" compound quality structure [9].

To address the disconnect between the cultivation and the demand of new business talents in the digital economy, as well as the unclear and incomplete description of the demand characteristics of new business talents, it is necessary for us to comprehensively and systematically analyze and define, from multiple perspectives, the capabilities and qualities that new business talents should possess. At the same time, we need to attend to the internal connections and mutual influences among these capabilities and qualities, so as to construct a more comprehensive and systematic capability map model of business talents.

2. Theoretical Origins-Paradigm Evolution of Talent Competency Model Research and Research Progress on New Business Talent Competencies

With the development of enterprise management, when enterprises realized that traditional recruitment and selection methods could no longer satisfy the increasingly complex business environment, systematic research on talent qualities and capabilities emerged. From the competency quality model to the T-shaped talent theory and the π-shaped talent theory related to compound talents, the research on and evolution of talent capability models have continued to advance along with real-world development.

2.1. The Competency Quality Model Paradigm Adapted to Stable Environments

Harvard University professor and psychologist David C. McClelland pointed out in his paper "Testing for Competency Rather Than Intelligence" that "intelligence is not the only factor determining an individual's job performance; competency is the key factor affecting job performance" [10]. The proposal of this view opened up new horizons for research on competency and competency models, rapidly making them an important tool of modern human resource management. Various positions across all industries can use competency theory to build their competency models, so as to clarify the capability requirements for employees and provide guidance for employees' self-growth and development. Subsequently, Spencer proposed the iceberg model, dividing competency into the "above-water part" (knowledge and skills) and the "below-water part" (motives, values, personality, etc.), emphasizing the decisive role of deep-seated characteristics in performance [11]. It can thus be seen that the competency model has gradually shifted from focusing mainly on employees' specific skills and knowledge (professional skills, communication ability, teamwork, etc.) to emphasizing employees' behavioral characteristics and work attitudes (values, sense of responsibility, adaptability, etc.).

Overall, the competency model is mainly based on job requirements and decomposes the required knowledge, skills, and attitudes. However, this model focuses more on capabilities already mastered and neglects the potential that an individual may develop in the future. Therefore, the competency model is suitable for examining the match between positions and capabilities in a stable environment, but it appears somewhat inadequate in rapidly iterating business scenarios.

2.2. The Compound-Talent Theory Paradigm Emphasizing Multidisciplinary Comprehensive Capabilities

With the rapid development of science and technology, society's demand for talent is no longer limited to a single professional skill but places greater emphasis on comprehensive qualities and cross-domain capabilities. In 1995, Harvard Business School professor Dorothy Barton introduced the concept of the T-shaped talent in "Wellsprings of Knowledge" published in the Harvard Business Review. The "horizontal stroke" of a T-shaped talent represents the horizontal broadening of basic knowledge, basic capabilities, and basic qualities, while the "vertical stroke" represents the vertical deepening of professional capabilities. This structure emphasizes that talent should possess both broad basic knowledge and deep professional skills [12]. With the advent of the digital and information age, T-shaped talents have faced great challenges in adapting to rapidly changing market demands. Kenichi Ohmae, a leading figure in Japanese management, proposed the concept of the π-shaped talent. A π-shaped talent not only possesses a second specialty and second-domain skills but also possesses cross-specialty, cross-domain, cross-vision, and cross-skill boundary-spanning capabilities and thinking [13]. Such talent can effectively integrate knowledge and innovate across multiple domains, demonstrating stronger adaptability and innovation capability. Subsequently, talent theories such as the E-shaped talent-emphasizing Experience, Expertise, Exploration, and Execution-gradually emerged. Overall, these talent-theory paradigms all emphasize that, in addition to professional knowledge and skills, talent must also possess interdisciplinary knowledge and capabilities, in order to meet society's urgent demand for compound talents with strong comprehensive capabilities.

The compound-talent theory noted the demand for both vertical professional capabilities and horizontal cross-boundary capabilities under the challenges of a dynamically changing external environment, but it did not clarify the capability structure of compound talents in a specific discipline or professional field-for example, what kind of compound knowledge structure business talents should possess. At the same time, these compound-talent theories did not give particular emphasis to an individual's ability to learn quickly and adapt to change.

2.3. Research Progress on New Business Talent Competencies

From the literature, there are not many results that systematically study new business talent competencies, but there is a wealth of literature on new business teaching reform and talent cultivation paths and models. From this rich body of related literature, we can glimpse part of the answer to the fundamental proposition of "what kind of new business talents to cultivate." The frontier of research on new business talent competencies mainly centers on the deep integration of digital technology and capabilities with business education, the cultivation of interdisciplinary capabilities, and the enhancement of innovation capability in response to social change, as shown in Table 1:

Table 1: Perspectives and Viewpoints in Research on New Business Talent Competencies

Research Perspective on New Business Talent Competencies	Examples of Main Viewpoints
Deep integration of digital technology and capabilities with business education	The digital capability requirements of enterprises for accounting professionals should focus on cultivating students' data literacy in three aspects: data processing, data analysis, and data security [14]; make full use of digital technologies such as artificial intelligence and big data to ultimately improve the efficiency and effectiveness of business practical teaching [15]; new business talents should focus on cultivating the awareness and ability to discern and grasp information in the process of enterprise operation and management, information acquisition capability, and the ability to use technological tools to process and analyze big data [16]; the development of generative artificial intelligence has changed the supply–demand structure of accounting talent, making the reform of accounting talent cultivation models imminent [17].
Interdisciplinary capability cultivation	New business education needs to achieve cross-boundary integration among multiple disciplines [18]; breaking down disciplinary barriers and promoting the "deep cross-integration of management and engineering" is the way to build a digital-intelligent talent cultivation system for new business [19]; business talent cultivation in the new era needs to break down the barriers between traditional disciplines and majors and organically combine different disciplines and majors

	with business [20]; build a curriculum system of "breaking horizontal barriers and cross-integration," promote a talent-cultivation mechanism of "industry–education integration and mutual benefit," and build an interdisciplinary faculty team of "theory–practice integration and compound cross-disciplinarity" [21].
Innovation capability	Promote the cultivation of innovative business talents through the case-action learning method [22]; cultivating the innovation and entrepreneurship capability of business talents requires not only adding theoretical courses and practical training in innovation and entrepreneurship but also integrating the cultivation of innovation and entrepreneurship capability into business course teaching [23].

These studies have emphasized and attached importance to business talent competencies from different perspectives, but a complete and systematic new business talent competency model has not yet been constructed. The iteration of talent capability models over time is remarkably similar to the continuous evolution of biological organisms. In the evolution of biological organisms, genes generate new traits through mutation, recombination, and other means, thereby acquiring new adaptive advantages; similarly, the competency genes of talent are also continuously iterating, and only talents who continuously learn new knowledge, master new technologies, or adopt new ways of thinking can adapt to new environments and overcome new challenges.

In summary, the competency model is position-oriented, adopts a static perspective, and emphasizes explicit skills, neglecting potential and cross-situational adaptability; the compound-talent theory emphasizes interdisciplinary integration but does not clarify the discipline-specific capability requirements of the business field. Building on previous research on the competency model and compound-talent theory, and in response to the pain point that the current new business talent competency model is still at a stage of "looking at flowers in the fog" (i.e., unclear), this study draws on the "expression–regulation–evolution" mechanism of biological genes to construct a dynamic and systematic competency gene map model of new business talents in the context of the digital economy.

3. Research Process-Excavating the Element System of New Business Talent Competency Genes in the Digital Economy

3.1. Research Method and Data Collection

3.1.1. Research Method

In 1967, Glaser et al. first proposed grounded theory, emphasizing a research process that extracts naturally emerging theory from massive data. In 1990, Strauss and Corbin proposed the proceduralized grounded theory on the basis of the aforementioned research. As a systematic qualitative research method, its core idea is to refine, through repeated comparison, meticulous induction, and rigorous deduction, frameworks and conceptual models with theoretical depth and explanatory power from complex raw data, free from the interference of a priori theory. The proceduralized grounded theory holds that theory construction is a systematic process that needs to be realized through explicit steps and methods; its coding process is divided into open coding, axial coding, and selective coding.

Given that existing research has not yet formed a complete new business talent competency model, and that grounded theory is suitable for use in fields without ready-made theory or a research foundation, this study adopts the proceduralized grounded theory to conduct the research.

3.1.2. Data Collection and Processing

Considering the principle that the goal of talent cultivation should fully take into account the demands of the talent market, this study takes the senior management of enterprises as the main research subjects. Senior managers understand the company's strategic direction and industry development trends and have an in-depth understanding and grasp of the capability requirements of business-type positions. Through in-depth interviews with corporate executives, this study aims to objectively grasp the essential characteristics of enterprises' demand for business talent competencies. The interviews lasted seven months and covered 42 corporate executives from 32 enterprises (with an average of 15.6 years of work experience), including enterprises in gold and jewelry, fast-moving consumer goods, physical retail, e-commerce platforms, catering, energy, high technology, and finance. The identities of the corporate executives include company chairman, deputy general manager, and human resources director, among others. In addition to basic information such as the nature and scale of the enterprises, the interviews mainly revolved around the following topics:

1. What new requirements do you think the digital economy imposes on business talents in your industry or enterprise?

2. In your company, what core capabilities and qualities must business-type position talents possess?
3. Which capabilities and qualities are commonly lacking among current business graduates or practitioners? Why?
4. Please describe a case of a successful business talent you consider; what key capabilities and qualities does he/she possess?
5. Over the next 5–10 years, which emerging capabilities do you predict will become the core competitiveness of business talents?
6. What cooperation mechanisms would you like to see established between universities and enterprises to improve the practical capabilities and professional qualities of business talents?

After the interview data were collected, NVivo 12 software was used to code and analyze the interview data. To ensure the reliability and validity of the research, two researchers participated in the coding, and the coding comparison function of the NVivo software was used. The results showed that, for the 31 nodes in the cases, the consistency percentage between the two coders ranged from 72% to 90%, indicating that the consistency between the two coders was within a reasonable range and that the reliability and validity were good.

3.2. Coding Process

3.2.1. Open Coding

Open coding is the process of understanding the collected data word by word and sentence by sentence, initially classifying and organizing it, and labeling and conceptualizing the data. In the open coding stage, by marking keywords that appear repeatedly, preliminary concepts were formed, and the preliminary concepts were classified and categorized. Ultimately, a total of 112 important concepts related to the competencies of new business talents in the digital economy era were extracted and categorized into 31 subcategories, involving 454 reference nodes. The open coding results are shown in Table 2; owing to space limitations, only one original case statement and one conceptualized name are presented for each category in the table.

Table 2: Open Coding Results

Example of Original Statement	Example of Conceptualized Name	Categorization
Whether it is communication with the internal design department or sales service to customers, practitioners need a solid professional foundation in jewelry.	Industry professional knowledge	A1. Professional knowledge
Some of our company's projects require business talents to work closely with the technical team to jointly develop solutions.	Technical knowledge	A2. Interdisciplinary knowledge
It is necessary to analyze consumer behavior through data so as to formulate more effective marketing strategies.	Consumer data analysis	A3. Data thinking and data analysis capability
Basic operation of AI software must be mastered.	AI operation	A4. AI application capability
Blockchain is also becoming increasingly important in supply chain management.	Blockchain technology	A5. Ability to master other new technologies
Think about product innovation directions from a strategic height and make advance arrangements.	Strategic thinking	A6. Strategic thinking capability
He can accurately grasp changes in user demand and make advance arrangements.	Insight into user demand	A7. Business insight
It is necessary to provide professional advice and services according to customers' personalized needs.	Professional service	A8. Customer service capability
Store operation and management is a basic capability.	Store operation	A9. Operational capability
Optimize procurement, production, logistics, and sales.	Supply chain optimization	A10. Supply chain management capability
Possess brand-building capability and enhance brand awareness and reputation through effective marketing strategies.	Brand-building capability	A11. Marketing capability

Possess keen risk awareness and be able to identify, assess, and respond to various risks.	Risk awareness	A12. Risk management capability
Conduct cost analysis and control, and seek ways and methods to reduce costs.	Cost control	A13. Financial management capability
Efficiently coordinate resources and control project progress.	Project schedule management	A14. Project management capability
The jewelry industry has extremely high requirements for practitioners' integrity.	Integrity	A15. Professional ethics
In the face of customer complaints, dedicated people will take the initiative to assume responsibility.	Dedication	A16. Professional qualities
Maintain a positive attitude and be brave in facing various difficulties and challenges.	Positive attitude	A17. Stress management and resilience
He can cooperate efficiently with colleagues from different departments.	Departmental cooperation	A18. Teamwork capability
It is difficult to quickly adjust strategies when facing sudden changes.	Adaptability	A19. Adaptability and flexibility
When there are many work tasks, learn to allocate time reasonably.	Time management	A20. Time management capability
During the catering peak period, remain emotionally stable amid the hustle.	Emotional stability	A21. Emotion management capability
Salespeople's communication skills directly affect customer satisfaction.	Communication skills	A22. Communication and coordination capability
When a customer has an objection to a certain business charge, be able to resolve it quickly.	Problem-solving capability	A23. Analytical problem-solving capability
Continuously update one's knowledge and skills to keep pace with the development of financial technology.	Learning new knowledge	A24. Continuous learning capability
Need to be familiar with rules such as cross-border logistics, payment, and tariffs.	Cross-border business capability	A25. Global vision
Be familiar with local consumption habits and cultural customs.	Understanding of international culture	A26. Cross-cultural communication capability
Consumers are paying increasing attention to corporate social responsibility.	Corporate social responsibility	A27. Green supply chain and corporate social responsibility
Increased environmental awareness.	Environmental protection concept	A28. Sustainable development concept
The ESG (environmental, social, and governance) concept is now emerging.	ESG concept	A29. ESG practice
Need to possess critical thinking and pioneering and innovative awareness.	Innovation awareness	A30. Innovative thinking and entrepreneurial spirit
Proposed a bold innovative marketing plan.	Marketing innovation	A31. Innovation capability

3.2.2. Axial Coding

Axial coding further classifies the results obtained from open coding into similar categories and then sorts them out to form main categories. By sorting out the categories in the open coding, eight main categories were formed. Combined with the metaphor of the "expression–regulation–evolution" mechanism of biological genes, the logical associations between main categories and subcategories were sorted out, and the element system of new business talent competencies in the digital economy was ultimately refined and integrated. This system specifically includes the expression layer of new business talent genes, centered on data–technology–business

composite foundational capabilities; the regulation layer of genes, guaranteed by workplace comprehensive qualities and capabilities; and the evolution layer of genes, capable of dynamically adapting to the environment and co-evolving. The expression, regulation, and evolution layers of genes organically combine to jointly constitute a systematic element system of new business talent competencies in the digital economy, as specifically shown in Table 3:

Table 3: Axial Coding

Core Category	Main Category	Included Subcategories
The expression layer of talent competency genes: data–technology–business composite foundational capabilities The expression layer of talent competency genes: data–technology–business composite foundational capabilities The expression layer of talent competency genes: data–technology–business composite foundational capabilities	Knowledge reserve and application capability	A1 and A2
	Data analysis and technology application capability	A3, A4, and A5
	Basic business capabilities	A6, A7, A8, A9, A10, A11, A12, A13, and A14
The regulation layer of talent competency genes: workplace comprehensive qualities and capabilities The regulation layer of talent competency genes: workplace comprehensive qualities and capabilities	Professional ethics and qualities	A15 and A16
	General workplace soft skills	A17, A18, A19, A20, A21, A22, A23, and A24
The evolution layer of talent competency genes: dynamic environmental adaptation and co-evolution capability The evolution layer of talent competency genes: dynamic environmental adaptation and co-evolution capability The evolution layer of talent competency genes: dynamic environmental adaptation and co-evolution capability	Global vision and cross-cultural communication capability	A25 and A26
	Sustainable development concept and ESG capability	A27, A28, and A29
	Innovative thinking and innovation capability	A30 and A31

3.2.3. Selective Coding

The main task of selective coding is to link the relationships among main categories, core categories, and subcategories, and to verify and refine the logical relationships among the categories so as to form a theoretical framework. The expression, regulation, and evolution layers of the new business talent competency genes are not only integrated into one whole but also influence each other. The expression layer is the foundation of the evolution layer, and only talents who possess capabilities in all aspects of the expression layer can better develop the capabilities of the evolution layer. The regulation layer is both the guarantee for the display of expression-layer capabilities and the foundation for the development of evolution-layer capabilities; only talents with relatively good regulation-layer capabilities can fully exert their expression-layer capabilities. At the same time, the capabilities and qualities of the regulation layer and the capabilities of the evolution layer promote and support each other. Based on this, we constructed a complete competency gene map of new business talents in the digital economy, as shown in Figure 1:

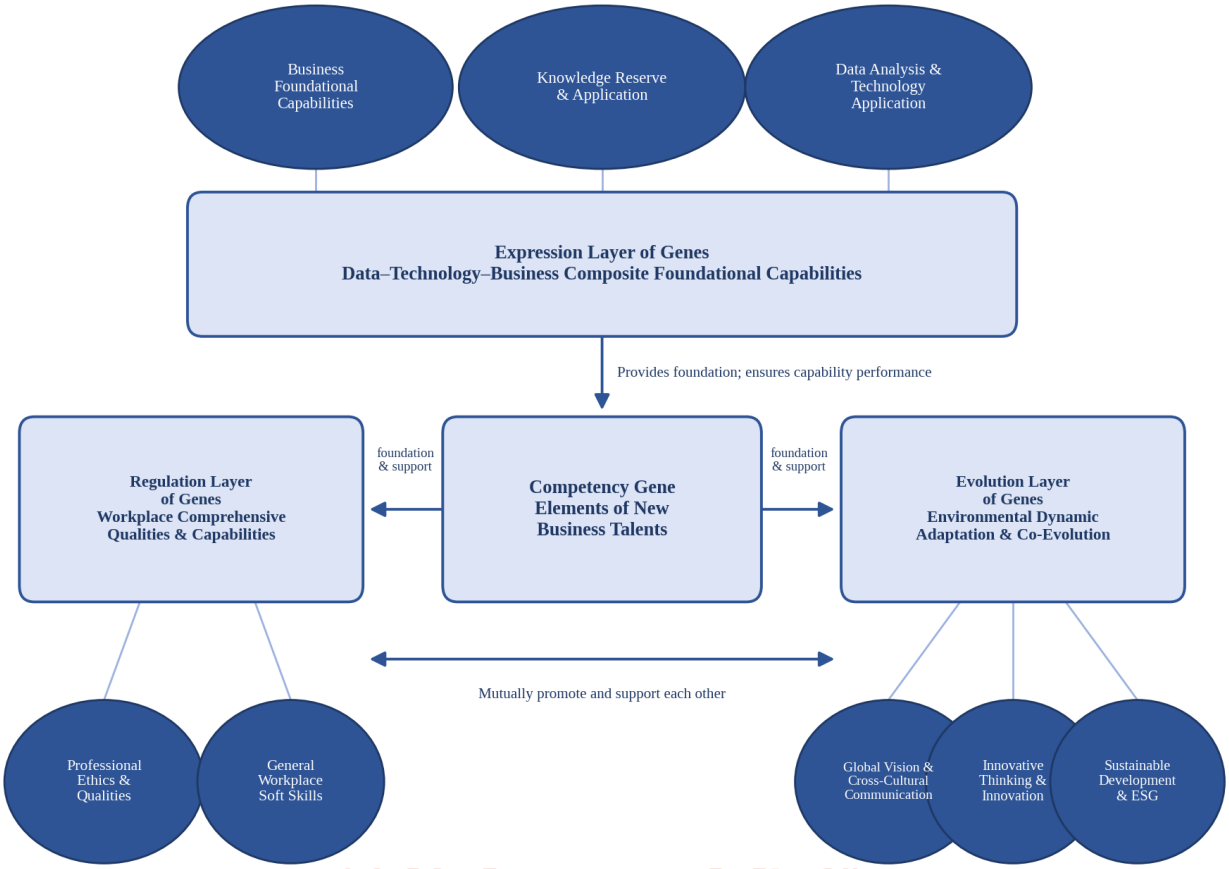


Figure 1: Competency Gene Map of New Business Talents in the Digital Economy

3.3. Theoretical Saturation Test

To determine whether the constructed element system of the new business talent competency gene map is complete, interviews with 11 additional executives, including those from food retail enterprises and technology enterprises, were further conducted for a theoretical saturation test. The data coding results showed that no new concepts emerged and no new relationships were found among different categories. Therefore, it can be considered that the coded content has reached saturation, and the formed element system of the new business talent competency gene map in the digital economy is relatively objective and scientific.

4. Research Conclusions-An Interpretation of the Competency Gene Map of New Business Talents in the Digital Economy

4.1. The Expression Layer of New Business Talent Competency Genes in the Digital Economy: Data–Technology–Business Composite Foundational Capabilities

The expression layer of new business talent competency genes in the digital economy, namely the data–technology–business composite foundational capabilities, is, for new business talents, like the foundation of a building-solid and indispensable. These capabilities mainly include many aspects, such as industry and business professional knowledge, interdisciplinary knowledge, data thinking and data analysis capability, AI application capability, and the ability to master other new technologies. According to the number of sources of subcategories in the interview materials and the percentages of reference points of the coding nodes, data thinking and data analysis capability are the most critical; the next competencies repeatedly emphasized by senior corporate managers are industry professional knowledge and business insight, as specifically shown in Table 4:

Table 4: Percentages of Material Sources and Reference Points of the Subcategories of Data–Technology–Business Composite Foundational Capabilities

Main Category	Subcategory	Percentage of Material Sources	Percentage of Reference Points
Knowledge reserve and application capability	Industry and business professional knowledge	37.14%	5.17%
Knowledge reserve and application capability	Interdisciplinary knowledge application	25.71%	2.96%
Data analysis and technology application capability	Data thinking and data analysis capability	82.86%	17.00%

Data analysis and technology application capability	AI application capability	14.29%	1.23%
Data analysis and technology application capability	Ability to master other new technologies	17.14%	1.72%
Basic business capabilities	Strategic thinking capability	14.29%	1.48%
Basic business capabilities	Business insight	40.00%	4.43%
Basic business capabilities	Customer service capability	31.43%	3.69%
Basic business capabilities	Operational capability	11.43%	0.99%
Basic business capabilities	Supply chain management capability	17.14%	1.97%
Basic business capabilities	Marketing capability	22.86%	2.96%
Basic business capabilities	Risk management capability	11.43%	1.48%
Basic business capabilities	Financial management capability	17.14%	1.97%
Basic business capabilities	Project management capability	34.29%	3.45%

Data is an important production factor in the digital economy era, and data management capability is becoming increasingly important to enterprises [24]. The ability to use appropriate data analysis techniques and data governance skills to extract effective information from massive data, analyze data trends, and make reasonable predictions based on data not only helps enterprises better understand market demand and adopt forward-looking market strategies, but also plays an important role in risk assessment and resource allocation. Business insight is related to a broad knowledge reserve and skilled knowledge application capability. Among these, business professional knowledge-including marketing, financial management, risk management, and supply chain management-is also a key foundation for acquiring basic business capabilities.

4.2. The Regulation Layer of New Business Talent Competency Genes in the Digital Economy: Workplace Comprehensive Qualities and Capabilities

In the business field, the importance of workplace comprehensive qualities (professional ethics and professional qualities) and comprehensive capabilities (teamwork capability, communication and coordination capability, continuous learning capability, stress management and resilience, adaptability and flexibility, time management capability, emotion management capability, and analytical problem-solving capability) to professional talent is self-evident, and they are the foundation for everyone to gain a foothold in the workplace. During the interviews with senior corporate managers, the most frequently mentioned workplace comprehensive qualities and capabilities were teamwork capability, communication and coordination capability, and continuous learning capability. The specific percentages of material sources and coding node reference points are shown in Table 5:

Table 5: Percentages of Material Sources and Reference Points of the Subcategories of Workplace Comprehensive Qualities and Capabilities

Main Category	Subcategory	Percentage of Material Sources	Percentage of Reference Points
Professional ethics and qualities	Professional ethics	11.43%	1.72%
Professional ethics and qualities	Professional qualities	5.71%	0.49%
General workplace soft skills	Stress management and resilience	31.43%	2.71%
General workplace soft skills	Teamwork capability	65.71%	8.87%
General workplace soft skills	Adaptability and flexibility	40.00%	3.69%
General workplace soft skills	Time management capability	5.71%	0.49%
General workplace soft skills	Emotion management capability	5.71%	0.49%
General workplace soft skills	Communication and coordination capability	34.29%	3.94%
General workplace soft skills	Analytical problem-solving capability	11.43%	0.99%
General workplace soft skills	Continuous learning capability	57.14%	7.64%

Strong teamwork capability requires business talents to have not only good interpersonal skills but also strong leadership and followership. Communication and coordination capability is closely related to teamwork capability-good collaboration within a team is inseparable from good communication; at the same time, communication with customers outside the team and with supply-chain stakeholders is also extremely important. In addition, in the context of the digital economy, the business field changes rapidly, and the market environment, customer needs, and technological means change in the blink of an eye. Only those with continuous learning capability can quickly master new knowledge and new skills and adapt to the rapid changes in the market and other external environments. At the same time, continuous learning capability is also closely related to various capabilities of the evolution layer, such as innovation capability; only continuous learning can provide the source of innovation.

4.3. The Evolution Layer of New Business Talent Competency Genes in the Digital Economy: Dynamic Environmental Adaptation and Co-Evolution Capability

As an important component of the new business talent competency gene map in the digital economy, the evolution-layer genes emphasize the dynamic adaptation and co-evolution capability that talents should possess in the face of a constantly changing business environment. In this study, the two aspects emphasized by the evolution layer-global vision and cross-cultural communication capability, and sustainable development concept and ESG capability-mainly derive from the interview topic "over the next 5–10 years, which emerging capabilities do you predict will become the core competitiveness of business talents." Innovative thinking and innovation capability were not only mentioned among future emerging capabilities but were also repeatedly emphasized throughout the interviews; next, the sustainable development concept was mentioned more frequently. The specific percentages of material sources and reference points are shown in Table 6:

Table 6: Percentages of Material Sources and Reference Points of the Subcategories of the Evolution-Layer Capabilities

Main Category	Subcategory	Percentage of Material Sources	Percentage of Reference Points
Global vision and cross-cultural communication capability	Global vision	17.14%	1.48%
Global vision and cross-cultural communication capability	Cross-cultural communication capability	20.00%	1.72%
Sustainable development concept and ESG capability	Green supply chain and corporate social responsibility	11.43%	0.99%
Sustainable development concept and ESG capability	Sustainable development concept	22.86%	1.97%
Sustainable development concept and ESG capability	ESG practice	14.29%	1.23%
Innovative thinking and innovation capability	Innovative thinking and entrepreneurial spirit	48.57%	4.93%
Innovative thinking and innovation capability	Innovation capability	60.00%	6.16%

In the digital economy era, the uncertainty and complexity of the business environment have increased significantly, and traditional business models are constantly being reconstructed. In current and future business practice, new business talents must possess innovative thinking and use more forward-looking thinking and capabilities to quickly adapt to and lead future changes in the business world.

It is worth noting that an increasing number of enterprises are pursuing their own low-carbon development, and the environmental (E), social (S), and governance (G) factors closely related to the concept of sustainable development have become a consensus under the demands of the global economy's green transition, emission and carbon reduction, and new energy development [25]. ESG comprehensive management and practical capability have begun to attract the attention of corporate management, and an individual's ESG skills have begun to become an important consideration in enterprises' employment needs. To verify this phenomenon, we consulted major domestic recruitment platforms and found that many enterprises are eagerly seeking ESG-related talent with high salaries, and social examinations for ESG professional qualification certification have

also attracted much attention. In the interviews, the CEO of a technology company also pointed out that "in the context of carbon neutrality, ESG capability will become a hard indicator for executive promotion."

5. Reflections and Recommendations-Key Measures for the Practice of Cultivating New Business Talents in the Digital Economy

Based on the above research, the cultivation of new business talents in the digital economy should be innovated in many aspects, including the curriculum system and the talent cultivation model. Specifically, this includes:

5.1. Advancing Curriculum System Iteration with a Forward-Looking Vision

In the digital economy, business-related majors should be based on the study of a "digital intelligence + business" interdisciplinary knowledge system and offer courses that integrate knowledge from economics, management, and disciplines such as big data, artificial intelligence, and computer science-for example, Digital Economy and Smart Management, Digital Marketing, and Big Data Analysis. From a forward-looking perspective, the curriculum system should keep pace with the development needs of the times, introduce frontier knowledge in a timely manner, and offer courses related to cross-cultural communication, international business rules, green economy and technology, and business ethics, so as to strengthen the social responsibility awareness and global vision of business talents.

5.2. Upgrading the Cultivation Model through Solid Action

We should continue to strengthen university–enterprise cooperation and industry–education integration and vigorously promote the "agile cultivation" model that integrates universities, enterprises, and research institutions. At the same time, universities should effectively cooperate with enterprises and industry associations in the digital economy field to establish industrial colleges and internship bases, providing students with rich practical opportunities; deepen the implementation of measures to hire corporate executives and industry experts as off-campus mentors, promote the participation of enterprise forces in course teaching, project guidance, and graduation design, and realize the collaborative cultivation of on-campus and off-campus mentors; and invite enterprises to jointly formulate talent cultivation plans and develop practical courses, so as to solve the "blockages" and "bottlenecks" in enterprises' demand for talent.

5.3. Enhancing Comprehensive Qualities through Diverse Activities

Students should be encouraged to join student unions, clubs, or project teams to exercise teamwork and leadership. Students should be guided to participate in various academic competitions, so that, while promoting learning through competition, they acquire necessary workplace soft skills such as problem-solving capability and resilience. At the same time, various reading activities and knowledge-analysis and other diverse activities should be continuously carried out to promote the development of students' habits of continuous learning and thinking.

By using the qualitative research method of grounded theory, this study conducts an in-depth analysis of the core competencies of new business talents in the digital economy and constructs a detailed and systematic competency gene map. This map not only reveals the key capabilities that new business talents should possess but also further clarifies the internal connections and hierarchical relationships among these capabilities. At the theoretical level, this study provides a new perspective and framework for research on the competencies of new business talents in the digital economy, which helps to promote the further development and improvement of theories in related fields. At the practical level, this competency gene map can provide direction and goals for the cultivation of new business talents in the new era. Although the research has made some progress, it also has limitations. The research method mainly relies on qualitative research, and the sample selection and data collection processes are inevitably affected by the researchers' subjectivity. Future research may consider incorporating quantitative research methods-such as large-scale questionnaire surveys and experimental designs-to collect more objective and comprehensive data, in order to more precisely verify and supplement the elements of the competency gene map and their interrelationships.

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