

Talent Development Pathways for Collaborative Innovation in the Context of Digital Governance

Wei Feng

Accounting Institute, Hainan Vocational University of Science and Technology, Haikou, Hainan, China

Abstract: Digitalisation has gone through a period of localised application of technology and is now being promoted across the company's strategy, organisation, business process and governance. The Requirements for talent have changed; now, digital governance professionals need to combine strategic decision-making, business processes, data assets, digital technology and risk management. Research shows that digital governance professionals are not only people with both traditional management experience and IT skills; in fact, they also need to have digital strategy literacy, business process knowledge, data-asset governance ability, technology-human collaboration model, and cross-departmental innovation cooperation skills. Current university programs for cultivating digital governance talents still have some deficiencies, such as an excessive focus on technical applications, disjointed curriculum alignment with industry practices, limited industry-academia collaboration beyond resource sharing, insufficient practical training in real-world operating conditions, and evaluation systems that do not consider value realization and governance risks. Given the above problems, the following countermeasures need to be taken: adjust competency standards, develop integrated curricula, strengthen cross-disciplinary and industry-academia collaboration, construct forward-looking project platforms that address real-life enterprise issues, and establish an all-around evaluation system. Therefore, the focus of digital governance education will shift from learning to operate digital tools to developing high-level skills in guiding digital transformation, providing strategic insights and capabilities for cross-functional cooperation and innovation that support the development of a high-quality enterprise.

Keywords: Digital Governance; Collaborative Innovation; Talent Development; Industry-Education Integration

1. The Strategic Value of Cultivating Talent in Corporate Digital Governance

Digital technology is changing the way companies create value. Data, platforms, algorithms, cloud computing and artificial intelligence are no longer just used to improve the efficiency of individual enterprises; now they have been widely applied throughout all sections of the company, such as strategy planning, product development and operation, production management, marketing, finance, supply chain coordination, risk control, etc. Therefore, in addition to the problems of technological iteration, many companies have had to make all-around changes to their goals, structures, operating models, decision-making systems and governance scopes.

Digital governance refers to the system of digitalisation at the enterprise level that defines authority and responsibilities, decision-making mechanisms, resource management, collaborative operation, and risk control mechanisms [1]. It covers digital resources such as data, algorithms, platforms and information technology, as well as new businesses, relationships and risks that arise from the integration of digital technology in operations. Enterprise digital governance should not be understood as only building IT facilities and running the technical department. According to foreign institutions, the purpose of organisations' IT governance is to use information technology in a good way to help the organisation achieve its goals and provide value for all stakeholders [2]. Therefore, the board of directors and management should provide clear direction; business units should specify demands and assume operational responsibility in response; a team for data and technology can carry out implementation capabilities; and the finance,

audit, legal and risk control departments will set up an oversight mechanism.

Previously, the problems that IT professionals had involved the development and operation of the system; therefore, managers used their own knowledge and functional systems to make decisions. The two groups have different knowledge systems, work in different languages and are evaluated differently. With the advent of digital governance, organisations now require professionals who can connect strategy with business operations, data and technology, and governance; these individuals need to know how to help the company create value by transforming business problems into data-driven tasks and digital solutions, coordinating cross-departmental projects, managing risks such as data security, algorithmic bias, internal control deficiencies and non-compliance, and assessing technical feasibility in conjunction with return on investment, user value and organisational alignment.

Existing studies have provided the basic foundation for learning about corporate digitalisation. Qi Yudong and Xiao Xu believe that the digital economy will drive all sectors of corporate objectives, governance, and management under production, marketing, R&D, and workforce management [3]. Chen Jian and others believe that the effect of digitalisation on business operations is now to create new business models and operating forms rather than just improving old ones [4]. However, in terms of talent development, digital technology courses, management programs and innovation education are still relatively isolated in their own fields and do not meet the diverse needs of corporate digital governance. Therefore, in this paper, "corporate digital governance professionals" refers to interdisciplinary talents who guide the strategic goals and sustainable value creation of the corporation, integrating management experience, business sense, data science methods and digital technology to coordinate internal functions with external parties in promoting digital transformation and undertaking governance responsibilities for data usage, algorithms and operational risks. Research on the path to cultivating such professionals will offer practical guidance for matching university talent with the demands of corporate digitalisation.

2. Enterprise Digital Governance Redefines

the Competency Structure of Collaborative Innovation Talents

2.1 Ability to Assess Digital Value

The beginning of the company's digital transformation is not to choose a specific technology, but rather to find strategic problems that need to be solved and business values that can be created for the company. Although the same digital tools are employed by different companies, the outcomes are not the same due to various reasons, such as differences in industry features and development stages, available resources, organisational structure, etc. Digital governance professionals need to know the company's competition strategy and business model, understand customer value, cost structure, revenue source, operating efficiency and risk factors, and thus determine why and when to carry out digitalisation.

To understand digital strategy is not to draw a list of digital projects. Professionals need to build an all-encompassing logical chain that connects "strategic goals - business problems - data basis - technical measures - organisational changes - results of operation". For example, in the construction of an intelligent financial platform, high automation rates are not sufficient; we should also consider whether it improves budget execution efficiency, optimal capital allocation, risk monitoring capabilities, and the quality of operational decisions. At the same time, in the construction of a customer data platform, efforts should be made to extract value from this data for all customers' products and services over time. Only when linking technological investment to actual business results will digitalisation be a value-creation mode rather than a cost-cutting measure.

2.2 Comprehensive Lifecycle Governance Capabilities for Data Assets

Data have been added to the production factors and references for enterprise decisions, but many of these data have failed to generate operating income. Enterprises often have the following problems: inconsistent data standards, different definitions, unclear responsibilities, difficulty in ensuring data quality, lack of system interoperability, and an undefined scope of data application. Professionals in digital governance need to know the entire life cycle of data, from generation and collection to storage, processing, sharing, analysis, application, archiving or

destruction, and be able to work with business, data and technical departments to build data standards, quality requirements, access permissions and accountability mechanisms.

Data governance capabilities need to align with business requirements. Professionals should be skilled in data cleaning, indicator construction and analytical tool application; at the same time, they need to know where the data originates in a particular process node, who is responsible for creating it, what business understanding it provides, and what decisions it can support. Operational data of enterprises are a typical case; revenue, orders, customers and payments may be spread across multiple systems, and without unified business definitions, even accurate calculations can lead to management errors. Therefore, digital governance professionals need to have abilities in the scope management of data, master data management, data quality assessment, data value evaluation and authorised data use to ensure that the data can provide a basis for cross-departmental consensus and joint decision-making.

2.3 Interdepartmental Collaboration and Ecosystem Integration Capabilities

Digitalisation will break down the division of labour. A typical digital project generally includes business rules, system architecture, data resources, financial budget, personnel roles and risk control simultaneously, making it difficult for any single department to carry out alone. In the era of the digital economy, personnel management has changed from administrative work to focus on how people and technology collaborate to modify the process of work and organisation structure [5]. Digital governance professionals need to have cross-functional communication skills, stakeholder coordination capabilities, project management skills and organisational learning abilities, create a common language at all levels of the organisation, and unite management, business units, technical teams, functional oversight departments, etc.

Collaboration ability is the organisation of meetings and division of labour; generally, it includes jointly identifying problems and goals, handling goal conflicts, promoting organisational change, etc. The business department wants fast delivery; the technical department focuses on system stability and architecture standards; finance needs cost-

effectiveness; risk control needs to meet regulatory requirements, etc. Digital governance professionals need to identify the goals and constraints of all parties concerned, set up an unambiguous decision-making system, define responsibilities for implementation and supervision, and use process diagrams, data dictionaries, prototypes and metric systems to reduce communication failures. In addition, platform-based operations promote an open innovation network among enterprises, suppliers, customers, technology service providers, research institutions, and so on, and professionals need to address problems of external data sharing, interface coordination, intellectual property rights, and profit distribution from cooperation.

2.4 Process Refactoring and Continuous Innovation Capability

Enterprise digitalisation is not merely about adding some digital tools to the existing workflow; it requires an all-over rethinking of business activities, organisational division of labour and management system. Xiao Jinghua believes that the transition from an industrial system to a digital system has cross-system characteristics, and managerial adaptability and organisational learning are necessary for overcoming path dependency [6]. Data-driven organisational innovation is also altering the distribution of information and power, changing the pattern of action from a hierarchy to real-time connection and dynamic collaboration [7]. Digital governance practitioners should be able to perform end-to-end process analysis and continuous improvement. Do not focus on whether a certain role uses a specific system; instead, understand how the needs of the customers are met by the company, how information is shared among departments, at what time a decision is made, how an abnormal situation is notified, and how work results are evaluated. Based on the above, the following methods can be employed to promote the streamlining of processes, integration, automation, and intelligent transformation: business process management, lean management, design thinking, agile development and data analysis. These professionals need to be able to conduct small-scale experiments in an uncertain environment, iteratively optimise the solutions based on user feedback and operating data, and transform one-off project

implementations into stable innovation mechanisms.

2.5 Human-Machine Collaboration and Risk Governance Capabilities

Many areas in the company now use generative AI and other artificial intelligence technologies, such as knowledge management, business analysis, customer service, R&D design, decision support, and so on. Enhance the efficiency of information processing and solution generation; at the same time, there are risks of data leakage, content alteration, algorithmic bias, intellectual property infringement, liability disputes and employee dependence. Professionals of corporate digital governance need to know the strengths and weaknesses of AI, and know when not to be fully led by machine decisions.

Research on digitalisation has shown that organisations undergoing change generally fall into four categories: technology, structure, strategy, and value creation; they are interrelated [8]. Digital innovation is open-participatory, distributedly collaborative and constantly changing; thus, it poses many problems for the old system of innovation management [9]. Foreign research has also found that digitalisation alters the routes and structures of value creation within organisations due to new digital technologies [10], and at the same time, digital innovation needs to be rethought in terms of the connections among innovators, processes and results [11]. Artificial intelligence is good at handling large amounts of data and complex relationships in human-machine collaborative decision-making; humans are better at dealing with uncertainty, context and conflicts of interest [12]. Therefore, professionals in corporate digital governance need to be able to design an explicit division of labour for humans and machines, verify model outputs, add a manual check, explain significant decisions, establish mechanisms for anomaly detection and accountability tracking, etc.

Professionals in enterprise digital governance should develop a six-dimensional competency system overall: digital strategy and value judgment ability; business process and operational insight capability; data asset governance capability; technology application and human-machine collaboration ability; cross-

departmental collaborative innovation ability; and internal control compliance and digital ethics ability. The above indicators are interdependent: Strategic and business capabilities determine the direction of digitalisation; Data and technology capabilities provide the path for implementation; Collaborative innovation capabilities drive organisational execution; and Internal control compliance and ethical consciousness set limits on transformation.

3. Challenges and Shortcomings in Cultivating Talent for Enterprise Digital Governance

3.1 Emphasize Digital Tool Training over the Development of Corporate Governance Capabilities

Many universities have added courses such as big data, Artificial Intelligence, Python and Enterprise Resource Planning to their departments of management, accounting, business administration and information technology. The main contents of these curricula are tool proficiency and software operation; there are no cases of students applying digital technology to deal with corporate strategic and operational problems. Most technology-focused programmes focus on algorithm development, system design and programming skills, but rarely cover business models, financial reasoning, organisational changes or internal control systems. The management knows what the company does but is unfamiliar with data modelling, system construction or technology application. Both have strengths, but neither integrates the competencies required for the positions in digital governance. In addition, concepts such as "digital literacy", "innovation ability" and "collaboration skills" in the training program are often too abstract; they lack specific learning objectives, such as "identify business problems", "define data responsibilities", "optimise workflows", "coordinate cross-departmental cooperation", "validate value propositions" and "assess risks". As a result, there is a discrepancy among educational objectives, demands of enterprises, curriculum content and assessment standards; students have been equipped with some instruments but lack comprehensive capabilities required for leading enterprise digital transformation.

3.2 The Curriculum System is Disconnected from the End-to-End Processes of Enterprises.

Corporate digital governance is to integrate the company's business, data management, technology systems and governance to some extent. University curricula are still relatively restricted to disciplinary boundaries. Courses such as Strategic Management, Operations Management, Financial Management, Data Analysis, Information Systems, Internal Control and Legal Ethics are usually taught by different faculty members and do not have shared case studies or integrated projects. Therefore, the students can complete the tasks in their respective courses independently but are unable to link essential links in the operation chain of customers, orders, production, procurement, inventory, finance and risk management. With the rapid development of corporate digital technology, platform architecture, data standards and management practices, updating textbooks and case studies has become time-consuming, and as a result, the curriculum has been delayed. Some courses still use outdated workflows with new tools or train students with fixed, all-encompassing datasets that lack real-world complexity, such as data gaps, inconsistent definitions, legacy system constraints, or departmental interests. Although the above methods add technical content, they do not restructure the knowledge system and teaching model around the enterprise value chain.

3.3 The Responsibility of School-Enterprise Collaboration in Joint Talent Cultivation Needs to be Strengthened.

Enterprises are the direct subjects of digital governance problems and business processes and application data; universities are skilled in building knowledge systems and designing learning paths, so both sides have a foundation for cooperative talent cultivation. Some university-enterprise cooperation is still limited to signing agreements, providing internship opportunities, arranging lectures or offering software donations; enterprises do not actively participate in forming educational objectives, curriculum tasks and assessment criteria, and universities have failed to convert enterprise problems into feasible teaching tasks with appropriate difficulty levels and comprehensive implementation processes. Enterprises focus on project efficiency, data security and commercial

confidentiality; universities focus on the teaching cycle, student participation and disclosure of results; furthermore, enterprise mentors find it difficult to maintain stable time commitments, and the results of enterprise-based projects by university faculty may not be fully recognised. The above reasons are why universities and enterprises have had poor cooperation. In addition, the goals, resources and responsibilities of all parties involved in the cooperation have not been institutionalised; therefore, the collaboration may be dependent on individual faculty members or short-term relationships and is thus unlikely to establish a stable "dual-participant" education system.

3.4 The Teaching Program Lacks Genuine Operational Constraints and an Iterative Process.

Many problems have been addressed by developing digital governance, but many real teaching methods are still standardised data, rigid procedures and predictable results. Although students have learned some basic skills in data analysis and system operation and visualisation from the manual, they have rarely encountered real-world situations with fluctuating demands, data quality issues, budget constraints, departmental conflicts, compliance audits or user feedback. Although the project results are beautiful, they have not been validated by real-life decisions of the company or changes in operation. If there is no data anonymisation, permission management, confidentiality measures, sandbox environment or clear accountability mechanism, the company will be reluctant to share sensitive data and work processes. Universities are therefore forced to use simplified case studies, and the students cannot learn actual business logic or understand why technical solutions are limited by organisational structure, regulations and costs. Therefore, practical education has been unable to achieve both "full simulation" and "direct involvement in the production system".

3.5 Overemphasizing Technical Achievements at the Expense of Business Value and Governance Responsibilities

Most current digital project evaluations focus on whether the code is functional, the system is complete, charts are visually appealing, and reports are well-presented; they pay insufficient attention to the accuracy of the business problem

definition, reliability of data standards, feasibility of solutions, reasonableness of investment, and controllability of risk. Team projects often use the same score rules, and thus do not adequately reward students' actual efforts in requirement communication, data governance, cross-departmental coordination and risk management. The required attributes of enterprises' digital governance professionals are process-oriented and context-dependent; therefore, a single examination or final design cannot fully assess these qualities. Although the current teaching process frequently employs digital platforms to monitor students' frequency of interaction, amount of online time and task submission, such behaviour data cannot be directly equated with actual governance ability. Without evaluation standards that correspond to the actual work of the company, even if many high-tech tools are available, the evaluations may still face the problem of "too much data but not enough proof".

4. Optimization of Talent Development Pathways for Collaborative Innovation in Enterprise Digital Governance

4.1 Define Competency Standards

Universities can work with enterprises on their digital transformation to find suitable cooperation points for areas such as planning of digital strategy, optimisation of business processes, data standardisation, operational analysis, intelligent decision-making, digital project management, internal control and compliance audit, etc. They need to analyse the required knowledge and skills, collaboration modes and accountability standards for each task, set up a clear correspondence between "job responsibilities – competency benchmarks – curriculum modules – learning outcomes", and avoid defining talent development goals based solely on the existing curriculum. The six-dimensional competency framework does not require students to be generalists in strategy, operation, technology and risk management; instead, it calls for "specialisation with multiple competencies and collaborative abilities". The various departments of study should use their strengths and focus on their own areas: the accounting program can focus on data governance and intelligent finance solutions and risk control for enterprises; the business administration program should focus on strategy,

process optimisation and organisational change; the IT program should focus on data architecture, system implementation and technological governance; and the enterprise digital management program should foster cross-domain integration and project coordination capabilities. Collaborate with enterprises to develop customised digital governance functions at the university level based on various needs of different positions, and do not use a one-size-fits-all solution.

4.2 Developing an Integrated Curriculum System

The structure of the curriculum framework can be "general education - core modules - industry applications - comprehensive projects". General education includes management, economics and accounting and finance, statistics and basic information technology to help students understand the general rules of business operation and digital technology. The first few modules are: business process management, data governance and analysis, enterprise information systems, digital strategy, intelligent decision-making, project management, internal control and digital ethics in organisations. All parts of the industry have different circumstances, such as manufacturing, retail, finance, logistics and platform enterprises, and they all have different demands. All-encompassing projects are employed to integrate the above knowledge areas and assess practical abilities. Organise courses based on actual business cases rather than using software names as the basis. For example, the "Business Analysis and Intelligent Decision-Making" course may begin with management problems and metric systems, then cover data collection and quality assurance, construction of analytical models, visualisation, solution proposal and risk assessment; the "Digital Transformation of Business-Finance Processes" course will integrate sales, procurement, inventory management, cost control and fund allocation and budgeting workflows; and the "Data Governance and Internal Control" course will set data standards, access rights, quality control, audit trails and accountability mechanisms. Although the tools change with new technologies, the basic content of the curriculum will still be business logic, governance models and responsibility frameworks.

4.3 Improve the Interdisciplinary and University-Enterprise Collaborative Education Mechanism

University digital governance course teams or project centers may be formed using practitioners from the areas of management, accounting, data sciences, computer sciences, and law to ensure coordination in curriculum integration, allocation of faculties, project design, and evaluation criteria. Interdisciplinary faculty members must work together to formulate corporate projects that will guide students through the process of understanding issues from a strategic, operational, analytical, technical, and risk management standpoint, thus avoiding dependence on students' scattered knowledge base. In order to encourage cross-disciplinary approach and interdisciplinary team of faculty members, universities need to streamline processes of cross-college credit system, workload measurement of faculty, and project assessment. Industry-university collaboration needs to shift from resource provision to governance: the enterprise contributes to the process of talent demand analysis, competence development, curriculum case formulation, project supervision, and project assessment, while universities convert these real-world problems to a learning context that fits their requirements in terms of complexity of task and knowledge systems. Set up joint university-enterprise teaching committees and annual project lists to specify the responsibilities of mentors for participation, data use, intellectual property rights, outcome confidentiality and risk management. To ensure the long-term success of this collaboration, some specialised corporate digital governance studios and industry-mentor positions will be established to foster continuous cycles of personnel and projects.

4.4 Develop a Progressive Enterprise Digital Governance Project Platform

Education must revolve around the value chain of enterprises through setting up multiple levels of task-based learning programs. The first level entails the use of anonymous data and standard cases in order to teach students how to handle data, process and system; the second level entails multi-department tasks which will require the students to solve issues of scope, requirement and resource; the third level would involve solving actual world problems through

collaboration of corporate mentors and university professors covering situation analysis, designing of solutions, validation of prototype, assessment of value and risk. For the problem of genuine data availability, firms offer their customers anonymized, sampled, or even synthesized data, and universities give role-based access rights, allowing students to perform analysis and testing under isolation conditions to create corporate data sandbox and digital twin operating systems. The procedure of the project development needs to cover requirement sessions, data dictionary, flowchart, solution versioning, testing activities, user comments, and risk identification in order to assure traceability of results. In case of well-prepared projects, the strategy of "small-scale pilot – effectiveness assessment – iterative optimization" may be implemented.

4.5 Establish an Evaluation System that Equally Emphasizes Value Realization and Risk Responsibility

The multi-dimensional criteria of the evaluation system for enterprise digital governance professionals should cover aspects such as problem identification, process understanding and value creation at the operational level; metric consistency, quality control and compliance of data use at the data level; solution feasibility, stability and scalability at the technical level; task allocation, communication documentation and conflict resolution mechanisms at the collaboration level; solution novelty, validation process and iteration quality at the innovation level; and internal control design, ethical considerations, risk management and accountability awareness at the governance level. Thus, the focus of assessment can shift from "technical achievement" to "governance effectiveness", and evaluation evidence needs to be collected throughout the entire project lifecycle, such as requirement specifications, project logs, data quality reports, meeting minutes, version records, peer reviews, corporate mentor feedback, user test results, final reports, prototypes, etc. Limit the scope of tool application for AI-related projects, cross-check the primary output results with human judgement, and set up a manual review and anomaly handling mechanism. Corporate mentors determine the project's suitability; university faculty evaluate the development of knowledge and skills; students conduct self-

assessments and peer evaluations, and together form competency evaluations in accordance with actual work conditions.

5. Summary and Outlook

The cultivation of collaborative innovation talents in the context of enterprise digital governance is, in fact, a shift in the concept of talent cultivation at universities to meet the demands of corporate digitalisation. The company requires operators who are proficient in certain software and managers who can vaguely explain the digital strategy; they want professionals capable of connecting strategy to implementation, business to technology, and innovation to risk control. The first idea is to turn the company's problems into digital tasks, create economic value by means of data and technology, and build a company-wide system of capabilities.

Future talent development will have three main changes. First, move away from individual training in specialisations and adopt an all-encompassing system of interdisciplinary learning that covers business operations, data management, technology and governance. Second, move from school-enterprise project cooperation to joint institutional governance, incorporate corporate requirements, mentorship resources, data assets, project demands and evaluation systems, and establish a long-term training mechanism. Third, move away from tool-specific adaptation training to continuous learning and responsible innovation, help students adapt to rapid changes in technology, retain human judgment, organisational accountability and compliance boundaries in the use of algorithms and AI. All industries, companies of different sizes and structures, and at different stages of digitalisation have varying demands for digital governance professionals: early in the digitalisation process, process optimisation, system construction and data standardisation experts are needed; at the stage of platform integration, cross-departmental project management and data governance specialists are required; and in the era of intelligent ecosystems, strategic planning, human-machine collaboration, algorithmic governance and ecosystem partnership skills are demanded. Depending on the different service objectives and requirements of the partner companies, the university can design various training programs instead of a single standard

form.

Acknowledgments

This work was supported by the following projects: (1) General Project of Hainan Provincial Philosophy and Social Science Planning: Research on the Mechanism and Path of Data Element Allocation Empowering the High-Quality Development of the Free Trade Port (HNSK(YB)25-12); (2) Key Project of Hainan Vocational University of Science and Technology: Construction of a High-Quality Digital Governance Talent Cultivation System to Empower the Free Trade Port in "Seeking Strength through Digitalization" (HKKY2025-ZD-09)

References

- [1] Li Z, Li X Y. Digital strategy renewal and dynamic capability building in enterprises: A longitudinal case study of Shanghai Xujiahui Commercial Co., Ltd. *Foreign Economics & Management*, 2025, 47(7): 101–119.
- [2] Zhu X M, Lin X Y, Wang T D, Miao S J. Data Valorization: Research Reviews and Prospects. *Foreign Economics and Management*, 2023, 45(12):3–17.
- [3] Zhu D Q, Cao D F. The Contemporary Mission of Vocational Education Talent Cultivation in the Context of the Digital Economy. *Journal of South China Normal University (Social Sciences Edition)*, 2023(3):94–105.
- [4] Xie K, Xiao J H, Wang K L, et al. Management of high-quality digital transformation in enterprises: Theoretical frontiers. *Chinese Journal of Management*, 2024, 21(1): 1–9.
- [5] Zhang Y L, Li L L, Ding Z B. AI decision-making in organizational management: A review and prospects. *Foreign Economics & Management*, 2024, 46(10): 18–38.
- [6] Xie K, Xiao J H, Wang K L, et al. Management of High-Quality Digital Transformation in Enterprises: Theoretical Frontiers. *Journal of Management*, 2024, 21(1):1–9. DOI: 10.12451/202410.01096.
- [7] Hu Y C, Hu Y H, Li J. Enterprise Digital Capability: A Review and Outlook. *Foreign Economics and Management*, 2023, 45(12):34–51.
- [8] Li Z, Li X Y. Update of Corporate Digital Strategy and Construction of Dynamic

- Capabilities: A Vertical Case Study Based on Xujiahui Mall Co., Ltd. *Foreign Economics and Management*, 2025, 47(7):101–119.
- [9] Zheng Y S, Xie J P, Dong Q, Han F F. How does digital supply chain strategy collaboration empower manufacturing enterprises to achieve technological innovation breakthroughs? *Foreign Economics and Management*, 2025, 47(12):41–58.
- [10] Elia G, Solazzo G, Lerro A, et al. The digital transformation canvas: A conceptual framework for leading the digital transformation process. *Business Horizons*, 2024, 67(4): 381-398.
- [11] Bankins S, Hu X, Yuan Y. Artificial intelligence, workers, and future of work skills. *Current Opinion in Psychology*, 2024, 58: 101828.
- [12] Krakowski S. Human-AI agency in the age of generative AI. *Information and Organization*, 2025, 35(1): 100560.