

Curriculum Visibility for ASEAN-Oriented E-Commerce Work: A Bounded Comparison of Lazada Job Postings and Guilin University of Technology's Business Administration Programme

Yuliu Wei*

Business School, Guilin University of Technology, Guilin, Guangxi, 541000, China

*Corresponding author: Yuliu Wei, 3035867197@qq.com

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Abstract: This study tests a rapid, public-data method for connecting employer language with curriculum review in applied business education. It compares 14 official Lazada job postings retrieved on 16 July 2026 with 21 major course titles and the programme description published for the Business Administration programme at Guilin University of Technology. A first-pass broad codebook was followed by a narrower sensitivity pass that separated explicit artificial intelligence (AI) from digital and data analytics, and separated strict regional or cross-country coordination from language or cultural requirements. Platform and operations appeared in 14 postings, marketing and consumer insight in 13, digital and data analytics in 12, supply-chain coordination in eight, language or cultural capability in six, explicit AI in three, and strict regional or cross-country coordination in two. Corresponding course-title visibility ranged from zero to four of 21 courses. The largest descriptive differences concerned marketing, platform operations, and digital/data analytics. The earlier broad regional result did not survive the stricter coding, showing why sensitivity analysis is necessary. These values compare different units, job postings and course titles, and therefore indicate visibility differences rather than student skill deficits or teaching quality. A low-disruption implementation matrix shows how existing courses could host ASEAN cases, synthetic platform-data tasks, regulatory comparisons, and cross-course fulfilment projects. The design offers a reproducible curriculum-screening protocol, but its single-platform, single-programme and public-text boundaries require later stakeholder and syllabus validation.

Keywords: Business Education; Curriculum Mapping; E-Commerce; Employability; Job Advertisements; ASEAN; Digital Capability

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1. Introduction

Platform-mediated e-commerce in Asia and the Pacific operates as an interdependent system rather than a stand-alone sales channel. Marketplaces connect payment, fulfilment, seller coordination, customer data, and regulatory adaptation across locations with different infrastructure and institutional conditions (Asian Development Bank, 2023). Research on e-commerce analytics further shows that data-intensive decisions cut across recommendation, demand sensing, marketing, and operational control (Aker & Wamba, 2016; De Mauro et al., 2018). Digital capability therefore includes not only tool use but also

information management, communication, collaboration, creativity, and problem solving (van Laar et al., 2017). For applied business programmes, this combination raises a practical question: which capabilities are visible in employer-authored work descriptions, and where does a public curriculum make related knowledge visible?

Job advertisements offer an accessible record of the language organizations use when they seek labour. Studies of business, marketing, and entry-level work have used vacancy texts to identify the capabilities employers choose to name and the combinations they attach to particular roles (Kovacs & Vamosi Zarándi, 2022; McArthur et al., 2017; McMurray et al., 2016; Messum et al., 2017; Suarta et al., 2018). This evidence is useful because it is employer-authored, time-stamped, and available without surveying firms. Its meaning is nevertheless selective. A posting is written to attract and screen applicants; it does not inventory every task, measure how often a task occurs, or show the standard at which an employee performs it. Vacancy frequency is therefore best treated as textual visibility within a defined corpus.

That selectivity matters because employability is not a single technical attribute. Reviews describe it as a context-dependent combination of knowledge, personal resources, social participation, and the capacity to act across changing work settings (Abelha et al., 2020; Clarke, 2018; Römgens et al., 2020; Tight, 2021; Tomlinson, 2017). Employer-facing research similarly places communication, social skills, teamwork, adaptability, and other transferable capabilities alongside discipline knowledge (Deming, 2017; Finch et al., 2013; Jackson, 2013; Succi & Canovi, 2020). In e-commerce work, these capability families can appear together in one role: data interpretation may support a marketing decision, while that decision also requires coordination with sellers, customers, or country teams. A curriculum review should therefore retain capability boundaries without assuming that the boundaries describe isolated jobs or courses.

Curriculum mapping provides a second source of evidence, but it addresses a different question. Programme-level maps can make intended content transparent and support collective review across courses (Harden, 2001; Plaza et al., 2007; Uchiyama & Radin, 2009). Public course titles and programme descriptions are especially useful for an initial screen because readers can audit them without access to internal documents. They cannot, however, establish the depth, sequence, teaching time, or assessment of a topic. Research on education-market alignment consequently supports linking external demand to curriculum elements while retaining evidence about learning activities and assessment (Carvalho & Almeida, 2022). The relevant construct in this study is explicit curriculum visibility, not curriculum quality or graduate competence.

The unresolved issue is how to connect these two public evidence layers without overstating either one. Employer vocabulary can indicate where a programme team may wish to inspect its curriculum, while course-title vocabulary can indicate where related content is publicly visible. Neither layer demonstrates what students can do. A defensible comparison must therefore retain the wording, denominator, and source boundary of each layer, then treat differences as prompts for syllabus and assessment inspection rather than as proof of educational deficiency (Carvalho & Almeida, 2022; Harden, 2001; Messum et al., 2017; Plaza et al., 2007; Uchiyama & Radin, 2009).

This study applies that bounded logic to official Lazada job postings and the public description of the Business Administration programme at Guilin University of Technology (Guilin University of Technology Business School, n.d.; Lazada, n.d.). The programme is a four-year undergraduate programme oriented toward the China-ASEAN business system and lists 21 major courses. Lazada offers a relevant platform case because its postings connect commercial, operational, and regional language within a single employer corpus. The pairing supports an ASEAN-oriented curriculum screen, but neither the platform nor the programme represents its wider population.

Three questions guide the analysis:

1. Which capability signals appear in the collected Lazada job postings under a narrow, auditable codebook?
2. Which of those capability areas are explicitly visible in the programme's major course titles and official programme narrative?
3. Which descriptive visibility differences remain after broad AI/data and ASEAN/intercultural categories are separated, and how can they inform low-disruption curriculum design hypotheses?

The paper's contribution is methodological and practical rather than population-level. It constructs an auditable employer-text-to-curriculum matrix, preserves the difference between job occurrence and course-title visibility, and shows how

broad AI/data and ASEAN/intercultural codes can inflate a small-corpus result. The sensitivity pass then converts the remaining differences into inspection priorities and assessable curriculum activities. This sequence offers programme teams a reproducible screening procedure while explicitly withholding claims about teaching quality, regional labour demand, or demonstrated student competence.

2. Conceptual Framework

The comparison is organized as a three-level evidence hierarchy. Each level answers a different question and requires a different source: employer text shows what an organization publicly requests, curriculum text shows what a programme publicly names, and assessment evidence shows what students can demonstrate. Movement from one level to the next is not automatic. It requires additional documents and validation, so the framework treats the first two levels as a screening sequence rather than a substitute for direct educational evaluation (Carvalho & Almeida, 2022; Harden, 2001; Plaza et al., 2007; Uchiyama & Radin, 2009).

Labour-market signal refers to a capability explicitly named in an employer-authored posting. Such wording records an employer's selection of requirements for a particular recruitment purpose, at a particular time, and within a particular role template. It can reveal recurring capability language and co-occurrence patterns in the collected corpus. It cannot establish the true workplace prevalence, time allocation, performance standard, or causal importance of those capabilities. Research using vacancy advertisements therefore supports curriculum discussion when textual occurrence is interpreted alongside the multidimensional and context-dependent character of employability (Abelha et al., 2020; Jackson, 2013; Messum et al., 2017; Römogens et al., 2020).

Curriculum visibility refers to capability language explicitly present in an official course title or programme description. A visible label gives students, employers, and reviewers a public signal that a topic belongs within the programme's intended structure. In this study, the quantitative numerator uses course titles only, while the wider programme narrative supplies context. Absence from a title does not prove absence from teaching. Presence in a title likewise does not reveal teaching time, sequence, pedagogical quality, or assessment depth. Curriculum mapping is consequently used as a transparency and review mechanism, not as a direct measure of learning (Carvalho & Almeida, 2022; Harden, 2001; Plaza et al., 2007; Uchiyama & Radin, 2009).

Demonstrated competence is a stronger evidentiary claim. It requires observable student performance linked to intended learning outcomes and judged against an explicit standard. Relevant evidence could include syllabi, aligned assessment tasks, rubrics, student work, or direct evaluation in authentic or simulated settings. A course title alone cannot supply that evidence, and an employer's requested capability cannot show that students possess it. Because the present sources contain neither assessed student work nor direct performance measures, this third level remains outside the study's observed frame (Carvalho & Almeida, 2022; Harden, 2001; Plaza et al., 2007; Uchiyama & Radin, 2009).

The permitted inference chain is therefore employer text to curriculum visibility screen, then syllabus and assessment inspection, and only then competence validation. The first comparison can identify mismatches in public language and help select areas for closer review. The second step asks whether learning outcomes, activities, and assessment tasks actually address those areas. The final step requires evidence that students can perform the capability to an appropriate standard. The shortcut from job-posting frequency to student skill deficit is not supported. This staged logic protects the interpretation from unsupported claims. This boundary is consistent with research that treats employability and curriculum alignment as mapping and validation problems rather than direct deductions from vacancy counts (Abelha et al., 2020; Carvalho & Almeida, 2022; Harden, 2001; Jackson, 2013; Messum et al., 2017; Plaza et al., 2007; Römogens et al., 2020; Uchiyama & Radin, 2009).

3. Materials and Methods

3.1 Research Design

We used a bounded comparative content analysis. The employer case comprises official Lazada Careers records (Lazada, n.d.). The curriculum case comprises the official Business Administration programme page published by the Guilin University of Technology Business School (Guilin University of Technology Business School, n.d.). The design prioritizes source

accessibility, rapid implementation, and auditability. It does not estimate an ASEAN labour-market distribution or evaluate learning outcomes.

3.2 Job-Posting Frame and Retrieval

On 16 July 2026, six location-filtered searches were conducted on Lazada's public careers site for Singapore, Thailand, the Philippines, Malaysia, China, and Korea. The returned counts were Singapore 0, Thailand 1, Philippines 2, Malaysia 10, China 1, and Korea 0.

All 14 returned records had unique job IDs and substantive official descriptions, so all were retained. The China role was retained because its text explicitly concerned local teams in multiple countries, Southeast Asian platform experience, and regional execution. Ten records were internships and four were experienced roles. Manual inspection identified a five-record cluster with substantially similar key-account or category-management wording. These remained separate because they were distinct active postings, but the shared wording is treated as a template-dependence limitation. The complete IDs, titles, locations, and official source links appear in Appendix A.

The six location calls form a convenience frame, not a complete census of Lazada or ASEAN hiring. The country mix reflects posting availability within the retrieval date and location filters rather than country quotas or a balanced comparative design. The retained records and recorded retrieval procedure allow the observed frame to be reconstructed, while the access date warns that live postings may later change.

3.3 Curriculum Source

The official programme page describes Business Administration as a four-year undergraduate programme and lists 21 "major courses" (Guilin University of Technology Business School, n.d.). It does not state on that page whether each listed course is compulsory or elective, and it does not provide detailed syllabi. The programme narrative nevertheless gives useful context: it refers to data-enabled enterprise transformation, digital-platform service innovation, data mining and business intelligence, and a China-ASEAN orientation. These narrative statements were recorded as contextual evidence but were not added to the course-title numerator.

3.4 Two-Pass Coding

The first pass used the broad dimensions reported in the initial draft. A second pass on 17 July 2026 narrowed the two categories most exposed to semantic inflation. It separated explicit AI from digital/data analytics and separated strict regional coordination from language or cultural capability. The same analyst conducted both passes. This is a sensitivity check, not independent inter-rater reliability.

Table 1 Refined codebook and boundary examples

Dimension	Positive indicators	Excluded or insufficient indicators
Explicit AI	"artificial intelligence"; "AI Sense" with "leverage AI"; "AI and machine learning applications"	data, analytics, recommendation, or algorithms without an explicit AI statement
Digital and data analytics	data analysis, analytics, metrics, dashboard, performance figures, SQL, Excel, data-driven decisions, user-behaviour analysis	generic "analysis" without a quantitative/data context; data protection alone
Platform and operations	e-commerce platform, seller/account/category management, campaigns, order or marketplace operations	generic project work with no platform/operations context
Marketing and consumer insight	marketing, customer, consumer, sales, revenue, growth, pricing, assortment	generic stakeholder relations
Supply-chain coordination	logistics, inventory, fulfilment, delivery, supply chain	generic operations without product or order flow
Regional/cross-country coordination	regional teams, country teams, local teams in several countries, explicit cross-country execution	"market" or "cross-functional" alone; job location alone
Intercultural/language capability	named languages, cultural intelligence, multilingual work, localization or translation	country or regional references without language/cultural content
Compliance and risk governance	regulation, policy, legal, compliance, data protection, government affairs	general quality control
Green operations	sustainability, environmental, green, ESG, carbon	logistics alone

General management and communication were retained as a contextual baseline but excluded from the specialized difference table. A job received 1 for a dimension when its official description contained an unambiguous positive indicator in context. For explicit AI, a stand-alone “AI” counted only when attached to an action or stated capability, not when it was part of an ambiguous string. For regional coordination, generic market and cross-functional wording did not count.

Course titles were coded through direct semantic correspondence. Multiple codes per course were allowed. “Management Operations Research,” “Management Statistics,” “Database Principles and Applications,” and “Management Research Methods” were coded for digital/data visibility. “E-commerce” and “Production and Operations Management” were coded for platform/operations visibility; the generic title “Project Management” was not coded for that specialized dimension. “International Trade Theory and Practice” was coded for regional/cross-country visibility, but not for language/cultural capability. No title explicitly named AI, intercultural/language capability, or green operations. The complete course-title matrix is supplied with the manuscript.

3.5 Descriptive Measures

For dimension (j), job-posting occurrence was calculated as:

$$D_j = (n_j / 14) \times 100,$$

where (n_j) is the number of postings coded 1. Course-title visibility was:

$$V_j = (m_j / 21) \times 100,$$

where (m_j) is the number of course titles coded 1. The descriptive difference was:

$$G_j = D_j - V_j.$$

The percentage-point difference ranks textual visibility across unlike units. It is not a standardized effect size and does not estimate learning deficiency.

3.6 Ethics and Reproducibility

The sources are public organizational texts. No applicant names, contact details, or personal records were collected. Each job record retains its official ID, location, binary codes, source URL, and access date. The analysis files include a job matrix, course-title matrix, summary table, and static figure. Because live web pages can change, results should be interpreted as a dated snapshot.

4. Results

4.1 Case Composition

Table 2 Sample composition and evidence boundary

Source	Unit	Count	Composition	Evidence observed
Lazada Careers	Job posting	14	Malaysia 10; Philippines 2; Thailand 1; China 1	Official description text
Guilin University of Technology	Major course title	21	Four-year Business Administration programme	Official course-title list

The job sample was strongly concentrated by country and career stage. Malaysia contributed 10 of the 14 records (71.4%), and all ten internships were Malaysian. The four experienced roles were distributed across Thailand, the Philippines, and China. This composition describes posting availability in the observed frame; it does not support country-level comparison or an estimate of regional hiring demand. Capability counts should therefore be interpreted primarily as within-corpus visibility signals.

4.2 Sensitivity Recoding

The narrow pass materially changed the interpretation of the two broadest categories.

Table 3 Broad first-pass codes and refined sensitivity results

First-pass category	First-pass occurrence	Refined category	Refined occurrence
AI and data analytics	13/14 (92.9%)	Explicit AI	3/14 (21.4%)
AI and data analytics	13/14 (92.9%)	Digital and data analytics	12/14 (85.7%)
ASEAN market and intercultural work	14/14 (100.0%)	Strict regional/cross-country coordination	2/14 (14.3%)
ASEAN market and intercultural work	14/14 (100.0%)	Intercultural/language capability	6/14 (42.9%)

The refined categories overlap and are not components that must sum to the first-pass count. The explicit AI records were the government-affairs internship, which named artificial intelligence as a regulatory domain; the Motors and Others internship, which required “AI Sense” and the ability to “leverage AI”; and the China user-lifecycle role, which named AI and machine-learning applications. The strict regional records were the Thailand category-initiative role, which named regional teams and regional collaboration, and the China user-lifecycle role, which required coordination with local teams in multiple countries.

4.3 Refined Curriculum-Visibility Comparison

Table 4 Job-posting occurrence and course-title visibility under the refined codebook

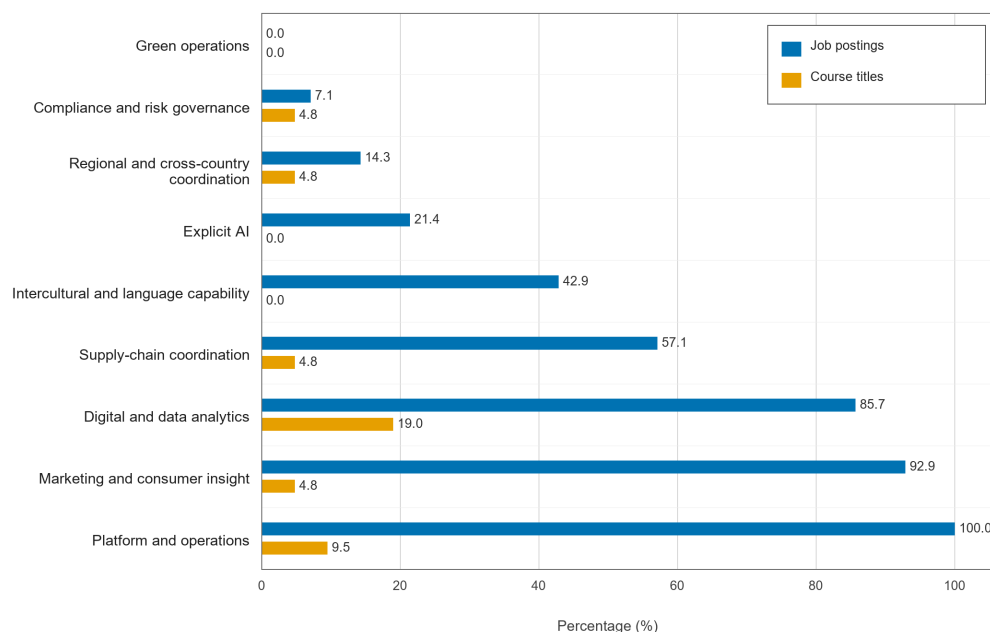
Dimension	Job postings	Course titles	Descriptive difference (pp)
Explicit AI	3/14 (21.4%)	0/21 (0.0%)	+21.4
Digital and data analytics	12/14 (85.7%)	4/21 (19.0%)	+66.7
Platform and operations	14/14 (100.0%)	2/21 (9.5%)	+90.5
Marketing and consumer insight	13/14 (92.9%)	1/21 (4.8%)	+88.1
Supply-chain coordination	8/14 (57.1%)	1/21 (4.8%)	+52.4
Regional/cross-country coordination	2/14 (14.3%)	1/21 (4.8%)	+9.5
Intercultural/language capability	6/14 (42.9%)	0/21 (0.0%)	+42.9
Compliance and risk governance	1/14 (7.1%)	1/21 (4.8%)	+2.4
Green operations	0/14 (0.0%)	0/21 (0.0%)	0.0

The largest refined differences concerned marketing and consumer insight, platform and operations, and digital/data analytics. Supply-chain coordination and language/cultural capability formed a second group. Explicit AI was present but not dominant. Regional/cross-country coordination moved from the largest first-pass result to a small difference after generic market and cross-functional language was excluded.

The course-title result should be read together with the programme narrative. Although no title names AI and only four titles directly signal digital/data methods, the official description explicitly mentions digital platforms, data mining, and business intelligence (Guilin University of Technology Business School, n.d.). The public curriculum is therefore more digitally oriented than title counts alone imply. The remaining visibility issue is whether those aims are linked to assessable e-commerce tasks, which the source page cannot show.

Figure 1 presents the refined percentages. Its paired bars are a visual screening aid only; each pair retains different units and denominators.

Figure 1 Job-posting occurrence and explicit course-title visibility under the refined codebook



Note. Job occurrence uses 14 postings; course-title visibility uses 21 titles. The figure does not measure actual work importance, teaching time, or competence.

4.4 Green-Operations Non-Finding

No job posting or course title used an explicit green, sustainability, ESG, environmental, or carbon term. This zero is not evidence that green capability is unimportant. It may reflect the occupational mix, the wording of active postings, or the embedding of environmental effects in logistics and operations without explicit labels. The result cannot support removing dual-carbon content from the curriculum.

5. Discussion

5.1 What Remained after Stricter Coding

The most stable result is not an ASEAN-wide competence gap. It is a visibility pattern inside this case. Platform operations, marketing decisions, and quantitative data work were repeatedly named in the postings, whereas the course list expressed them through a small number of broad titles. The result suggests where a programme team could inspect syllabi and assessments; it does not show that the topics are absent.

The sensitivity pass prevents two stronger but unsupported conclusions. First, 92.9% broad AI/data occurrence did not mean that 13 jobs required AI. Only three postings explicitly named AI, while 12 contained a narrower operational data or analytics signal. Second, the original 100% ASEAN/intercultural count was largely produced by generic market and cross-functional wording. Only two postings named genuine regional or multi-country coordination, and six named language or cultural requirements. The refined results are less dramatic but more useful because they separate digital practice, AI, geographic coordination, and language capability.

Template dependence also matters. Five active records shared substantial key-account or category-management wording. Repetition may reflect common workflow across roles, a standardized recruitment template, or both. The study therefore treats document frequency as visibility in the collected corpus, not as 14 independent estimates of employer preference.

5.2 Contribution to Curriculum Mapping

The study extends job-advertisement research by connecting every coded employer signal to a separately auditable course-title map and then testing the broadest categories through sensitivity recoding. This produces a compact three-level logic: labour signal, curriculum visibility, and demonstrated competence. Only the first two are observed. The third must be established through aligned learning outcomes, activities, and assessment evidence (Abelha et al., 2020; Carvalho & Almeida, 2022; Harden, 2001; Plaza et al., 2007; Uchiyama & Radin, 2009).

This contribution is intentionally incremental. It offers a reproducible screening protocol for a programme team with limited time and no survey data. It does not replace employer consultation, curriculum committees, or outcome assessment. Its value lies in identifying specific questions for those processes, such as whether students use platform-like data to make marketing decisions or whether language and local-market adaptation are assessed anywhere in the programme.

5.3 Low-Disruption Implementation Hypotheses

The results support design hypotheses that use existing courses. “Low-disruption” means that no new degree or compulsory course is assumed. It does not mean zero cost. Staff preparation, assessment redesign, data preparation, coordination time, and student workload still require review.

Table 5 Implementation matrix for later programme validation

Existing course(s)	Capability focus	Learning activity	Assessment artifact	Resource requirement	Proposed owner/validator
E-commerce + Marketing	Platform operations; market/consumer insight	Compare seller onboarding and campaign choices in two ASEAN markets	1,500-word market-entry and campaign brief	Public platform rules; two localized cases; staff preparation and coordination time to be confirmed	Course leaders; external e-commerce practitioner

Existing course(s)	Capability focus	Learning activity	Assessment artifact	Resource requirement	Proposed owner/validator
Management Statistics + Database Principles and Applications	Digital/data analytics	Analyse a synthetic seller, traffic, conversion, and retention dataset	Dashboard plus 800-word decision memo	Synthetic CSV; spreadsheet or existing BI software; computer lab	Quantitative-methods teachers; programme data steward
International Trade Theory and Practice + Economic Law	Regional coordination; language/cultural and compliance awareness	Compare payment, consumer-protection, data, and localization requirements for two markets	Regulatory and localization comparison sheet	Public regulations; bilingual source support	Trade/law teachers; ASEAN partner or language adviser
Production and Operations Management + Project Management	Supply-chain coordination	Simulate stock, order fulfilment, delivery delay, and service recovery	Team process map and after-action report	Spreadsheet simulation; common scenario; moderation time	Operations teacher; logistics practitioner
Management Research Methods or capstone	Integrated evidence use	Audit a new set of public job postings and map signals to course outcomes	Reproducible portfolio with codebook, data, analysis, and reflection	Public texts; ethics checklist; shared repository	Capstone coordinator; programme committee

For the first row, an assessment rubric can allocate 25% each to evidence quality, local-market reasoning, platform/marketing integration, and feasibility with risk recognition. Students can complete the second and fourth activities with synthetic data, avoiding dependence on proprietary platform access. Before adoption, the programme should confirm staff workload, software availability, accessibility, language support, and overlap with existing assessments.

5.4 Stakeholder Validation Boundary

The modules are proposals derived from document comparison, not evaluated interventions. Teachers must verify curriculum fit and marking workload; students must test clarity, access, and workload; employers must judge occupational authenticity; and ASEAN partner institutions or language specialists should review localization assumptions. A small follow-up workshop or Delphi exercise could validate the matrix without changing the present paper into a large survey study.

5.5 Limitations

Five limitations define the inference boundary. First, one platform and one university programme cannot represent ASEAN e-commerce or Chinese business education. Second, the location calls form a convenience snapshot, and 10 of 14 records are Malaysian internships. Third, several postings share template language, so occurrence rates are not independent employer observations. Fourth, job descriptions and course titles serve different communication purposes and use different analytical units. Fifth, one analyst performed both coding passes; the sensitivity analysis improves semantic transparency but does not provide inter-rater reliability. Full syllabi, learning outcomes, assessments, independent coders, additional platforms, and stakeholder evidence are required before claims about curriculum quality or demonstrated competence. A multi-date or quota-based follow-up sampling strategy could test whether the observed capability pattern persists under a less concentrated country composition. That design would be a future validation strategy, not a retroactive correction to the present dated sample.

6. Conclusion

This bounded comparison found strong public job-posting visibility for platform operations, marketing/consumer work, and digital/data analytics, with lower visibility for explicit AI, strict regional coordination, compliance, and green operations. The programme's public course titles showed fewer direct labels, although its narrative explicitly described digital-platform and business-intelligence aims. The result is therefore a curriculum-visibility diagnostic, not evidence of a student skill deficit.

The strict recoding is central to the conclusion. It reduced an apparent 100% ASEAN/intercultural signal to two regional-

coordination postings and six language/cultural postings, while separating three explicit AI postings from 12 digital/data postings. Programme teams can use the resulting matrix to select areas for syllabus inspection and pilot low-disruption assessment tasks. The absence of green terms remains a non-finding and should not guide content removal. Broader samples and stakeholder validation are necessary before any regional or programme-effectiveness claim.

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Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

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Appendix A. Retained Job Records

The country concentration is an observed property of the dated retrieval frame. Table A1 summarizes that distribution before Table A2 reports the retained records in country groups.

Table A1 Country distribution of retained job records

Country	Records	Share of sample	Interpretive boundary
Malaysia	10	71.4%	Internship-heavy concentration in the observed retrieval frame
Philippines	2	14.3%	Two experienced commercial roles
Thailand	1	7.1%	One experienced regional/category role
China	1	7.1%	One experienced regional operations role

Table A2 Retained job records grouped by country

ID	Official title	Location	Official URL
China (n = 1)			
GP100001655005	User Lifecycle Operations Specialist	China	https://www.lazada.com/en/careers/job-description/GP100001655005
Malaysia (n = 10)			
GP100022915075	Intern-Government Affairs	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022915075

ID	Official title	Location	Official URL
GP100022975039	Internship-Key Account Management - FMCG	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022975039
GP100022975035	Internship-Account Management, Longtail	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022975035
GP100022955043	Internship-General Merchandise	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022955043
GP100022955034	Intern-China Brand	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022955034
GP100022915036	INTERN-FMCG	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022915036
GP100022935030	Intern-EL	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022935030
GP100022935029	Internship, Category Management-Fashion	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022935029
GP100022955025	Lazada Ecommerce Operations Intern	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022955025
GP100022735002	Intern-General Merchandise-Motors & Others	Malaysia	https://www.lazada.com/en/careers/job-description/GP100022735002
Philippines (n = 2)			
GP100023715003	Key Account Manager General Merchandise	Philippines	https://www.lazada.com/en/careers/job-description/GP100023715003
GP100023735005	Category Manager-General Merchandise	Philippines	https://www.lazada.com/en/careers/job-description/GP100023735005
Thailand (n = 1)			
GP100023735006	Category Initiative Lead-Bangkok	Thailand	https://www.lazada.com/en/careers/job-description/GP100023735006

Appendix B. Publicly Listed Major Courses

Management; Accounting; Marketing; Principles of Economics; Organizational Behavior; E-commerce; Technical Economics; Economic Law; Management Operations Research; Financial Management; Project Management; Human Resource Management; Corporate Strategic Management; Financial Statement Analysis; Knowledge Management; Production and Operations Management; Management Statistics; Database Principles and Applications; Innovation Management; Management Research Methods; International Trade Theory and Practice.