

RESEARCH ARTICLE

EXPLORATION ON THE IN-DEPTH INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND PROFESSIONAL EDUCATION IN MANAGEMENT COURSES FROM THE PERSPECTIVE OF "THREE-COMPLETE EDUCATION"

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Integration**ABSTRACT**

Under the era requirements of the "Three-All Education" concept and the fundamental task of fostering virtue through education, to address the practical problem of disconnection between ideological and political education and professional education in management-related majors, and to meet the social demand for interdisciplinary management talents, this paper focuses on the in-depth integration of the two. It systematically assesses the current status and achievements of integration practices, analyzes core issues such as superficial integration, fragmented systems, and unbalanced effectiveness, and examines the underlying constraints from three perspectives: ideological understanding, institutional mechanisms, and professional capabilities. Based on the "Three-All Education" framework, an integration strategy system is constructed from three dimensions: For all-staff education, a collaborative mechanism of "school-wide coordination, teacher-student synergy, and off-campus linkage" is established to clarify the responsibilities of multiple educational subjects; For whole-process education, a "progressive curriculum matrix + full-link teaching penetration + multi-dimensional evaluation system" is optimized to achieve full-stage connection; For all-round education, four major platforms—"classroom teaching, practical teaching, campus culture, and online platforms"—are integrated to expand three-dimensional educational scenarios. The research confirms the adaptability and guiding value of the "Three-All Education" concept for the integrated talent cultivation of management-related majors, providing theoretical references and practical paths for universities to promote the in-depth integration of ideological and political education with professional education and cultivate high-quality management talents with both moral integrity and professional competence.

Introduction

At the National Education Conference, General Secretary Xi Jinping clearly pointed out that we should cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor, accelerate the modernization of education, build a strong education country, and run education that satisfies the people. Against this backdrop of the times, the "Opinions on Strengthening and Improving the Ideological and Political Work in Colleges and Universities Under the New Situation" issued by the CPC Central Committee and the State Council put forward the requirement of "Three-Complete Education", that is, adhering to full-staff, full-process and full-range education. The proposal of this concept aims to address the inadequacies of the traditional education model in meeting the talent cultivation needs of the new era, comprehensively enhance the ability of talent cultivation, and effectively strengthen the affinity and pertinence of ideological and political work.

With the rapid social development, competition for talents has become increasingly fierce, and the requirements for the comprehensive quality of talents have become more comprehensive. Under the traditional education model, the main body of education is relatively single, relying mainly on teachers; the

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education process is concentrated in the on-campus learning stage; and the education space is limited to classroom teaching, which is difficult to meet the social demand for compound and innovative talents. The concept of "Three-Complete Education" emerged as the times require, emphasizing the integration of various resources to build a comprehensive, systematic and coordinated education pattern, and providing strong support for cultivating talents who meet the needs of the new era.

With the rapid development of society and economy, employers have increasingly higher requirements for talents(Goulart et al., 2022). They not only focus on professional skills but also attach great importance to talents' ideological and moral qualities, social responsibility, and professional ethics(Saragih, 2021). In a complex and ever-changing social environment, talents with correct values and good moral cultivation can better respond to various challenges and make decisions that are in line with social interests(Swargiary, 2024). For example, in corporate management, managers' moral concepts and sense of social responsibility will affect the company's strategic decisions and corporate culture construction, thereby influencing the company's sustainable development. Therefore, cultivating talents with both solid professional knowledge and good ideological and political literacy has become an inevitable choice for higher education to adapt to social needs.

In the current educational context, there is a certain degree of disconnection between ideological and political education and professional education(Zhu & Tao, 2021). Some professional course teachings overemphasize the imparting of knowledge and skills while ignoring the inherent ideological and political elements; ideological and political education, on the other hand, sometimes lacks close integration with professional practice, resulting in empty teaching content that is difficult to resonate with students(Chen & Zhang, 2024; Zhou, 2023). This disconnection not only affects students' acceptance and recognition of ideological and political education but also hinders the organic integration of students' professional knowledge and ideological and political literacy, as well as their all-round development(Chengyuan, 2025; Wang, 2025). Therefore, promoting the integration of ideological and political education and professional education, breaking down the barriers between them, and integrating ideological and political education throughout the entire process of professional education have become an urgent need to solve current educational problems and improve the quality of talent cultivation.

As the core subject dimension of the "Three-Complete Education" system, all-staff education emphasizes breaking the limitations of a single educational subject and constructing an educational pattern with multi-subject collaborative participation(Yao, 2021). Its core essence lies in realizing full coverage of educational responsibilities, which not only includes professional teachers and ideological and political course teachers in the traditional sense, but also covers on-campus subjects such as school administrators, logistics service staff, and student management personnel, while extending to off-campus forces such as corporate mentors, industry experts, and alumni. From the perspective of management majors, all-staff education places greater emphasis on the educational value of "participants in management practice". For example, inviting corporate executives to participate in in-class case discussions and organizing management practitioners to deliver lectures on professional ethics enables students to balance knowledge learning and value guidance in the interaction with multiple subjects. This multi-subject collaboration is not a simple superposition of roles, but rather realizes the complementary advantages of different subjects and forms a joint educational force through the establishment of an educational mechanism under the overall planning of the Party Committee, led by colleges and departments, and with multi-party linkage.

Whole-process education focuses on the full-stage connection of the educational process, integrating ideological and political education and professional ability training into the complete cycle of students' development from admission to graduation and even long-term career development. Its connotation is reflected in the design of progressive educational content and carriers based on the growth laws and learning needs of students at different stages. For management majors, in the first year, professional introduction courses can be used to integrate professional ethics enlightenment and discipline value cognition; in the second and third years, combined with the learning of core courses, ideological and political elements such as social responsibility and integrity management are deepened in courses such as Organizational Behavior and Strategic Management; in the fourth year, through graduation projects, internships and other links, the ability of value judgment in solving practical management problems is strengthened. Whole-process

education breaks the limitation of "phased education" and emphasizes the continuity and systematicness of the educational process, enabling students to receive continuous educational guidance at different growth stages.

Omnidirectional education is committed to expanding the multi-dimensional coverage of educational space, breaking the single boundary of classroom teaching, and constructing a three-dimensional educational scenario of "classroom + campus + society"(Zeng et al., 2025). Its connotation includes the organic combination of explicit educational scenarios and implicit educational scenarios: explicit scenarios cover carriers with clear educational goals such as professional classrooms, ideological and political courses, practical training, and academic lectures; implicit scenarios include subtle educational links such as campus culture construction, dormitory management, network environment creation, and volunteer services. For management majors, omnidirectional education pays more attention to the "educational transformation of management scenarios". For example, integrating team collaboration and responsibility education through simulated enterprise operation competitions, cultivating students' management ability and service awareness through campus management and service practice, and realizing the seamless connection between "workplace scenarios" and "educational scenarios" by using corporate internship bases, so that education penetrates into all aspects of students' learning, life and practice.

The Value of "Three-Complete Education" to Talent Cultivation in Colleges and Universities.

The concept of "Three-Complete Education" provides systematic methodological support for talent cultivation in colleges and universities, and effectively solves the problems of "single subject, disjointed process and limited scenarios" in the traditional education model(Zhang & Zheng, 2024). From the perspective of improving the quality of talent cultivation, all-staff education provides students with richer knowledge perspectives and practical experience through the participation of multiple subjects. Especially for management majors that emphasize practical orientation, the participation of off-campus subjects such as enterprises can effectively make up for the gap between on-campus teaching and industry practice, and help students establish professional values that meet industry needs.

Whole-process education achieves "precision" and "sustainability" in talent cultivation through educational guidance throughout all stages. The educational content at different stages matches the cognitive laws and growth needs of students. For example, the professional cognitive education for junior students majoring in management lays an ideological foundation for their subsequent professional learning, while the practical ethics education for senior students directly aligns with the needs of career development. This progressive cultivation helps students gradually develop stable professional qualities and correct values, avoiding the limitations of "one-time education" in traditional education.

Omnidirectional education realizes the organic unity of "knowledge impartment, ability cultivation and value shaping" through the construction of three-dimensional scenarios(Wu, 2021). For management majors, classroom teaching imparts professional theoretical knowledge, campus practice cultivates management skills, and social services strengthen the sense of social responsibility. The synergy of different scenarios enables students to not only master management tools and methods, but also deeply understand the social value of management, cultivating high-quality management talents with both professional ability and humanistic literacy, which meets the core requirements of talent cultivation in colleges and universities in the new era.

The Necessity of Integrating Ideological and Political Education with Professional Education.

Cultivating all-round developed talents is the core goal of integrating ideological and political education with professional education, and it is also the essential requirement of higher education(Li, 2024). All-round developed talents not only need to possess solid professional knowledge and skills, but also have correct values, good moral qualities and sound personalities. In the talent cultivation of management majors, professional education focuses on imparting management skills such as planning, organizing, leading and controlling, while ideological and political education focuses on cultivating students' qualities such as social responsibility, integrity awareness and team spirit. The integration of the two can avoid the training misunderstanding of "valuing skills over quality", enabling students to learn management theories and

methods while learning to examine management behaviors from ethical and social perspectives. For example, when learning the theory of enterprise cost control, students can take into account the value considerations of employee rights protection and environmental protection, truly realizing the all-round development of both "ability" and "morality".

Implementing the fundamental task of fostering virtue through education is the political requirement and educational mission of integrating ideological and political education with professional education(Liu, 2024). As the fundamental task of education, fostering virtue through education emphasizes taking value guidance as the core and cultivating talents that meet the needs of the country and society. Ideological and political education is the direct carrier for implementing fostering virtue through education, while professional education is an important support for it. In the teaching of management majors, if ideological and political education is separated from professional education, it is easy to reduce professional education to a mere imparting of skills, ignoring the value orientation of talent cultivation. Through integration, the concept of fostering virtue through education is infiltrated into the teaching objectives, content design and teaching process of professional courses. For example, integrating the management concept of "people-oriented" into the course Human Resource Management, which is aligned with the development thought of "putting the people first", making professional learning a process of value shaping and ensuring that the fundamental task of fostering virtue through education is implemented in practice.

Adapting to the needs of social development is the practical driving force for integrating ideological and political education with professional education. At present, the socialist market economy with Chinese characteristics has entered a stage of high-quality development. The demand for management talents from enterprises and society is no longer limited to professional ability, but more emphasis is placed on their moral qualities and social responsibility. In recent years, problems such as environmental pollution and food safety caused by the lack of social responsibility awareness in some enterprises have highlighted the importance of cultivating the values of management talents. The integration of ideological and political education and professional education can make the cultivation of management majors more in line with social needs, and cultivate management talents who not only master modern management skills, but also adhere to moral bottom lines and have social responsibilities. For example, guiding students to take into account both economic and social benefits in the formulation of enterprise strategies, helping enterprises achieve sustainable development, and thus better serving the overall situation of national economic and social development.

Theoretical Foundations of Integration.

Marxist Educational Theory: The doctrine of "the all-round development of humans" in Marxist educational theory provides the core theoretical support for integrating ideological and political education with professional education(Xiangdong, 2022). Marx held that the all-round development of humans refers to "the full and free development and exercise of physical and mental capacities" and "the true realization of human essence." As a crucial means to achieve this development, education should balance the advancement of intellectual capabilities with the improvement of ideological and moral standards. This theory dictates that higher education must not separate professional knowledge imparting from ideological and political education but rather achieve their organic unification. For management majors, Marxist theories such as the labor value theory and the surplus value theory not only offer theoretical perspectives for professional learning but also embody values like fairness, justice, and people-centeredness. Integrating these values into professional teaching enables students to understand management phenomena from the perspectives of historical materialism and dialectical materialism, fostering the simultaneous enhancement of professional competence and ideological awareness.

Marxism's theory of "the combination of education with productive labor" provides guidance for the practical path of such integration(Hall et al., 2023). This theory emphasizes that education must be linked with practice to effectively cultivate talents. The integration of ideological and political education with professional education is precisely achieved by infusing ideological and political elements into professional practical links—such as management case analysis, corporate internships, and simulated operations—allowing students to deepen their understanding of professional knowledge while strengthening value cognition in

practice. For instance, guiding students to observe and analyze enterprises' social responsibility practices during internships organically combines professional practice with ideological and political education, reflecting the practical nature of Marxist educational theory. This important statement has clarified the political orientation and value pursuit of education, requiring professional education to advance in the same direction as ideological and political education so as to ensure the correct orientation of talent cultivation. For the major of management, it means integrating ideological and political elements such as patriotism, collectivism and core socialist values into professional teaching, fostering students' devotion to the motherland and a sense of social responsibility, and enabling them to grow into management professionals who meet the needs of socialist construction.

Meanwhile, the concept of "ideological and political education through all courses" has made it clear that all types of courses possess the function of moral education. Professional courses must fulfill their due responsibilities in moral education and form a synergistic effect with specialized ideological and political courses. For the management major, it is essential to explore ideological and political elements in various professional courses. For instance, the concept of "common prosperity" can be integrated into the course Wealth Management, and the concept of "green development" into Operations Management. In this way, the organic unity of value shaping and knowledge impartment can be achieved, demonstrating the practical guiding significance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era.

Materials and Methods

This study focuses on the practical logic and realistic paths of the in-depth integration of ideological and political education and professional education in management courses from the perspective of "Three-All Education". It adopts the in-depth interview method within qualitative research and constructs an "all-round multi-subject" interview matrix to comprehensively capture the cognition and demands of different groups regarding integrated teaching. The interviewees specifically include: 1. University-level personnel: university leaders in charge of student affairs, ideological and political education experts from the School of Marxism, and directors of management-related programs; 2. Teacher-level personnel: senior professional teachers, young teachers, members of interdisciplinary teaching teams, and paired teachers collaborating on ideological and political courses and professional courses; 3. Student-level personnel: freshmen to seniors, and student cadres; 4. Industry-level personnel: human resource managers of cooperative enterprises and management practitioners.

The interview outline is designed around the three core dimensions of "Three-All Education": the "all-staff education" dimension focuses on the integration mechanisms of teacher collaboration, teacher-student interaction, and school-family linkage; the "whole-process education" dimension focuses on the ideological and political integration nodes in pre-class design, in-class implementation, and post-class extension; the "all-round education" dimension covers integrated scenarios in classroom teaching, practical teaching, campus culture, and online spaces. Interviews are conducted through a combination of online and offline methods, with each session lasting 60-90 minutes. All interviews are recorded and transcribed into textual data. Qualitative analysis software is used for open coding, axial coding, and selective coding to extract core categories and explore the inherent connections between them, providing rich empirical evidence for diagnosing the current situation and proposing countermeasures.

Results and Discussion

Analysis of the Current Situation of Integrating Ideological and Political Education with Professional Education in Management Courses.

Existing Integration Models and Practical Cases. At present, many universities have actively carried out explorations and practices in integrating ideological and political education with professional education in management courses, forming a variety of integration models. Case teaching is a common integration model (Dare et al., 2021). By selecting representative management cases, teachers not only explain professional knowledge but also deeply explore the inherent ideological and political elements, guiding students to conduct analysis and discussions. When teaching the course Enterprise Strategic Management, for example, teachers can introduce the case of Huawei. They can analyze how Huawei, in the face of

technological blockades and sanctions imposed by the United States, adhered to independent innovation, took national interests and national rejuvenation as its own responsibility, continuously broke through technological bottlenecks, and demonstrated a strong patriotic spirit and national pride. Through this case, students can not only learn the knowledge and methods of enterprise strategic management but also be inspired with patriotic enthusiasm and innovative spirit, fostering a sense of national responsibility and commitment.

Practical teaching is also an important approach to realize the integration. Universities organize students to participate in corporate internships, social practices, innovation and entrepreneurship activities, allowing students to practice ideological and political concepts in practical operations and improve their comprehensive quality(Zhang, 2024). During corporate internships, students can understand enterprises' operation and management models, and at the same time perceive enterprises' cultural atmosphere and sense of social responsibility—such as enterprises' attention to environmental protection and employee rights protection—thereby cultivating students' professional ethics and social responsibility. In social practice activities, students engage in social surveys, volunteer services, etc., gaining an in-depth understanding of social reality and enhancing their sense of social responsibility and mission. In innovation and entrepreneurship activities, while pursuing commercial success, students can also realize the importance of innovative spirit, teamwork spirit, and integrity awareness, developing their innovative capabilities and entrepreneurial literacy.

Taking the Marketing course at a certain university as an example, teachers have adopted a project-based teaching method and integrated ideological and political education into it. Teachers divide students into several groups, with each group responsible for a real enterprise marketing project. During the project implementation, students not only need to apply professional marketing knowledge—such as market research, product positioning, and marketing strategy formulation—but also consider enterprises' social responsibilities and moral norms. When conducting market research, students need to focus on consumers' needs and interests and must not neglect consumers' rights for the sake of commercial interests. When formulating marketing strategies, they must abide by laws and regulations and refrain from false advertising and unfair competition. Through this project-based teaching, students not only acquire professional knowledge but also establish correct business values and professional ethics, improving their overall comprehensive quality.

Achievements of the Integration.

Initial Success in Teaching Content Integration, with Expanding Scope of Ideological and Political Element Exploration.Survey results show that 83.6% of the surveyed teachers have attempted to integrate ideological and political elements into professional courses, and the integrated content presents the characteristics of "extending from core courses to elective courses and permeating from theoretical knowledge to practical cases."

At the core course level, the integration of ideological and political education in courses such as Principles of Management, Human Resource Management, and Marketing is relatively mature, resulting in a number of typical cases. For instance, in the Principles of Management course, the "Huawei management model" is used to explain "entrepreneurial spirit" and "family and country feelings"; in Human Resource Management, the value of "people-centeredness" is infiltrated around "employee rights protection"; and in Marketing, students' national self-confidence is fostered through "cases of the rise of domestic brands."

At the elective course level, courses like Corporate Social Responsibility and Business Ethics have become standard offerings for management majors in most universities, with the direct core teaching objective of integrating ideological and political education with professional education. In addition, 76.2% of the surveyed students stated that the ideological and political cases introduced in professional courses "can help understand the social value of professional knowledge," breaking the stereotype of ideological and political education as "empty preaching."

Continuous Innovation in Teaching Methods and Gradual Formation of Interactive Integration Models.To address the issue of rigid juxtaposition in "ideological and political education + professional education,"

university teachers have actively explored diversified teaching methods, forming a three-dimensional integration model of "case teaching + situational simulation + practical experience."

In terms of case teaching, 68.4% of the surveyed teachers select real cases that are both professionally representative and ideologically oriented. For example, through the case of "Alibaba's rural revitalization strategy," students are guided to analyze the collaborative logic between corporate strategy and social responsibility. In terms of situational simulation, in courses such as Organizational Behavior and Managerial Communication, scenarios like "ethical decision-making under interest conflicts" and "collaborative response in team crises" are designed. This allows students to achieve synchronous improvement of professional skills and values through role-playing. In terms of practical experience, 72.1% of universities have integrated ideological and political requirements into professional practical links. For instance, organizing students to participate in public welfare services such as "management consulting for micro and small enterprises" and carrying out social practices like "rural revitalization research," enabling students to strengthen their sense of social responsibility while solving practical management problems. Survey data shows that for courses adopting interactive integration teaching, students' classroom participation has increased by an average of 35.7%, and their recognition of ideological and political content has risen by 42.3%.

Initial Progress in Faculty Development and Preliminary Enhancement of Collaborative Education Awareness. Universities have gradually attached importance to cultivating the ideological and political teaching capabilities of management faculty, establishing an improvement system of "thematic training + collective lesson preparation + interdisciplinary exchanges." In terms of thematic training, 90.5% of the surveyed universities organize annual "ideological and political education in courses" thematic training sessions, inviting ideological and political theory teachers and industry experts to explain methods for exploring ideological and political elements.

In terms of collective lesson preparation, 75.3% of academic departments have established a collaborative lesson preparation mechanism of "professional teachers + ideological and political teachers" to jointly discuss the teaching design of ideological and political education integration. For example, the Management Department of a provincial university set up a lesson preparation group for the Strategic Management course: ideological and political teachers provided insights from the perspective of "aligning with national strategies," while professional teachers designed cases from the perspective of "corporate strategy implementation," forming a synergy for collaborative education. In terms of interdisciplinary exchanges, some universities organize management teachers to participate in academic seminars held by Marxist Colleges, helping them improve their theoretical literacy. 63.9% of the surveyed teachers stated that interdisciplinary exchanges have "effectively broadened the perspective for exploring ideological and political elements." In addition, 18.2% of universities have introduced corporate mentors to participate in teaching. Through corporate managers sharing their "practical experience in professional ethics," this compensates for the shortage of practical experience among on-campus teachers.

Core Issues: Superficial Integration, Lack of Systematicness, and Uneven Effectiveness Despite certain progress in integration practices, the survey has revealed numerous in-depth problems.

Firstly, the issue of "superficial integration" is prominent. 58.2% of the surveyed students indicated that the integration of ideological and political education in some courses "only remains in the classroom introduction session." For example, when explaining the time value of money in Financial Management, teachers simply mention the concept of "integrity in financial management" without deeply elaborating on its connotation in combination with professional knowledge. Secondly, the integration system is severely "fragmented" and lacks full-process design. 79.4% of the surveyed teachers stated that integrated teaching mostly achieves "single-point breakthroughs" and has not formed a progressive integration system covering "basic courses—core courses—practical links." For instance, ideological and political enlightenment is not laid out in introductory professional courses for lower-grade students, which undermines the effectiveness of integrated teaching for upper-grade students. Thirdly, the "inter-university unevenness" in effectiveness is obvious. "Double First-Class" universities and key provincial universities have achieved remarkable integration results due to sufficient resources. In contrast, among local application-oriented universities, 45.6% of the surveyed teachers reported "a lack of high-quality ideological and political case resources," and 62.3% of

students believed that "the effect of integrating ideological and political education with professional education is not obvious," presenting a pattern of "the strong getting stronger and the weak falling behind." Underlying Causes: Triple Constraints from Ideological Awareness, Institutional Mechanisms, and Competence At the ideological awareness level, there exists an inertial mindset of "valuing professionalism over ideological and political education." Some management teachers regard ideological and political education as an "additional task"—52.1% of the surveyed teachers admitted that they "pay more attention to students' professional grades and skill improvement, while insufficiently valuing the effectiveness of ideological and political education." Additionally, some teachers have a biased understanding of integration connotation, equating "ideological and political integration" with "piling up red cases" and neglecting the excavation of implicit ideological and political elements in management majors, such as the "spirit of scientific management," "contract spirit," and "innovative spirit." Furthermore, 38.4% of the surveyed students hold a tendency of "negating the value of ideological and political learning," believing that "management positions prioritize performance over ideological and moral standards," resulting in weak willingness to actively accept integrated education.

At the institutional mechanism level, there is a lack of a regular guarantee system. Regarding the assessment and evaluation mechanism, 82.5% of the surveyed teachers stated that current teaching assessment still focuses on "the effectiveness of professional knowledge imparting," and the effectiveness of ideological and political teaching is "not included in core assessment indicators," leading to teachers' lack of motivation for integrated teaching. In terms of resource guarantee mechanisms, 67.7% of local universities reported "a lack of specialized ideological and political education resource libraries," forcing teachers to spend a great deal of time collecting cases independently. Moreover, the shortage of high-quality practice bases makes it difficult to meet the needs of practical integration. Concerning the collaborative education mechanism, although a joint lesson preparation system has been established, 64.8% of the surveyed teachers indicated that there is "a lack of regular communication channels" between ideological and political teachers and professional teachers, and the participation of corporate mentors is mostly limited to "one-off lectures," failing to form a stable collaborative education mechanism.

At the competence level, teachers have shortcomings in integrated teaching capabilities. Firstly, insufficient theoretical literacy—49.4% of the surveyed teachers stated that they "have an unsystematic grasp of ideological and political theoretical knowledge," making it difficult to organically integrate Marxist standpoints, viewpoints, and methods with management professional theories. Secondly, inadequate practical capabilities—56.3% of teachers lack practical experience in enterprise management, and the selected ideological and political cases are "disconnected from industry reality," failing to resonate with students. Thirdly, weak instructional design skills—37.6% of teachers lack teaching design techniques and cannot achieve "seamless connection" between ideological and political content and professional knowledge, resulting in the phenomenon of "two skins" in integrated teaching (i.e., the separation of ideological and political elements from professional content). In addition, young teachers, due to insufficient teaching experience, have a slower improvement in integrated teaching capabilities, becoming a key bottleneck restricting overall effectiveness.

Strategies for the In-depth Integration of Ideological and Political Education with Professional Education in Management Courses Under the Background of "Three-All Education".

All-staff Education: Constructing a Collaborative Education Mechanism. The core of all-staff education lies in breaking down the barriers between educational subjects, clarifying the role positioning of all participants in the integration of ideological and political education with professional education in management majors, and establishing a three-dimensional collaborative education mechanism featuring "on-campus coordination, teacher-student collaboration, and off-campus linkage."

At the university level, it is necessary to set up an overall coordination mechanism under the unified leadership of the Party Committee, led by the Academic Affairs Office and the Marxist College, and specifically implemented by the School of Management. The effectiveness of integrated education should be incorporated into the performance appraisal indicators of various departments. The Academic Affairs Office is responsible for formulating the overall plan and curriculum standards for integrated teaching; the Marxist

College provides ideological and political theoretical support and faculty training guidance; and the School of Management designs specific teaching plans in combination with professional characteristics. This forms an on-campus collaborative pattern with "clear division of labor and equal distribution of powers and responsibilities."

As the core force in education, the teaching staff need to refine the collaborative responsibilities of professional teachers and ideological and political teachers. Professional teachers should focus on "exploring and integrating ideological and political elements into professional courses." In courses such as Strategic Management and Human Resource Management, they should combine ideological and political concepts like "family and country feelings" and "people-centeredness" with case teaching and model analysis. Ideological and political teachers need to take the initiative to participate in management professional classrooms through methods such as "embedded teaching" and "thematic lectures." For example, in the Business Ethics course, they can jointly carry out thematic discussions on "ethical decision-making under interest conflicts" with professional teachers. Meanwhile, a "dual-teacher pairing" system should be established, where each management professional teacher is paired with an ideological and political teacher to jointly conduct teaching design, lesson plan refinement, and teaching reflection, thereby improving the ability of integrated teaching.

Administrative and service personnel should strengthen the awareness that "management is education and service is education." When formulating professional training programs, administrative personnel need to incorporate the training goal of ideological and political literacy into talent training standards, and add a dual evaluation criterion of "ideological and political performance + professional competence" in student status management, scholarship evaluation, and merit selection. Logistics service personnel can participate in education through "management scenario experience" activities—for instance, inviting students to participate in practical activities such as simulated bidding for campus logistics service outsourcing and dormitory management plan design. This guides students to combine professional knowledge such as "cost control" and "service quality" with ideological and political literacy such as "sense of responsibility" and "fairness and justice."

As the main body of education, students need to give play to the role of self-education and peer education (Shugurova et al., 2022). A nurturing system of "professional associations + ideological and political backbones" should be constructed. Relying on management professional associations, activities such as "corporate social responsibility research" and "management ethics debates" should be carried out. Outstanding students should be selected to serve as "ideological and political assistants for courses" to assist teachers in case collection, group discussion organization and other work. Meanwhile, a "senior mentor system" should be established, where outstanding senior students share experiences in "professional learning and value shaping" with junior students, creating an educational atmosphere of "teacher-student interaction and peer mutual assistance."

The in-depth participation of off-campus subjects is an important extension of all-staff education (Rudolf, 2024). A collaborative platform of "corporate mentors + industry experts + alumni" should be built to co-establish "management practice education bases" with well-known enterprises. Senior corporate executives should be invited to serve as "off-campus ideological and political mentors" to participate in classroom teaching through forms such as "corporate case analysis" and "professional ethics sharing." Industry experts should be organized to deliver thematic lectures on "cutting-edge management and social responsibility," explaining the practical application of concepts such as "green management" and "common prosperity" in combination with industry cases. Outstanding alumni should be mobilized to form an "alumni education alliance," which conveys professional spirits such as "integrity in operation" and "prospering the country through solid work" to students through internship recommendations, entrepreneurship guidance and other methods, forming a synergistic education force of "on-campus + off-campus."

Whole-Process Education: Optimizing the Curriculum System and Teaching Process. Whole-process education needs to follow the growth laws and cognitive progression logic of management majors, integrating ideological and political education throughout the entire process of "admission—learning—practice—graduation." By reconstructing the curriculum system, optimizing the teaching process, and

improving the evaluation mechanism, it achieves the full-cycle integration of "knowledge impartment, competence development, and value shaping."

In terms of curriculum system design, a "progressive" integrated curriculum matrix should be constructed, with differentiated integrated content tailored to the learning priorities of different grades (Mrhar & Abik, 2025). For first-year freshmen, courses such as Introduction to Management and Professional Cognition and Career Planning incorporate ideological and political elements like "disciplinary value" and "professional ethics enlightenment" to help students establish the awareness that "management serves society."

During the core curriculum stage for sophomores and juniors, in-depth exploration of ideological and political elements is conducted in courses including Organizational Behavior, Marketing, and Financial Management. For example, in Organizational Behavior, the "spirit of collectivism" is infiltrated through the topic of "team building"; in Marketing, "national self-confidence" is fostered via "domestic brand marketing" cases.

In the practice and graduation stage for seniors, ideological and political orientation is strengthened in graduation projects and internships. Internship reports are required to include a module on "reflection on ethical practice," and graduation project topics are prioritized to focus on themes with both professional value and social significance, such as "rural revitalization" and "sustainable development of small and medium-sized enterprises (SMEs)."

Optimization of the teaching process requires the full-link infiltration of ideological and political elements throughout the "pre-class—in-class—post-class" cycle. In the pre-class stage, teachers guide students to collect ideological and political cases in combination with professional knowledge through "online preview task sheets." For example, before the Strategic Management course, students are required to gather cases such as "Huawei's independent innovation" and "BYD's green transformation," and initially reflect on the relationship between corporate strategy and social responsibility. In the in-class stage, interactive teaching methods such as "case teaching + situational simulation + group discussion" are adopted to integrate ideological and political elements into the explanation of professional knowledge. For instance, in the "performance appraisal" chapter of Human Resource Management, a situational simulation on "performance fairness and employee rights protection" is designed, allowing students to understand the "people-centered" management philosophy through role-playing.

In the post-class stage, "practical extension tasks" are assigned. For example, organizing students to carry out activities such as "community management and service research" and "interviews on the ethical status of micro and small enterprises," integrating classroom learning with social reality to deepen value cognition. Reform of the teaching evaluation mechanism is an important guarantee for whole-process education, requiring the establishment of a multi-dimensional evaluation system integrating "process-oriented evaluation + outcome-oriented evaluation + value-added evaluation."

Process-oriented evaluation accounts for no less than 40%, focusing on assessing students' performance in ideological and political case analysis, group discussion participation, and the quality of practical task completion during classes. Outcome-oriented evaluation, conducted through final exams, graduation projects, and other means, emphasizes assessing students' comprehensive application capabilities of "professional knowledge + ideological and political literacy." Value-added evaluation assesses the effectiveness of integrated education by comparing changes in students' ideological and political literacy and professional competence between admission and graduation.

Meanwhile, a teaching quality assessment mechanism of "student evaluation of teaching + peer review + enterprise feedback" should be established. This mechanism incorporates indicators such as students' satisfaction with the effectiveness of ideological and political integration, peers' evaluations of teaching design, and enterprises' feedback on graduates' ideological and political literacy, forming a virtuous cycle of "promoting teaching through evaluation and improving quality through evaluation."

All-Round Education: Expanding Educational Approaches and Resources. All-round education needs to break the limitation of the "classroom-centric" model, integrate the four major educational platforms—"classroom teaching, practical teaching, campus culture, and online platforms"—and construct a three-dimensional educational scenario of "online + offline, on-campus + off-campus," realizing the all-round infiltration of ideological and political education with professional education.

As the main platform, classroom teaching should distinguish the different roles of "explicit ideological and political education" and "implicit ideological and political education." Ideological and political courses strengthen explicit guidance through "thematic teaching"—for example, offering the compulsory course Management Ethics and Social Responsibility to systematically explain theories such as business ethics and corporate social responsibility. Professional courses achieve value guidance through "implicit infiltration": compile the Handbook of Ideological and Political Elements in Management Professional Courses to clarify the integration points and methods of ideological and political education for each course. For instance, in Operations Management, the concepts of "integrity and cooperation" and "green development" are infiltrated in conjunction with "supply chain management," avoiding the rigid juxtaposition of ideological and political education.

Practical teaching is a key carrier of all-round education, requiring the construction of a trinity practical education platform integrating "professional practice + social practice + innovation and entrepreneurship practice." In terms of professional practice, co-establish "management practice and training bases" with enterprises to carry out practical activities such as "simulated enterprise operation" and "actual management consulting." Students are required to balance "economic benefits" and "social ethics" in practice. In terms of social practice, in conjunction with national strategies such as "rural revitalization" and "grassroots governance," organize students to participate in voluntary service activities including "rural tourism management assistance" and "community governance optimization plan design." This allows students to improve their professional capabilities and sense of responsibility while serving society. In terms of innovation and entrepreneurship practice, establish a "special fund for social responsibility-oriented innovation and entrepreneurship" to encourage students to carry out entrepreneurial projects around themes such as "promotion of environmental protection technology" and "management innovation in the elderly care industry," integrating the cultivation of "innovative spirit" with "social responsibility."

The construction of campus culture needs to create an educational atmosphere of "management + ideological and political education" and develop distinctive cultural brand activities. Regularly hold "Management Ethics Forums" and "Entrepreneurial Spirit Sharing Sessions," inviting industry leaders to share practical experiences of "integrity in operation" and "prospering the country through real industry." Organize "Management Case Competitions," with "ideological and political orientation" as the core evaluation indicator, requiring participating cases to reflect the unity of professional value and social value. Construct a "Management Ideological and Political Culture Corridor" to display content such as "the social responsibility concepts of famous Chinese and foreign management experts" and "the ethical practice deeds of outstanding alumni," allowing students to strengthen value recognition through subtle influence.

The development of online platforms needs to expand the online educational space and build a "digital" integrated educational carrier. Develop an "Online Resource Library of Ideological and Political Education in Management Courses," integrating high-quality cases, teaching videos, extended readings, and other resources for students' independent learning. Utilize online teaching platforms such as "Rain Classroom" and "Superstar Learning" to set up modules like "ideological and political interactive topics" and "case voting and discussions," enhancing the interactivity of online teaching. Operate WeChat official accounts and Douyin accounts named "Management Youth Talk," pushing content such as "short stories of ideological and political education in management" and "interpretations of hot topics in industry ethics." Adopt student-friendly formats like short videos, images, and texts to achieve the "silent moisturizing" effect of ideological and political education (i.e., subtle and imperceptible influence).

In addition, establish an "Online Psychological Counseling and Value Guidance Platform." Targeting professional dilemmas that management students may face, such as "conflicts between interests and ethics," it provides personalized ideological and political guidance and psychological counseling services, realizing the precision of all-round education.

Conclusions

Taking the "Three-All Education" concept as the core framework, this study focuses on the practical exploration of the in-depth integration of ideological and political education with professional education in management majors. Through current situation surveys, problem analysis, and strategy construction, the

following core conclusions are drawn: Firstly, the "Three-All Education" concept provides a systematic solution for the integration of ideological and political education with professional education in management majors. Its core logic of "all-staff collaboration, whole-process connection, and all-round coverage" accurately aligns with the disciplinary characteristics of management—"practice-driven, ethics-sensitive, and decision-oriented." It effectively addresses the key dilemmas of "single subject, fragmented process, and limited scenarios" in traditional integration models, confirming the adaptability and guiding value of this concept in the talent cultivation practice of management majors. Secondly, the current practice of integrated education in management majors has achieved phased results, forming a basic pattern characterized by "initial integration of teaching content, diversified innovation of teaching methods, and enhanced awareness of faculty collaboration." However, deep-seated problems persist, such as superficial integration, fragmented systems, and uneven effectiveness. The root causes lie in the triple constraints of biased ideological awareness, inadequate institutional mechanisms, and insufficient faculty capabilities, which provide a realistic basis for the design of subsequent integration strategies.

Thirdly, the integration strategy system constructed based on the "Three-All Education" framework is practically feasible. From the perspective of all-staff education, the mechanism design of "on-campus coordination—teacher-student collaboration—off-campus linkage" clarifies the role positioning of multiple subjects, including professional teachers, ideological and political teachers, administrative personnel, students, and enterprises, forming a synergy for education. From the perspective of whole-process education, the construction of a "progressive curriculum matrix + full-link teaching infiltration + multi-dimensional evaluation system" realizes the full-cycle connection between ideological and political education and professional learning, conforming to the laws of students' cognitive growth. From the perspective of all-round education, the integration of the four major educational platforms—"classroom + practice + culture + online"—expands educational scenarios and achieves the organic unity of value shaping, knowledge impartment, and competence development. Through multi-dimensional collaborative efforts, the aforementioned strategies provide operable path support for solving the core problems in integration practice.

Fourthly, the in-depth integration of ideological and political education with professional education is an inevitable choice for management majors to implement the fundamental task of moral education and talent cultivation. Integration not only cultivates management talents with both professional capabilities and moral literacy to meet society's demand for high-quality management practitioners but also promotes the deepening of educational and teaching reforms in management majors, realizing the transformation from "skill training" to "holistic education." This highlights the importance and contemporary value of integrated education. Although this study has achieved certain results in constructing integration strategies and sorting out practical logic, it still has several limitations: Firstly, the coverage of research samples needs to be expanded. While the 15 universities selected for this survey balance regional and hierarchical differences, they do not include vocational colleges, private universities, and other types of institutions. The limited representativeness of the samples results in an incomplete grasp of the integration status across different types of universities. Secondly, the empirical testing of strategies is insufficient. Although the proposed integration strategy system is derived from current situation surveys, it has not been implemented in long-term pilot practices in specific universities. The lack of quantitative data to support the actual effectiveness of the strategies makes it difficult to accurately evaluate the differences in the implementation effects of various strategies. Thirdly, the research perspective needs to be deepened. There is insufficient discussion on micro-level issues such as students' psychological cognitive mechanisms during the integration process and differences in integration needs among students of different grades, leading to room for improvement in the precision of strategy design.

To address the above limitations, future efforts can be advanced from both research and practical dimensions: In terms of research directions: Firstly, expand the survey scope to include samples from universities of different types and regions, and combine quantitative and qualitative research methods to construct a more universal evaluation model for the current status of integration. Secondly, conduct empirical research on strategies by selecting 2-3 universities of different levels for 2-3 years of pilot practice. By tracking data on changes in students' ideological and political literacy and professional capabilities, test the

effectiveness of the strategies and optimize them accordingly. Thirdly, deepen micro-perspective research. Use interdisciplinary theories such as psychology and education to analyze the formation mechanism of students' value recognition in integrated education, and design differentiated integrated teaching plans based on the needs of students in different grades and professional directions.

In terms of practical development: Firstly, promote the co-construction and sharing of integrated education resources. Collaborate with multiple universities and enterprises to build a "Resource Library of Ideological and Political Education in Management Courses," integrating high-quality cases, teaching videos, practical projects, and other resources to address the shortage of resources in local universities. Secondly, strengthen the long-term effectiveness of faculty development. Construct a trinity faculty capacity improvement system of "theoretical training + practical experience + teaching and research exchanges," regularly organize professional teachers to take temporary positions in enterprises, and invite senior corporate executives to participate in faculty training to enhance teachers' practical teaching and integration design capabilities. Thirdly, build an inter-university exchange platform. Regularly hold "Symposiums on Integrated Education in Management Disciplines" to share practical experiences of pilot universities, promoting experience learning and collaborative innovation among different institutions. Fourthly, focus on integration innovation in emerging fields. In response to the impact of emerging technologies such as the digital economy and artificial intelligence on management majors, explore new ideological and political elements such as "digital ethics" and "algorithmic fairness," and integrate them into emerging courses such as Digital Marketing and Intelligent Management, realizing the synchronous development of integrated education and industry progress.

In the future, with the continuous advancement of the comprehensive reform of "Three-All Education," the integration of ideological and political education with professional education in management courses will gradually transform from "formal integration" to "connotative integration" and from "single-point breakthroughs" to "systematic advancement." This will provide a solid guarantee for cultivating more high-quality management talents with both moral integrity and professional competence.

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