

The Integration of Competence Model in B2B for Sports Industry

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ABSTRACT

This study provides an adopting of business-to-business (B2B) competence model in learning domain for sports industry. Competence provides high quality performance through the tool and helps athletes practice flexible and systematic during training. Competence in B2B has a better option of incomes and profits as an outcome of efficient and effective processes of B2B in a sports industry. Yet ambiguities in the research, including significant uncertainties needed to define the formal associates of competence and B2B. The environment is covered adequately by the cognitive and affective domains. However, in the training situation, the competence is vital. But such work has gone far beyond B2B competence in the context of sportss industry. Cognitive, affective, and psychomotor domains in the literature as being key to B2B in the sports industry, but they also are essential to B2B competence. 56 respondents consisted of all levels of expertise archers. The study completed the pilot study in order to achieve the reliability of the instrument. The proposed model adopts from competence model by and defines the potential and effectiveness usage in a B2B competence for the sports industry. The general conclusion is that the competence domain could be transferable to the business context, as well as considerable amount to learn from excellence in B2B competence.

Key Words: B2B competence, competence, sports industry

INTRODUCTION

For sports industry, B2B can include a multitude of functions including management of inventory, channels, and sales, as well as service and maintenance operations. The potential size of B2B e-commerce in the economy is immense, though somewhat difficult to pin down (Lucking-reiley & Spulber, 2000). Reasons for adoption of B2B e-Commerce vary considerably between businesses of different sizes, between industry focuses, between geographic location, and between product and service line focuses.

The B2B is the tool requirements in business industry successful. Competence provides high quality performance through the tool and helps a learner; trainer,

student and athletes practice flexible and systematic during training. Cognitive, affective, and competence domains in the literature as being necessary to the performance in training, but they also are essential to business training (Graham Jones, 2010). B2B competence generally includes practices, as well as motor skill practices, for sustaining and representing efficient shifts.

Too much research has focused on business in the cognitive and affective issues (Graham Jones, 2010), but only slightly research focused on competence. Current issues of in B2B such as control on face-to-face communication (Ejiwale, 2005) and trust (Avolio, Walumbwa, & Weber, 2009). However, competence in B2B ignored as the business issues accurately, while literature on B2B sports is not as voluminous (Graham Jones, 2010). Competence in a B2B displayed by the adopted of competence model in a B2B to train the effective businesses as lifeblood of the sports industry in B2B.

The study will examine the effectiveness and the potential of B2B competence model for helping to simplify the apparent complexity of training. The design of competence model in B2B supports the achievement of businesses skills which forms a solid foundation for succes.

BACKGROUND OF STUDY

The concept of the new economy has changed over years. In its original form, it referred to the economy without business cycles or inflations. It evolved during the dot.com era into an industry that produced computers and other related products and services, and an industry of accelerated rate of productivity and growth. After the crash of many Internet-based companies, the definition has been modified to reflect the influx of e-business and e-commerce throughout all industries (Schwarz, Hunter, & LaFleur, 2012). The new economy as related to the sports industry is continuing to grow at a fast pace. Research from the sports psychology literature suggests that coaching is an essential B2B competency because it also has been found to have significant effects on performers' attitudes (Smith & Smoll, 1997). A rigor literature leads to the findings of learning outcomes model that are relevant to this study. All the 6 identified B2B competence, these categories namely; sports pedagogy, teaching and learning, sports training and coaching, e-commerce, B2B competence and sports competence.

RELATED WORKS

Effective B2B use competence as a language for organizational because it is about energizing people towards a goal. B2B competence contributes to B2B businesses for industry-wide method due to the B2B activity through the internet-based technologies and those organization's industry involved with Electronic Data Interchange (EDI) implementation, e-marketplaces and vertical vortal. The B2B competence including knowledge and skills alongside the behavioral in the technology business use. Current research focused on the B2B in cognitive, affective and interpersonal qualities of leaders (Bolden, 2006), but the competence

model does not offer many explanations for why and how these critical skills affect entrepreneur. Recently, issues of B2B for sports industry involve;

- The businesses ability to “listen” includes collaboration, trust, foresight, and the ethical use of power and empowerment (Bolden, Gosling, Marturano, & Dennison, 2003).

However, the design of competence model in B2B for the sports industry habitually fully controlled by business technology models rather than learning competence model. Competence model adopts in B2B due to industry urgently needs dual thinker. Besides, training needs for technical and business skills in B2B e-commerce. Thus, this paper proposes the design of competence model in B2B entrepreneur for;

- Train the B2B businesses in their performance through personal training approach
- To examine the effectiveness and potential of B2B by competence model.
- Help businesses to perform a role in the organization and help the business meet its strategic objectives efficiently.

LIMITATIONS OF CURRENT STUDY

There is a huge literature on entrepreneur in occupational psychology and organizational behavior. While the literature on entrepreneur in sports is not as voluminous, its value is equally as evident at the applied level. Whether it is the entrepreneur displayed by the top level or the entrepreneur behaviors adopted by empowered individuals, effective entrepreneur is the lifeblood of both sports and business organizations (Graham Jones, 2010).

Leaders direct their energies and the energies of their followers to the performance of something together. For instance, baseball coaches working with their players to win a championship, to win their conference, to have a winning (more than 0.500) season or to have a better won-lost percentage than the previous season. So, entrepreneur happens and affects, in contexts where people are moving in the direction of the goal (Gareth Jones, 2007).

Most frameworks go beyond simple definitions of behaviours, also consider some of the cognitive and affective of leaders, however, although the role of followers may be recognised it is usually in a somewhat naive, unidirectional manner. It is remarkable how few of the frameworks (Hyde & Paterson, 2001) or none refer to the leader’s ability to doing or action.

Overall, the performance self-concept has the potential to provide insight into the sports e-commerce challenges issue of how important one’s identity is and how entrepreneur can improve its salient though its use within the B2B entrepreneur literature has been somewhat limited so far (Avolio et al., 2009).

B2B entrepreneur content a potential to drive e-commerce business efficiently yet fewer than half of the frameworks cited refers directly to the leaders’ competence to respond and adapt their style to different circumstances.

PROPOSED FRAMEWORK

Figure 1 shows the proposed framework model for evaluating the potential and the effectiveness of B2B competence model. Competence extends beyond sports and business leaders. The principles of elite performance in sports are easily transferable to the e-commerce setting and implement in the B2B entrepreneurs (Graham Jones, 2010).

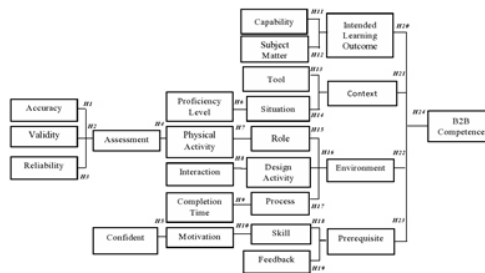


Fig. 1.Theoretical Framework

A competency model supports storing, organizing and sharing of achieved, current, and intended performance data relating to all aspects of business and training in a persistent and standard way, so as to ensure that leaders can find learning activities that provide and improve their acquired competencies. This supports personalization for individuals through adaptive assessment (Sitthisak, Gilbert, & Davis, 2007).

The ability of solving problems can be evaluated from their achieved competencies in each course. In a general sense, competency is a particular statement of personal ability, skill, knowledge and other features that allow successful performance by completing a task efficiently (Sitthisak et al., 2007). We strongly believe that these two concepts have a similarity in term of potential and effectiveness performance. These measures are hypothesize to find a connection key B2B in competence model. Note that both measures are should be the shared responsibility of businesses. These partners are still exploring how to perform their roles and duties in practice (Sitthisak et al., 2007).

PILOT STUDY

Adopting from the literature, 212 questions were developed, featuring 19 independent variables and a pilot study involving all level of expert archers was carried out using Cronbach Alpha to test the reliability of the said instruments. The study undertook a pilot study with respondents consisted of all levels of expertise archers. The study completed the pilot study in order to achieve the reliability of the instrument. To assess the reliability of the variables, Cronbach's alpha is

used. Table 1 shows the overall results of this reliability test.

RESULT

Table 1 shows the Cronbach Alpha result of all items tested. And the overall value used is .985 (Pallant, 2010). This result suggested that there were 7 dimensions to be rejected in this test as they showed values less than .7.

Table 1. Reliability Test

Factor	Dimension	Items	Cronbach's AlphaValue	Status
1	IOL	18	.735	Accepted
2	Situation	15	.795	Accepted
3	Tool	15	.925	Accepted
4	Proficiency Level	15	.832	Accepted
5	Completion Time	15	.865	Accepted
6	Interaction	15	.903	Accepted
7	Motivation	15	.940	Accepted
8	Feedback	15	.927	Accepted
9	Capability	15	.919	Accepted
10	Physical	8	.915	Accepted
11	Confident	8	.887	Accepted
12	Accuracy	6	.576	Rejected
13	Reliability	7	.469	Rejected
14	Validity	8	.636	Rejected
15	Environment	6	.418	Rejected
16	Design	8	.687	Rejected
17	Process	8	.700	Accepted
18	Skill	4	.699	Rejected
19	Role	4	-.078	Rejected

Corrected item- total correlation analysis performed as the proposed items were related to the study. This was needed to refine the dimensions needed for the next experiment. The pivotal result of this test summarized in Table 2. Result from the second analysis corroborates the value of the said 7 items and therefore they accepted, not rejected for the study. 82 dimensions deleted from the first 212 entirety leaving only 130 dimensions that positively correlated in the study.

Table 2. Corrected Item

Factor	Dimension	Cronbach's AlphaValue	Item-Deleted	Status
1	IOL	.863	8	Accepted
2	Situation	.912	8	Accepted
3	Tool	.925	4	Accepted
4	Proficiency Level	.832	8	Accepted
5	Completion Time	.865	6	Accepted
6	Interaction	.903	4	Accepted
7	Motivation	.940	1	Accepted
8	Feedback	.927	3	Accepted
9	Capability	.919	1	Accepted
10	Physical	.915	3	Accepted
11	Confident	.887	No Item Deleted	Accepted
12	Accuracy	.862	3	Accepted
13	Reliability	.857	5	Accepted
14	Validity	1.000	5	Accepted
15	Environment	.889	4	Accepted
16	Design	1.000	6	Accepted
17	Process	.818	5	Accepted
18	Skill	.700	No Item Deleted	Accepted
19	Role	.706	2	Accepted

Table II shows that 7 dimensions acceptable when Corrected-item total correlation used. 82 of the items deleted to produce 130 items of 212 items total. From it, we can observe how well the items in a group are indeed correct after unwanted item deleted. There are 7 dimensions used to measure aspects of accuracy, reliability, validity, environment, design, interaction, and role. From reliability testing inspection to ensure that each item was measuring the same features that have made. Next, scale to measure aspects accessibility have shown there is no internal consistency based on Cronbach's alpha coefficient was .576 (accuracy), .469 (reliability), .636 (validity), .418 (environment), .687 (design), .699 (skill) and -.078 (role). So, the 197 items that have a coefficient alpha Cronbach with values above .07 removed to provide a Cronbach Alpha coefficients for better. As a result, the Cronbach alpha coefficient increased to .7 and above. Table 2 shows the value of Alpha for each item in the dimensions.

While There were 12 dimension used to measure aspects of ILO, situation, tool,

proficiency level, completion time, interaction, feedback, capability, physical activity, confident and process. From reliability testing inspection to ensure that each item was measuring the same characteristics that have made. Next, scale to measure aspects accessibility found that there is a good internal consistency with Cronbach's alpha coefficient was .735 (ILO), .795 (situation), .925 (tool), .832 (proficiency level), .865 (completion time), .940 (interaction), .927 (feedback), .919 (capability), .915 (physical activity), .887 (confident) and .700 (process). Table 2 shows the value of Alpha for each item in the dimension.

DISCUSSION

Highly recommended that the competence in the motor skill domain is used preliminarily to measure competence learning outcomes relating to motor skills. With overall score above .7, the study strongly views the following 19 competencies as significantly relevant to athletes concerning learning outcomes. Moreover, each model with a mean score above .7 could be regarded as being of considerably more influence by participants; 19 competencies accepted from the list. The list acceptable (1) Intended learning outcome, (2) situation, (3) tool, (4) proficiency level, (5) completion time, (6) motivation, (7) feedback, (8) capability, (9) physical, (10) confident, (11) accuracy, (12) reliability, (13) validity, (14) environment, (15) design, (16) process, (17) skill, (18) interaction, (19) and role.

The study affirms that the selected 19 variables are useful to measure competence in competence model. Results attest as such since the items were proven to account for 77.8% reliable as well as good fit to the data. This brought to our attention that the act of developing a learning outcome model is indispensable. Having selected all the relevant categories from the results, a refined model of competence in the motor skill domain is presented in Figure 2.

EXPECTED CONTRIBUTION

The output result of this paper is a conceptual model identifying the relevant dimensions that require empirical research to validate the proposed model. This would help B2B entrepreneur assess their e-commerce activity by focusing on the dimensions of success for their e-commerce in the setting for the sports industry as identified in this study. The study will provide the B2B competence adopted by competence model. The purpose is to treat leader's skill as a contextualized area of ability.

We claim that the possibilities that technology will give future sports business are vastly underestimated and throw the sports business into the world of technology which requires a healthy global sports industry. Leaders in the sports business will be looking for new perspectives and new ideas that will help them to enhance sports in the business.

CONCLUSION

Sports industry may be global but human experience is local (van Bruggen, 2005) B2B entrepreneur need one another, and irrespective of learning and

business technological developments that will encourage independent sports and entrepreneur experiences which can nourish relationships, develop companionship and explore a sense of community. Overall, competence in a B2B is emerging as a potentially valuable form of the sports industry, yet one that is only in its infancy in terms either of having a clear conception of what it is trying to sell as a product, or in terms of being able to define what the parameters of best practice are for the industry. Also modifying entrepreneur skills and understanding their roles to facilitate the successful implementation of B2B in their venture. The competence model in this study should be adopted to create an instrument that measures the competence of B2B potential leaders in the context of the sports industry. Empirical research will be needed to verify the proposed framework. Such a study will support or disprove claims of other related studies. So, this will be both a theoretical and practical contribution to the B2B entrepreneur when implemented in the sports industry. The reliability and validity of the tool will be established. The use of the tool will be further test using factor analysis to examine the dimensionality of B2B entrepreneur as a concept.

ACKNOWLEDGMENT

The authors would like to thank Universiti Sains Malaysia and Ministry of Higher Education, Malaysia for funding this research under the “Fundamental Research Grant Scheme.”

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