Global Business and Management Research: An International Journal
Vol. 7, No. 2 (2015)

The Design of a Competence Model for B2B Leadership in the Context of the Sports Industry

***Yulita Hanum P Iskandar**
Universiti Sains Malaysia

Noornasirah Nasri
Universiti Sains Malaysia

*Graduate School of Business, Universiti Sains Malaysia,
Penang, Malaysia
Email: yulita@usm.my

Abstract
This study provided an adoption of a competence model in Business-to-Business (B2B) leadership via learning domain. Competence provides high quality performance through the tool and helps athletes practice flexible and systematic during training. The adoption of competence to B2B leadership can be drawn between the two domains. Competence in B2B leadership 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 relationships between competence and B2B leadership. However, in the training situation, the competence is vital. Cognitive, affective, and competence domains in the literature as being key to leadership in the sports industry, but they also are essential to B2B e-commerce. 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 leadership 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.

Keywords: B2B leadership, 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.

In the global B2B environment, success is driven by the talent, vision and leadership capabilities of senior executives. B2B should be from a good leader to drive the organization. Leadership is not only reserved for a few personal charismatic. It is ordinary people who bring out the best from themselves and others. Leading is about the performance of a person who teaches and it is imparting knowledge and skills. Hence, the B2B leadership is the 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 . B2B leadership generally includes leadership practices, as well as motor skill practices, for sustaining and representing efficient shifts.

Too Much research has focused on leadership in the cognitive and affective issues (Pickernell et al., 2013), but only slightly research focused on leadership in. Current issues of leadership in B2B such as control on the relationship between leadership behavior and group effectiveness (Dionne et al, 2004), face-to-face communication (Ejiwale, 2005) and trust (Avolio, Walumbwa, & Weber, 2009). However, competence in B2B leadership ignored as the business issues accurately, while literature on leadership in sports is not as voluminous. Competence in a B2B leadership displayed by the adopted of competence model in a B2B leadership to train the effective leadership as lifeblood of the sports industry in B2B.

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

BACKGROUND OF THE 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, E. C., Hunter, J. D., & 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 leadership competency because it also has been found to have significant effects on performers' attitudes (Smith & Smoll, 1997).

A rigour literature leads to the findings of learning outcomes model that are relevant to this study. All the 6 identified competence are illustrated in Figure 2, these categories namely; sports pedagogy, teaching and learning, sports training and coaching, e-learning, computer-based learning and sports competence.

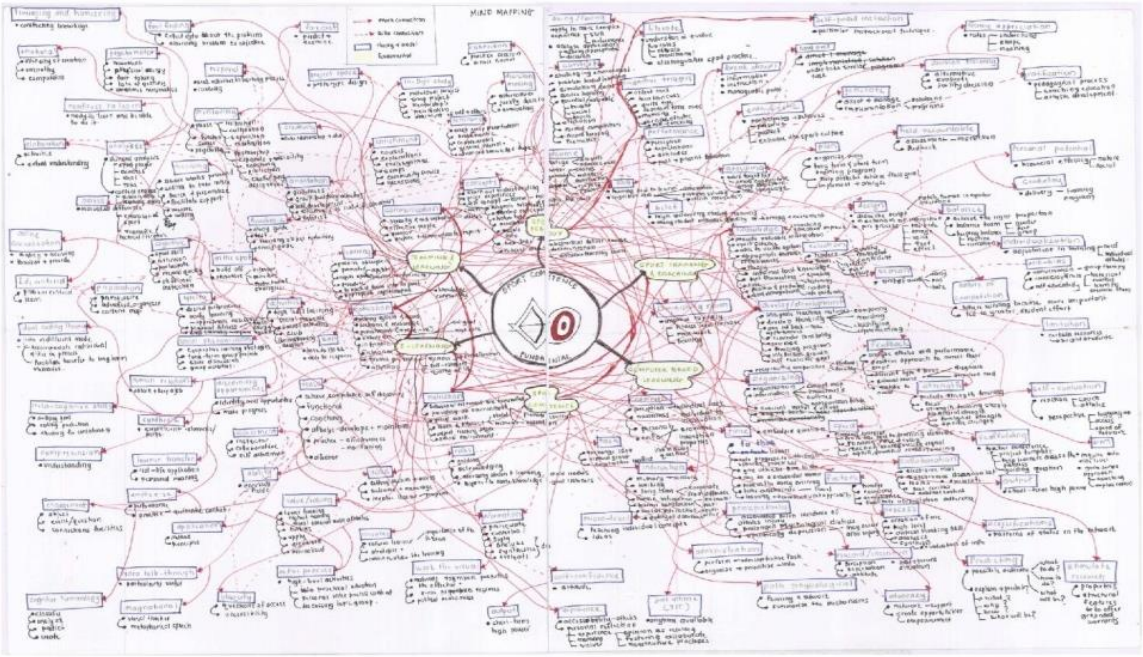

Figure 1: Proposed Model of Learning Outcomes

Sports Pedagogy is about the creation of athlete's learning outcomes, literacy and enthusiasm. Teaching and learning, on the other hand, provides guidance, service and substance in the progress as well as dissemination of the research-based teaching and learning resources. Meanwhile, sports training and coaching concerns improving technique, performance and expertise in a particular area. While E-learning comprises all forms of electronically supported learning and teaching or pedagogy, sports competence refers to skills that athletes could understand and appreciate until the end of the program.
Considering their reliability and frequency, 19 variables that best suit learning outcome components in the motor skill domain were selected. And these variables are as follows; Intended learning outcome is the evidence learner understand, know and be able to do until the end, situation of each step during training, tool such as equipment or machine as well as a physical object that can be used to achieve a goal (Krathwohl, 2010) proficiency level is that portion of the current situation, physical the body activity (Wang, Chatzisarantis, Spray, & Biddle, 2002); completion time is the period of task performs, motivation refers to the desire to do something, feedback reaction to the performance (Koohang, Riley, Smith, & Schreurs, 2009) capability to do something well (Wills, Gilbert, & Recio, 2007), confident is that feeling be able to perform the task (van Bruggen, 2005), accuracy as an ability to assess the result to the actual value, reliability ability of a system to achieve and maintain its functions, validity such as a condition to being acceptable (Li & Participants, 2012), environment refers to requirements of the activity surrounding (Le Deist & Winterton, 2005), the design of the plan or program, process to bringing about result, skill to make something, interaction with the system or coaches (Wang et al., 2002), and the role to delegate the working conditions (Li & Participants, 2012). Therefore, to ensure internal consistency between items for each dimension remained, the reliability analysis was done. This is to ensure that the answers given by each respondent (individual) are the same.

RELATED WORKS

Effective leadership use competence as a language for organizational because it is about energizing people towards a goal. Leadership is crucial in implementing decisions successfully. Without the leadership, organizations move too slowly, faster, and lose their way. A leader must have a vision of the future for the organization and its members.

B2B leadership contributes to leadership 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 leadership competency including knowledge and skills alongside the behavioural in the technology business use. Current research focused on the leadership 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 leadership. Recently, issues of B2B leadership in competence for sports industry involve;

- the leader's ability to "listen" includes collaboration, trust, foresight, and the ethical use of power and empowerment. (Bolden, R., Gosling, J., Marturano, A. and Dennison, 2003)
- Trust as the necessary elements to create such leadership work in a virtual company (Ejiwale, 2005), .
- the nature, culture and the environment of leadership (Gareth Jones, 2007)

However, the design of competence model in B2B leadership for the sports industry habitually fully controlled by business technology models rather than learning competence model. Competence model adopts in B2B leadership due to industry urgently needs dual thinker, leadership usually positioned at the top of any organization's structure; performance targets are unlikely to be achieved in the absence of effective leadership, which forms a solid foundation for success. Besides, training needs for technical and business skills in B2B e-commerce. Thus, this paper proposes the design of competence model in B2B leadership for;

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

LIMITATION OF CURRENT STUDY

There is a huge literature on leadership in occupational psychology and organizational behaviour. While the literature on leadership in sports is not as voluminous, its value is equally as evident at the applied level. Whether it is the leadership displayed by the top level or the leadership behaviours adopted by empowered individuals, effective leadership 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, leadership 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 leadership can improve its salient though its use within the B2B leadership literature has been somewhat limited so far (Avolio et al., 2009).
B2B leadership 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 competence model in B2B leaderships. 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 leaderships (Graham Jones, 2010).

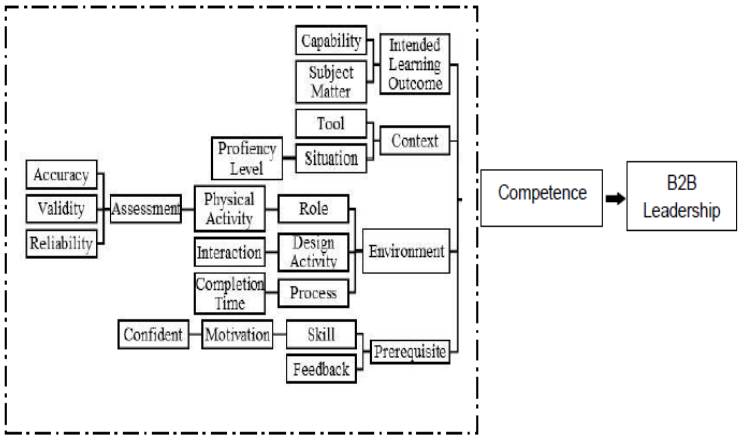

Figure 2: Refine Model of B2B Leadership

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 hypothesized to find a connection key B2B leadership 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's 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 Items

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 (profiency 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 leadership 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 leadership 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 (Sinelnikov, 2007) B2B leadership need one another, and irrespective of learning and business technological developments that will encourage independent sports and leadership experiences which can nourish relationships, develop companionship and explore a sense of community. Overall, competence in a B2B leadership 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 leadership 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 leadership 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 leadership 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."

References

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). *Leadership: current theories, research, and future directions. Annual review of psychology* (Vol. 60, pp. 421–49). doi:10.1146/annurev.psych.60.110707.163621

Bolden, R. (2006). Leadership Competencies: Time to Change the Tune? *Leadership*, *2*(2), 147–163. doi:10.1177/1742715006062932

Bolden, R., Gosling, J., Marturano, A. and Dennison, P. (2003). *A Review of Leadership Theory and Edited Version of a Report for Chase Consulting and the Management Standards Centre* (pp. 1–44).

Dionne et al. (2004). Transformational Leadership and TeamPerformance.pdf. *Journal of Organizational Change Management*, *17*(2), 1–17.

Ejiwale, J. A. (2005). E-Leadership In Virtual Workforce, (Turek).

Hyde, A., & Paterson, J. (2001). Leadership development as a vehicle for change during merger. *Journal of Change Management*, *2*(3), 266–271. doi:10.1080/738552749

Jones, G. (2007). LEADERSHIP—WHAT IS IT? In *LEADERSHIP—WHAT IS IT?* (pp. 1–28).

Jones, G. (2010). Journal of Applied Sport Performance Excellence : A Personal Perspective on the Link Between Sport and Business, (April 2013), 37–41.

Koohang, A., Riley, L., Smith, T., & Schreurs, J. (2009). E-Learning and Constructivism : From Theory to Application E-Learning and E-Learning Design What is Constructivism ?, *5*.

Krathwohl, D. R. (2010). A Revision of Bloom ' s Taxonomy :, (June 2013), 37–41.

Le Deist, F. D., & Winterton, J. (2005). What Is Competence? *Human Resource Development International*, *8*(1), 27–46. doi:10.1080/1367886042000338227

Li, C., & Participants, A. (2012). Construct Validity of Implicit Theories of Sport Competence Scale, 351–353.

Lucking-reiley, D., & Spulber, D. F. (2000). Business-to-Business Electronic Commerce. *Journal of Economic Perspectives.*, (June), 1–24.

Pallant, J. (2010). *Spss survival manual* (pp. 1–15).

Pickernell, D., Jones, P., Packham, G., Thomas, B., White, G., & Willis, R. (2013). E-commerce trading activity and the SME sector: an FSB perspective. *Journal of Small Business and Enterprise Development*, *20*(4), 866–888. doi:10.1108/JSBED-06-2012-0074

Schwarz, E. C., Hunter, J. D., & LaFleur, A. (2012). Sport e-business and e-commerce 13. In *Advanced theory and practice in sport marketing. Routledge.* (pp. 307–331). doi:10.1016/B978-0-7506-8491-0.50020-3

Sinelnikov, O. A. (2007). *Teachning and learning to sport education: ecological analysis, motivational climate and professional development*.

Sitthisak, O., Gilbert, L., & Davis, H. C. (2007). *Towards a competency model for adaptive assessment to support lifelong learning* (Vol. X, pp. 1–7).

Smith, R. E., & Smoll, F. L. (1997). Coach-mediated team building in youth sports. *Journal of Applied Sport Psychology*, *9*(1), 114–132. doi:10.1080/10413209708415387

Van Bruggen, J. (2005). *Theory and practice of online learning*. *British Journal of Educational Technology* (Vol. 36, pp. 111–112). doi:10.1111/j.1467-8535.2005.00445_1.x

Wang, C. K. J., Chatzisarantis, N. L. D., Spray, C. M., & Biddle, S. J. H. (2002). Achievement goal profiles in school physical education: differences in self-determination, sport ability beliefs, and physical activity. *The British Journal of Educational Psychology*, *72*(Pt 3), 433–45. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/12396315

Wills, G., Gilbert, L., & Recio, A. (2007). Towards a framework for games and simulations in STEM subject assessments.