

From "Skill-Based" to "Competency-Core": Action Research on the Transformation of Teaching Paradigm in Sports Management Courses

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Abstract: In the era of deepening the "New Liberal Arts" construction and the high-quality development of the sports industry, the explosive growth of new business formats in the sports industry poses brand-new challenges to the competency structure of practitioners. However, current sports management courses in higher education institutions remain deeply locked into the "Skill-Based" paradigm. Structural drawbacks such as fragmented teaching objectives, lagging content, unidirectional teaching processes, and low-order evaluation systems are prevalent, leading to a severe "supply-demand mismatch" between talent training and actual industrial needs. Based on the philosophy of Outcome-Based Education (OBE), this study adopts the Action Research method, utilizing core courses such as Appreciation of Sports Business Cases as the practical field to conduct a two-year empirical exploration of teaching paradigm transformation. Strictly following the spiraling upward logic of "Plan-Action-Observe-Reflect," and through three iterative cycles, the study systematically constructs a "Competency-Core" objective system covering Knowledge, Skills, and Attitudes (KSA). It reconstructs modular curriculum content based on deep industry-education integration, innovates a "Dual Mentor + Full-Cycle Project-Driven" teaching mode, and establishes a whole-process evaluation mechanism focusing on student growth increments. The study finds that the leap from "Skill" to "Competency" not only effectively enhances students' comprehensive literacy in solving complex, unstructured business problems and achieves deep internalization of interdisciplinary knowledge, but also promotes the reshaping of teachers' roles from "knowledge transporters" to "learning designers." This provides a replicable paradigm reference and theoretical evidence for the cultivation of interdisciplinary composite talents in sports and economics/management in China.

Keywords: Skill-Based, Competency-Core, Sports Management, Teaching Paradigm, Action Research, OBE Philosophy, Industry-Education Integration.

1. Introduction

1.1. Research Background and Macro Context

1.1.1. The Demand for High-Quality Development of the Sports Industry

Currently, China is at a critical historical node of transitioning from a "major sports country" to a "leading sports power." With the in-depth implementation of the "14th Five-Year Plan for Sports Development" and the continuous release of policy dividends such as the "Opinions on Accelerating the Development of the Sports Industry and Promoting Sports Consumption," the sports industry has gradually moved from the periphery to the center stage of the national economy, becoming a new engine for economic transformation and upgrading. The evolution of industrial forms presents significant features of "cross-boundary integration" and "digitalization": the deep binding of sports with the internet, finance, culture and tourism, general health, and technology has spawned a series of high-tech, intellectually intensive emerging positions, such as sports event copyright operations, commercial development of professional sports clubs, planning and operation of smart sports complexes, and sports data asset management.

This industrial transformation poses new challenges to higher sports education. The market no longer requires merely "craftsmen" who master a single athletic skill or "scholars" who only understand abstract management theories. Instead, it calls for "composite operators" who possess keen business insight, complex problem-solving

abilities, cross-boundary resource integration capabilities, and digital survival skills [1].

1.1.2. "New Liberal Arts" Construction and the Revolution of Higher Education Paradigms

The core essence of the "New Liberal Arts" construction actively promoted by the Ministry of Education lies in breaking down traditional disciplinary barriers, promoting interdisciplinary integration, and cultivating applied and composite talents adapted to the requirements of the new era. For Sports Economics and Management, a typical interdisciplinary field, breaking the "dichotomy" (two separate skins) between sports science and management/economics and achieving an organic chemical reaction of knowledge systems is an inherent meaning of the New Liberal Arts construction. This requires our teaching paradigm to shift from the traditional "teaching-centered" approach to a "learning-centered" one, moving from focusing on "what was taught" to "what was learned" and "what can be done."

1.2. Problem Statement: The Realistic Dilemma of the Traditional "Skill-Based" Paradigm

Despite constant calls for reform, an examination of the current teaching status of sports management courses in Chinese universities reveals a significant "Skill-Based" path dependence. This paradigm, originating from vocational education thoughts in the industrial age, emphasizes training in standardized operational skills. In specific teaching, it

manifests as the following three dilemmas:

1.2.1. Discretization and Superficiality of Objectives

Syllabi often take the listing of disciplinary knowledge points as the logical starting point. For example, in the Sports Marketing course, objectives are often set as "mastering the definition of the 4P marketing theory" or "learning the format of writing a plan." This objective setting dismembers complete business logic into isolated, fragmented skill points. Students may perfectly recite marketing definitions in final exams but are often helpless when facing real, complex, unstructured problems like "how to formulate a turnaround plan for a losing tennis club," unable to organically integrate knowledge of marketing, finance, and human resources. Students "see the trees but miss the forest."

1.2.2. Unidirectionality and Stasis of the Process

In "Skill-Based" classrooms, teachers usually play the role of knowledge monopolists and authorities. The teaching process mostly adopts the linear mode of "teacher lectures—student listens—homework after class." Although some courses introduce case teaching, they are mostly "confirmatory cases," where the teacher explains the theory first and then cites examples to prove the correctness of the theory. Cases are often outdated and overly trimmed, losing the complexity and ambiguity of the real world. Students are in a position of passive acceptance; the classroom lacks the collision of thinking and generative wisdom, leading to a widespread phenomenon of "implicit truancy" (physically present but mentally absent).

1.2.3. Low-Order Nature and Result-Orientation of Evaluation

Constrained by traditional assessment systems, course evaluation mainly relies on a single final exam paper. The content of questions is mostly memory-based knowledge such as terminology explanations and short answer questions, or standardized calculation questions. This evaluation method guides students into a strange circle of "cramming before exams, rote memorization, and forgetting immediately after exams." There is a serious lack of assessment for students' "implicit abilities" such as teamwork, communication expression, stress resistance, and professional ethics, leading to the frequent occurrence of "high scores but low abilities." Evaluation results fail to reflect the true value of students' human capital.

Based on this, how to break the shackles of "Skill-Based" education and shift to a "Competency-Core" paradigm oriented towards higher-order thinking and comprehensive literacy is not only a technical improvement of teaching methods but also a profound revolution involving educational values, curriculum views, teaching views, and evaluation views.

1.3. Research Significance

1.3.1. Theoretical Value

This study introduces the Action Research paradigm into the front line of teaching, dynamically presenting the entire process of teaching paradigm transformation. This not only enriches the localized practice of Outcome-Based Education (OBE) theory in sports disciplines but also provides micro-empirical evidence for explaining the teacher-student interaction mechanism, knowledge internalization mechanism, and competency generation logic in "Sports + Economics/Management" interdisciplinary teaching, helping to expand the cross-research perspective of sports pedagogy

and management.

1.3.2. Practical Significance

Through specific curriculum reform practices, this study explores a systematic scheme covering objective reshaping, content reconstruction, method innovation, and evaluation reform. This scheme effectively solves the pain points where sports majors "understand sports but not business" and economics/management majors "understand management but not sports," providing actionable experience references and action guides for similar institutions to promote collaborative education through industry-education integration.

2. Theoretical Basis and Literature Review

2.1. Core Concept Distinction: The Connotative Leap from "Skill" to "Competency"

2.1.1. Historical Limitations of Skill-Based Education

The term "Skill," in the context of traditional vocational education and physical education, often points to procedural knowledge and operational actions, characterized by standardization, repetition, and singularity. Examples include basketball shooting skills or accounting statement preparation skills. The Skill-Based teaching mode (an early form of Competency-Based Education, CBE) originated in post-WWII America, emphasizing the decomposition of work tasks and specialized training. Its advantage lies in high training efficiency and clear objectives. However, with the arrival of the post-industrial era and knowledge economy, the work environment has become Volatile, Uncertain, Complex, and Ambiguous (the VUCA era). In such an environment, once external technologies or business models change, original standardized skills depreciate rapidly. Talents who possess only skills but lack underlying thinking are easily eliminated by artificial intelligence or industrial iteration.

2.1.2. The Era Connotation of Competency-Core

"Competency" is a broader and more profound construct than "Skill." According to McClelland's Iceberg Model, competency includes not only Knowledge and Skills above the waterline but also Attitude/Attribute, self-concept, traits, and motives below the waterline.

The "Competency-Core" defined in this study refers to the comprehensive quality of an individual to mobilize psychosocial resources (including professional knowledge, operational skills, emotional attitudes, values, etc.) in complex, dynamic, and uncertain sports business situations, through critical thinking, decision-making judgment, and communication and collaboration, to successfully complete tasks and solve problems [2]. It emphasizes:

(1) Integration: Competency is not a simple addition of knowledge and skills, but a chemical reaction between the two.

(2) Contextuality: Competency must be embodied in a specific Context; skills detached from context are meaningless.

(3) Development: Competency can continuously advance with the accumulation of experience.

2.2. Theoretical Perspective of OBE Philosophy

Outcome-Based Education (OBE) is the mainstream philosophy of higher education reform in the world today and

the core standard for engineering education accreditation and business accreditation. OBE emphasizes "starting with the end in mind," that is, reverse-designing the curriculum system and teaching links based on the final ability requirements (Learning Outcomes) of the industry and society for talents. The core logic of the OBE philosophy highly aligns with the transformation demands of "Competency-Core" in this study:

(1) Design Down: Deduce curriculum objectives from the competency model of sports industry positions to solve the problem of "what is learned is not what is used."

(2) Student-Centered: Emphasize that students are the subjects of learning and teachers are facilitators, aiming to support students in achieving expected outcomes, solving the problem of "teaching without learning."

(3) Continuous Quality Improvement: Continuously optimize teaching links through data feedback to form a closed loop, solving the problem of "rigid evaluation" [3].

2.3. Applicability of Action Research Methodology

Action Research is a research method in which practitioners (teachers) aim to solve practical problems and improve practice quality through a cycle of "Plan-Action-Observe-Reflect" in actual situations.

Unlike traditional empirical research (which attempts to control variables and verify hypotheses), Action Research acknowledges the complexity and dynamism of the teaching process. This study does not build theory in a vacuum but dynamically corrects teaching strategies through multiple rounds of teaching iterations. This methodology is particularly suitable for the strong practical characteristics of sports management courses because it allows researchers (i.e., teachers) to adjust teaching plans based on real-time feedback from students during the teaching process, achieving an immediate dialogue between theory and practice [4].

3. Research Design

3.1. Research Subjects and Field

This study takes the core course Appreciation of Sports Business Cases offered by the Sports Economics and Management major at a university as the main practical field. This course has typical interdisciplinary characteristics, involving both sports specialized knowledge (such as event rules, club culture) and principles of management, marketing, and financial management, making it an ideal testing ground for implementing paradigm transformation.

The research subjects are students taking this course, involving two grades (Class of 2022 and 2023) and four teaching classes, totaling about 120 students. The student composition is heterogeneous, with about 60% being sports specialty students (Sports Training background) and about 40% being general college entrance examination students (Economics and Management background). This student source structure itself constitutes a natural interdisciplinary complementary and conflict field.

3.2. Research Team Construction

To ensure the scientific nature and multiple perspectives of the research, a "Trinity" research community was established:

(1) Core Researcher: The course instructor (Professor He Dongjin), responsible for overall design and teaching implementation.

(2) Theory Supporter: Experts from the on-campus

Institute of Higher Education were invited to provide OBE theoretical guidance and qualitative data analysis support.

(3) Practice Partners: Two senior practitioners in the sports industry (one Vice General Manager of a professional basketball club and one Director of a marathon operation company) were hired as enterprise mentors to deeply participate in curriculum design and evaluation.

3.3. Data Collection and Analysis Methods

This study uses Triangulation to collect qualitative data to ensure research validity:

(1) Participant Observation: Researchers observed students' participation, interaction patterns, and emotional changes in the classroom and wrote detailed field notes. At the same time, key classes were recorded for micro-analysis after class.

(2) In-depth Interviews: After each round of action, students of different levels (high, medium, and low performance) were selected for semi-structured interviews to understand their learning experiences, confusions, and gains.

(3) Artifact Analysis: Collecting students' assignments, project proposals, roadshow PPTs, reflection logs, and other learning outcomes, using NVivo software for text coding analysis to track the trajectory of their capability development.

3.4. Research Process Planning

The research follows the classic paradigm of Action Research, divided into three stages and three cycles:

(1) Preparation Stage (2023.02-2023.08): Diagnose problems in traditional teaching through questionnaires and interviews, build the KSA capability model, and complete the revision of the syllabus.

(2) Implementation Stage (2023.09-2025.01):

Cycle 1: Exploratory interactive case teaching based on the Harvard paradigm (Focus: Thinking Stimulation).

Cycle 2: Deepening PBL teaching based on real projects (Focus: Simulation and Combat).

Cycle 3: Comprehensive leap based on deep industry-education integration (Focus: Full Real-world Placement).

(3) Summary Stage (2025.02-2025.06): Refine the teaching paradigm, form teaching guidelines and case libraries, and write research reports.

4. Action Research Implementation Process: Deep Narrative of Three Iterations

4.1. Cycle 1: Preliminary Breakthrough and Setbacks from "Lecture" to "Case"

4.1.1. Plan

Aiming at the low "head-up rate" in the classroom and the ossification of theoretical knowledge discovered in the diagnosis, the project team decided to carry out preliminary reforms in the Appreciation of Sports Business Cases course. The goal was to shift from "full lecture" to "dialogue teaching," introducing the classic Harvard-style case teaching method, hoping to activate students' business thinking through high-density teacher-student interaction.

4.1.2. Action

Case Selection: Classic and grand business cases such as "The Century Battle between Nike and Adidas" and "The Globalization Path of the NBA" were selected.

Teaching Organization: Before class, 15-20 pages of

translated case materials were distributed, requiring students to read and write a brief analysis. During class, the teacher no longer lectured by chapter but directly threw out a chain of questions.

Classroom Transcript Excerpt:

When teaching the "Li Ning Brand Rebranding" case, the teacher asked: "If you were Zhang Zhiyong (then CEO) in 2010, facing inventory backlog and brand aging, what would you do?"

Student A (Sports Major): "I would let Li Ning himself participate in more activities and use his influence."

Teacher follow-up: "But can this solve the problem of inventory turnover rate? How to control financial costs?"

Student A fell silent. Student B (Management Major) added: "We should discount promotions or open up sinking markets."

4.1.3. Observe

Through 8 consecutive weeks of observation, the research team found that the classroom atmosphere was indeed more active than before, and students began to speak up. However, as time went on, new problems were exposed:

(1) "Chat Session" Phenomenon: Discussions often stayed at the perceptual level, lacking theoretical support. Students were accustomed to using "I think" or "I feel" to express opinions, rarely citing SWOT, PEST, or financial data to support their views. After the lively class, students felt they "didn't learn real stuff."

(2) Alienation of "Grand Narratives": Students reported that although cases like Nike and NBA were classic, they were too far removed from them. It would be difficult for them to directly enter the senior management of these giants after graduation, and the decision-making logic of these cases was difficult to transfer to the small and medium-sized clubs or event companies they might work for in the future.

(3) Severe "Free-Riding": In group discussions, usually 1-2 active "top students" dominated the output, while other members (especially those with poor sports foundations or introverted personalities) were in an "invisible" state, merely nodding in agreement.

4.1.4. Reflect

Cycle 1 broke the silence of the classroom but failed to touch the core of "Competency." Reflection suggested that simple case discussions without specific task drivers and output pressure are difficult to trigger deep learning. Moreover, the choice of cases was too "high-end" and lacked the sense of substitution in local contexts. A more challenging and grounded teaching mode must be introduced, and individual constraint mechanisms established. Therefore, it was decided to introduce Project-Based Learning (PBL) in the next cycle.

4.2. Cycle 2: Deep Involvement and Conflict from "Case" to "Project"

4.2.1. Plan

To solve the problems of "superficial learning" and "case alienation," the project team decided to fully promote PBL. The core strategy was: introduce real projects from local enterprises, implement the "Dual Mentor System," and enforce cross-disciplinary team formation.

4.2.2. Action

Project Import: Cooperated with a local tennis club in the growth stage to establish the "Summer Youth Training Camp Recruitment Planning" project. The enterprise requirement was clear: a budget of 50,000 RMB, aiming to recruit 100

students.

Team Formation: It was mandatory that each group (5-6 people) must contain at least 2 sports majors and 2 management majors, forcing interdisciplinary exchange through heterogeneous grouping.

Implementation Process:

(1) Field Research: Students used weekends to squat at the club, interview parents and coaches.

(2) Plan Gaming:

Conflict Scenario: In the discussion of Group 3, Student Wang (Sports Major) insisted on hiring foreign coaches, believing this was the only way to be attractive; Student Li (Management Major) took out a calculator and pointed out that hiring foreign coaches would directly lead to a budget overrun and a negative profit margin. The two argued endlessly, accusing each other of "not understanding tennis" and "being too stingy."

Teacher Intervention: The teacher did not give the answer directly but guided them to research the pricing structure of similar competing products in the market and suggested they design a compromise plan of "Foreign Coach Experience Class + Chinese Coach Regular Class."

(3) Mid-term Report: The Vice General Manager of the club was invited to the school to listen to the report.

4.2.3. Observe

This cycle triggered a violent chemical reaction:

(1) Unprecedented Engagement: To refute the other side, sports students began to cram financial budget knowledge, and management students began to study the tennis training system. Students actively consulted materials in the library and discussed in WeChat groups late at night.

(2) Frustration Education: At the mid-term report meeting, the enterprise mentor unceremoniously criticized the plans of multiple groups: "Your poster designs are beautiful, but have you calculated the customer acquisition cost? Online traffic is so expensive now; throwing in this 50,000 RMB might not even make a sound." This "critical hit" from the real world shocked students accustomed to teacher praise but also made them realize the gap between the ivory tower and the market.

(3) Implementation Difficulties: Although the logic of the plans was smoothed out, students appeared immature at the execution level, not knowing how to communicate with property management about venue advertising or how to write standardized business contracts.

4.2.4. Reflect

PBL effectively stimulated internal drive and cross-boundary integration awareness, but the cultivation of "Competency" requires Scaffolding. When facing real complex problems, students lack specific methodological tools. Teachers cannot completely let go and need to provide "scaffolds." At the same time, it was found that the weight of "process evaluation" in the evaluation system was not enough, leading to speculative psychology among some students. The focus of the next cycle lies in strengthening Tool Support and Practical Implementation [5].

4.3. (III) Cycle 3: Comprehensive Leap and Internalization from "Simulation" to "Real Combat"

4.3.1. Plan

Addressing the poor implementation of plans and lack of tools, the project team decided to "flip" the classroom completely to the enterprise site. Co-build an "Off-Campus

Practical Training Base" with a city marathon operation company. Introduce "Value-Added Evaluation."

4.3.2. Action

Full Real-world Placement: The course content was deeply bound with the "City Half Marathon" held that year. 120 students were organized into various functional departments of the event (Competition Department, Marketing Department, Volunteer Department, Publicity Department) to undertake specific auxiliary functions.

Scaffold Supply: The teacher team developed the "Sports Business Project Combat Manual," containing over 20 tools such as "Market Survey Questionnaire Templates," "Event Budget Preparation Standard Tables," "Risk Assessment Checklists," and "Business Negotiation Scripts" for students to use immediately.

Dual-Teacher Co-Education: Enterprise mentors were no longer just judges but became teaching mentors. Every Friday afternoon, students went to the company for work, receiving business training from enterprise mentors.

Combat Achievements:

Case: Group 4 was responsible for the atmosphere creation of the "Family Run" track. They used old tires to design cartoon photo spots. The cost was extremely low, but the effect was outstanding, and it was directly adopted by the organizing committee.

Case: Group 7 assisted in investment promotion. By analyzing data, they found a local beverage enterprise in urgent need of promoting new products and successfully assisted the company in signing a physical sponsorship worth 100,000 RMB.

4.3.3. Observe

Students' status underwent a qualitative leap:

(1) Professional Identity: Students no longer called themselves "students" but "organizing committee staff." In communication with sponsors and runners, they demonstrated strong professionalism (punctuality, standardized dress, appropriate communication).

(2) Explication of Tacit Knowledge: Through combat, students deeply understood that the "event circuit breaker mechanism" is not just a clause in documents but a complex system involving the coordination of police, medical, and meteorological departments.

(3) Explosion of Achievement: When seeing their designed materials appear on the field and seeing the sponsors they brought in displaying on-site, students' self-confidence reached its peak.

4.3.4. Reflect

The success of this stage marked the establishment of the "Competency-Core" paradigm. Students transformed from passive knowledge recipients to active value creators. Knowledge was internalized, verified, and reconstructed in action. However, it was also found that this mode consumes a huge amount of teachers' energy, and corporate cooperation is greatly affected by the season cycle, requiring the exploration of a longer-term school-enterprise interest binding mechanism.

5. Path Construction and Mechanism Innovation of Teaching Paradigm Transformation

Based on the practical exploration of the above three rounds of Action Research, this study summarizes and

constructs the transformation path of the teaching paradigm for sports management courses oriented towards "Competency-Core."

5.1. Objective Reconstruction: Building a KSA Three-Dimensional Competency Matrix

Breaking the original linear objectives based on disciplinary knowledge points, a KSA three-dimensional objective system covering Knowledge, Skills, and Attitude was constructed based on the competency models of key positions in the sports industry (such as event directors, sports agents).

Knowledge Dimension — Structuring: Instead of pursuing the breadth of knowledge, emphasis is placed on connectivity. Students are required to master the underlying logic of the intersection between sports science (competition rules, sports culture) and management (marketing, finance, strategy). For example, understanding that "uncertainty" is both the charm of sports events and the source of commercial risk.

Skills Dimension — Transferability: Shifting from single operational skills to transferable general skills. Focus on cultivating data analysis skills (using Python or Excel for fan profiling), digital tool application skills (using AI to generate posters), and business negotiation skills.

Attitude Dimension — Professionalism: This is the soul of "Competency-Core." Focus on cultivating students' sportsmanship (rule awareness, fair play), professional ethics (contract spirit), innovation consciousness, and psychological resilience.

5.2. Content Reconstruction: Developing "Industry-Education Integration" Modular Dynamic Curriculum

Discarding the obsolete, fixed textbook system, introducing "living water" from the industry, and constructing "loose-leaf" course content.

Freshness of Cases: Establishing a dynamically updated case library. Case materials are taken directly from the current season's CSL, CBA, upcoming Olympics, or city marathons, including emerging e-sports and Frisbee. Ensuring teaching content resonates with the market pulse.

Modularization of Content: Reorganizing course content into several competency modules. For example, reconstructing Appreciation of Sports Business Cases into four core modules: "Event IP Operation and Risk Management," "Sports Venue Management and Content Filling," "Sports Fan Community Operation and Monetization," and "Sports Investment and Financing Analysis and Valuation," with each module corresponding to specific competency indicators.

5.3. Method Reconstruction: Promoting "Dual Mentor + Full-Cycle Project-Driven" Teaching Mode

Substantive Dual Mentor System: On-campus teachers are responsible for theoretical framework building, academic norm guidance, and thinking guidance; enterprise mentors are responsible for practical experience transmission, industry trend sharing, and project implementation guidance. The two are no longer a simple "platter" but "perform on the same stage" in the classroom, analyzing the same problem from both theoretical and practical dimensions.

Closed-Loop PBL: Establishing a teaching closed loop of

"Demand Research—Scheme Planning—Simulated/Real Execution—Review and Reflection." Emphasizing "Learning by Doing," allowing students to continuously trial and error and iterate in the process of solving complex problems, thereby internalizing knowledge and acquiring capabilities.

5.4. Evaluation Reconstruction: Implementing "Value-Added Oriented" Whole-Process Evaluation

Diversification of Evaluation Subjects: Introducing enterprise mentor evaluation (weight 30%), intra-group peer evaluation (weight 20%), and student self-evaluation (weight 10%) to break the teacher's "one voice" (weight 40%). Enterprise mentor evaluation focuses on the commercial value and feasibility of the plan; intra-group peer evaluation focuses on team contribution to curb "free-riding."

Competency-Based Evaluation Content: Significantly reducing the weight of memory-based knowledge assessment and canceling standard answer final exams. Focusing on assessing the feasibility of project plans, logical closed loops, on-site roadshow expressiveness, and the ability to defend against questioning.

Focus on Value-Added: Through establishing student E-Portfolios, recording the trajectory of students' capability changes from the beginning to the end of the course. Focusing on their growth magnitude rather than simple horizontal ranking. For example, a student who was afraid to speak publicly upon entry but could independently complete a roadshow at the end of the term should be given a high score even if the plan is still immature [6].

6. Effectiveness, Reflection, and Outlook

6.1. Effectiveness of Teaching Reform

6.1.1. Significant Leap in Students' Core Competencies

Text analysis of student project reports, reflection logs, and interview records revealed a qualitative change in students' higher-order thinking abilities. They are no longer satisfied with surface answers of "what" but are accustomed to asking "why" and "how." Critical thinking was reflected in assessing business risks, and innovative thinking was released in designing cultural and creative products. Sports majors began to proficiently use management tools like SWOT and PEST, and management majors were able to formulate differentiated strategies based on sports characteristics, dissolving disciplinary barriers in action.

6.1.2. Improvement of Teachers' Teaching Scholarship Capabilities

Through action research, teachers stepped down from the altar, no longer serving as repeaters of textbooks, but becoming designers of courses, integrators of resources, and consultants of learning. Teachers learned to examine teaching from a research perspective and transform teaching practices into academic achievements. The teaching and research atmosphere in the department has become increasingly intense, forming a quality culture of "problem orientation and continuous improvement."

6.1.3. Preliminary Formation of School-Enterprise Collaborative Education Ecosystem

Through the carrier of the course, cooperation between schools and enterprises has moved from simple internship base labeling to deep content co-construction and talent co-

education. Enterprises obtained fresh creative plans, low-cost intellectual support, and potential excellent employees (some students were hired directly by training enterprises after graduation), while schools obtained high-quality teaching resources and internship positions, achieving a true win-win [7].

6.2. Existing Shortcomings and Challenges

6.2.1. Shortcomings in Teachers' Cross-Boundary Capabilities

Although the dual mentor system was promoted, on-campus teachers' own commercial practical experience remains relatively scarce, often making them feel inadequate in guiding deep-level commercial decision-making. This requires universities to further improve the system of teachers taking temporary posts in enterprises to enhance "dual-teacher dual-energy" qualities.

6.2.2. Rigid Constraints of Teaching Resources

Interdisciplinary PBL teaching requires flexible classroom layouts (facilitating group discussions), mobile teaching equipment, and cross-departmental course selection mechanisms, while existing university hardware facilities and academic affairs management systems are often too rigid to support personalized learning needs.

6.2.3. Scientific Nature of Implicit Literacy Evaluation

How to more precisely quantify and evaluate students' implicit literacies such as "leadership," "resilience," and "sportsmanship" remains a difficulty in current evaluation reform, currently relying more on subjective observation. Future efforts need to further introduce psychological measurement tools and big data analysis technologies [8].

6.3. Conclusion

The transition from "Skill-Based" to "Competency-Core" is the only way for sports management courses to adapt to industrial changes and return to the essence of education. This study, through two years of Action Research, verified that the teaching paradigm transformation based on the OBE philosophy is not only feasible but also highly efficient.

This transformation achieves the structuring of knowledge, the contextualization of learning, and the diversification of evaluation. It proves that only by placing students in real industrial contexts and driving learning through solving real problems can we truly break down disciplinary barriers, stimulate students' internal drive, and cultivate composite sports industry talents who possess both a "sports heart" and a "business mind" adapted to the needs of the new era.

In the future, this study will further explore the application of digital technologies (such as AI large models, virtual simulation) in teaching, building a more open, intelligent, and collaborative new ecosystem of education, contributing intellectual support to the construction of a leading sports power.

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