

Reconstruction Logic and Practical Path of "Sports+" Composite Talent Training Model Oriented to Industrial Demand: An Examination Based on OBE Education Philosophy

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Abstract: With the high-quality development of the sports industry and the in-depth advancement of the "New Liberal Arts" construction, traditional sports talent training under a single-discipline paradigm can no longer meet the urgent demand for composite and innovative talents in new business formats. The long-standing separation between sports disciplines and economics/management disciplines has led to a structural misalignment between the supply side of talent training and the demand side of the industry. Based on the Outcome-Based Education (OBE) philosophy, this paper examines the realistic dilemmas in current "Sports+" talent training, such as disciplinary barriers, lagging teaching paradigms, and single evaluation systems. Following the logic of "reverse design and forward implementation," this study reconstructs a composite talent training objective covering knowledge, ability, and literacy. It builds a three-layer progressive interdisciplinary curriculum system of "Theory-Integration-Practice." On this basis, it proposes an innovative path of "Case + Project" dual-driven teaching mode and constructs a deep school-enterprise collaborative mechanism and a whole-process value-added evaluation system. This study aims to provide theoretical compliance and practical paradigms for solving the pain points of "Sports + Economics/Management" composite talent training and to promote the connotative development of higher sports education.

Keywords: Sports Industry, Composite Talents, OBE Philosophy, Industry-Education Integration, Talent Training Model, Interdisciplinary Education.

1. Introduction

1.1. Research Background and Problem Statement

Currently, China is in a critical period of transitioning from a "major sports country" to a "leading sports power." With the continuous release of policy dividends such as the "14th Five-Year Plan for Sports Development" and "Opinions on Accelerating the Development of the Sports Industry and Promoting Sports Consumption," the sports industry has gradually become a pillar industry of the national economy. New business formats and models are emerging continuously. The deep integration of sports with tourism, culture, finance, health, and other industries has spurred an explosive demand for composite talents who possess both solid sports professional skills and modern business management wisdom [1]. However, in sharp contrast, China's higher sports education has long been constrained by the tradition of professional segmentation under the Soviet model, with strict disciplinary barriers, resulting in a distinct "island effect" in talent training.

Specifically, students in sports majors often "know the sport but neglect management," possessing excellent athletic skills but lacking market insight, event operations, and commercial realization thinking. Conversely, students in economics and management majors "know business but are isolated from sports," mastering general management theories but finding it difficult to understand the special attributes of sports products and the uniqueness of sports organizational culture. This phenomenon of disciplinary disconnection leads to severe difficulties in knowledge transfer and a gap in

practical ability when university graduates enter the workplace, making them unable to effectively respond to the real demands of the industry. How to break down disciplinary barriers and achieve the organic integration of "Sports+" and "+Sports" has become a core proposition that urgently needs to be solved in the reform of higher sports education under the background of the New Liberal Arts.

1.2. Research Significance and Value

Based on the Outcome-Based Education (OBE) philosophy, this study explores the reconstruction logic and practical path of the "Sports + Economics/Management" composite talent training model, which has important theoretical significance and practical value.

1.2.1. Theoretical Significance

This study introduces the OBE philosophy into the field of interdisciplinary talent training. Through the localized interpretation of "reverse design" and "continuous improvement" mechanisms, it enriches the theoretical system of applied talent training. In particular, aiming at the two highly heterogeneous disciplines of sports and economics/management, exploring the integration logic of their knowledge graphs and the coupling mechanism of ability and quality helps to broaden the cross-research perspective of higher education pedagogy and sports management.

1.2.2. Practical Value

Facing the rapid iteration of industrial demands, the model reconstruction plan proposed in this study aims to solve the disconnection problems between "teaching" and "learning," and "learning" and "using" in traditional teaching. By

constructing a teaching paradigm based on real work scenarios, it provides actionable guidelines for universities to deepen industry-education integration and improve talent training quality. It also provides a replicable experience reference for similar institutions promoting New Liberal Arts construction.

2. Theoretical Basis and Logical Fit

2.1. Core Essence of OBE Education Philosophy

The OBE philosophy originated from the basic education reform in the United States in the 1980s. It was later established as the core standard for engineering education accreditation by the "Washington Accord" and rapidly promoted in the global higher education field. Its core essence can be summarized into three key transformations: First, shifting from "teacher-centered" to "student-centered," emphasizing that the starting point and destination of education are students' learning outcomes; Second, shifting from "discipline-oriented" to "goal-oriented," reverse-designing the curriculum system based on the final needs of the industry and society; Third, shifting from "quality monitoring" to "continuous improvement," establishing a closed-loop evaluation mechanism based on data feedback [2].

2.2. Appropriateness of OBE Philosophy in Examining "Sports+" Talent Training

2.2.1. Fit in Objective Dimension: From "Supply-Led" to "Demand-Driven"

Traditional sports talent training often sets curricula based on existing faculty reserves and disciplinary inertia, which is a typical "supply-led" model. The cultivation of "Sports + Economics/Management" composite talents serves the operation, management, marketing, and other job groups in the middle and lower reaches of the sports industry chain. OBE emphasizes "starting with the end in mind," requiring first clarifying the specific requirements of the industry for talents' knowledge, ability, and quality, which highly fits the market-oriented characteristics of composite talent training.

2.2.2. Fit in Process Dimension: From "Knowledge Platter" to "Competency-Based"

The taboo of interdisciplinary talent training is a simple physical "platter" of "Major A courses + Major B courses." OBE focuses on "what students can do" rather than just "what they know." It advocates integrating fragmented knowledge points through the solution of complex engineering problems or real business projects. This is the key logic to solving the fragmentation of knowledge in sports and economics/management disciplines and achieving deep chemical reactions.

2.2.3. Fit in Evaluation Dimension: From "Result Evaluation" to "Value-Added Evaluation"

The growth of composite talents has non-linear characteristics, and simple final exam scores are difficult to measure their cross-boundary thinking and innovative practical abilities. OBE advocates a diversified and procedural evaluation system, focusing on the incremental changes of students in the learning process, providing scientific methodological support for assessing the comprehensive literacy of "Sports+" talents in complex situations [3].

3. Realistic Scrutiny: Structural Dilemmas in Current "Sports+" Talent Training

3.1. Blurring and Homogenization of Training Objectives

In current university practices, the positioning of "Sports + Economics/Management" composite talent training often remains a slogan, lacking a clear profile.

3.1.1. Generalization of Objective Statements

Although many universities' talent training plans mention "composite" and "applied," the decomposition of specific ability indicators still follows single-discipline standards. For example, the management ability requirements for sports students are limited to "understanding basic management principles," and the sports literacy requirements for economics/management students are limited to "mastering one sports skill." This superficial goal setting leaves students in a "half-baked" state in both fields, lacking core competitiveness.

3.1.2. Ambiguity of Job Orientation

Due to the lack of in-depth research on the sub-sectors of the sports industry, training objectives fail to precisely dock with the Knowledge, Skills, and Abilities (KSA) models of specific job groups such as event operations, sports agency, and venue management. This homogenization tendency of objectives creates a huge structural gap between university talent output and market segmentation demand.

3.2. Fragmentation and "Platter-ization" of Curriculum Systems

The curriculum is the core carrier of talent training, but current interdisciplinary curriculum systems generally suffer from the "two separate skins" (disconnection) phenomenon.

3.2.1. Solidification of Disciplinary Logic

Sports courses and economics/management courses are often offered independently by different teaching units, lacking communication and teaching research interaction between teachers. Sports teachers only discuss technical tactics without mentioning commercial value; economics/management teachers only discuss market models without mentioning sports contexts. Course contents are incompatible, and there are even conflicts in underlying logic, making it difficult for students to establish a complete knowledge graph.

3.2.2. Absence of Integration Courses

True composite talent training requires a batch of deeply integrated "bridge courses," such as "Commercial Operation of Sports Events" and "Financial Analysis of Professional Sports Clubs." However, restricted by the singularity of faculty backgrounds, such cross-boundary courses are severely scarce. Existing so-called "integration courses" are often just stiffly adding a few sports examples into management cases, failing to achieve organic penetration of theory and practice [4].

3.3. Closed and Unidirectional Teaching Paradigms

Despite constant calls for educational reform, traditional indoctrination teaching still dominates the interdisciplinary field.

3.3.1. Closed Classroom Ecology

Teaching activities are mainly confined within the classroom, lacking interaction with the industry. Students passively accept book knowledge and lack opportunities for trial and error and growth in real business environments. Classroom teaching often lags significantly behind the rapidly changing market dynamics, policy trends, and consumer psychology in the sports industry.

3.3.2. Virtualization of Practical Teaching

Although all universities have practical teaching links, many are formalistic. Internships for sports majors are mostly concentrated in primary and secondary school physical education or fitness coaching positions, while internships for economics/management majors are mostly in traditional enterprises. The lack of comprehensive practical training platforms specifically for the "sports management" composite field prevents students from accumulating experience in solving complex cross-boundary problems during their school years.

4. Logical Reconstruction: Design of Composite Talent Training System Based on OBE

Aiming at the above dilemmas, the talent training system must be comprehensively reconstructed based on the "reverse design" logic of the OBE philosophy.

4.1. Objective Reconstruction: Building a Competency Model Based on the Industry Chain

The first step of reconstruction is to define the "Outcome." This requires breaking down disciplinary standards and establishing a competency model based on the entire sports industry chain through extensive industry research.

4.1.1. Establishing Core Literacy Dimensions

We should define the core literacy of composite talents in three dimensions: first, "Sports Ontology Literacy," including a profound understanding of sports project laws, perception of sports spirit, and basic athletic skills; second, "Business Management Literacy," covering general business capabilities such as marketing, financial management, human resources, and strategic planning; third, "Cross-Boundary Integration Literacy," which is the core of the core, specifically manifested as the ability to transform business logic into sports scenarios, such as sports IP incubation ability, event risk assessment ability, and sports data analysis ability [5].

4.1.2. Refining Ability Indicators

Based on Bloom's Taxonomy of Educational Objectives, the above three major literacies are further refined into observable and measurable secondary and tertiary indicators. For example, "event operation ability" is refined into specific indicators such as "event planning writing," "sponsor negotiation skills," and "on-site crisis handling," and the supporting courses and practical links corresponding to each indicator are clarified to form a rigorous "Ability-Curriculum" matrix.

4.2. Curriculum Reconstruction: Building a "Theory-Integration-Practice" Three-Layer Progressive System

To achieve the above objectives, the original disciplinary

platter must be broken to build a stepped and modular curriculum system.

4.2.1. Foundation Layer: Broadening Disciplinary General Knowledge

In the first academic year, general education and disciplinary broad-based courses are set up. In addition to ideological and political and public basic courses, the focus is on connecting the underlying logic of sports science and management science. Core courses like "Introduction to Sports" and "Principles of Management" are retained but need content transformation. For example, in the teaching of "Principles of Management," management cases of sports organizations are introduced to lay a cognitive foundation for subsequent integration.

4.2.2. Integration Layer: Modularization of Cross-Boundary Courses

This is the key to curriculum system reconstruction. Based on the competency model, several interdisciplinary course groups are developed.

(1) Event Operation Module: Integrating "Competition Organization and Scheduling" and "Project Management" to offer "Full Process Management of Sports Events," focusing on how to use project management tools (such as WBS, Gantt charts) to operate sports events.

(2) Sports Marketing Module: Integrating "Sports Sociology" and "Marketing" to offer "Sports Brand and Fan Economy," discussing the creation of sports star IPs and community operations.

(3) Sports Finance Module: Integrating "Introduction to Sports Industry" and "Financial Management" to offer "Sports Asset Valuation and Investment & Financing," solving the problem of realizing the value of sports intangible assets.

4.2.3. Practice Layer: Projectization of Comprehensive Practical Training

In the third and fourth academic years, Project-Based Learning (PBL) is fully introduced. Experiments are no longer set by course, but comprehensive "micro-major" projects are established. For example, a "Campus Marathon Operation Project Team" is set up, requiring student teams to take full responsibility for the entire process from investment promotion, publicity, registration to on-site execution, allowing students to complete knowledge internalization and transfer in real combat.

4.3. Mechanism Reconstruction: Establishing a Deeply Collaborative School-Enterprise Educational Community

OBE emphasizes the effective support of resources, which requires breaking through campus walls and introducing industrial resources.

4.3.1. Substantive Operation of the "Dual Mentor" System

Establish a mutual employment and recognition mechanism, hiring senior practitioners in the sports industry (such as club managers, event directors) as industry mentors to form a "dual mentor" team with academic mentors on campus. Academic mentors are responsible for building theoretical frameworks, while industry mentors are responsible for analyzing practical cases and guiding practical projects. Both parties jointly revise teaching syllabi, develop textbooks, and evaluate student assignments, achieving deep integration at the faculty level [6].

4.3.2. Substantive Construction of Industry-Education Integration Platforms

Relying on school-enterprise cooperation units, co-build a "Sports Business Simulation Laboratory" or "On-Campus Sports Industry Incubation Base." Enterprises import real desensitized data (such as event operation data, club membership data) into the teaching platform for students to analyze and practice decision-making. At the same time, enterprises are encouraged to transform preliminary work such as market research and plan planning into student course assignments, realizing the transformation of "assignments as works, works as products."

5. Practical Path: Innovation of "Case + Project" Dual-Driven Teaching Mode

Based on logical reconstruction, implementation must be carried out through specific teaching mode innovation. This study proposes a practical path driven by "Case-Based Learning" and "Project-Based Learning (PBL)."

5.1. Construction of Dynamic Case Library: A Bridge Connecting Theory and Reality

Traditional textbook cases are often outdated and detached from China's national conditions. Based on OBE, we need to build a dynamically updated and localized "Sports Industry Industry-Education Integration Case Library."

5.1.1. Localization and Freshness of Case Sources

Cases should not be limited to international giants like Nike and the NBA but should focus more on local CSL (Chinese Super League), CBA clubs, city marathons, as well as emerging e-sports clubs and sports training institutions. These cases are closer to students' employment reality and have greater reference value.

5.1.2. Process Nature of Case Development

The construction of the case library itself is a process of co-creation between teachers and students. Teachers lead student teams deep into enterprises for research, writing teaching cases together through interviews and data collection. This process itself is an excellent exercise for students' analytical abilities.

5.1.3. Flipping and Reconstruction of Case Teaching

In teaching implementation, discard the "teacher speaks, student listens" mode. Before class, students read case materials through digital platforms; during class, adopt a "scripted role-play" (or scenario simulation) method, letting students play different roles such as event organizers, sponsors, and media parties for business negotiation and gaming. Teachers only act as guides and comment experts, focusing on examining students' decision-making logic and adaptability in complex situations [7].

5.2. Full-Cycle Project-Based Learning (PBL): From Simulation to Actual Combat

If case teaching is a "drill," then PBL is "actual combat."

5.2.1. Authenticity of Project Topics

Project topics come directly from the real pain points of enterprises. For example, "Traffic Monetization Plan for a Community Sports Park" or "Summer Recruitment Plan for a Youth Basketball Training Institution." These problems have no standard answers and require students to comprehensively apply multidisciplinary knowledge such as market research,

financial calculation, and legal risk avoidance.

5.2.2. Closed-Loop Implementation Process

Following the logic of action research, guide students through the complete loop of "Needs Analysis — Plan Design — Simulated/On-Site Execution — Effect Review." During execution, introduce the "Milestone Check" mechanism of industry mentors to mimic corporate reporting processes. If the plan is not feasible, it must be started over, allowing students to experience real workplace pressure.

5.2.3. Diversity of Achievement Forms

The final result of PBL is no longer a test paper, but a business plan, an investment promotion roadshow video, a set of cultural and creative product design schemes, or a detailed event execution manual. These visual achievements will become powerful "valuable credentials" for students when job hunting.

5.3. Reform of Evaluation System: Implementation of Whole-Process Value-Added Evaluation

Evaluation is the "baton" of the OBE philosophy. Aiming at the characteristics of composite talents, a multi-dimensional evaluation system must be established.

5.3.1. Diversification of Evaluation Subjects

Break the teacher's "one voice" and build a 360-degree evaluation system of "Teacher Evaluation + Industry Mentor Evaluation + Intra-Group Peer Evaluation + Self-Evaluation." Industry mentors focus on evaluating the feasibility and professional quality of the plan, intra-group peer evaluation focuses on teamwork and contribution, and teachers focus on the accuracy of theoretical application.

5.3.2. Competency-Based Evaluation Content

Significantly reduce the weight of memory-based knowledge assessment and shift the focus to high-order abilities. Focus on examining students' information acquisition ability, data analysis ability, logical critical ability, and oral expression ability. For example, the final assessment can take the form of "Project Roadshow + Defense," requiring students to sell their sports business plans to "simulated investors" within 15 minutes.

5.3.3. Immediacy of Evaluation Feedback

Use digital teaching platforms to record every interaction of students in discussion areas and group collaboration documents. Through big data analysis, instantly generate students' "ability radar charts," feeding back their shortcomings in a certain dimension (such as leadership, communication) to guide students to make targeted improvements, reflecting the "continuous improvement" spirit of OBE [8].

6. Implementation Reflection and Challenges from the Perspective of Action Research

In the process of implementing the above model reform, we also face many challenges that need to be corrected through continuous action research.

6.1. Shortcomings in Teachers' Cross-Border Abilities and Transformation Pains

The biggest resistance to reform often comes from the teachers themselves.

6.1.1. Limitation of Knowledge Structure

Sports teachers lack practical business experience, and economics/management teachers do not understand sports laws. This "congenital deficiency" makes the construction of "dual-qualified" teams face huge difficulties.

6.1.2. Path Dependence of Teaching Inertia

Teachers accustomed to reading from textbooks often feel "out of control" and anxious about open and uncertain teaching modes like PBL.

Coping Strategy: Establish a normalized "Interdisciplinary Teaching and Research Office" and "Teaching Salon" system, mandatorily promoting collective lesson preparation and joint teaching by the two types of teachers; set up special funds to support teachers to take temporary posts in sports enterprises to improve their industry sensitivity.

6.2. Lag in Curriculum Resource Construction

Although the concept of integrated courses has been proposed, in actual operation, the writing of textbooks and the collection of cases require a large amount of time and capital investment. The current publishing cycle is seriously mismatched with the speed of industrial iteration, leading to "textbooks being outdated as soon as they are published."

Coping Strategy: Vigorously promote the construction of "Cloud Textbooks" and loose-leaf textbooks. Use digital platforms to update teaching resource packages on a weekly or monthly basis, directly citing industry research reports and financial news as reading materials to maintain the freshness of teaching content.

6.3. Benefit Balance Mechanism in Deep Industry-Education Integration

Enterprises participating in university talent training often harbor a "charity mentality" or "recruitment purpose." If there is a lack of long-term profit drive, cooperation can easily become superficial.

Coping Strategy: Explore the "School-Enterprise Community of Interest" model. Universities can use their intellectual advantages to provide consulting services, employee training, or project research for enterprises, thereby exchanging for enterprises' practical positions and case resources. At the same time, through the achievement transformation mechanism, allow enterprises to obtain actual commercial value from students' innovative plans, achieving a win-win situation [9].

7. Conclusion and Outlook

The reconstruction of the "Sports + Economics/Management" composite talent training model is not a simple teaching repair, but a profound transformation involving educational philosophy, curriculum system, teaching mode, and management mechanism. Based on the OBE philosophy, this study established a training objective oriented to the industry chain through "reverse design," built a curriculum architecture of deep integration of theory and practice through "isomorphic reorganization," and innovated the teaching implementation path through "dual-wheel drive."

Practice shows that this model can effectively break down disciplinary barriers and improve students' cross-boundary integration ability and literacy in solving complex problems. However, the reform of the talent training model is a dynamic evolutionary process. In the future, with the widespread application of technologies such as artificial intelligence and big data in the sports industry, we need to further explore higher-order integration models of "Sports + Economics/Management + Digital Technology," continuously optimize the data and intelligence level of the OBE evaluation system, and transport more high-quality "sports industry operators" and "innovative and entrepreneurial forces" for the construction of a leading sports power [10].

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"Innovation and Practice of a 'Sports + Management' Interdisciplinary Talent-Cultivation Model under the OBE Framework"

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